

**DIRECTIVE**

**ACADEMIC YEAR 2002**

**USAWC SPECIAL THEME  
MENTORSHIP**

**MENTORSHIP PROGRAM**

**U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050**

**JULY 2001 - JUNE 2002**

AWCC-ACL

25 July 2001

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SUBJECT: Directive, "Mentorship Program," Academic Year 2002

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KEVIN R. CUNNINGHAM  
Colonel, MI  
Dean of Academics

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Carlisle Barracks, Pennsylvania 17013-5050

DIRECTIVE  
SPECIAL THEME

25 July 2001

MENTORSHIP PROGRAM

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# MENTORSHIP

## SECTION I

### PROGRAM DESCRIPTION

#### 1. BACKGROUND.

a. The AWC designated Mentorship as a Special Theme for AY 02, with DCLM as the coordinating authority. The following paragraph describes this theme.

b. Military officership is a profession. It transcends an occupation through its high order of expertise, corporate nature, and special social trust. In any profession, there is a complex process of education, practice, acculturation, and standards adherence that sustains the essence of the profession from generation to generation. Periodically within The Army changes in the roles and mission, the nature of the force, and the strategic environment or the generational change of the guard in the officer corps raise questions about the status of the profession and the process by which the new generation is assimilated. One traditional and powerful means of sustaining and enhancing the profession is senior-leader mentoring. The special theme of Mentorship focuses Army War College faculty and students on the role and process of senior-leader mentorship in sustaining and advancing the profession of arms.

c. To implement and operationalize this theme, DCLM has developed a Mentorship Program for AY 02. This program is described below.

2. OBJECTIVE. To instruct and inspire students on mentorship so that when they leave the AWC they have a better understanding of what mentorship is and why it is important, have some mentoring techniques among their skill set, and are inspired/motivated to mentor their subordinates in future assignments and make a positive difference in the lives of people.

3. SCOPE. This program will examine mentorship: what it is and is not, why it is important, and how it helps develop people over the long term, for the good of the profession. It will also offer examples and techniques that students might choose to use in the future.

4. PREREQUISITE. None.

5. METHODOLOGY. This program will combine readings, lectures, writing, seminar dialogue, and individual reflection to achieve the desired ends. Using the Ends-Ways-Means paradigm, our strategy is as follows:

a. ENDS (What we seek to accomplish; objectives). AWC students study and dialogue on mentorship, then reenter the force more knowledgeable, skilled, and inspired to mentor their subordinates in order to make a positive difference in the lives of their people. This will be good for the long-term health of our people and the institution.

b. WAYS (How we will do it; strategic concepts). The key is to integrate and nest this Mentorship theme into existing programs, not add on to an already full plate. The program will have the following elements:

- (1) command emphasis
- (2) lectures
- (3) readings
- (4) seminar dialogue
- (5) student writing
- (6) research
- (7) publishing
- (8) exhibition
- (9) assessment

c. MEANS (With what resources will we do it?). Time, People, Energy, Money, Technology. Again, the intent is to INTEGRATE or "nest" Mentorship into existing programs as much as possible, NOT to make it an add-on.

6. PROGRAM REQUIREMENTS. Each student will engage the concept and practice of Mentorship through required readings, lectures, writing, seminar dialogue, and individual reflection. Students who so choose may pursue Mentorship in greater depth through their SRP and/or Directed Study.

7. PROGRAM RELATIONSHIP. This program will help educate students on the theme of Mentorship. It will assist them in developing a framework for their leadership philosophy and behavior in future command and staff assignments. The program supplements the executive and professional development instruction at the Army War College. It is relevant to all OPMS specialties and is basic to

the profession of arms. The program complements other courses in human relations, management, history, command, and leadership; and is an expansion and extension of Course 1.

8. DETAILED PROGRAM. The planning calendar on page 5 indicates the scheduling of elements and the subjects to be covered. Detailed instructions and information on each element are provided in the "Program Element Descriptions" following the planning calendar.

9. FACULTY ORGANIZATION. Faculty organization for the planning and conduct of this program is as follows:

Chairman, Department of Command,  
Leadership, and Management. . . . COL Michael A. Pearson  
Room C-314  
Phone 5-4815

Program Coordinators . . . . . COL Gregg Martin  
Room B-322  
Phone 5-3483

Dr. Martin Cook  
Room C-320  
Phone 5-4010

PLANNING CALENDAR

**MENTORSHIP PROGRAM**

ACADEMIC YEAR 2002

|   |   |  |                                |
|---|---|--|--------------------------------|
| 31 July   | 7 August  | 9 August   | 30 September                   |
| Student Diagnostic Writing Assessment on Mentorship Theme, administered by Communicative Arts | CLS -- "Developing Junior Officers in the 21st Century Army"                                      | Lesson 8S, Course 1, "Leadership in/of a Profession" w/ Seminar Dialogue<br><br>Lesson 9L/S, Course 1, "Mentoring & the Military Profession" Lecture by on "Leadership of and in a Profession, and the Obligation to Mentor" | Library Display                |
| 16 October  | November  | December   | 9 January                      |
| NTL "What is Mentorship?" (16 Oct)  | Army Leadership Symposium<br><br>Annotated Bibliography   | Compendium of Writings   | CLS: CINC (sponsored by DMSPO) |
| 16 January  | 26 March  | 30 April   | May                            |
| CLS: CINC (sponsored by DMSPO)  | CLS -- "Creating a Culture for Transformational Leadership & Mentorship in the 21st Century Army" | CLS -- "Leadership & Mentorship in the 21st Century Army"  | Writing Awards/Essay Contest   |

1. Command Emphasis.

a. The Commandant has made Mentorship a Special Theme and wants it to be interwoven throughout the curriculum. The Commandant and Dean will explain intent to faculty and students before and on Convocation Day, then be visible and continue to talk it throughout the year.

b. The USAWC flags Mentorship as a desired topic for SRPs and Directed Study projects.

2. Lectures.

a. USAWC develops a sequence of mentor-focused speakers who speak on different aspects of mentorship. A short reading will be assigned prior to the lecture. Seminar discussion will follow.

b. USAWC informs every lecturer for AY 02, regardless of topic, of the Mentorship theme and requests them to tell a story or two of an important mentor/mentee relationship from their own life or career. Or, if they could do it again, what they would do differently in terms of mentoring.

3. Readings. Develop an Annotated Bibliography on Mentorship in conjunction with the Library, to include a listing of pertinent web sites to be hung on the P-drive.

4. Seminar Dialogue. Core course FIs look for opportunities to weave mentorship vignettes into their lessons on a regular basis, either from historical examples that are tied to the lesson or from their own experience.

5. Student Writing.

a. Focus student "Diagnostic Writing Assessment" on Mentorship.

b. DCLM will allow a select number of students to write on Mentorship for their Course 1 paper, as a subcomponent of "Strategic Leadership in a Transforming Organization."

6. Research.

a. USAWC develops collaborative effort with other schools and agencies such as USMA, CAL, DA, CGSC, SSCs, universities, corporations, etc.

b. Have Mentorship researchers present their findings at the USAWC, either as a Bliss Hall or Noontime Lecture.

7. Publishing.

a. Encourage and reward publication.

b. Establish and fund Mentorship Essay Contest in conjunction with the USAWC Foundation. Use "Strategic Landpower Essay" contest as a model.

8. Exhibition. Set up a special Mentorship shelf and display area in the Library.

9. Assessment. Develop and track metrics to assess program's value over time. Metrics include:

a. Number of SRPs and Directed Studies.

b. Number of published papers.

c. Incorporate questions on value added of Mentorship theme into end-of-year surveys and longer-term institutional analysis of both graduates and customers.

10. Other Elements.

a. Weave Mentorship theme into related electives such as those dealing with human relations and self-reflection, i.e., Critical Thinking and Listening Skills.

b. Emphasize the Mentorship component of many of our evening family lectures.

c. Integrate theme into the SCE by asking select "power visitors" to provide Mentorship vignettes, stories, and lessons learned.