

TEACHING GENDER IN THE MILITARY

A Handbook

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Mentoring and coaching

Nathaly Levesque (Canada) and Maka Petriashvili (Georgia)¹

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1. Introduction

Over the last decade coaching and mentoring programmes have gained in popularity in many organizations, both within government and in the private sector. The military is no exception; it also benefits from having coaching and/or mentoring at any level of its organization. To apply this in practice and show its importance, the Canadian Armed Forces published a mentoring handbook to increase the number of mentoring programmes in its organization.² A good example of military coaching comes from the Swedish Armed Forces, which ran a programme as part of a national framework known as Genderforce (see Annex 2 of this chapter).

Mentoring and coaching are not new ideas in training and education, and have existed in some form throughout history in most militaries. They are increasingly being recognized as informal yet effective teaching methods for raising awareness and enhancing knowledge in specific areas. Unlike more formal training and education, which require classroom attendance, coaching and mentoring activities are integrated into regular job duties or can be accomplished through media such as e-mails, video conferences or phone calls. All interventions are tailored to the specific requirements or needs of the recipient, and are aimed at both improving skills and performance and supporting professional and career development. These interactions also influence personal development, irrespective of whether this is one of the specific objectives. These types of teaching and learning are completely aligned with the adult learning principles presented by Knowles in 1980,³ in which the learner takes responsibility for his or her own learning such that it becomes more motivating.⁴

There is a general tendency to use the terms *coaching* and *mentoring* interchangeably, which is perhaps not surprising given that they are both performance-related leadership development tools that often share similar learning processes and characteristics. Scholars and practitioners, however, distinguish the two terms because they have quite different aims. One such scholar is Clutterbuck, who argues that "mentoring might look at individuals' careers and self-development, whereas coaching might focus on a particular task, competence or behaviour".⁵

This chapter presents an overview of mentoring and coaching and how they relate to gender in the military. Mentoring and coaching concepts are introduced, and then compared in terms of techniques. Some examples of each process are given to highlight the qualities and roles required in respective training situations. Annex 1 provides some useful tools for the development of coaching and mentoring processes and capabilities. Finally, Annex 2 presents a practical example of a gender-specific coaching programme to demonstrate how leadership can be sensitized to incorporating gender-specific training. The ultimate goal of this chapter is to ensure that the right people get the right mentoring and coaching as determined by their needs, so that one day they may become mentors and coaches themselves.

2. Mentoring

2.1 What is mentoring?

The term *mentor* has its roots in Greek mythology. When Greek hero Odysseus left for the Trojan War, his friend Mentor was charged with guiding Odysseus' son, Telemachus, through life. The term "mentor" was subsequently adopted to describe an experienced person who guides relatively less experienced protégé(e)s. It is important to put emphasis here on the verb: to *guide*. Mentoring is, at its very essence, a process of guiding someone, and not one of telling them what to do and how to do it.

Mentoring is defined as a "professional relationship in which a more experienced person (a mentor) voluntarily shares knowledge, insights, and wisdom with a less-experienced person (a mentee) who wishes to benefit from that exchange. It is a medium to long-term learning relationship founded on respect, honesty, trust and mutual goals."⁶ It is also a dynamic developmental relationship in which a mentor shares his or her own knowledge and experience.⁷ Usually, a mentor/mentee relationship is based around four developmental pillars:

- leadership development;
- professional development;
- career development;
- personal development.

For example, in 2014 the Royal Canadian Air Force (RCAF) implemented a three-year mentorship programme as professional development for all its general officers to help them improve their cognitive and social abilities.⁸

Box 10.1 Perceptions on mentoring

Mentoring is an unselfish process. It is altruistic. It is interpersonal. It is a voluntary pairing of two individuals for mutual personal and corporate gain. Mentoring affects many aspects of organizational behaviour including leadership, organizational culture, job satisfaction and performance. Mentoring is a phenomenon that appears in almost every large corporation.⁹

In a military environment, we often see those in the gender-related field create either an informal or a formal mentoring programme with colleagues. Being a gender adviser (GENAD) requires specific skills, knowledge and attributes, and junior advisers can benefit tremendously from relationships with their seniors. Their knowledge and experience, in terms of both philosophical underpinnings and workplace challenges, can be imparted to junior colleagues to assist them in their new responsibilities and functions. This process perpetuates continued growth and development. While formal gender-related mentoring programmes are non-existent in many military institutions, informal mentoring is far more common.

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*"It has been really important for me to have someone with expertise in gender who I can consult for complicated technical or political questions. I consider this person a gender mentor – someone who I can go to for support and guidance. I also have a political mentor, someone who can help me identify the best strategy to deal with challenges in the workplace whether those are specific to gender or more related to management."*¹⁰

Anonymous mentee

Renowned leaders in military organizations have often taken on informal mentoring roles by establishing relationships with one or a group of subordinates and providing guidance.¹¹ The qualities of this type of leader are generally the same as those required to be a mentor, especially when overseeing a protégé(e)'s career and facilitating his or her professional development.¹²

Currently in the US military every service component has either a formal or an informal mentoring system. This is especially the case within the officer corps, where a well-paired mentor can help to fast-track a younger officer towards a successful career.¹³

Box 10.2 Mentoring in the Royal Canadian Air Force

The RCAF established a mentorship programme in 2013 for its non-commissioned members (NCMs). It has the following objectives:

1. To prepare NCMs for the future by aiding their development;
2. To enable future mission and RCAF success;
3. To enhance knowledge transfer;
4. To cultivate a learning organization;
5. To ensure personal success for the individual and overall success to the organization;
6. To endorse the dynamic and multifaceted operating environment;
7. To increase commitment to the organization and ultimately strengthen the RCAF image.¹⁴

After this programme was implemented, several interviews were conducted. Some of the comments were as follows.

"No one becomes a good leader on their own. Experience and wisdom must be shared."

"For me, the mentorship programme is about the art of sharing your knowledge and experience with an individual who is aiming for higher performance."

"Mentorship provides me the opportunity to develop long-term relationships in which I can share my experience through open, two-way dialogue."¹⁵

Everyone in a military institution has a clear responsibility to contribute to the development of their subordinates.¹⁶ Many personnel working in gender-related roles in such institutions, such as GENADs, tend to work predominantly in one-on-one relationships with their colleagues. Coaching and mentoring of personnel in this situation is therefore extremely important for their development. Mentoring relationships can also serve to open up communication channels between organizations, which serve to break down barriers, foster cultural change and help develop younger generations. Advances in communications technology now give such personnel greater access to mentoring. This has provided new opportunities for military institutions to foster mentoring relationships across wide geographical areas, for example between personnel deployed abroad and those serving in their home country, in a way that would have been unimaginable in the past.¹⁷

2.2 How is mentoring relevant to teaching gender in the military?

Mentoring plays an important role in the retention and promotion of personnel in the military. As Chapter 6 notes, demographic groups without a long history in the military often lack access to mentors. Many women fall into this category, as do men serving in non-traditional roles or those from minority groups. In informal mentoring relationships especially, mentors will often select mentees with whom they can easily develop an affinity, and hence have a tendency to choose those with similar interests and a similar background to themselves. In this way, those from dominant groups within the armed forces are given an unfair advantage in terms of moral and educational support. They also have greater access to knowledge, and especially that contained within the “hidden curriculum”, such as the way members of the military should behave in order to leave a good impression on their superiors and boost their promotion prospects (see Chapter 4). It should come as no surprise that academic studies, including one conducted in the US Navy, demonstrate a relationship between mentoring and the retention of personnel.¹⁸

The solution to this problem is to encourage situations whereby underrepresented groups within the military receive formal or informal mentoring to address this disadvantage and foster merit-based promotion. There are some situations where peer mentoring can be effective, for example where both mentor and mentee are servicewomen. In these cases, the mentor can provide information on how to address some of the gender-specific challenges that women face while serving in the military, and available services that their male colleagues may not know about. On the other hand, in situations where there are few women in senior positions it is important that women have access to high-ranking male mentors to boost their prospects of promotion. Without this, it cannot be said that all personnel have an equal level of access to military education.

3. Coaching

3.1 What is coaching?

Coaching is defined as a short-term relationship in which the coach helps the “coachee” (i.e. the person being coached) to enhance and develop particular skills and performance in a given task. According to Sanger et al.,¹⁹ coaching is the process of “helping people to reflect upon their work (style) in a frank and rigorous way and to establish new patterns as a consequence”.

In US Army doctrine, coaching is defined as the guidance of another person’s development of new or existing skills during the practice of these skills.²⁰ In this sense it is easy to envision many functions or jobs in which coaching is necessary. For instance, when starting a new job, coaching is a way of reducing the time it takes for someone to become effective and efficient in the new role.

3.2 How is coaching relevant to teaching gender in the military?

Coaching is relevant to teaching gender in the military in at least three areas. Firstly, as many members of the military will not have studied gender as part of their compulsory education, they may require gender coaches to help integrate gender perspectives into their work. GENADs often play a *de facto* coaching role by using their skills in analysing how a proposed activity will affect women, men, girls and boys differently; this fills a knowledge gap and complements the skills and experiences of their coachees, who are often more senior commanders. The Swedish Gender Coach Programme in Annex 2 falls into this category.

Second, service personnel such as GENADs and gender focal points who have a formal role related to gender have often not been educated in all the skills they require to perform these roles effectively. One example is the workshop series on teaching gender to the military that provided the impetus for drafting this handbook. The adult education specialists in this series were not only facilitators but also short-term coaches in adult learning skills for the gender specialists who participated.

Third, ensuring the successful incorporation of a gender perspective into the work of a military unit and the creation of a non-discriminatory working environment requires the demonstration of strong leadership skills on the part of all those in leadership roles. Transformational leadership, as espoused in the Canadian Armed Forces, "entails that members are committed to the values of the military and to bringing about significant change to individual, group or system outcomes".²¹ The incorporation of a gender perspective into the way that leaders are coached is thus a critical part of ensuring that diverse groups of women and men are able to serve together in the military and achieve their full potential. This kind of leadership coaching involves education on how to identify and prevent discriminatory behaviour and promote an environment where all personnel are valued based not on their identity or appearance but rather their contribution to the unit.

4. Mentoring versus coaching

As mentioned earlier, scholars such as Clutterbuck differentiate between mentoring and coaching. To apply Clutterbuck's theory in practice in a military setting, we can view mentoring as a longer-term learning practice that aims to support professional and career development, while coaching can be considered a shorter learning practice targeting the skills required for a specific military role. Mentors assigned to military leaders in the longer term contribute to their mentees' continuous learning, and this could theoretically influence decisions by adding a gender-based lens to all actions. Given that gender is a relatively new topic for the military, however, the number of senior military personnel with experience in integrating a gender perspective in their work tends to be quite small. In these situations, coaches with subject-matter expertise are often able to support military leaders in integrating gender perspectives into specific projects or operations despite the coach usually having less overall military experience than the coachee.

4.1 The differences between mentoring and coaching

The mentoring handbook of the Canadian Forces Leadership Institute highlights some of the major distinctions between mentoring and coaching (Box 10.3).²²

Box 10.3 Mentoring versus coaching

| Mentoring | Coaching |
|---|--|
| <ul style="list-style-type: none"> • Long-term relationship, usually lasting for several years. • Mentoring is an integral part of leadership. • Holistic: focused on empowering the individual to build insights, self-awareness and unique ways of handling issues. • Mentors provide guidance in terms of leadership and career, professional and personal development. <p>Mentors are sought when individuals:</p> <ul style="list-style-type: none"> • Are keen to increase the pace of their learning; • Recognize the need for constructive challenges; • Want to build and follow through personal learning plans; • Want to explore a wide range of issues as they emerge and become important. | <ul style="list-style-type: none"> • Short-term relationship lasting until the individual acquires the required skills and behaviours. • Coaching is an integral part of mentoring. • Targeted: focused on helping the individual develop specific skills or behaviours. • Coaches observe the individual doing a specific task and provide objective feedback and encouragement. <p>Coaches are sought when individuals:</p> <ul style="list-style-type: none"> • Are concerned about some aspect of their performance; • Want to make specific changes in behaviour; • Want to acquire some specific skills. |

4.2 Mentoring and coaching processes

Both mentoring and coaching are dynamic processes, although mentoring may last longer and the changes in the relationship between mentor and mentee are more pronounced. While there are many models of mentoring, two are especially informative and helpful in planning, executing and evaluating mentoring processes.

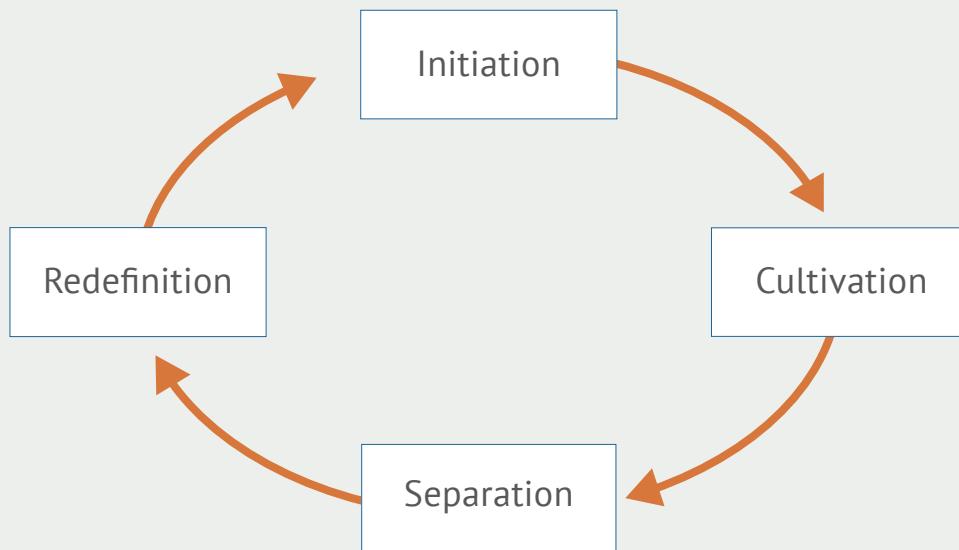
Gray's²³ model of mentoring processes examines changes in the mentee that are observable from the outside, and how these affect the kinds of activities undertaken by the mentor. It highlights the importance of the mentor's diminishing role in the work of the mentee (or "protégé(e)", to use Gray's terminology) in order to achieve the objectives of the mentorship programme.

Box 10.4 Gray's five-phase mentoring model²⁴

| Phase | I | II | III | IV | V |
|------------------------|--|--|--|---|---|
| Main theme | Prescriptive | Persuasive | Collaborative | Confirmative | Independent |
| Type of activity | Mentor directs the protégé(e). | Mentor leads and guides the protégé(e). | Mentor participates jointly with protégé(e). | Mentor delegates to protégé(e). | Protégé(e) achieves functional independence. |
| Mentee characteristics | Skill-trained. Lacks experience and organizational knowledge. | Eager to learn more skill application to become independent, and to show initiative. | Possesses ability to work jointly with mentor and apply technical skills in problem solving. | Possesses insight to apply skills and function independently, relying on mentor for confirmation. | Independent in problem solving; creative, innovative and develops new ideas; a mentor to new protégé(e)s. |

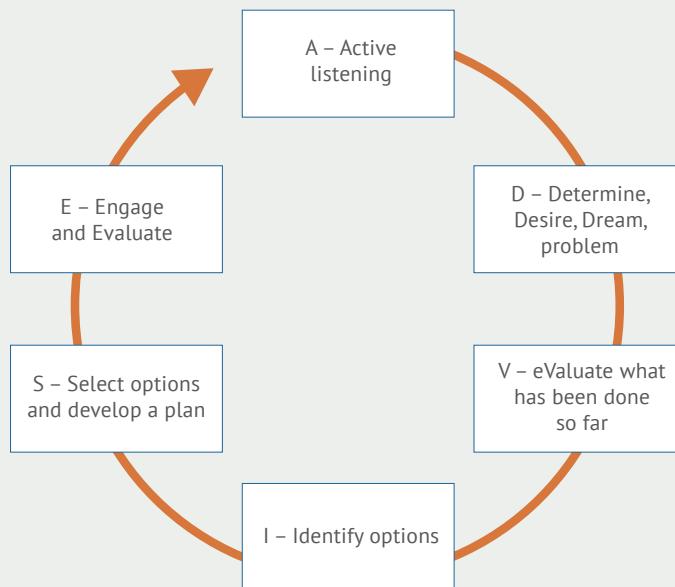
Kram's²⁵ model, on the other hand, highlights that the process has both a skills-transfer element and a psychological element. Kram's model especially highlights the importance of managing the separation phase. In some cases mentors may feel that their mentees are beginning to threaten their own position in the hierarchy, and may react negatively by trying to prevent the mentees' progression (in effect, trying to prolong the mentorship process). In other cases mentees may feel abandoned or let down by a mentor who no longer has the ability to help them. Kram argues, however, that it is possible to take active steps to manage the separation by setting a formal ending to the relationship in which the pair both reflect on the progress of the mentee and the contribution of the mentor. They can also discuss what kind of relationship they want to have in the future, and whether the mentee still has needs that can be met by a new mentor. In situations where the mentor and mentee simply drift apart, the mentor may feel undervalued or betrayed.

Box 10.5 Kram's phases of the mentor relationship²⁷



| Stage | I | II | III | IV |
|--------------------------------|---|--|---|--|
| Main theme | Initiation | Cultivation | Separation | Redefinition |
| Type of activity ²⁸ | A relationship is established; goals, objectives, process and timeline are planned. | The plan is implemented. (Most of the true mentoring takes place at this point.) | The mentoring relationship is ended by one or both parties, or by an external factor. | The parties decide whether to remain in contact. If so, they may become peers or remain in sporadic contact. |
| Relationship characteristics | Apprehensive, suspicious or overly formal. | Informal, intimate, close. | Resentful and hostile or positive yet challenging. | Indifferent or friendly or nostalgic. |

In the literature there are many different coaching process models, but the vast majority include training, developing a plan and making the learner more responsible in order to achieve success. McClellan and Moser's model has been chosen here because it is complete, can be adapted to any organization and describes the process to apply while coaching (Box 10.6).²⁹

Box 10.6 A practical approach to advising as coaching³⁰

One of the key distinctions of the coaching process (compared to mentoring) outlined by this model is that the coachee takes the lead in decision-making and implementation. During the active listening phase, it is the coachee who outlines the “problem” and, with the support of the coach, determines what the desire is. The coach then encourages the coachee to evaluate what has been done so far and identify the different options for future steps. Once an option has been selected, the coach supports the coachee in elaborating a plan. Unlike in a mentoring process, the coach is not a role model to the coachee because he or she has only a narrow area of expertise and his or her professional experience may come from a different field. It is the coachee who has more knowledge of the broader context. There are thus not the same challenges of separation because the relationship comes to a clear end once the coachee’s objectives have been reached. Whether the process is repeated depends primarily on the nature of the coachee’s future work priorities, and not on any personal affiliation between the two nor on the coach’s evaluation of the coachee’s needs.

4.3 The roles and attributes of mentors and coaches

Mentors and coaches are there to make a difference, to establish new patterns and to lead developmental processes. These are two-way processes in which it is crucial for both sides to commit to spending time together, to listening and to setting developmental goals in order to achieve the change.

There are essential rules for making coaching and mentoring successful and results-driven:

- mentoring/coaching is a totally voluntary relationship;
- information discussed during mentoring/coaching is confidential;
- there are mutual trust, respect and commitment;
- mentoring/coaching communication is a collaborative “two-way street”;
- either party can withdraw from the relationship at any time;
- the relationship must be driven on mentees/coachees’ needs and requests.

In addition, there are clear expectations for each side of the relationship. The UK Chartered Institute of Personnel and Development developed a list of expectations and desired behaviours for both sides, and highlighted a “to do” list for each.³¹

Box 10.7 Expectations and activities of mentors, mentees, coaches and coachees

| What you expect from the mentor or coach: | What you expect from the mentee or coachee: |
|---|--|
| <ul style="list-style-type: none"> • good active listening skills; • accessibility and approachability; • patience; • empathy and open-mindedness; • honesty; • subject-matter knowledge; • constructive feedback; • a balance of push (instruction and skills transfer) and pull (giving opportunities for the coachee to draw on existing strengths to find answers). | <ul style="list-style-type: none"> • commitment; • openness/being receptive to new ideas; • effort; • curiosity; • ambition; • time to do it; • defined goals or objectives; • willingness to learn or change. |
| What mentors and coaches do: | What mentees and coachees do: |
| <ul style="list-style-type: none"> • raise self-awareness; • provide feedback; • increase motivation; • build self-confidence and avoid being judgemental; • adopt a questioning, non-directive approach; • consciously match style to coachee's readiness to tackle a task; • encourage ownership of outcomes through dynamic interaction. | <ul style="list-style-type: none"> • listen and learn; • accept feedback with an open mind; • engage in introspection and show willingness to change; • have confidence to take risks and make changes; • show eagerness to take on new challenges. |

5. Coaching and mentoring culture within military institutions

5.1 How can military institutions foster a culture of coaching and mentoring?

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... while formal counseling is important from an institutional perspective, informal counseling and mentoring are major factors in leader development. And that is something that needs to be fostered in an increasingly complex world, where even junior leaders need to make split-second decisions that have far-reaching impacts.

General Raymond Odierno, retired, former chief of staff of the US Army³²

The importance of coaching and mentoring is widely accepted within senior military circles.³³ However, encouraging the development of a coaching and mentoring culture presents some particular challenges for military institutions. One of the first is that it is sometimes equated with favouritism due to the historical legacy of secret fraternities in some militaries which sought to gain unfair promotions for their own members.³⁴ A second challenge is that past experience of mandatory coaching or mentoring programmes may have cast the practice in a bad light. One author has described the matching process of such programmes as "like trying to find true love on a blind date – it can happen but the odds are against it".³⁵ It is little surprise that most mentors

and mentees who have been forcibly paired find it to be a waste of time. The third challenge is that informal mentor relationships may exist outside the chain of command, creating (a fear of) tension between the mentee's supervisor and the mentor.³⁶ Indeed, the Canadian Forces recognize that many supervisors take on a minor mentoring role, but it is preferable that a mentor is someone other than the person who conducts performance reviews of the mentee, including those linked to promotions.³⁷

Recent experience has, however, identified several steps that military institutions can take to foster a culture of mentoring and coaching. One of the first steps is to recognize its importance and provide education for potential mentors and coaches. One study suggests that senior managers tend to be offered external professional coaches while more junior staff tend to have access only to internal coaches. Providing education in coaching skills to those with the requisite subject-matter expertise to work as coaches can therefore be an effective way to improve internal coaching programmes. This should also have the knock-on effect of increasing the number of coaches so that they are available to more junior personnel.³⁸ Similarly, while formal mentoring programmes have had mixed results, it is clear that offering education to willing mentors and incorporating mentoring skills into leadership training can improve results and institutionalize coaching and mentoring as regular duties of military personnel.³⁹ Ideally, such leadership training would incorporate a gender perspective, highlighting the important role played by mentoring and coaching in promoting gender equality in military institutions.

Another good practice that military institutions have adopted is to create written resources for coaches and mentors. The US Navy's handbook clearly outlines boundaries to the role the mentor can play and, while highlighting the importance of this role, reiterates the primacy of the command chain and the authority of the supervisor to disregard the mentor's recommendations. This should eliminate tensions between supervisors, mentors and mentees, and eradicate myths that mentors can obtain unfair promotions for their mentees.⁴⁰ The US Navy also created an online database where mentees can view the profiles of available mentors and invite them to start a mentoring relationship, either electronically or in person. The Canadian Forces handbook includes a mentor's and a mentee's pledge – effectively a code of conduct – as well as useful tools for mentor and mentee to use together to guide the process.⁴¹ These tools provide institutional endorsement and support for mentoring and coaching without forcing it upon military staff. They also reinforce the notion that coaching and mentoring are part of regular work and that activities can take place during working hours, although many find it conducive to hold sessions over lunch breaks or after work.⁴²

6. Conclusion

Mentoring and coaching make important contributions to the teaching of gender within the military by aiding the personal and professional development of both faculty and learners. They can help build the capacity and inner motivation to improve gender equality within individuals and organizations, but this requires strong commitment and leadership in supporting gender equality at senior levels.

As demonstrated through examples, coaching and mentoring become more and more important in every organization that is looking to increase individual performance and, ultimately, organizational performance. This chapter highlights that the military environment is no exception. Many of the services have a formal mentoring or coaching programme at either unit or organization-wide level, and others have taken significant steps towards supporting informal mentoring and coaching.

For personnel working within the gender-related field, coaching and mentoring processes can be both a source of support and an entry point towards achieving their professional objectives. As many GENADs are the sole such entity within their organization, they play a crucial role in bringing about transformation within their institutions. In addition, developments in communications technology mean they can now engage in coaching and mentoring activities over a wider area, thus sharing expertise with other lone advisers.

Mentoring and coaching are instrumental in leader development and key to improving organizations, especially in terms of promoting gender equality. While more work may still be needed in defining which interventions are

necessary in each specific situation, there can be no doubt that coaching and mentoring are tools that cannot be overlooked when adopting holistic and effective approaches to teaching gender in the military.

7. Annotated bibliography

Carter, A., *Executive Coaching: Inspiring Performance at Work* (Brighton: Institute for Employment Studies, 2001), www.employment-studies.co.uk/system/files/resources/files/379.pdf.

This book outlines the definition of executive coaching and the role that it can play in the workplace. It also provides practical guidance based on lessons learned for organizations wishing to offer coaching to their employees.

Chartered Institute of Personnel and Development, "Coaching and mentoring", September 2014, www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx.

This factsheet provides an introduction to coaching and mentoring in a professional context, as well as useful links to relevant organizations and further information.

Civilian Working Group, *Mentoring Program Handbook*, US Department of Navy, undated, www.au.af.mil/au/awc/awcgate/navy/mentoring_hand.pdf.

This handbook was designed for mentors in the US Navy, and includes a list of answers to frequently asked questions as well as guidance on building mentoring skills.

Clutterbuck, David, *Everyone Needs a Mentor: Fostering Talent in Your Organisation*, 5th edn (London: Chartered Institute of Personnel and Development, 2014).

David Clutterbuck has produced a variety of useful books on coaching and mentoring. This volume provides an in-depth introduction to mentoring as a concept and practical guidance on establishing mentorship programmes. It also contains chapters looking at specific kinds of mentoring, such as diversity, maternity, virtual and multicountry mentoring. A full list of his publications (many of which have been translated) can be found on his website, <https://www.davidclutterbuckpartnership.com>.

Institute of Leadership & Management, "Creating a coaching culture", London, 2011, https://www.i-l-m.com/~/media/ILM%20Website/Downloads/Insight/Reports_from_ILM_website/G443_ILM_COACH REP%20pdf.ashx.

This booklet details findings from an investigation of the role of coaching in the workplace. It outlines some of the benefits of coaching and provides recommendations on how it can be best implemented within an organization.

Johnson, W. Brad and Gene Andersen, "How to make mentoring work", *Proceedings Magazine*, Vol. 135/4/1274, No. 410 (2009), pp. 26–32, www.navy.mil/features/Proceedings%20Mentorship.pdf.

This article written for the US Naval Institute gives an interesting overview of mentoring and highlights some of the good practices and lessons learned from the experience of the US Navy.

Lagacé-Roy, Daniel and Janine Knackstedt, *Mentoring Handbook* (Ottawa, ON: Department of National Defence, Canada, 2007), http://publications.gc.ca/collections/collection_2013/dn-nd/D2-317-2007-eng.pdf.

This handbook by the Canadian Defence Academy offers an introduction to the concept of mentoring and concrete recommendations on how to go about entering into a mentoring relationship. It is aimed at both potential mentees and mentors in military institutions, and provides a selection of useful tools in its annexes.

US Department of the Army, *Army Mentorship Handbook* (Rosslyn, VA: Department of the Army, 2005), www.armycounselingonline.com/download/Mentorship%20Handbook.pdf.

This handbook was produced for the US Army and is adapted from a similar work by the US Marine Corps. It provides a list of answers to frequently asked questions about mentoring, an introduction to the mentoring process and a selection of useful tools aimed at mentees and mentors, including a model mentorship agreement.

Annex 1: Why should individuals and organizations engage in mentoring?⁴³

The first section can help someone who wants to become a mentor, and the second section is useful for an organization that would like to start a mentorship programme.

I. Why should I become a mentor (self-reflection)?

1. Are there aspects of my professional life in which I feel I am not reaching my full potential? My career? My leadership style? My personal development?
2. How would mentoring most benefit me?
3. What can I offer as a mentor? Can I help further the careers of underrepresented and minority groups in the military, such as women?
4. What can I bring to a mentoring relationship? What are my strengths? Do I have knowledge that could benefit others with a similar background to me?
5. What aspects of myself should I work on to become a better mentor and leader?
6. Are there any areas in my professional leadership journey that I wish to enhance through a mentoring relationship?
7. How can I improve gender balance?

II. Why would an organization need mentoring?

An organization might look at implementing a mentoring initiative for the following reasons:

- Passing on organizational memory;
- Enhancing knowledge transfer;
- Bringing new members up to speed faster and better;
- Increasing commitment to the organization;
- Decreasing attrition;
- Improving succession planning;
- Reaching individuals in remote and isolated regions;
- Increasing productivity;
- Strengthening the organizational image;
- Increasing diversity and/or creating a better gender balance in the organization.

Asking the following questions helps to identify the requirements.

1. How would you envision your organization (e.g., unit, group, etc.) benefiting from a mentoring initiative?
2. What are the potential obstacles and how could they be overcome?

Annex 2: The Swedish Gender Coach Programme

Best practice example

As introduced in Chapter 4 of this book, one way to accomplish transformative learning is to use a coaching programme. The Swedish Gender Coach Programme aims to influence both the cognitive and the affective domains of the coachee. The programme is tailor-made for the senior leadership of agencies within the Swedish security sector and crisis management institutions. It is an innovative method to strengthen an organization's ability to gender mainstream through a top-down perspective. What makes it so successful is the combination of the inner motivation of the individual achieved through mentoring, which seeks to influence the affective domain, and the parallel educational seminars which foster the cognitive domain, i.e. the capacity of the individuals to accomplish change within their organizations.

The beginning of the programme

The Swedish Gender Coach Programme was run for the first time in 2007, within the framework of a project sponsored by the European Union called Genderforce. Genderforce was a cooperative effort between security sector institutions and non-governmental organizations working in the fields of international relief and post-conflict peacekeeping operations. It was active between 2004 and 2007, and involved the Civil Contingencies Agency, the Swedish Armed Forces, the Association of Military Officers in Sweden, the Swedish police, the Women's Voluntary Defence Organization and the Kvinna till Kvinna Foundation.

After 2007 Genderforce developed into cooperation between the Swedish Armed Forces, the Civil Contingencies Agency, the Folke Bernadotte Academy, and the police. Kvinna till Kvinna plays an advising role in the cooperation. The purpose of Genderforce is to promote and strengthen the agencies' work on gender equality and implementation of UN Security Council Resolution (UNSCR) 1325 and related resolutions (the women, peace and security agenda).⁴⁴

Aims of the programme

The aim of the programme is to strengthen the capacity of the senior leadership to implement gender equality and the women, peace and security agenda within their organizations. Through a combination of coaching and building knowledge within individuals, the programme aims for a twofold result.

Primarily, the programme aims to create inner motivation within leaders to want to accomplish change and realize the benefits of gender responsiveness within their respective organizations. In other words the programme aspires to influence the affective domain. Secondly, it seeks to strengthen the capability of leaders to see what activities need to be implemented to achieve gender equality, i.e. the cognitive domain. Referring to Bloom's taxonomy this would be "creating", at the top of the learning pyramid (see Box 7.15 in Chapter 7).

The aims can be summarized as follows:

- Increase the capacity of leaders to implement gender equality laws and policies, and a gender perspective in their daily work;
- Enable leaders to meet their organization's obligations set out in the national action plan to implement UNSCR 1325;
- Improve leaders' ability to deal with organizational obstacles and resistance to gender mainstreaming and implementation of UNSCR 1325;
- Develop individual action plans on gender mainstreaming and the implementation of UNSCR 1325 within the area of responsibility of the individual leader;
- Implement the personal action plans developed.⁴⁵

Method

The Gender Coach Programme is tailored to the learners' needs and the context within which they are working. When the programme was conducted in 2013, it was aimed at directors and senior leadership. Within the Swedish Armed Forces one motivation for the coachees was that being selected for the programme was an indication that they were being considered for promotion. Almost all members of the armed forces' senior leadership have now participated in the programme. Putting together senior leaders from different agencies also strives to foster a network of peers in which the leaders can continue to seek advice and support even after the programme has ended. What has been noted within the Swedish Armed Forces is that those leaders who have completed the programme are able to discuss gender mainstreaming and equality on a level that leaves others behind. This serves to motivate others to achieve the same level of competence. The programme aims to help the individual to improve his or her understanding, motivation, competence and skills. It does not seek to produce anything more than the individuals' personal action plans. This is important for the outcome, since the focus is on the individual's own transformative process. Each participant is assigned a coach. The coaches are selected for their seniority and their expertise. The programme aims to match the leader with a coach who has an equivalent position of seniority within his or her field. This is crucial, since it makes it more likely that the coach and the coachee can adopt a transactional model of knowledge exchange (see Chapter 5). The coaches come from the collaborating agencies as well as civil society, the private sector and academia. The programme combines coaching sessions with seminars, educational conferences and workshops. The coaching is conducted on a one-to-one basis in a setting outside the coachees' normal conditions in order to meet on an equal footing away from staff and assistants. This combination of coaching and education aims to achieve a transformative learning process within the individual.

Best practices

The Gender Coach Programme has been successful due to a variety of factors. Some of the best practices that contributed to the success are as follows:

- Involving senior leadership and those on an upward career track lends additional status and demand to the programme;
- Good match-making to pair leaders with coaches with whom they have a good relationship;
- Using established networks of coaches and subject-matter experts to ensure coaches have a high level of seniority and expertise;
- Involving leaders at the same level from different organizations to share experiences and ideas as peers;
- Bringing leaders out of their usual environment by scheduling meetings and seminars outside their workplaces;
- Using a mix of coaching, education and seminars;
- Involving the permanent subject-matter experts from the leader's organization in the process;
- Ensuring that the programme is continuously evaluated, and that the learners are held accountable for implementing what they have learned.

A pilot gender coach programme inspired by the Swedish example was initiated by the Ministry of Defence of Montenegro with the support of UNDP SEESAC (UN Development Programme South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons) Gender Equality in the Military in the Western Balkans project.

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