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Master Thesis

“Mentorship” in a Military Environment.

Benefits and ways of implementation in the Greek Armed Forces

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Abstract

Mentoring as a concept emerged after 1980s. That period both private and public companies understood its importance in hiring, nurturing and retaining new talents and recognized it as a very cost effective way to improve their skills and capabilities and the overall company's productivity in general. For this reason a vast number of mentoring programs, formal or informal, developed and implemented accordingly.

United States Army, being a nonprofit organization with a specific mission and structure, realized the benefits that can derive from mentorship and in 2005 implemented a formal mentoring program in order to ensure its availability and benefits to all personnel. This formal program along with informal mentoring that is prevalent to Army's History since First World War (WWI) or even prior, ensures the continuity of the Leadership and the passing of values, knowledge and experience to the upcoming generations.

Greek (Hellenic) Army operates today in a versatile environment characterized by the global financial crisis that has deteriorated the resources' availability. The aim of this paper is to examine the ways that mentorship can be implemented by the Hellenic Army, according to its special needs and characteristics, based on the respective program that has been adopted in the U.S. and the experienced that has been gathered since 2005 and not only. In addition will be examined the benefits that can derive from mentorship for both the personnel and the organization. Finally, will be scrutinized the preconditions that have to be set prior to any attempt for implementation of a program, in order to ensure its success and effectiveness.

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1. Introduction

Mentoring as a term started to appear in both civilian and military literature after 1980, when a deeper understanding of the importance of the function developed. Both civilian and military literature underscored the importance of mentoring and the benefits that can derive from its implementation for the mentor, the mentee, and the organization. Arguably, the way that it is implemented in a military environment, while sharing some similarities, is not the same way it is implemented by civilian organizations. The military has adapted it to its goals, and functionality. That is the reason that the civilian literature on the topic is not in contradiction with what is stated in the respective military writings. During the last decade, mentoring has become a significant contributor in nurturing potential talents and an effective way to prepare the leaders of tomorrow. As evidence, many organizations have recognized the importance of mentoring, the benefits that can be derived from it, and have established formal and informal mentoring programs. Further proof of the importance of mentoring is the existence of the countless mentoring web sites that provide advice, assist in matching a mentor to a mentee, or even they undertake the responsibility providing a service to establish every aspect of a mentor program. The Hellenic Army, like all other Armed forces in the world, is an organization that relies exclusively in his own personnel to develop the future leaders of troops. Subsequently, these leaders must nurture, train, assure the development of personnel (both Officers and Non-Commissioned Officers (known as NCOs), and effectively prepare them for future assignments and responsibilities. One of the ways to achieve this is by transferring knowledge and wisdom from the senior and most experienced officers to the junior ones.

It is doubtless that during one's career, either in military or otherwise, an individual will interact and communicate with a vast number of managers and superiors, that they will affect his personality, his way of thinking, and his leadership style. Naturally he will admire some of them and even desire to become like them. With others he may develop a special relationship, even a friendly one. This, by itself, does not make each one of them, a successful "**leader**". *"Leaders are disruptive. They change the*

way things are done; bring a new vision, mission, and strategy to an organization; and set out to change the organization's culture” (Shenkman, 2010, p 43). It is doubtless that the *“majority of leaders attribute their success in whole or in part, to the mentoring they received”* (Zachary & Fischler, 2010, p 53). On the other hand every one of them can serve as an exemplar; as someone that you can learn from, by adopting his good characteristics or by avoiding the bad ones. By watching their actions and by learning by example. Some of them eventually will serve as mentors. This is the reason “Mentorship” is critical for the success of an organization. It will convert the young talent into mature leaders.

But mentorship as a concept, in order to be effective and productive, has to be clearly understood by everyone. “Further analysis indicated the misunderstanding regarding mentoring goals, strategies and implementation methods are a core problem contributing to confusion and cynicism”. (Martin & all, 2002, p 116)

2. Literature Review

The concept and the origin of the word “Mentor” is from both, the Greek Mythology and Greek language, and derives from Homer’s epic story. Before his departure for the Trojan War, Homer’s Odysseus, asked his trusted friend Mentor to tutor, care, and provides guidance to his son, Telemachous, until his return to Ithaki (Dooley, 1990). In addition, the goddess of wisdom Athena appears many times to Telemachous, in the form of Mentor, giving him advice and guidance (Knouse & Webb, 1998). In this classic example a senior and experienced person provides advice and guidance to a younger inexperienced person. The general meaning of the word is a *“father figure that sponsors, guides and instructs a younger individual who is known as protégé”* (Ehrich & Hansford, 1999,p 1).

Since then, many definitions have been developed concerning mentoring. Wikipedia defines mentoring *“as a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person”* (Lanigan, 2012, p 52). Other surveys offer the following

definition of a mentoring relationship; “A *mentoring relationship is a one – to – one relationship between a more experienced member (mentor) and a less experienced member (protégé) of the organization or profession. The relationship is developed to promote the professional and personal growth of the protégé through coaching, support, and guidance. Through individualized attention, the mentor transfers needed information, feedback, and encouragement to the protégé as well as providing emotional support and putting in a good word when possible*” (Mullen & Noe, 1999, p 236). According to mentorship expert Margo Murray, mentoring is “A *deliberate paring of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies*” (Murray, 2001, Hale, 2001, p 3). Hence the senior member of the relationship plays a major role in shaping and molding the character of the younger member (Dooley, 1990)

What is common in all these definitions is that “Mentoring” is a relationship involving two persons: One with more experience and “wisdom” and one with less. It is a relationship based on mutual trust and respect, in which both members can benefit from. The mentor definitely is a source of information for the protégé, but on the other hand, the mentee can become a valuable source of information for the mentor as well.

Although mentoring and mentorship can be used interchangeably, there is a difference between them. The first refers to the act of mentoring, while the latter refers to the mentor’s role (Hale, 2001). Furthermore, experts on the subject have used different words to refer to the less experienced person. Popular ones are candidate, participant, apprentice, advisee, counselee, trainee, and student, while less popular are follower, subordinate, applicant, hopeful and seeker (Murray, 2001). It is doubtless that the most common and most frequently encountered are “Protégé”, and “Mentee”. In this document the word “MENTEE” is preferred because this term is more appropriate than “protégé” which connotes selective patronage. (Ehrich & Hansford, 1999)

The relationship between mentor-protégé is an intense and complex one, and their proper matching is pivotal for the success of the whole process. For that reason, various characteristics of the potential participants have to be taken into consideration

for the compatible pairing, both professional (experience, years of service, the specific skills etc) and personal (personality, age, personal values, place of origin).

The Mentor has to be an experienced person, with influence and achievements, and must have a positive attitude about his job (McCauley, 2007). Leadership authority Michael Zey defines a mentor as “ *a person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring*” (Hale, 2001, p 3). During the relationship, a mentor has to take on different roles, such as teacher, advisor, sponsor and friend. The roles or functions performed by a mentor have been grouped into two main categories: career and psychological support (Kram, 1983). Included in category of psychological support is the social support and assistance that the mentee gets in balancing work–life issues. This is very crucial in society today where one is expected to work long hours (Viator, Dalton, & Harp, 2012). This division and variety of functions clearly depicts that a mentor is something more than a career facilitator (Ehrich & Hansford, 1999). An important characteristic of a mentoring relationship is the degree of closeness between the mentor and the mentee. The closeness of this relationship is based on the impact on each other, and its duration (Mullen & Noe, 1999).

But not all the mentor – mentee relationships are successful. In order to be fruitful, the relationship, first and foremost, has to be vested with mutual trust and respect. Both parties have to participate on a voluntary basis, investing an efficient amount of time. The objectives have to be clearly defined and agreed upon by both parties based on the expected outcome. Clear goals eliminate ambiguity, set the framework of the work to be done, and provide the criteria to measure the success of the program. The relationship is a continuous learning process focused mainly on the mentee’s improvement but not neglecting the mentor’s progress or the organization. “*It should have an educational framework with objectives, development goals, shared roles and outcomes*” (Pease, 2009, p 64). On the other hand, receiving feedback about our mistakes and our performance means that we are willing to listen, to be open and honest without the fear of exposing ourselves. (Zachary & Fischler, 2009). The most successful and productive relationships ultimately result in a reciprocal exchange of

knowledge and information, and in more open and highly quality discussions (Lanigan, 2012).

The mentor, among others, must possess the following characteristics and behaviors in general:

- Understand the mentoring process
- Set clear expectations.
- Have the time, willingness, and sincere interest to effectively mentor his protégé without neglecting his principal duties (Zachary & Fischler, 2009)
- Challenge the mentee to do things that he hasn't done before - take risks - and explore new ways of thinking and working (Zachary & Fischler, 2010)
- Believe in the abilities of their mentees, provide feedback and support
- Both talk and listen
- Inspire others
- Motivate by celebrating progress and milestones (Zachary & Fischler, 2010).
- Create an environment where junior officers can make the right kind of mistakes and take proper risks without fear of failure. (Hale, 2001)
- Be knowledgeable (Lanigan, 2012)

The selected mentor's character and characteristics possess a major role in the success of the relationship and the fulfillment of the expectations. Good intentions are not enough for someone to be a good mentor. To help others grow and develop, mentors need to take responsibility for their own growth and development first. He needs to care about the development of his staff. *"The mentor epitomizes the mythical 'who you want to be when you grow up' or sometimes, 'who you don't want to be'"* (Hale, 2001, p 6)

The mentee in his turn has to:

- Commit time, energy and effort to the relationship.
- Have clearly oriented, realistic goals
- Be open about his dreams, concerns and his real self (Vogel & Finkelstein, 2011)

“The real progress depends on good communication, monitoring progress towards achieving the goals, and continuing to grow the relationship” (Zachary & Fischler, 2009, pp 10) It is important to regularly assess the mentoring relationship, to ensure that you are on track to achieve the mentoring goals, intervene when necessary and readjust the relationship according to the progress achieved or not.

2.1 Benefits for the mentee

The benefits from the mentee’s perspective are numerous and can be summarized as follow:

- **Career advancement** might be the principal one. It is generally accepted that individuals experiencing extensive mentoring, receive more promotions, have higher income and are more satisfied with their working environment. (Ehrich & Hansford, 1999).
- The **increased confidence** that one develops. By constantly receiving unbiased feedback for his performance, he will find out things for himself, that might not have recognized, he will find out his strengths and weaknesses, and generally he will improve himself – awareness (Lanigan, 2012). In addition mentoring empowers the mentee to use his capabilities more efficiently and effectively (Khouse & Webb, 1998)
- **Increased productivity and job performance.** Mentoring young talents must be considered an investment rather than as an expense. Mentors can challenge their mentees by assigning them more complex duties, and providing the necessary coaching while performing those duties. This will eventually help the mentees to develop their skills and their capability to assume the responsibility for more tasks (Viator, Dalton, & Harp, 2012); in that way he will be more productive in less time, and he will have the opportunity to learn the necessary skills needed, and become competent in the role one is performing.
- **Increased likelihood of success;** he will generally spend less time in the wrong position and he will become more visible in the organization.
- **Improved networking opportunities;** having a mentoring relationship with higher in rank people in the organization will induce you in important channels of communication and access to the higher levels of command. These people are

generally more powerful, can influence careers and have access to resources, no matter how limited they are. Sometimes a single mentor is not able to cover all the personal and professional needs. In that case having more than one mentor is more productive (Viator & Dalton, 2011).

➤ Other potential benefits are: The personal support that one gets; the increased understanding of an area, sector or discipline (Lanigan, 2012); Rapid assimilation into the culture (Murray, 2001), more pleasure at work; smooth integration of newcomers.

For these reasons, “*Young professionals are encouraged to actively seek out people they admire to “be their mentors” as a way to accelerate their learning, development and career progression*” (Martin, & all, 2002, p 115). On the other hand, mentoring if not conducted properly may lead to resentment among non-participants, unrealistic promotional expectations, over dependence on the mentor and the uncertainty if the mentee has the correct mentor (Ehrich & Hansford, 1999), inability to take responsibility (Murray, 2001).

2.2 Benefits for the mentor

Mentoring, as it is already mentioned, is a reciprocal relationship that provides the mentor with certain benefits. “Mentors may actually get more out of the activity than their protégés” (Murray, 2001, p 61).

➤ The principal one is the **great amount of satisfaction** and **enhanced self – esteem**, which he gains from his relationship with his protégé. Although they participate on a voluntary basis, the participation in a mentoring relationship suggests that the mentor is respected, admired and noticed in the organization (Murray, 2001), and “*A protégé’s success can reflect positively on a mentor, earning additional respect from higher ranking managers or partners*” (Viator, Dalton, & Harp, 2012, p 71). Mentorship is a good way to pass our legacy to the next generation. Due to the fact that almost every successful person had a mentor throughout his career, mentoring can be a way to repay the debt for being mentored. (Knouse & Webb, 1998).

➤ He will gain **rejuvenating experiences** by assisting his mentee to succeed. This assistance is required simply because of the lack of motivation and advice on the

part of the mentee. This situation might be the same with the one that they faced when they were in their turn novice in the specific job, and the mentee might remind them of themselves (Viator, Dalton, & Harp, 2012). They will find a purpose, a motivator to add value, and simply they “*will experience the rejuvenation of his career and the satisfaction of assisting another develop his or her career*”. (Ehrich & Hansford, 1999, p 1).

➤ They will find **access to a new generation**, to their ideas and beliefs, and they exploit their special knowledge, mainly in the usage of technology. Moreover, they will obtain a greater understanding of the barriers and the problems faced at lower levels of the organization (United States Office of Personnel Management, 2008). In addition, they will find how to communicate effectively with other age groups (Murray, 2001).

➤ Mentors will acquire knowledge and will have the opportunity to test or develop new ideas (Mullen & Noe, 1999). They will adopt their thinking in a new way on subjects that they considered stale (Murray, 2001).

Mentoring will enhance his leadership skills by practicing his personal style of leadership.

2.3 Benefits for the organization

The most common benefits for an organization are:

➤ Increased productivity. Mentoring helps personnel to make an immediate contribution to the firm (Vogel & Finkelstein, 2011)

➤ Cost effectiveness. The cost of this carefully scheduled process is very low for the organization and the mentee gets high relevant practice of needed skills, according to his specific needs, without the cost of classroom training (Murray, 2001). Furthermore, mentoring is a very cost effective way of training, resulting in highly individualized training and personnel’s development, compared to the traditional ways of training, like seminars and workshops (Knouse & Webb, 1998).

➤ Increased recruitment efforts

➤ Motivation of senior people

➤ Job satisfaction, organizational commitment and loyalty,

- Improved organizational communication and understanding (Murray, 2001, pp 39).
- It can help a newcomer to better understand the culture of the company, the values and the unspoken rules, and things that sometimes are not obvious (McCauley, 2007).
- There is a lower ration in turnover of valuable members and the remaining personnel are more educated and highly skilled (Knouse & Webb, 1998).

“It is evident that the organizations can only benefit by developing their employees’ abilities and performance” (Ehrich & Hansford, 1999, pp 8-9).

2.3.1 Succession Planning

Mentoring, is a very good way to ensure that the leadership for tomorrow will be well educated, well trained and ready to assume responsibilities and *“provides a concrete way to move people into higher level jobs”* (Murray, 2001, p 40). A carefully planned mentoring program will fill the gap between desired and actual outcomes, based on the future personnel’s needs (Murray, 2001). Through getting challenging positions, they will enhance their capabilities and combined with the proper culture that promotes a constructive environment, without the fear of failure, they will learn by their mistakes and they will constantly improve their skills. This will be achieved by feeding the young executives with the *“kind of guidance they need so that they could lead the company in the future”* (Shenkman, 2010, p 42). Besides, mentoring ensures the smooth transition of corporate memory, unwritten rules and policies, psychological contracts etc, from each senior member to the junior ones (Knouse & Webb, 1998). Finally, the succession planning, in order to be successful has to take into account the larger environment that the organization operates in, and the impact that the changes and trends have in our functions (Murray, 2001).

2.4 Evaluating the Results

A very well scheduled and conducted mentoring program can lead to a great amount of satisfaction and various advantages for all the involved parties. But the mentorship relationships are not always effective and the final outcome is not always the expected one. For the success of the program, participants have to be active members, committed to the relationship, and finding the time to build mutual trust. Lack of trust will undermine the success of the relationship. For this reason, any mentoring program implemented by an organization, has to be closely monitored concerning the results during every stage of the process. It must be ensured that everything stays as planned, according to the goals that have been set, and both parties are satisfied (McCauley, 2007). If necessary all the preventive measures have to be taken to ensure the success of the program. *“Establishing an effective mentoring program takes time and commitment. It requires continually re-evaluating the goals and modifying your approach as needed”* (McCauley, 2007, p 19). Most malfunctions and negative results occur when the organization is not ultimately committed to the program, and when the management is not convinced of the utility of implementing the program. (Ehrich & Hansford, 1999). *“The literature indicates that mentees can be hurt in a poorly planned and implemented mentoring program”* (Ehrich & Hansford, 1999, p 12). Furthermore, a relation that is not working might cause negative emotions to both parties and should be terminated instead.

2.5 Types of Mentoring

No matter the amount of people that are involved in mentoring relationships all over the world, there are two main schools of thought about mentoring. The first supports that mentoring can be structured or facilitated while the second believes that mentoring happens on its own (Murray, 2001). The types of mentoring that can be either formal or informal are as follows;

2.5.1 Traditional Mentoring (Informal)

It can be met as facilitated, traditional or informal mentoring. One comprehensive definition concerning facilitated mentoring is “*a structure and series of processes designed to create effective mentoring relationships; guide the desired behavior change of those involved; and evaluate the results for the protégés, the mentors, and the organization*” (Murray, 2001, p 5). It is the oldest form of mentoring. The relationships emerge slowly and naturally through the routine interaction of the senior members of the organization with the junior ones. It is usually the senior member that selects and initiates the relationship with the younger member, which is considered to have potential or talent, based on mutual interests. The participation is voluntary without a formal structure or guidance from the organization, and the results are based on an informal agreement between the participants. The main disadvantage of this form is the favoritism and the unfair treatment that sometimes the mentor exerts against some specific categories based on religious or cultural background or gender (Ehrich & Hansford, 1999), and may lead to “*the exclusion of some personnel that would otherwise benefit from mentoring relationships*” (Williams K. L., 2002, pp 1). This is “*one of the main reasons that mentoring programs began to be formalized in the late 1970s by both public and private organizations, apart from the fact that mentorship had been recognized as a beneficial process for the mentor, mentee and the organization*” (Ehrich & Hansford, 1999, p 3). The primary purpose of this kind of relationship is to develop the skills and competencies of the less experienced persons (Murray, 2001).

2.5.2 Formal Mentoring

The implementation of a formal mentoring program clearly denotes that mentoring is a standard part of management practice and is viewed as an important management tool. Thus, the organization constantly monitors the process and the results. The participation is compulsory and is a part of a newcomers’ training program (Ehrich & Hansford, 1999). This type of mentoring ensures that everybody has access and will benefit equally from the program. On the other hand the main disadvantage is that the relationship is not developed naturally or on a voluntary basis thus, the development

of a personal relationship between mentor-mentee is difficult to create. This may happen due to several reasons and mainly depends on the motivation of the mentors to actively participate in the program (Lankau, Hrschfeld, & Thomas, 2005). In addition potential mentors do not select their mentees by just assigning a junior member to induce him in the organization's culture and procedures. (Ehrich & Hansford, 1999, p 5). Thus *“the success of the program is not guaranteed, and depends on a variety of assumptions, and some of these include: mentors will be committed to the program; mentors will be compatible with mentees; and mentors will be competent themselves in technical and interpersonal skills.”* (Ehrich & Hansford, 1999, p 5).

A number of authors (Byrne, 1991; Jacoby, 1989) argue that mentors in formal mentoring programs should be rewarded for their involvement (e.g. increases to pay, bonuses, promotions or other incentives). For that reason and in order to keep mentors constantly motivated, *“some formal programs do have financial incentives for mentors”* (Ehrich & Hansford, 1999, p 8)

2.5.3 Reverse Mentoring

This type of mentoring is very common between persons of different age groups, and it is valuable because no matter the age, everybody has a unique knowledge or skill that is worth sharing with others. Consequently, In this type of mentoring a younger individual is matched with an older one who teaches him about a particular skill like the use of modern technology, social media (Meister & Willyerd, 2010) or a new reporting software suite (Kulesza & Smith, 2013). Is something more of a two-way street, where both individuals benefit from the relationship. The younger individual gains access to senior levels, and observes them while the older one understands the way of thinking and the motives of his younger subordinates (Meister & Willyerd, 2010, Kulesza & Smith, 2013). Furthermore, it can be a way of constructive feedback for the senior member and get a different perspective on their leadership style. (Shikari, 2011). By acting that way, every member of a team benefits from the exchange of information and will experience a great amount of satisfaction for sharing their knowledge and learning from others (Kulesza & Smith, 2013). Generally by

reverse mentoring in a multigenerational environment, like an army organization, supported by appropriate organizational culture, this process will help break down stereotypes, reduce conflicts and lead to greater interaction among team members (Kulesza & Smith, 2013). *“The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power, and position”* (United States Office of Personnel Management, 2008, p 15)

2.5.4 Peer Mentoring

Peer mentoring is *“simply learning from peers of the same grade position or experience”* (Washington, 2012, p 11), and can offer an important mentoring alternative capable of providing a full range of functions (psychological support – career development). Peer mentoring appears more likely to be available to individuals, because each one is more likely to have more peers than bosses or mentors in the organization (Kram & Isabella, 1985). In this relationship each participant assumes both the role of mentor and mentee. Peer relationships can be extended in three types, according to the developmental functions that are fulfilled, the level of trust and self-disclosure achieved, and the particular context in which the relationship has evolved. These types, applicable to every career stage are (Kram & Isabella, 1985):

- Information Peer
- Collegial Peer
- Special Peer

In the Army life peer mentoring is very important because of the post-traumatic symptoms that many soldiers face after their participation in a combat environment. These symptoms were very common in the past during the post Vietnam War era, and today affect the personnel that have participated in the Gulf Wars and the war in Afghanistan. Peer mentoring programs have been implemented by almost all troop contributing nations in the previously mentioned conflicts like the formal peer

mentoring program implemented by the British Royal Marines aiming to identify and ameliorate trauma-related mental-health problems (Johnson & Andersen, 2010).

2.5.5 E- Mentoring

E-mentoring, named also as telementoring, cybermentoring, virtual mentoring and online mentoring (Rowland, 2012), is defined as “*a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, and that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, while also assisting in the development of the mentor*” (Rowland, 2012, p 230). As it is easily understood this kind of relationship relies on the use of technology and the degree to which a person is familiar with the technology. Thus, although technology plays a significant role in e-mentoring, the usage of other relevant means like e-mails, telephone conversations and face to face meetings are supplemental and are able to make the relationship even more successful (Rowland, 2012). In order to build up a prosperous relationship all the principles and prerequisites applicable to other types of mentoring are also valid in this special type. As a result a formal structure and duration is needed based on the purpose of the mentoring program, the learning objectives and the organization’s expectations (Williams, Sunderman, & Kim, 2012)

The benefits of e-mentoring are:

- Individuals are able to discuss issues through the use of technology and obtain information at a faster speed (Rowland, 2012).
- Facilitates the communication between parties and fosters relationships that will create the absence of partiality, gender and ethnicity discrimination issues specially against women that are often met in traditional mentoring program
- Is an efficient method to enforce distance training and education with lower cost and increased flexibility (Williams, Sunderman, & Kim, 2012)
- The communication is not restricted by the time zone and the location of the participants.

2.5.5.1 Anonymous Mentoring

This is a sub-category of e-mentoring and is conducted totally on-line. Both the mentor and the mentee do not know the identity of their counterpart. The advantage of that method is that the members (especially the mentee) may become more open and start discussing subjects that they wouldn't discuss if their identity was known (Meister & Willyerd, 2010). Furthermore all other advantages and the restrictions related to the usage and the availability of technology are also applicable.

2.5.6 Other Types

Group Mentoring: One or more mentors provide guidance and feedback to a group of mentees. It can be led by a more senior leader or it can be peer-to-peer, conducted in a technological platform. (Meister & Willyerd, 2010). Everyone is able to participate in open discussions and contribute to his knowledge and experience (United States Office of Personnel Management, 2008).

Professional Mentoring: The process is based on someone volunteering to participate, and is promoted and encouraged by top leadership as part of a culture to promote the staff development. (Ehrich & Hansford, 1999)

Situational Mentoring: This type of mentoring is applicable when an individual needs guidance and advice concerning a specific issue, and a mentor provides accurate, timely, and effective support. It is usually a short-term relationship based on a specific situation but it can be converted to long-term one (United States Office of Personnel Management, 2008).

Supervisory Mentoring: This is kind of mentorship that is provided by supervisors to personnel directly subordinate to them as an inherent responsibility of leadership. Most times it is informal and entails guidance and feedback about the current job (United States Office of Personnel Management, 2008).

Team Mentoring: Is similar to group mentoring and occurs when more than one mentor deals with one or more mentees (United States Office of Personnel Management, 2008).

Virtual Mentoring: The communication between the participants takes place entirely through internet, video teleconference or e-mails, although at least one face to face meeting is strongly recommended. This method is suitable for those that do not have time or convenience for natural contacts and is more cost effective (United States Office of Personnel Management, 2008).

2.6 Relationship Phases

“All mentor relations have a beginning, a middle and end” (Pease, 2009). Although a successful relationship, that benefits both parties, varies in length, “all relationships generally proceed through four predictable, yet not entirely distinct phases” (Kram, 1983). The phases, which are “Initiation”, “Cultivation”, “Separation” and “Redefinition”, are different in length and in each of these the mentor provides a variety of functions that promotes the mentee’s career development and provides him psychological support. Career functions include sponsorship, coaching, protection, exposure and visibility, and challenging work assignments, while the psychological functions include role modeling, acceptance and confirmation, counseling and friendship. During these developmental phases each pair experiences each function in a very different way primarily depending on the level of trust and mutual support that has been created among them. The phases have been described by Kathy Kram, in brief are as follows:

2.6.1 Initiation Phase

During this phase, the relationship is about to begin, with a duration of about 6-12 months. During that phase the most senior member is considered a highly respected and competent person, able to provide the support needed to his young associate. On the other hand the junior member is considered a person possessing all the

characteristics that make him a high potential. During this phase a reciprocal relationship is established that benefits both the participants. It is the period where the participants start to work together, seek for the other's presence and assistance, and the desired expectations from the relationship have been clearly set and agreed by both of them.

2.6.2 Cultivation Phase

This phase lasts from two to five years. All the expectations that have been agreed during the previous mentioned phase are continuously tested and affirmed. All the mentoring functions that are relevant to the career development appear first and afterwards according to the bonds that have been created among the members, the relative to the psychological support. All of them are reaching their peak during this phase and each member discovers the real value added from his counterpart. The support level that this relationship reaches depends on the mentor's professional and personal characteristics and the degree of trust, intimacy and mutuality that appears in the relationship. It is doubtless that this is beneficial for both members and, in particular, the junior one experiences support and interest while he has the opportunity to acquire technical skills and competencies related to his current job assignment. In the same spirit, the senior officer has the opportunity to assist someone, nurture and influence him while at the same time feels the personal satisfaction derived from the help provided. In this phase the goals and the expectations are clear, without vague points that appeared in the previous stage. Needless to say, some relationships meet or exceed the expectations while others fail, with all the negative results and impact on the participants.

2.6.3 Separation Phase

The next phase that the relationship will go through is the separation phase. The functions that are provided are altered and affect both individuals in a different way than the previously mentioned phases did. The pair has to reassess their relationship and find the balance in their daily work – life, since the mentoring will not be part of their daily program. This is the first time that the junior member has to act alone, to

take initiatives without the support and guidance from his mentor that in the other phases the support provided was considered as a fact. Separation occurs both structurally and psychologically and they can occur simultaneously or not. In the first case the junior member feels confident and able to act effectively without the natural presence of his mentor. The other case will create difficulties and obstacles to the mentee. In the circumstance that the structural separation occurs first, the emotion will create anxiety and fear to the younger member since he has not reached a level to feel confident enough to meet the requirements and has a natural temptation to seek for his mentor confirmation. Conversely, if the psychological separation occurs first, the presence of the mentor is not needed any longer and consequently the relationship has to be redefined or terminated. In any case the structural separation has to occur only when the junior member feels the confidence and autonomy to act by himself. Otherwise that premature separation will be an obstacle in his career and even worse will hurt his emotions. He will lose his confidence, will feel unprepared and this loss of support will turn out to be traumatic. Consequently, this phase is probably the most important for the further development of the mentee. The phase will end when both members recognize that their current mentoring relationship is not valuable anymore and they have to redefine their goals and proceed accordingly.

2.6.4 Redefinition Phase

It is not possible to clearly define the exact time period of this phase. The mentor – mentee relationship has been terminated and is moving to friendship with informal meetings among the previously considered mentor and mentee pair. The senior member continues to provide every aspect of support to his junior friend according to his new needs. Furthermore he still feels pride in the success of his former counterpart. The young member in his turn, feeling grateful for his mentor and his contribution to his success and development continues to seek the personal contact with his previous mentor, considering him as a friend able to provide useful support and advice. Having redefined his needs and his goals, being totally different from the past, he has to match with a new mentor who will be able to fulfill his new needs and contribute to his further development and success.

3 The United States Army Experience

The United States Army (US Army), among other military organizations, like the Canadian, Australian and British Armed Forces, and non military organizations, has a great tradition in mentoring. Traditional mentoring was always part of its culture and capability to constantly create leaders. *“Informal mentoring relationships have long existed in the Army, although they lacked definition as such until the 1980s when the term mentorship entered the business and academic lexicon”* (Martin & all, 2002, p 116). Department of the Army Pamphlet 600-80, Executive Leadership, provided the best description of mentoring, defining mentoring as a *“process used to develop the thinking skills and frames of reference for sequential and progressive leader developments”* (Hunsinger, 2004, p 78). Thus, it is not by accident that the leaders that took part in World War I mentored their personnel that became the leaders during World War II. By continuing to mentor, the organization eventually produced the officers that played a significant role during the war in Vietnam and later in the two wars in the Persian Gulf. In this way each generation trained and prepared the following generation to successfully lead the troops. That is the reason that the word “Mentor” and its derivatives can be found in all US Army regulations dealing with leadership, and that in every biography of an officer or NCO, a significant acknowledgement has been given to his mentor, having influenced his thinking, actions and decisions.

Examining the history of the US Army, we can identify a great number of famous mentor – mentee pairs. In the majority, the mentors have been successful and have identified their mentees as potentials in the early stages of their career. They helped them in various terms, by protecting, challenging, counseling or educating to fulfill their expectations. The most common issue in all the relations is that both parties benefited from the relations, and that the mentee after successfully being mentored by others, felt the obligation to become a mentor in his turn to guide younger potentials.

The relationship between **Fox Conner** (senior member in the relationship) and **Dwight Eisenhower** is held up as an excellent example of mentoring. The former

graduated from the United States Military Academy in the class of 1898 and was commissioned in the Artillery, while the later graduated from the United States Military Academy in the class of 1915 and was commissioned in the infantry. Their relationship began in 1920, during a dinner with a common friend, George S. Patton Jr. They discussed military issues and Eisenhower found support and interest in his ideas for the tactical use of tanks by General Fox Connor. These ideas were innovative and forward thinking which impressed Conner. The acquaintance ended with an offer from Conner to Eisenhower to work under his command in Panama. At that time, Conner was a 46 year old Brigadier General with 24 years in service, while Eisenhower was a 31 year old Major with almost 7. That difference of age and experience allowed them to develop a mentor-mentee relationship. During their relationship's development, Conner assumed various roles; that of teacher, father figure, and friend. This relationship became very famous in the area of military mentoring and helped Eisenhower began his professional education. For Conner's part, he changed his way of thinking principally through his endless questions and study of Eisenhower's perspective of military history and military tactics (Bodner, 2002). Eisenhower disdained military history, a product of the teaching method that was used that period in West Point and did not examine history in depth. The cadets were forced to memorize useless details of a battle (name of the Commanders, positions of units etc) and not others of paramount importance (decisions made and how they affected the outcome, the conditions that have been decided, existence of alternatives etc). Conner through constant reading and discussion managed to change his view and revived his interest in military history, a sector necessary for every successful officer. Conner also served as a father figure. Father figure is "*a person often of particular influence who serves as an emotional substitute for a father*" (Bodner, 2002, p 4). After Eisenhower's loss of his son, Conner helped Eisenhower and his wife recover through constant encouragement and he managed to distract him and put him out of the lethargy (Bodner, 2002), like any father would do for his son. As a result, their relationship turned into friendship and based on their mutual respect and admiration, grew beyond purely professional. Simultaneously, their wives developed a respective relationship based on that of their husbands. Virginia Conner become the confidante and advisor of Mamie Eisenhower. It was definitely a

relationship through which both mentor and mentee experienced and gained many benefits.

Fox Conner, a life-long learner, had the ability to recognize and recruit talented subordinates. During his career he mentored many other officers and served as a role model for them. George Patton and George C. Marshall were among them. With each one he created a relationship based on his character, interests and special characteristics, and treated and helped them accordingly. *“Conner’s relationship with Patton resembled that of an older brother. He did not have to ignite a passion in Patton for studying strategy as he had with Eisenhower. Likewise he did not expect the same level of intellectual discussion that he shared with Marshall. Patton was not a scholar, though he did have a piercing intellect. He was a coalition builder, as Eisenhower grows to be. Patton was a warrior, pure and simple. Conner recognized that in his character and sought to develop and hone that warrior spirit. The trick with Patton would not be urging him forward; it would be holding him back from damaging his own career”* (Cox, 2010, p 7). He devoted time to each relationship and he was proud of their performance. He constantly advised them, and each one shared his concerns and thoughts, even after his retirement. Conner unfortunately died before having the ultimate satisfaction and sense of pride to see Eisenhower become the President of the United States of America.

On the other hand Eisenhower had other mentors, among them George C. Marshall. All of them covered his needs according to his career stage and his personal status. He had the opportunity to deal with great mentors, with a special interest on his career. Conner many times influenced his career by manipulating his assignments such as his special selection for the Joint War College. The same kind of sponsorship existed in Marshall’s – Eisenhower’s relationship, with the most prominent occasion being the rapid rise of the latter from brigadier general to general of the army in four years (Wilson, 1989). During that period, sponsorship and protection on behalf of the mentor was almost acceptable and part of the mentor’s functions. It was generally accepted that *“although not all mentors will intervene, the good ones will”* (Killblane, 2003, p 139). On the contrary, and based on the current mentoring concept, this is what senior leaders should not do concerning subordinate’s patronage and protection,

because the problem arises when a senior officer interferes for his protégé and other equally qualified officers are not helped.

From all the above mentioned relationships, as far as it concerns the army mentoring we can derive that junior officer, no matter how intelligent or skillful they are need guidance and must be taught leadership and professional development. (Bodner, 2002). Serving as an example, Eisenhower, during his career experienced constant help and support by many different mentors, like Conner and Marshall, each one based on revised targets and aiming in his effort to constantly improvement

3.1 “Leave a Legacy through Mentorship”

During the State of the Union address in 2003, the President of that period, George W. Bush stated that *“It is the men and women of America who will fill the need. One Mentor, one person can change a life forever. And I urge you to be that person”* (Nieberding, 2007, Abstract). This statement declared in the best way the most appropriate precondition for success; the commitment of the Chain of Command and the support to the program, provided by the highest level of Command. The US Army realized that *“the formal mentoring of all subordinates can represent the difference between success and failure, both on and off the battlefield”* (Williams K. L., 2002, p iii), and developed a strategy in 2005. After many surveys and reports regarding the issue, like the Army Training and Leader Development Panel Officer Study report to the Army, with inputs from nearly 14.000 Officers, NCOs and civilians. Specifically regarding mentoring the report concluded: *“Officers believe mentoring is important for both personal and professional development, yet a majority of officers report not having mentors. The Army’s mentoring definition and doctrine need revising. But do not want formal, directed programs”* (Martin, Reed, Collins, & Dial, 2002,p 117). Another study conducted in 1985 in order to determine whether or not to institute an Army-wide formal or informal mentoring program, known as Professional Development Officer Study, collected data from 14000 officers including more than half of the serving general officers. The study group defined mentor as “ a leader involved in developing through education, socializing and training [and] being for that

individual a role model, teacher coach, adviser and guide”. Of those surveyed, 88 percent agreed that the officer should be first a role model and then a mentor and that commanders should be evaluated on the extent to which they develop the officers serving under them.

At the end, it was decided to adopt a formal mentoring program, in order to give to every individual the opportunity to participate and be equally treated. In this way fairness, equal opportunity and inclusion was emphasized. The US Army, having recognized mentoring as a powerful tool for professional and personal development of its personnel and the benefits that can arise from a mentoring program, set the year 2005 as a year of mentoring and developed a strategy with clear goals and mission. Although mentoring was not a new concept, having informal mentoring part of its culture, the US Army published the “Army Mentorship Handbook”, clearly explaining what mentoring is and is not, providing guidance to both the potential mentors and mentees and giving incentives for the participation. Its goal is to “*Leave a legacy through mentorship*” (US Department of the Army, 2005, p 3), and encouraged every leader to become a mentor, to pass his wisdom and knowledge to the upcoming generations, and urged each one to become an active participant. Mentoring is highly valued by the US Army as a way to create a culture and climate that fosters learning and development for future leaders (Nieberding, 2007).

The US Army, in general, is an organization with many distinctions and differences from a civilian one, with the main one being that it is a nonprofit organization. “*Non profit groups are also seeking the benefits of the mentoring process to support necessary, rapid staff development and retention*” (Murray, 2001, p 33) consequently, these organizations are adapting the mentoring process into its needs and priorities. Therefore, the army definition for mentorship is “*The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect*” (US Department of the Army, 2005, p 4) while United States Army Field Manual (FM) 22-100 “Army Leadership” defines mentoring as the “*proactive development of each subordinate through observing, assessing, coaching, teaching, developmental counseling and evaluating that results in people being treated with fairness and equal opportunity*”.

In the above-mentioned Field Manual, the word mentor or its derivatives are mentioned 67 times. *“This evidence lends credence that the Army is working aggressively to define, describe, and formally illustrate the idea of mentorship and not have it labeled as an ornamental catchphrase”* (Nieberding, 2007, p 3)

3.2 Formal Mentoring Program

The Army Mentorship Program is a web-based program that provides online information, tools, chat forums, and references to assist in creating formal or informal mentoring relationships. The Army Mentorship Program homepage is located on the Army G-1 website and is accessible only with an AKO¹ login and password through the following link (<http://www.armyg1.army.mil/HR/mentorship/default.asp>). It offers a training video, mentorship references, and brief descriptions for mentors and mentees. The Army Mentorship Resource Center provides the capability to register for the mentorship program, create a profile, and search available profiles for a mentor or mentee. Participants are encouraged to seek mentors/mentees from outside the chain of command to broaden their understanding, experience, contribution, and development. The resource center is also the place to participate in forums tailored to specific areas of interest. Individuals can choose the type of mentoring relationship desired such as face-to-face or virtual one-on-one (online or by email).

To further facilitate the implementation and the proper execution of the program, despite the fact, that US Army officers and Non-Commissioned Officers were accustomed to mentoring, the Army Mentorship Handbook, which is an official document, clearly describes the mentoring functions. There are many similarities from what is stated in the civilian literature, but the whole process has been adjusted to the army needs. Participants to the program can be soldiers in the Active and Reserve Components, their Family members, and Civilians. The program is also available to Retirees, Cadets, Veterans, and Contractors who have access to Army Knowledge Online-AKO” (Army Mentorship Program).

¹ Army Knowledge Online

3.2.1 Benefits for the Mentor- Mentee -Army

The benefits for the mentor, the Army and the mentees, as described in the Army Mentorship Handbook are almost the same with those that are applicable in civilian mentoring and in brief are the following:

For the Mentor

- Career Advancement for the mentor
- Information Gathering
- Personal Satisfaction
- Sharpened Management/Leadership/Interpersonal Skills
- Source of Recognition – Good mentors are well respected at all levels of the Army
- Expanded Professional Contacts

For the Army

- The Army can benefit from mentoring in a higher degree than a civilian organization, because of its particular needs. Those benefits as described in the Army Mentorship Handbook are:
 - Increased Commitment to the Army/Increased Retention. Mentoring will help the mentee to understand and accept the Army goals, Army Values, and the Army way of operating.
 - Improved Performance
 - Improved Flow of Information
 - Leader Development
 - Leadership Succession
 - Recruitment – Makes the Army more attractive to potential recruits because it shows that the Army cares about its people and their personal/ professional development

For the Mentee

- Are being provided a role model
- Have a better understanding for the Army and what is required to succeed
- They may receive more visibility by assuming advanced tasks and demonstrating expanded capabilities
- They have greater career satisfaction, and higher performance and productivity.

3.2.2 Mentor's Characteristics

According to the Army Mentorship Handbook, the mentor in a military environment has to possess the following characteristics in order to develop a successful relationship with his mentee:

Has to be someone beyond the chain of command. This is simple and easily understood, because of the fact that an officer already has access to his chain of command and he interacts with them almost on a daily basis. He has the opportunity to discuss with them and seek for their advice on personal and professional issues. On the other hand, he sometimes may be reluctant to discuss with his evaluator some sensitive issues regarding his performance or the working conditions. Mentorship can occur within the Chain of Command, but it is rare for a senior – subordinate to develop a special relationship of trust required in mentoring and not cross the line of favoritism, which would be detrimental for the organization. (Dooley Joseph C., 1990). In addition, each supervisor is responsible to prepare his subordinate's annual evaluation report and provide them with constructive feedback for their performance. Furthermore, it is in every leader's duties, among others, to serve as a role model, train and educate his subordinates, challenge them, and prepare them for future assignments. This sense of favoritism was met in informal mentoring relationships of the past and especially in the Conner – Eisenhower pair in which the latter was under the command of the former, and their close relationship simmered a sense of unfairness among the others.

Mentor has to possess about two field grades above his mentee, and be about 8-15 years more in service. Having this difference, a peer like relationship and competition for the same interest will be avoided. Furthermore, he must value the Army, he should understand his mission, vision and values, and he must be a well respected officer within the organization, so as to serve as a proper role model. The mentor's reputation among his superiors – subordinates and peers are of paramount importance.

Mentor has to be of the same branch, post, functional area with the mentee. He must be in the position to provide advice and feedback based on his expertise and experience. Having assumed the same duties in the past with his mentee's current assignment, he will be able to know the difficulties and challenges that the junior officer will face.

3.2.3 Building the Relationship

Building an effective relationship, especially within a military organization is very challenging and requires a great effort. Every relationship is not the same and depends on the characteristics of each individual. Therefore, the time that the mentor – mentee will invest, in order to build a relationship based on mutual trust and respect, varies greatly and is based on the needs, expectations, and desires of both parties. Naturally, as in any relationship, the beginning requires a greater amount of time when the participants begin to know each other and set the goals. The goals will be set by drafting the mentee's **Individual Development Action Plan (IDAP)**. The IDAP sets clear goals (both personal and professional) for the mentee, divided into Short Term (1-6 months), Near Term (6-24 Months) and Long Term (24+ months). The goals must be realistic according to mentee's capabilities, and to the desired skills that he has to develop. Besides, it describes the necessary steps that have to be achieved in order to reach the goals, the timelines and the projected outcomes. This document also serves as a source for the evaluation of the program, and will indicate the corrective actions that need to be taken. It is signed by the mentor, the mentee and his supervisor.

As it was stated the supervisor – evaluator is positive to sign the IDAP. The reason is because, the supervisor’s role is critical for the mentee’s development and has to take cognizance of this agreement because he also serves as the mentee’s evaluator. It is absolutely necessary that the mentor and the evaluator will work in close coordination. The evaluator may participate occasionally in the scheduled meetings in order to discuss the mentee’s progress, according to the **Individual Development Action Plan (IDAP)** (Murray, 2001). Respectively, the results of the annual evaluation report, filled by him, must be announced to the Mentor, so as to know his mentees strengths, weaknesses, and needs, and work accordingly on those sectors that need improvement. The mentor and the supervisor have to build a relationship based on trust for the benefit of the mentee. On the other hand, this interaction among these three actors has to be very carefully planned because it might make the mentee uncomfortable to openly discuss issues or problems related to his boss (Murray, 2001). In his turn the mentor has to be prepared to “*keep the protégé’s trust and deal with such private information diplomatically and sensitively*” (Murray, 2001, p148). In addition, it is not acceptable, especially in a Military environment, to take advantage of this relationship and intervene in the benefit of his mentee. He is not allowed to bypass the established procedures or chain of commands. As it is previously stated this kind of favoritism took place, during almost all informal mentoring relationships that grew up in the past and it was perceived that it was included in the mentor’s duty. Lastly, this interaction between mentor, mentee and evaluator, gives the opportunity to the evaluator to monitor the mentor – mentee relationship and interaction, to learn valuable skills for managing people (Murray, 2001), and can serve as an incentive for him to participate as a mentor in the program.

The second document that is not obligatory but is highly recommended to be drafted is the **Mentorship Agreement**, where the frequency of contact and other relationship parameters and expectations are established. This will help the participants to be available for the meetings and be truly committed to their relationship. The current technological capabilities provide a variety in communication modes, like e-mails, video-calls through internet, which can facilitate the communication. But in any case they cannot substitute the face to face efficacy. Unofficial meetings, like having a

lunch together, might be more effective in building a trust environment, where the participants feel more comfortable and they can share easily more sensitive information.

The Mentor has to provide honest feedback to his mentee, advise him, encourage him, and take a genuine interest in the mentee's development in general. He must be careful of not entering into issues irrelevant to the mentorship, like political or religious issues that may be harmful for the relationship. He must be proud and enthusiastic about mentorship. These kinds of behavior will make the mentee feel comfortable when he talks with his mentor, and will feel confident that their conversations will remain between the two. A mentee who does not feel comfortable sharing data with his mentor should terminate the relationship and find another mentor that he can trust and would feel comfortable with.

All the above will ultimately lead to a relationship based on trust and respect, which is the basic for the success of the program. Both parties will enjoy the relationship, will feel comfortable with each other and gain a great deal of satisfaction from it.

The duration of the relationship is defined in the Individual Development Action Plan (IDAP), which normally is two years. This is a good time frame based on the promotion and personnel transferring system of the Army. But a good mentorship relationship might never end, not even after the transfer of the mentor or mentee takes place. As it happened frequently in the past (ex Conner-Eisenhower) there is a great possibility for a successful relationship, after it ends, to turn into a friendship. The termination of a relationship will inevitably come when the mentee will change his expectations and needs. Then is a need to find another mentor to keep him motivated and challenge him. The mentor and mentee should feel free to terminate their relationship when they have not managed to establish a trusted environment, when they do not communicate and when they have failed to meet the standards.

3.2.4 Phases of the Relationship

There are four relationship phases that are described in the Army Mentorship Handbook, and other formal mentoring programs, like the one that has been implemented in Fort Detrick. Despite the fact that they are named differently, and have been adjusted to the army needs, they are not in contrary with what Kathy Kram has described in her books and with what is stated in the rest of the civilian literature. Accordingly the functions that a mentor performs are different in each change and are dependent on the mentee's needs and experience. It is worth mentioning that a relationship may not pass through all these phases and is very difficult to distinguish the starting point, the termination point and the transition between phases. For that reason the progress achieved has to closely be monitored by the mentor in order to decide if his mentee is able to go through the following phase. On the other hand a relationship by no means has to be an obstacle to the younger member. So, if he does not feel comfortable with his associate, or if the desired outcome is not achieved, it is preferable to terminate the relationship and seek for a new one. These phases and the relevant functions assumed by the mentor are (Kram, 1983):

Prescriptive Stage

During this phase the mentee has little or no experience in the Army, and highly depends on his mentor for support and instructions. The assistance provided is very crucial because "*Junior Officers and NCOs should not struggle to learn their roles or understand their organizations without the aid, guidance, and teaching of senior mentors*" (Williams K. L., 2002, p iii). Furthermore this phase allows both parties to become familiar with each other by sharing background, personal qualifications, and experiences. It is the phase where mutual trust is established, and the mentee starts to become self – confidant. Consequently the mentor, because of the lack of experience of his companion, primarily assumes the roles of coach, motivator, and teacher.

Persuasive Stage

In this stage the mentor has to challenge his mentee, to force him to act by himself without constantly seeking his mentor's guidance. The mentee in this phase has gained some experience but still need the most experienced person's confirmation. The ground rules are outlined between the two parties. They discuss logistical issues of where to meet; how they will interact; and they formalize developmental plans, goals and objectives. As a result the mentor has to be also a counselor and a guide.

Collaborative Stage

Having passed the previous phases, now the mentee is considered experienced enough to work with his mentor in a very productive way. They produce their developmental plan; they prioritize the objectives, to increase their skills, knowledge and abilities for professional growth. Periodically the mentor adjusts the development plan to ensure the goals are focused and appropriate for the mentee. The additional roles that the mentor has to undertake are career advisor and role model.

Confirmative Stage

In the final phase the mentee is considered a very experienced person, able to perform in a very effective way. The role of the senior member is readjusted and his contribution is needed in the terms of influence and wisdom. The mentor and mentee agree that there is little more to be gained from the relationship, because of the goals' achievement, resulting in a formal discontinuance of the process. This is the termination cycle of the process that often leads to the development of new mentor relationships.

3.3 Other Programs across the Services

The US Army had, prior to the development of its formal mentoring program, as an example other successful programs that have been developed and adopted by specific entities and formations, within the entire organization. It is worth mentioning other than the previous mentioned, installation – level, program underway at Fort Detrick,

the two programs that are implemented by the Quartermaster Branch, at Fort Lee, Virginia. The first is the Quartermaster Sergeants Master Mentoring program, focused on NCOs that attend the Quartermaster Basic and Advanced Noncommissioned Officers Courses. This program links the NCOs attending the previous said courses with command sergeant majors assigned to Fort Lee, to act as mentors. (Washington, 2012). *“The goal of this program is to provide the students guidance and information concerning career progression from senior leaders in their career field. This is a short term program, that has the potential to result in long-term relationships”* (Washington, 2012, p 15). The second is the Quartermaster Warrant Officer Mentoring Program. The innovation of this program is that it mandates graduates from the Quartermaster Warrant Officer Basic Course to initiate mentoring relationships with senior warrant officers in their new assignment, selecting by a list with potential mentors, provided by the program. When the potential mentor – mentee agree on their relationship, they e-mail their names to the Director, Warrant Officer Basic Course, who maintains a list with all the mentoring teams. The program provides all necessary support to the teams in terms of documentation and links to other mentoring web-sites. In addition the mentoring pair has to complete and submit an online assessment of the mentoring process.

Relative to the US Army, all the US Armed Forces services² have implemented official mentoring programs, supported by their senior leadership. This support is tangible in the form of approved documents relevant to mentoring, such as instructions, letters and directives (MLDC, 2010). These programs are supported by a variety of tools like mentoring websites and affinity groups.

The Air Force

The formal mentoring program is a supervisory one with established goals both for the individuals and the Air Force. It means that the supervisor or rater are directed to act as mentors for the airmen directly subordinate to them in the chain of command. The primary document that describes it is Air Force Instructions 36-3401(MLDC, 2010).

² The services are: Army – Navy – Air Force – Marine Corps and Coast Guard

The Coast Guard

The official document that provides the necessary top-down support and links the program to the Coast Guard's strategic plan is Commandant Instruction 5350.24C, and ranks mentoring as one of the 28 leadership competencies. (MLDC, 2010). In the content of this document are stated also the goals and the objectives, focused on the personnel development. The effectiveness of this program is measured accordingly. This program relies on a website as the primary tool to exchange information and match the pairs. Fundamental for the success of the program is to fill the Coast Guards Individual Development Plan (IDP), relevant to Army's Individual Development Action Plan (IDAP) (MLDC, 2010).

The Marine Corps

The mentoring program that is implemented by the Marines is a supervisory one, with clear goals and objectives. It relies on a website serving mainly as a tool to seek and exchange information and guidance relative to mentoring, but does not provide a tool to search and link to a mentor. Also the results of the program and the participant's uniformity are not clearly measured (MLDC, 2010).

The Navy

A mix of formal and informal mentoring programs are implemented in Navy based both in voluntary and mandatory participations. In addition a variety of pilot mentoring program have developed focused on specific personnel team, like the Navy Woman e-mentoring program and the Surface Warfare Officer e-mentor program. The proper implementation of these programs is ensured by a web – based application, including a tool to match the potential pairs, (MLDC, 2010).

Across the services a great number of mentoring programs have been developed and implemented by various organizations or formations within the service, like the respective in Fort Detrick. Despite the fact that all these programs vary in terms of

their level of development and the formality of the mentoring relationships, their main focus is the guarantee of the equal access to mentoring for all personnel and its personal and professional growth. (MLDC, 2010).

3.4 Evaluating the Programs

There have been concerns about the ability of the program to meet the needs for the army's next generation of soldiers and leaders (Nieberding, 2007), and if formal mentoring relationships are as beneficial to mentees as informal mentoring relationships. Research shows, however, that both formal and informal mentoring relationships can provide many benefits to both mentees and mentors (MLDC, 2010). The main disadvantages of the formal mentoring are that the relationships might not be very effective and might result in ambiguity because the definition and practice of mentorship vary from leader to leader. Respectively the informal mentoring does not give equal opportunities to everyone to participate in the program and mentorship would be found by way of luck and timing of assignment. Furthermore staff members would lose faith and trust in senior leaders because mentorship would be provided to only a select few. (Hunsinger, 2004, pp 83-84).

Manuals will certainly assist in the explanation of the term and provide a foundation for understanding the concept but unless every individual will experience an effective mentorship relationship, will not be able to fully appreciate the true contribution of mentorship to his personal and professional advancement. Furthermore, the success of the program relies on the quality of the mentors. In conclusion a formal mentoring program contains elements of E-mentoring, which is the new way of mentoring, taking into account that the new generation is very accustomed to the usage of the modern technology and can exploit its capabilities.

4. Greek Army

The global financial crisis, that Greece is experiencing, makes the resources, available for the Army scarcer and more valuable than ever in the past. This means the effective

use of personnel and material in the most effective way, in order to keep the operational capabilities in the same high level, as it was before the crisis. In the Greek Army, like any military organization, the recruitment of the middle and senior leadership comes absolutely from inside the ranks instead of from open resources, an opportunity given to private or even some organizations of public sector. In any case the “*selection of top management from outside an organization still is the exception rather than the rule*” (Murray, 2001). This fact makes it totally vital for its existence, the preparedness of its future leadership, by constantly training and challenging them. Through mentorship, the passing of knowledge, the sharing of experience and the shaping of the future leaders, will ensure the continuity and the efficacy of the Army as an entity.

One form of mentoring in the Greek Army takes place during the very first years of an Officer, as a cadet in the military Academy. Every fourth year cadet, as the most experienced and powerful cadets, is matched with one first year cadet, and he acts among other things, as a mentor to him. He is responsible to induce him smoothly in the military environment, to make him accustomed with the written and unwritten laws, to train him, and to counsel him. This relationship is a very special one that frequently becomes a long-life friendship. But after graduation from the academy, unfortunately there is not any other kind of mentoring available, official or unofficial. The Greek Army as a military institution has to recognize the benefits that will come from the implementation of a mentoring program, and the United States Army mentoring program can easily serve as a template. Of course the pure implementation of a mentoring program is not enough and cannot guarantee the desired outcomes for the participants. “*For an Army mentoring policy to be effective, the Army must first understand what mentoring is*” (Hunsinger, 2004, p 78) The Army has to clearly define mentoring and understand that is something different from leadership, counseling, or on the job training, and demonstrate why mentoring is important and why the devoted time, attention and resources to the program are worth spending. Equally important is to identify the lessons learned from the implementation from other organizations along with the common mistakes committed during this implementation.

4.1 Preconditions for Success

The success of the program depends on the carefully established environment, and some actions that have to be taken concerning the awareness and the preparedness of both the personnel and the organization. The following are considered vital imperatives in order to set the preconditions for the success of the program.

A **definition** concerning mentoring, adjusted to the needs and special characteristics of the Hellenic Armed Forces, is required. The word mentoring and its derivatives are not mentioned in the Hellenic Field Manual, FM 181-1 “Command and Leadership” or in any other manual or concept. The only form, that is related somehow to mentoring, and is described in some extent in the above mentioned Army Manual, is counseling. Consequently, it is imperative to develop all necessary documents and manuals that will clearly explain the concept and establish a common vocabulary for the Hellenic Army. This concept definitely has to be in line with all the already existing documentation and the army values, and will emphasize the culture in which mentoring, both formal and informal, will be predominant. It should be clearly defined what mentoring is and what it is not.

The **master strategy** of the program along with a clearly defined **mission, vision, purpose and objectives** has to be developed prior of any attempt of implementation. These *“have to take into account organizational dynamics such as culture, hierarchical structure, traditions and resources, as well as specific mentoring objectives”* (Johnson & Andersen, 2010, p 122). It should be passed to the staff through a special **campaign plan**, addressed to all personnel explaining what the program is, why it is absolutely necessary for the organization, what are the expectations and the benefits for the participants. It has to be understood by all Hellenic Army’s personnel; otherwise it will be confused by other similar concepts like counseling, teaching etc. In order to facilitate the proper understanding of the concept, the experience of those personnel who have experienced mentoring during their assignment abroad (Posted in NATO Headquarters located in USA or other

country, attending training courses in USA, etc) is considered vital, because they have experienced mentoring in practice and they will transfer their related experiences and emotions in a more tangible way. The very first year of the program's induction, should be named as "Year of Mentoring", be devoted to mentoring and its functions, so as to assist in the personnel's awareness and willingness to participate. In addition Communication messages like, "Pass your wisdom and knowledge" or "Develop the youngsters", should be part of the campaign and integral part of the daily schedule, visible by everyone, reminding them the mission and the commitment to it.

The implementation of a mentoring program, as any change that occurs in an organization, military or not, in order to be successful must have the **commitment of the Chain of Command**. Officers in the higher ranks must be persuaded for the benefits that can spring for both the participants and the army, and should strive to pass this to all their subordinates. Otherwise, it is better not to start the process. The best way to demonstrate this commitment is by their active participation in the program. By mentoring other officers lower in rank, senior officers will set the example and provide at the same time a concrete evidence for their commitment to the program. *"When senior leaders participate as mentors it shows a true commitment to the program and will encourage agency employees to participate"* (United States Office of Personnel Management, 2008, p 7). In this way, the culture of the army and the way of thinking is going to change dramatically, making mentoring part of the daily life.

All personnel have to be **trained**, either to participate as mentors or as mentees, and practice on the functions of mentoring, if possible by experiencing it, even in an experimental way. An efficient way to achieve it is to induce it as a primary concept in all leadership courses, and receive as much exposure as possible during all military courses that are applicable to each rank, starting from the basic training and then constantly during one's career. Methods to inculcate the mentoring in the formal military education system, starting from the Military Academy and the NCO Academy, may include seminars, academic reading, review of case studies, prominent guest lecturers (Hale, 2001), including sessions for both the mentor and the mentee's role. The concept of mentoring should be a major topic in the Command and General

Staff College, and the Army War College. All these will give the opportunity to explore the concept in depth and understand the advantages from an active participation in the program, along with the requirements either as mentees or as mentors. The training should be tailored to the needs of both the mentors and mentees, underscoring the distinct various roles and characteristics for each one. This enduring training “gives junior leaders guidance on how to be effective mentors as their experience begins to build”. (Hunsinger, 2004, p 83) and ensures that the future Commanders at all levels will better understand the mentoring doctrine, their role in mentoring and the expectation on behalf of the Officers or Non – Commissioned Officers that are going to either mentor or to be mentored. In order to achieve the desirable level of experience, a great effort is required, because all Greek Army personnel have not experienced mentoring at all. In any case mentoring should not merely “*be introduced as a training event*” (Murray, 2001, p xi). It has to be incorporated in the whole training culture, to facilitate the implementation of the mentoring program.

Of equal importance with training is **mentor selection**, primarily in the very first stages of the program, because they will constitute the core personnel responsible to spread their knowledge and wisdom to all Army members. These Officers and NCOs have to both train and mentor the rest of the personnel in a correct, understandable, feasible and efficient way. In order to achieve it, they have to be accustomed with the program, well prepared and trained, very respected and trusted personalities, possessing all the mentor’s characteristics essential for a constructive relationship. Then, as the experience will grow, other staff members will become potential mentors. Upon their decision to participate, they should receive special training, explaining to them the expectations and benefits, for both the participants and the organization. One of the most significant lessons learned is “*not to let the mentors convince you that they don’t need “training” for their role*” (Murray, 2001, p xi)

Due to this lack of experience, the Greek Army has to identify the existing Best Practices and adopt and adjust them according to its needs. One of these is the US Army way of implementing mentorship. Initially, a Manual or Handbook, relevant to the US one has to be drafted delineating guidelines and procedures for the mentor and mentee to follow. The value of this manual will augment along with the experience

gained, because without experience, every concept and manual is subject to wide interpretation or even misinterpretation.

The generic purpose of the program, as in every facilitated mentoring program, might be *“to systematically develop the skills and leadership abilities of the less experienced members of an organization”* (Murray, 2001, xiv). The program, that will be implemented, should give equal opportunity to all officers and non commissioned officers, regardless of the rank, to participate and receive all the benefits. It should be directed that every Officer or NCO, on active duty to be matched with a suitable mentor. It should not be *“exclusive to one group of people”* (Murray, 2001, p xi). For that reason **a formal mentoring** program is more suitable than an informal one because it does not exclude anyone, no matter the rank, age or gender, from participating. This also provides the room to be combined with other types of mentoring like group mentoring or e-mentoring. Initially, the program has to be on a voluntary basis, and the personnel’s participation in it has to be promoted, providing incentives and awarding the participants, especially the mentors, without neglecting the mentees. The mentor’s performance is vital for the success of the program. It is absolutely necessary that the potential mentor does have to perform his normal assigned duties in the Army, along with mentoring. The Chain of Command has to ensure that they perform those two duties at the same high level, and to facilitate their work because *“Military leaders must wrestle not only with selecting excellent mentors but also with nurturing their intrinsic motivation and protecting them from burnout”* (Johnson & Andersen, 2010, p 121)

For the success of any mentorship program, especially a formal one, everyone has to realize his power and his responsibilities. All the above mentioned preconditions are vital, and without them every attempt will be without results. It has been proved that *“The absence of a corporate mentoring strategy can lead to inconsistencies and inefficiencies across formal mentoring program within an organization. This ineffectiveness can lead to formal mentoring programs being attacked, discredited and ultimately discontinued”* (Johnson & Andersen, 2010, p 118)

4.2 Implementing a Mentoring Program

As it has been mentioned, a formal mentoring program, combined with other kinds of mentoring, is the most suitable to cover the needs of Hellenic Army, and provide developmental opportunities to all personnel. The Directorate of Personnel in the Hellenic Army General Staff has to be the proponent and the custodian of the program. “ *Rather than leave mentoring to happenstance, formal programs give the organization control over who is mentored, when they are mentored, and even how they are mentored*” (Johnson & Andersen, 2010, p114). This centralized planning of the model will avoid malfunctions because “*The problem is that the Army has not formulated an official definition of mentoring nor has established any guidelines for instituting a mentoring program. This lack of widely accepted, clear definition of mentoring will create the beginning of many different interpretations of mentoring and diverse ideas about how to implement it. Consequently, mentoring will turn to mean different things to different people, causing considerable misunderstandings*”. (Hunsinger, 2004, p 78). This program will rely basically on a web site within the Official site of the Greek Army³, under the Directorate of Personnel Web page with hyperlinks in other formations that will implement it. That webpage should be developed in such a way as to declare that mentorship is by this time part of our culture and has the real attention of the Chief of Hellenic Army General Staff. Every active member (or retired as mentors) should be given a personal password and have access to the database. The website should be active on a 24/7 basis.

In this site all the documents relevant to mentoring will be uploaded, serving as a source of information for both the mentor and the mentee, including documents like doctrines, staff orders, guidance, articles, a mentorship handbook, and sample formats similar to the Individual Development Action Plan. This information will be useful in an already existing relationship or an imminent one. Moreover, a searchable database including all the potential mentors will be included. This database will contain the profiles of the potential mentor, information for their background and their achievements, along with information concerning their personality, like family status,

³ www.army.gr

origin or hobbies. The potential mentor will fill out a form with information referring to his professional (rank, branch, current and past assignments, etc) and personal (age, family status, hobbies, etc) characteristics along with his aim, goals and expectations. This site must have the capability to match the potential mentee with all suitable mentors included in the server, by comparing the profiles and emerging the most suitable ones. After the mentees decision to match a specific mentor, a request will be sent to the potential mentor to accept the mentee. The properly filled out profiles are a prerequisite for the efficacious matching of the pairs. The match needs special effort to be beneficial, because every individual is not very effective as a mentor. *“Many military members possess strong technical skills but poor interpersonal ones; they will probably not be effective mentors”* (Johnson & Andersen, 2010, p 120). These kinds of mentors can be worse than no mentors at all.

A formal mentor coordinator (it will be a team constituted by several members due to the work load that is anticipated) is required. His principal duties among others will be to assist the match of the mentor with the mentees, to facilitate the training, to evaluate the sessions, and formally monitor and track the success of the program, based on the objectives and the expectations that have been set. Every individual should address him in case of a question, a malfunction or any issue regarding mentorship as a concept. For that reason the coordinator has to be aware of the concept, all the details and the existing documentation. The head of that team has to be a senior officer, acquainted with the Army’s strategy and mission. Part of that team will be also the administrator, responsible to ensure the constant availability of the program. He should be knowledgeable about the technical details and the procedures of the program and should have the capability to answer any question regarding technical specifications. He should give the participants the opportunity to leverage the new technology, and the amenities that he can provide.

Another function that can be implemented is the “mentorship forum” giving the opportunity to participants to even anonymously participate in. It can include categories such as; Mentorship by position (Commander, platoon leader, administrator etc), Officer Combat Arms Mentorship, Officer Combat Support Mentorship, Officer Combat Service Support Mentorship, and respective for NCOs. Although that kind of

forums are not effective and reliable (Nieberding, 2007), they can be a valuable source of information as long as the participants will be encouraged to effectively communicate and pass to others the information needed.

This program, because of lack of experience in mentoring should give the opportunity to be combined also with informal mentoring. By this a mentor – mentee relationship that grew naturally, should be feasible to be included in the program. This is because some officers during their career will develop a special relationship with some senior to them, more experienced and highly respected persons. Those persons might be their rater or their senior rater, an officer or NCO outside the Chain of Command, or an officer from a previous assignment, that may serve as potential future mentors. Their mentor – mentee relationship will be developed almost voluntarily and will exist for a long time. That kind of relationships should be included in the program, along with those that have been developed purely through it. The informal pairs will have to feed the program with information regarding, their ranks, assignments, the frequency of their meetings, the way of communication, and the results achieved. In this way the coordinator will have the opportunity to evaluate mentoring in total and further exploit the results.

An effective assessment mechanism is required to measure the effectiveness of mentorship and the acceptance from all levels of personnel, from the lower level to senior levels of the hierarchy. This assessment should measure the leader attitude on mentoring, the degree in which leaders understand the mentoring process and are able to distinguish mentoring from other functions, the effectiveness of mentoring training, and the improvement in personnel performance as long as with proposals for improvement. Researches should be conducted across the personnel to avoid contradictions and misunderstandings. The assessment tool should monitor the status of the personnel participation, the time devoted to the program and the functional areas that has to focus in. Data filled by the participants can accompany their annual evaluation report as a stand-alone document. The biggest challenge is to make mentoring a priority.

It has been mentioned that not all mentoring relationships are effective. In these cases the program manager in close coordination with the participants, should intervene and terminate the relationship, investigating simultaneously the reasons of the failure. The reasons should become a “Lesson Learned” available in the database, so as not to be repeated or avoided by other existing or potential relationships.

4.3 Advantages - Results

The proper implementation and execution of a mentorship program will ensure the continuity in the Army and that the knowledge, experience and wisdom that is compiled in each Officer and NCO, will pass in the forthcoming generations. It is doubtless that *“An effective mentoring program provided to all leaders can greatly enhance efforts for the development of the next generation of future leaders who must possess the necessary skills and traits to ensure the Army’s continued success”* (Williams K. L., 2002, p 4). The advantages that can derive from the mentor – mentee interaction are numerous in the advantage of the organization and the participants.

The program will provide the participants with a greater understanding of the Army and their role in it. It will help the personnel especially the newcomers⁴, to understand how Army functions, the organization, its mission, its culture and the unwritten rules. They will be accustomed with what they are permitted to do and what they are not. Furthermore they will understand how their duties fit and contributes in the success of their current unit and formation respectively. Equally important is that they will be aware of what the adjacent, subordinates and superiors units/formations are doing, their mission and the impact to theirs and the way that they have to cooperate for the common benefit. In this way they will value others as persons or as entities. The operational awareness and the cooperation among units or formation either on the same organization or not, will increase, ensuring the smooth function of the Army.

⁴ As a newcomer is considered not only the new hires in the Army family, but also those that due to personnel rotation are assigned in a new unit, geographically different from their previous one with different mission, structure, Chain of Command. A newcomer may also be applicable in the occasion that an officer is assigned with new primary duties inside the same units.

Hence, the Brigade is the ideal organization for mentoring both officers and NCOs while the battalion is the most suitable, for mentoring the NCOs. The first assignment of a junior officer normally is a unit directly subordinate to a Combat Brigade level formation. These officers and any other newcomer in the brigade can be matched with a senior to them, more experienced in the current formation officer, out of the Chain of Command. In this way the new assigned officers will better and more quickly understand the organization's mission, structure, culture and values. They will understand the mission of the organization in two levels above them, which according to Army Regulations is necessary to plan and execute operations effectively. They will better understand and execute orders and will take initiatives according to their commander's guidance and leadership style. Well oriented staff, understand his role and his contribution to the overall success of the organization and has better productivity, experience more job satisfaction and is more committed to the organization. These functions regarding the NCOs, can easier take place in a battalion level because of the vast amount of NCOs posted in a battalion. Accordingly they will be matched in a more experienced NCO to induce them in the new organization. Our Army must empower the Brigade and Battalion Commanders with the task to ensure the proper mentoring of all their subordinates, providing simultaneously the tools and the time to effectively execute their task, as part of their overall mission.

One of the most serious problems that our Army faces the last decade is the vast amount of Field Officers mainly in the rank of Lieutenant Colonel that resigns and leaves active duty. These officers with at least 25 years in service are very experienced and have a lot to offer in the quality of the army. Unfortunately these officers sometime are forced to resign due to the sense that they are out of touch with the senior leadership in the Army, lack of information and the uncertainty of the future, especially because of the economic crisis. Others, without a certain career path established, feel disappointed and lose their desire and enthusiasm. The Hellenic Army cannot afford the departure of talented officers and the attrition in human capital. Although this attrition is a very complex problem, part of it could be solved by effective mentorship. Mentoring can play a major role in reversing this trend and make it possible for some of the officers or NCOs that are currently departing the Army to remain.

Mentorship is applicable to everyone and should not be constraint in ranks and duties, and no one has to be excluded from the concept, because no matter the age and the experience, there always exists a person with more experience, having assumed the same duties in the past and probably made the same mistakes. The passing of knowledge and lessons learned to the upcoming generation will prevent them from making the same kind of mistakes and make the decision making process more effective in a timely and quality manner. As an example a Brigade, Division, Army Corps Commander or even the Chief of the Army himself can be matched with an officer that had successfully executed the same or relevant duties in the past. The mentor in this case can be an active one (e.g an Lieutenant General currently an Army Corps Commander can effectively mentor a Brigadier General that is a Brigade Commander, not directly subordinate to him), or a retired one (A retired general can be assigned as a mentor to an active general). The latter method is very common in the NATO community where retired generals are assigned as senior mentors to active Commanders. *“Senior leaders must be more open regarding their relationship with their mentors. They know that they too have mentors, despite their higher place in the Army hierarchy”* (Cole, 2012, p 11). Mentorship can shape all kinds of leaders to make better decision tomorrow. *“Successful mentorship can occur at any level in the army hierarchy, as long as it fits the model”* (Wilson, 1989, p 26). Mentorship in that level can also ensure a desired succession Plan in any level. *“Senior leaders have a crucial role to play in identifying and developing the Army’s future senior leaders”* (Wilson, 1989, p ii). Once these potential senior leaders have been identified, one of the major duties of the current senior leadership, and also a mentorship objective in that level, is to mentor them so that they are as well prepared as possible to meet tomorrow’s challenges and feel confident to assume their responsibilities. (Wilson, 1989, Dooley, 1990). This will also provide the potential future Army leaders the necessary exposure to Higher Echelons. This was the reason that *“Marshall’s protégés had the opportunity to observe senior leaders in action first hand”* (Dooley Joseph C., 1990, p 21)

The Army has a great pool of potential mentors. One category of highly experienced persons are military retirees, which constitute a largely untapped group of potential

mentors (Knouse & Webb, 1998). Some officers and NCOs that have not reached the highest ranks, according to their origin, are retired at the age of 45-50. Others have been retired as Brigadier Generals and above with more than 40 years in active duty. These retirees are a very valuable source of mentors, capable to be matched with officers and NCOs of all ranks. Besides, this will be useful for the retirees as well, because they will maintain a bond with the Army, and they will continue their significant contribution to its success by nurturing the next generations.

Another beneficial aspect of mentoring is the life – work balance. The military environment is very complex and frequently requires a person to spend many hours away from the family, to participate in training activities, exercises, training courses that take place in other locations or temporary duties in general. In addition relocation takes place every 3 years on average, with all the negative implications to the family and especially the children. The mentor can play a vital role to ameliorate the problems, help the mentee and his family to quickly adjust in the new place by providing advice from his personal experiences related to the issue, He can help overcome the obstacles by sharing how he handled specific conflicts and the resulting consequences of those actions. His willingness to share personal experiences related to work – family conflicts with his mentee depends on the level of trust that has been developed between the pair. Gaining the work-life balance will make personnel more productive, feel cared from the organization, and increase the organizational commitment.

Mentoring is a very cost effective way to train personnel. *“An hour with a good mentor can be valuable – and much less expensive – than an entire business course”* (Hughes, 2010, p 60). Mentors are normally very experienced persons, having assumed the same or similar duties in the past. They know what is required to succeed, and they have the ability, to pass their knowledge to others. They know the critical points and they can help their mentee to avoid certain mistakes that they have done in the past. Mentorship is definitely a productivity accelerator and facilitator.

5. Conclusions

Every organization either civilian or military will assume many advantages by inducting mentorship as part of his culture and by implementing a respective formal or informal program. Especially in a military environment where the human capital is considered a resource even more important than the equipment and funding, mentorship can beget many advantages. *The Army as an institution has to recognize that mentorship is critical to the future development of its leaders in today's volatile, complex, and ambiguous environment*". (Nieberding, 2007, p 4). The Army's mentoring definition and doctrine needs to be developed with an understanding of its specific needs. The effectiveness of the program relies on the top layers of the command but it must also be accepted and executed through the middle and lower levels within the organization. *"It is not something that can be fostered by computers and websites but requires a very human and personal encounter"* (Nieberding, 2007, p 10)

The Hellenic Army, having not experienced the advantages of mentorship, has to identify it as a valuable and cost effective way of training the staff and the potential future leaders. It has to understand what mentorship is and what it is not, how to perform it and distinguish it from other similar functions that a true leader has to perform. Those functions may be part of mentorship or share same similarities, like counseling and teaching or may not, like subordinate's protection. Still many officers may not understand what mentorship is or how to mentor or what to expect from mentoring. Therefore, the Army doctrines that will be developed along with the proper training and awareness should not leave vague points and elucidate the concept to the most extent possible. That is why it is a necessity to incorporate mentorship into its leadership and culture. *"In other words what the Army is calling "mentoring" is in truth a component of good leadership that is focused on development of subordinates through the process of teaching, counseling, and leading by example"* (Martin, et al, 2002, p 124). Due to this lack of experience, the mentoring process has to be implemented gradually, by starting small and expanding after a period of successful

operation. This will provide the opportunity to gather experience and upgrade the policies and procedures (Murray, 2001)

After having placed mentorship as a key function of daily life, all personnel, in all levels, have to voluntarily participate in the program by realizing the benefits that can be derived from their participation. The senior officers must be available and eager to explain to the junior officers their role and their position in the Army. In that way they will experience a sense of pride in the accomplishment of their junior officers – a reflection of their reputation and contribution to their accomplishments. But *“to be an effective mentor, you need the experience and wisdom of your years. You also have to care. If you really care about your soldiers, then you will devote the necessary time and attention to guiding them”*. (Nieberding, 2007, p 11). On the other hand, junior officers must have the willingness to learn from other officers with more experience and prevent the repeat of the same mistakes; Junior Officers will understand that it is acceptable to seek guidance, counsel and feedback. Sometimes they will not agree with the feedback they receive, and it is for their benefit to take a proper reflection of themselves through this process. The Army, in turn, must posture them properly to assume potential roles as mentors or mentees. Furthermore, privacy and trust are fundamentals for a successful mentoring program. A mentee should have, for example, the possibility to discuss with his mentor a problem that he faces with his boss, and seek his advice without fearing that his boss will find it out (McCauley, 2007).

Of course the pure replication of a formal mentorship program from a military or even a civilian organization, no matter how successfully it is implemented, will not guarantee the success in the Hellenic Army. It has to be adjusted to the specific needs and the desired outcome. For example the US Army, having a lot of minority groups inside, related to origin, religion and gender, has adjusted its program to guarantee that these minorities will have equal access to mentorship as all other officers and NCOs that they are not minorities and are able to find a mentor more easy. The Hellenic Army, on the contrary, is not a very diverse organization with no minority groups inside it. The only group that needs special attention is women whose number is constantly increasing within the Army, and covering even combat positions. For

that reason a Formal Mentoring program, including the opportunities and the advantages of the informal or peer one and leveraging properly the capabilities of technology, is likely to succeed. Formal mentorship ensures the participation and eliminates the disadvantage for someone to have no access to the program and be always behind from those that have access.

Mentorship can take place anywhere. It's a key way to lead and strengthen Army Values. The final goal of each person that considers himself as a true leader has to be to make and leave the organization better than today and how he found it. *"If one accepts the premise that the true goal of a mentor is not to further his mentee's career, but help make the army better by allowing mentees to develop to their full potential, then all mentoring relationships will be successful"*. (Hunsinger, 2004, p 80) and *"The best way to learn to be a better mentor is to have one yourself"* (Thompson, 2010, p 46)

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