



NATIONAL DEFENCE UNIVERSITY - KENYA

NATIONAL DEFENCE COLLEGE

**MENTORSHIP PROGRAMMES AND MILITARY PERFORMANCE AMONG THE
KENYA DEFENCE FORCES**

EMMANUEL KIPNG'ETICH CHIRCHIR

REG NO. ND601/0002/2022

SUPERVISOR

DR DENNIS NDAMBO MUTUA

**A research project submitted in partial fulfilment for the award of degree of Master of
Arts in National Security and Strategy, National Defence University - Kenya**

MAY 2023

DECLARATION

I hereby declare that this research project is entirely my original composition. It has not been presented in any other University.

Signed.....

Date.....

Emmanuel Kipngétich Chirchir

Reg No. ND601/0002/2022

SUPERVISOR

This research project has been submitted for examination with my approval as the University Supervisor.

Signed.....

Date.....

Dr. Dennis M. Ndambo

National Defence University-Kenya

DEDICATION

This research project is dedicated to my wife and children for their patience and understanding during the entire period of the study. To Kenia, my daughter, in me you will experience the world.

ACKNOWLEDGEMENT

I thank the Almighty God for giving me this opportunity to come this far in my studies. It is not by right but by His free gift of life and favour. I am particularly grateful to my academic supervisor Dr. Dennis Mutua Ndambo, for the help, guidance, encouragement, support, cooperation and the immense contribution to this research project. I equally express my deepest appreciation to Mr. Joseph Gitari for his invaluable assistance, contributions and unwavering commitment in the successful completion of my thesis. It is with joy that I acknowledge the Commandant of the National Defence College (NDC) for the invaluable support, guidance, and the conducive environment provided during the completion of my thesis. I duly acknowledge the guidance of all the Senior Directing Staff (SDS), for their positive critique, great insights and the value addition into this research project, and their motivation throughout the entire course. Immensely, I wish to also appreciate the General Officers, Senior Officers and Officers who went out of their way and accepted to be my respondents that facilitated this research project. Finally, I would also like to extend my gratitude to my fellow participants and colleagues who provided invaluable insights, engaging discussions, and a supportive network throughout this thesis journey. Their intellectual contributions and shared experiences have enriched my research and inspired me to continually strive for excellence.

ABSTRACT

Mentorship is the foundation of any nations' military professionalism and is usually the fabric of its organizational culture and leadership. Mentorship is particularly valuable for leadership development because it provides a safe space for the mentee to ask questions, seek advice, and receive feedback. Despite having the above-mentioned mix of ingredients for leadership development, mentorship has not been fully seized in the militaries as a useful tool for developing human capital. It is against this backdrop that this study seeks to examine the existing mentorship programmes in the Kenya Defence Forces (KDF), and assess their efficacy for leadership development in the Kenya Defence Forces. The objective of this study is to examine the concept of mentorship and its influence to leadership development in KDF. The thesis was anchored on the Servant Leadership Theory. Servant Leadership Theory is a leadership philosophy that emphasizes leaders' responsibility to serve and empower their followers or team members, rather than asserting authority or control over them. The study established that, in KDF, mentorship programmes were not effective. The concept was unstructured and not properly operationalized. However, it was established that if properly implemented, mentorship programmes can be a powerful command tool for effective KDF leadership development. This can be achieved through a well-structured programme which in turn will lead to improved performance, efficiency and effectiveness. Equally, mentorship programmes in KDF foster commitment and retention in service. The study concluded that KDF being a fairly large and diverse organization, mentorship programmes can be executed in smaller groups units and sub-branches. There is need to institutionalize the programme through a policy because currently, only informal mentorship framework exists. KDF needs to deliberately initiate strategies to ground this concept amid the operational and financial commitments.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS ACRONYMS.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Research Questions	4
1.4 Objectives.....	5
1.5 Justification of the Study.....	5
1.6 Literature Review	6
1.6.1 The Effect of Mentorship on Leadership Development	6
1.6.2 The Efficacy of the Existing Mentorship Programmes For Leadership Development	9
1.6.3 Strategies of Enhancing the Effectiveness of Mentorship Programmes for Leadership Development.....	12

1.7 Theoretical Framework	14
1.8 Research Methodology.....	16
1.8.1 Research Design	16
1.8.2 Target Population of the Study	16
1.8.3 Sample Size	16
1.8.4 Data collection.....	17
1.9 Scope and Limitations of the Study	17
1.10 Chapter Outline	17
CHAPTER TWO: THE EXISTING MENTORSHIP PROGRAMMMES FOR LEADERSHIP DEVELOPMENT IN THE KENYA DEFENCE FORCES	19
2.0 Introduction	19
2.1 Conceptualisation of Mentorship	19
2.2 Background information of the respondents	23
2.3 Existing Mentorship Programmes in the Kenya Defence Forces	28
2.4 Summary	31
CHAPTER THREE: THE EFFICACY OF THE EXISTING MENTORSHIP PROGRAMMMES FOR LEADERSHIP DEVELOPMENT IN THE KENYA DEFENSE FORCES	32
3.0 Introduction	32
3.1 Efficacy of Mentorship Programmes	32
3.2 Challenges to Mentorship Programmes	37
3.2.1 Variables that May Lead to Failure of the Mentoring Process	38

3.3 Challenges of Mentorship Programmes in Kenya Defence Forces	48
3.4 Summary	51
CHAPTER FOUR: STRATEGIES OF ENHANCING THE EFFECTIVENESS OF MENTORSHIP PROGRAMMES IN THE KENYA DEFENCE FORCES LEADERSHIP DEVELOPMENT	53
4.0 Introduction	53
4.1 Strategies for Enhancing the Effectiveness of Mentorship Programmes.....	53
4.2 Summary	71
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	72
5.0 Introduction	72
5.1 Summary of the Findings	72
5.3 Conclusions	79
5.4 Recommendations	80
BIBLIOGRAPHY	82
APPENDICES	88
APPENDIX 1: QUESTIONNAIRE FOR KDF PERSONNEL.....	88
APPENDIX II: QUESTIONNAIRE FOR KDF SENIOR LEADERSHIP	93
APPENDIX III: INSTITUTIONAL LETTER.....	97
APPENDIX IV: NACOSTI RESEARCH PERMIT	98

LIST OF TABLES

1.4.1. General Objective	5
1.4.2 Specific Objectives of the Study.....	5
Table 1: Existing Mentorship Programmes for Leadership Development	29
Table 2: Effectiveness of the Existing Programmes on Mentorship in KDF	35
Table 3: Challenges to Mentorship Programmes in KDF.....	48

LIST OF FIGURES

Figure 1: Respondents' Rank and Appointment Level.....	24
Figure 2: Respondents' State of Service.....	25
Figure 3: Respondents' Gender	26
Figure 4: Respondents' years in Service.....	27
Figure 5: Participation in Mentorship Programme	28

LIST OF ABBREVIATIONS ACRONYMS

DOD	Department of Defence
GSO	General Service Officer
KDF	Kenya Defence Forces
OJT	On Job Training
UK	United Kingdom
US	United States
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the study of International Relations, it has been extensively argued that the military is the last instrument of resort in statecraft and as such the men and women must maintain a high standard of professionalism in their actions. In the aforementioned discipline of study, it is widely argued that the environment that nation states operate continue to be vulnerable, uncertain, complex and sometimes ambiguous. These two sets of arguments therefore suggest that, as a military, retaining a competitive edge in the areas of innovation, transformation and the retention of high standards of leadership are key in guaranteeing state survival. Military leadership is significantly unique; it requires extremely high levels of competence and dedication to deliver on the national objectives irrespective of the sacrifice. The 21st Century has experienced quite a disruption on how we do things in the military, presenting a paradigm shift in our engagement internally to deliver on external promises. This is the art of leadership.

To become a well-rounded military officer, more skills, knowledge and competencies are required beyond the technically related aptitudes. Military professionals work cohesively as a team to accomplish their missions; however, before becoming a military officer, one is converted from a civilian and introduced to combat through basic soldier training. Upon completion of the basic training, their day-to-day activities revolve around development of military competencies which form the backbone of the modern military capability that can engage and neutralize the enemy in conflicts, or work as peacekeepers or be able to execute other operations other than war or other forms of threats.

One way of transforming and developing a military officer to premier leadership ethics and culture is through mentorship. Mentorship has been identified as an effective means of developing leaders. Scholars have identified mentorship in civilian organizations as an

effective means of developing current and future leadership empowerment.¹ Additionally, others have recommended that mentorship relationships be included as part of the practice of developing leaders.² This indicates that mentorship is the cornerstone of the development of effective leadership prowess. Further, research in business organizations demonstrate that there are benefits that accrue both in job performance and the personality shaping of an employee due to mentorship. These benefits include job satisfaction, loyalty to the organization, high productivity, enhanced skills, positive attitudes towards professional excellence and better career manageability.³ This shows the need for military organizations to formulate, implement and adapt to the needs for formal mentorship programmes in the military.

Mentorship in the military is the foundation of any nations' military professionalism and is usually the fabric of its organizational culture and leadership.⁴ Today's military organizations show support and encouragement for inclusion of mentorship in development of leaders.⁵ Participation in mentorship programmes is one of the most critical components of transformation and development of a military officer to leadership positions. In the United States of America, military officers are professionally encouraged to participate in mentorship opportunities where they acquire mentorship through specialized curriculum within the organization and externally through select approved institutions.⁶ This is not only on professional expertise but also on maturity, critical team building skills and other life aspects, For example, in the US, many large corporations and organizations have mentorship programmes that are open to military personnel. These programmes pair military members with

¹ Gleiman, Ashley, and Jan K. Gleiman. "Mentoring in the Military." *New Directions for Adult and Continuing Education* 2020, no. 167-168 (2020): 59-69

² Crisp, Gloria, and Kelly Alvarado-Young. "The Role of Mentoring in Leadership Development." *New directions for student leadership* vol. 2018,158 (2018): 37-47. doi:10.1002/yd.20286

³ Cojocaru, Carmen Luminita, and I. O. N. Ana. "Mentorship-an essential component of the military leader." *Defense Resources Management in the 21st Century* (2014).

⁴ Gleiman and Gleiman. "Mentoring in the Military."

⁵ Redaja, Matthew O. *Revitalization of Air Force SOF leadership development*. Naval Postgraduate School Monterey CA Monterey United States, 2019.

⁶ Cojocaru and Ana. "Mentorship-an essential component of the military leader."

experienced professionals from various industries who provide guidance and support in areas such as transitioning to civilian careers, leadership development, and industry-specific knowledge.

1.2 Statement of the Problem

Mentoring continues to be advocated as a tool for equipping people to develop critical skills.⁷ Although this leader development model identifies mentoring as a fundamental ability, many troops express dissatisfaction with the coaching they get. Additionally, the plan for the military's leadership development will continue to face challenges from the cultural beliefs of younger generations and the shifting demographics. Many militaries lack an efficient formal mentoring program to enhance the development of leaders, harness the influence of millennials, and broaden the representation of all demographic groups. An example is the 2005 effort to deploy the Army Mentor Program in America was futile because of a lack of a command level strategy.⁸

In Kenya, KDF like any other institution is undergoing a rapid transformation accelerated by the changing threat environment from the well-defined and predictable security proper, to the current unpredictable and irregular threats accelerated by climate change, under development and poverty. To face these challenges human capital is essential. Human capital consists of the knowledge, skills, and health that people accumulate over their lives through training and education, enabling them to realize their potential as productive people in a country accelerated by leadership development.⁹

⁷ Ibid p. 56

⁸ Crapanzano, R., & Cook, C. (2017). *A Call for an Effective Mentorship Program*. [https://www.benning.army.mil/infantry//Magazine/issues/2017/APR-JUN/pdf/5\)Cook-Mentorship_txt.pdf](https://www.benning.army.mil/infantry//Magazine/issues/2017/APR-JUN/pdf/5)Cook-Mentorship_txt.pdf)

⁹ Nafukho, F.M., Hairson,N, and Brooks, K. (2004). Human Capital Theory: Implications for human resource development. *Human Resource Development International*, 7(4), 545-551.

In many instances the soldiers are not aware of the existence of leadership development programmes. In addition, the existing programmes have not yielded the desired results besides not being highly encouraged. It's expected that the military-wide programme encourage and support a continuum of local mentor programs, which the KDF lacks, at subordinate commands, across various branches, and at educational institutions. Commanders and human resources staff must carefully choose and match mentors. The simplest and most efficient mentoring techniques, include online training, training for mobile teams, and mentor events still lag behind in Kenya.

In light of this, this research aims to investigate the idea of mentoring and how it affects the growth of leadership in the Kenyan Defense Forces. Specifically, the study seeks to examine the existing mentorship programmes for Leadership Development in the Kenya Defense Forces; to assess the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces and to propose strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development.

1.3 Research Questions

The research topic was guided by the following research questions:

- a. What is the nature mentorship programmes for Leadership Development in the Kenya Defense Forces?
- b. What is the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces?
- c. What strategies can enhance the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development?

1.4 Objectives

This section presents the objective of the study comprising the main objective and specific objectives of the study.

1.4.1. General Objective

The general objective of this study is to examine the concept of mentorship and its influence to leadership development in the Kenya Defence Forces.

1.4.2 Specific Objectives of the Study

The specific objectives of the study were to:

- a. To examine the nature of mentorship programmes for Leadership Development in the Kenya Defense Forces.
- b. To assess the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces.
- c. To analyse strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development

1.5 Justification of the Study

This section looks at the justification of the study bringing out both the policy and academic justification.

1.5.1 Policy Justification

The policy justification of this study is that this study could be informative to the policy makers by helping them understand the complexities of mentorship programmes in the development of effective leaders within the military. Kenya's security environment is increasingly becoming unpredictable with a rise in non-traditional threats and emerging complexities, and so it is

crucial to develop effective leaders and military units for the achievement of the nation's security goals. Kenya continues to face internal security challenges ranging from cattle rustling and inter-ethnic conflicts further exacerbated by droughts and scarcity of water. The threat of terrorism remains enduring with new vulnerabilities emerging within the cyber domain. Externally, the country continues to grapple with transnational crimes that have close nexus to terrorism, human trafficking, and narcotic drugs networks. For these reasons, this study is crucial to help policymakers model KDF as an organization that can dominate this security environment.

1.5.2 Academic Justification

This study will also contribute to the continued efforts by academicians of generating fresh ideas on mentorship. Therefore, it will add on existing literature on the importance of mentorship programmes for leadership development in the military. It will offer valuable information about how mentorship is a means for developing leaders who can clearly transmit goals, leading the achievement of said goals, and maintaining human factor-cohesion. It will also present meaningful information on possible challenges that could hinder the ability of mentorship programmes to achieve the desired outcomes, and the strategies that can be applied to enhance their effectiveness.

1.6 Literature Review

This section delves into relevant literature of the study based on specific study objectives.

1.6.1 The Effect of Mentorship on Leadership Development

According to Shewakena, the usage of mentorship has widely been recognized to positively contribute to mentees, mentors and organizations. Through mentoring, mentees gain from career advancement plus increased confidence in the workplaces.¹⁰ Likewise, mentors

¹⁰ A.J, Shewakena. "Effect of Mentoring on Military Personnel Retention: The Case of Ethiopian Military Academies." PhD diss., 2015.

potentially experience personal satisfaction, networking, collegiality, and career enhancement. The organization also benefits from improved efficiency in recruitment, socialization of employees and commitment.¹¹ This shows that any organization that aims at achieving positive leadership development should focus on timely inclusion and assessment of mentoring as a driver for fostering commitment and retention.

Scholars like Redaja have documented that today's military organizations have direct support and encouragement for the adoption of mentorship in its leadership development.¹² In the US, the model for mentorship is not at the Department of Defence (DoD) organizational level, but is left to the individual services to develop guidance and policies that suit them. This has led to differences in the execution and understanding of the concept of mentoring. For instance, the United States (US) Army sees mentoring as a relationship outside the chain of command of an individual officer. The Navy and Marine Corps view mentoring as a responsibility of senior officers inside the chain of command. The Navy and Marine Corps encourage the adoption of peer-to-peer mentoring or reverse mentoring.¹³ The Ethiopian military has adopted mentoring practice as a pathway for knowledge and experience sharing, career improvement and development, enhanced personnel retention, psychological readiness and enhancement of diversity.¹⁴

Mentoring incorporates two important initiatives; counselling as well as transferring knowledge and leadership skills to an individual who has less experience.¹⁵ Through

¹¹ Nwosu, Hyginus Emeka, Joy Nonye Ugwu, Bebedeth N. Okezie, Chimeziem C. Udeze, Ngozi U. Azubuike, and Linus Adama. "Employee mentoring, career success and organizational success." *Humanities and Social Sciences Letters* 8, no. 4 (2020): 464-480.

¹² Redaja, Matthew O. *Revitalization of Air Force SOF Leadership Development*. Naval Postgraduate School Monterey Ca Monterey United States, 2019.

¹³ Thomas, Jim, Jim Thomas, and Harvey Firestone. "Mentoring, coaching, and counseling: Toward a common understanding." *Military Review* 95, no. 4 (2015): 50-57.

¹⁴ Rahman, Sifatnur, Mahabur Rahman, and Md Mijanur Rahman. "Edelweiss Applied Science and Technology." (2018).

¹⁵ Inzer, L. D., and C. B. Crawford. "A review of formal and informal mentoring." *Journal of Leadership Education* 4, no. 1 (2005), 31-50. doi:10.12806/v4/i1/tf2.

mentorships, critical leadership skills are developed such as listening, compassion and giving and receiving feedback.¹⁶ The last 15-20 years has shown proliferation of mentoring in many militaries globally. Military historians have pointed at numerous mentors such as Major General Fox Conner, who was a trusted mentor for the greatest commanders of the United States of America (USA) in the Second World War like General Dwight Eisenhower, General George Patton and General George Marshall.¹⁷ In recent times, even militaries that had not integrated mentorship in their leadership development are following suit. For instance, the Romanian Army has adopted and implemented mentorship programmes from 2020.¹⁸ The objective of the programme is to provide career related support for the lower rank cadre that have just graduated. It is also aimed at officers in new positions in order to facilitate faster integration and behaviours necessary to move to higher positions.

Scholars have studied global trends in mentorship concepts and its influence to leadership development. For instance, Melanson¹⁹ and Hill²⁰ examined the benefits of mentoring to the military culture and the eventual impact on future leaders and the socialization process. The findings established that military officers who participated in mentoring had a higher selection for preferred jobs and promotions than the others who never participated. Additionally, military officers who participated in mentoring retired at higher ranks with long career service compared with those who never participated. Van Emmerik studied on the benefits of mentoring and mentorship through a discussion of the association between mentoring and career success.²¹ The study found a positive association existed between mentoring and

¹⁶ Ibid

¹⁷ Cox, Edward. *Grey eminence: Fox Conner and the art of mentorship*. BookBaby, 2011.

¹⁸ Johnson, Scott R. "A Phenomenological Study of Cross-Gender Mentoring Among US Army Officers." PhD diss., Walden University, 2017.

¹⁹ Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

²⁰ Hill, Major James R. *Comparative analysis of the military leadership styles of George C. Marshall and Dwight D. Eisenhower*. Pickle Partners Publishing, 2014.

²¹ Van Emmerik, IJ Hetty. "The more you can get the better: Mentoring constellations and intrinsic career success." *Career development international* (2004).

intrinsic career successes like rapid promotions, higher earnings and higher levels of job satisfaction. Some characteristics of leadership development were associated with intrinsic career success such as emotional strength, years of acquaintance and advice.

Sosik, Lee and Bouquillon examined mentoring from the context of formal and informal relationships in high tech firms versus education organizations in USA.²² The study noted that mentoring was a valuable asset in promoting employees with potential for greater responsibility and is increasingly becoming the method of choice for leadership development. The findings showed that mentees who participated in informal mentoring programmes had higher levels of psychosocial support than those who participated in formal relationships. In a phenomenological study, Kimball researched on the experiences of senior US Army officers in professional forums and how they complemented or distracted from practice of army mentoring. The findings established that the practices and experiences with mentoring within their chain of command realized significant impacts from military culture. Additionally, professional forums were viable grounds for identifying mentoring partners and enhancing individual mentoring practices.

1.6.2 The Efficacy of the Existing Mentorship Programmes For Leadership Development

Leadership development is an essential component of the overall organizational leadership development. With the increasingly globalization and complexity of the world, leadership development has transitioned from the traditional outlook and is factoring modern initiatives such as mentorship. This is also due to the realization that the contextual and complexity nature of leadership development seek to inculcate modern values such as social skills, social awareness and interpersonal capacity. Through inclusion of mentorship, leadership

²² Sosik, John J., Doris Lee, and Edward A. Bouquillon. "Context and mentoring: Examining formal and informal relationships in high tech firms and K-12 schools." *Journal of Leadership & Organizational Studies* 12, no. 2 (2005): 94-108.

development has the potential of enabling new leadership to thrive especially after picking the succession baton from exiting and retiring leaders in the emerging globalized organization arena. However, it is notable that some instances of failure on the intended mentorship have been documented.

Karimi indicated that the causes of mentorship programmes failure may be categorized into three; contextual, interpersonal and procedural.²³ Contextual causes are derived primarily from issues related to clarity of purpose or supportiveness of the organizational environment. For a strong bond of relationship, the mentor and the mentee should operate in the environment of clarity of purpose and smooth style of mentoring. There should be reasonable level of support from the organization where the top management is supportive of the program. The interpersonal problems of the mentorship process arise from the reaction of other people not directly included in the program. For instance, the mentee's disaffected line manager or peers may negatively disrupt the program. Within the relationship, the factor of discord is primarily on the incompatibility of personalities and personality values involving the mentor and the mentee.

Procedural problems are directly related to the manner the programme or the relationship is being managed. Programmes or relationships that are heavily managed by the organization are mostly bound to face problems. This is commonly noticeable when the mentee has the common complaints of being talked to by the mentor rather than being engaged in reflective dialogue. Failure in the mentorship programme may eventually be disastrous to the overall success of leadership development in organizations. Thompson stated that among the military, ethical failures and misconduct are some of the major causes of mentorship failures in the US

²³ Karimi, Reza. "In-house mentorship." *American Journal of Pharmaceutical Education* 77, no. 3 (2013).

military.²⁴ This has in effect led to negative public perception regarding the character, ethics, dedication and sacrifice of military leadership.

Empirical studies have been conducted on causes of mentorship failures and its influence on leadership development. For instance, Thompson studied the relationship between self-development, mentorship and senior military officer moral judgement in the US military.²⁵ The findings indicated that the causes of mentorship failure were due to the increase of the ethical misconduct among senior officers by 13% from 2015-2017. There was significant relationship between both self-development and moral judgement, and mentorship and moral judgement. Rouse examined the role of mentors in the career progression of African American women in the US Army.²⁶ The focus was on the mentoring relationships of the women officers, challenges and success in their mentoring experiences. The findings indicated that army officers support the mentorship programmes; however, very few did it since they found it too time consuming.

The mentorship and career success of African American Army commanders in the US Army was the subject of research by Randolph Jr. and Burl. The study used a qualitative explanatory case study methodology to illuminate the connection between mentorship and the African American Army Captain's success rates. The findings show that the causes of the failure in mentorship were directly related to the lost mentoring time (the opportunity for mentorship) for junior officers. However, mentoring was notable for leading to greater impact on promotion potential if initiated at the onset of the officers' career.

²⁴ Thompson, Garry, "Relationship between Self-Development, Mentorship, and Senior Military Officer Moral Judgment" (2019). Dissertations. 1725.

²⁵ Ibid

²⁶ Rouse, Renee, "African American Army women's journeys: a question of mentoring" (2019). Graduate Research Theses & Dissertations. 1032.

1.6.3 Strategies of Enhancing the Effectiveness of Mentorship Programmes for Leadership Development

The current global trend is incorporating mentoring as a new initiative of leadership development especially where the goal of the organization is on succession or transfer of knowledge. Through mentoring, an experienced person willing to share their knowledge, have the potential of ensuring smooth integration of the new position of a person of a lower rank. This also ensures faster development of the requisite abilities and in the process assisting in maximizing their potential. Currently, various levels of mentoring are being adopted and are proving successful. They include peer mentoring involving mentoring by colleagues and lead to instilling and development of self-awareness, adaptability teamwork, verbal communication and collaboration. There is also reverse mentoring that involve flipping the traditional mentoring that focused on an older and experienced person mentoring a novel and younger person into the job.²⁷

Gina stated that there are three levels of mentoring that are usually provided to protégés. They include career mentoring, psychological mentoring and role mentoring.²⁸ In career mentoring, the protégé is usually established as an independent, successful professional. Some categories of career mentoring include sponsorship, protection and challenging assignments. The assignments are task-related with some work aspects and objectively tailored to provide more objective measures of success. Through career mentoring, the protégé yields the benefits of career mobility, compensation and promotion in the workplace. Generally, a strong and positive linkage exists between career support activities and positive employees' outcomes, ranging from lower turnover intention, job involvement, and organizational commitment.

²⁷ Marcinkus Murphy, Wendy. "Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders." *Human Resource Management* 51, no. 4 (2012), 549-573. doi:10.1002/hrm.21489.

²⁸ Tinio, Gina Reid. "Outcomes of mentoring interventions for new graduate nurses." PhD diss., University of Illinois at Chicago, 2013.

Lee and Kim indicated that psychosocial mentoring focuses on the aspects of the relationships that develop the competency level of individuals, identity, and effectiveness in professional assignments.²⁹ Through psychosocial mentoring, a protégé benefits from affective outcomes such as organizational commitment, job involvement, and reduced turnover. The various categories of psychosocial mentoring include intrinsic functions such as acceptance, friendship, and counselling. Through psychosocial mentoring a protégé also gains from alleviated work-related stress and stronger interpersonal contacts. Role mentoring includes the process of role modelling of protégé with appropriate attitudes, values and behaviours.³⁰ This is normally conducted through the mentor demonstrating appropriate behaviour and knowledge and thus earning admiration and respect from the mentee. In other words, the mentor leads by example. Empirical studies have been conducted on level of mentorship concepts usage. For example, Alethea and Ridwanah researched on the effect of student mentoring in University of Central Lancashire, United Kingdom (UK). The focus was on career support function on students. From the findings, career support through mentoring had positive and significant effect on mentee confidence, skill-development, confidence, self-esteem and engagement in pro-social behaviour. Thus, the conclusion made was that career support through mentoring is a powerful tool for development of mentee knowledge and lead to higher retention in organizations.

McGarry studied on strategic success of mentoring and army succession planning in the Canadian Armed Forces. From the findings, it was established that career support is critical for all protégé involved in the career mentoring relationship including the organization. The protégé benefitted from career mentoring through reinforced knowledge and wisdom on the

²⁹ Lee, Jooho, and Soonhee Kim. "Exploring the role of social networks in affective organizational commitment: Network centrality, strength of ties, and structural holes." *The American Review of Public Administration* 41, no. 2 (2011): 205-223.

³⁰ Gao-Urhahn, Xiaohan, Torsten Biemann, and Stephen J. Jaros. "How affective commitment to the organization changes over time: A longitudinal analysis of the reciprocal relationships between affective organizational commitment and income." *Journal of Organizational Behavior* 37, no. 4 (2016): 515-536.

organization, self-confidence, increased career motivation and higher retention. Through career support, mentee has better professional development and positive professional growth. A study was conducted by Cheng *et al.* on the effect of mentoring functions on formal mentoring in the Chinese military. The findings indicated that career support has benefits to protégé since it promotes positive work attitudes and career success.³¹ Additionally, role and psychosocial mentoring promoted positive work attitudes and career success. Finally, through role and psychosocial mentoring, protégé benefit through affective commitment levels plus lower turnover intentions.

1.7 Theoretical Framework

This study aims at examining the concept of mentorship and its influence to leadership development in the Kenya Defence Forces. As such the foundation of this study is the Servant Leadership Theory. The Servant Leadership Theory was first proposed by Greenleaf in 1970.³² This theory postulates that leaders must become servants to their followers first, which will influence the followers to reciprocate through better performance, increased teamwork, and deeper engagement. There are various characteristics that are consistently identified with servant leaders.³³ The first list comprises what are termed as functional attributes since they are prominently repetitive in nature. Functional properties, which are seen via certain leader behaviors in the organization, are the traits and distinguishing qualities of servant leaders. They consist of having a clear vision, being truthful, having integrity, being trustworthy, serving others, serving as an example, breaking new ground, and appreciating others. As supplementary qualities of servant leadership, the other complementing traits are noted. They include delegation, influence, encouragement, stewardship, credibility, competency, and

³¹ Cheng, Tina L., Denise Haynie, Ruth Brenner, Joseph L. Wright, Shang-en Chung, and Bruce Simons-Morton. "Effectiveness of a mentor-implemented, violence prevention intervention for assault-injured youths presenting to the emergency department: results of a randomized trial." *Pediatrics* 122, no. 5 (2008): 938-946.

³² Norris, S., S. Sitton, and M. Baker. "Mentorship through the lens of servant leadership: The importance of accountability and empowerment." *NACTA Journal* 61, no. 1 (2017): 21-26.

³³ Wilkin, Lori A. "Military Leadership Strategies in a Higher Educational Setting." (2020).

visibility, listening, and teaching.³⁴ The accompanying characteristics are not secondary or subordinate in nature but rather complementary and prerequisite to effective servant leadership.

Ryckman concluded that a leader is not necessarily the person with the most distinguishable title, pay or longest tenure, but the individual acting as role model, risk taker, servant and promoter of others.³⁵ One characteristic that is given prominence in servant leadership is empowerment. Empowerment is viewed as the provision of permission to individuals to showcase their skills, talents, resources, experiences and to make own-decisions in completion of the work assigned.³⁶ In terms of application in the military circle, this means that junior officers are mentored through delegation of authority and the capacity to make decisions that previously were the domain of senior officers. This involves senior officers entrusting the juniors with authority and responsibility based on mentored mutual agreements.

Sloan stated that servant leadership encourages follower learning, growth and autonomy which are nurtured through mentorship and empowerment.³⁷ This shows that in the military, servant leadership is exercised when senior officers respect the capabilities of the juniors through mentorship programmes that inculcate abilities to perform to their best. The theory is therefore applicable in this study since it supports the use of mentorship as the tool for sharing power between senior and junior officers through empowerment and mutual decision making.

³⁴ Ibid

³⁵ Ryckman, Owen J. "Retention, Mentorship, and Servant Leadership: An analysis for Retaining 2050's Generals in Today's Army." (2017).

³⁶ Harber, G. G., & McMaster, C. C. (2018). Adapting Servant Leadership to Follower Maturity: A Dynamic Leadership Approach for a Diverse Environment. *Servant Leadership: Theory & Practice*, 5(1), 5.

³⁷ Sloan, Mark R. *Transforming the Air Force: Bridging the gaps with servant-leadership*. Air Command and Staff Coll Maxwell AFB AL, 2009.

1.8 Research Methodology

The research was conducted to establish if there exists a relationship between mentorship and leadership development in KDF. This section discusses the research methodology comprising; Research design, population, data collection and the scope and limitation.

1.8.1 Research Design

This investigation utilized exploratory research approach engaging members of the KDF while recording their views and understanding on the concept of mentorship. In the research, both quantitative and qualitative data helped in identifying associations to be studied with different categories of respondents within the study population.

1.8.2 Target Population of the Study

The participants in this study included military officers from Kenya Defence Forces. KDF leadership comprises of three categories; strategic, operational and the tactical level leaders. The research specifically targeted these categories to bring out the true reflection in the institution of the understanding of the concept of leadership and its influence.

1.8.3 Sample Size

A sample size of 132 General Officers, Senior Officers and Officers were selected for the study based on online questionnaire completed and returned for analysis for the study. According to Saunders, Lewis and Thornhill³⁸, the choice of sample size is a compromise governed by the confidence required in the data, the margin of error that can be tolerated, and the types of analyses to be undertaken and the size of the population from which the sample is to be drawn.

³⁸ Saunders, M., Lewis, P. and Thornhill, A. (2000). Research methods for Business Students. Pearson Education limited, London.

1.8.4 Data collection

This study used primary and secondary sources of data. In collecting primary data, questionnaires and interviews were used. The questionnaires consisted of open and closed-ended questions. The questionnaires collected quantitative data from the respondents. The coverage of the questionnaires included sections on demographic information of the respondents as well as global trends in mentorship concepts, the causes of mentorship failures and mentorship concepts usage in leadership development in Kenya Defence Forces. The interview schedules were used in gathering qualitative data from senior military officers in three categories; strategic, operation and tactical levels. The use of questionnaires and interview schedules assisted in triangulation of the quantitative and qualitative data collected for the purpose of adding depth and quality to the study. Secondary data was collected from researches and published works from local and international repositories related to the study topic.

1.9 Scope and Limitations of the Study

The focus of the study was on the concept of mentorship and its influence to leadership development specifically on the Kenya Defence Forces. Though the concept of mentorship is found in all ranks of the military, this study is limited to the military officers at the rank of major and above. Some of the limitations that the study is expected to encounter is bureaucracy in availability of data due to the secretive nature of the military.

1.10 Chapter Outline

This research paper is outlined as follows; chapter two presents literature review on the existing mentorship programmes for Leadership Development in the Kenya Defense Forces. Chapter three gives overview of the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces. Chapter four presents the existing suggestions on the strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence

Forces Leadership Development. Chapter five presents the summary, conclusion and recommendations based on the study findings.

CHAPTER TWO

THE EXISTING MENTORSHIP PROGRAMMES FOR LEADERSHIP DEVELOPMENT IN THE KENYA DEFENCE FORCES

2.0 Introduction

This section of the study first conceptualises the concept of mentorship in the manner that it is understood in modern literature and its integration in military leadership development. The chapter will then discuss the existing mentorship programmes in the Kenya Defence Forces according to the responses provided by study respondents.

2.1 Conceptualisation of Mentorship

In this study based on the literature, we define mentorship as the relationship between two parties; an older and young individual. Mentoring is the purposeful, educational, and supporting role that an older, more capable, and experienced person performs in guiding and developing a younger, and frequently less experienced, person.³⁹ An early literary depiction of a 'mentor' is found in the ancient Greek epic, 'The Odyssey', where Telemachus, son of Odysseus was entrusted with Mentor, a loyal family member.⁴⁰ Mentor had the duty of providing protection, education, teachings, guidance and nurturing Telemachus after Odysseus was absent for a lengthy period of time. However, Roberts⁴¹ gives a different narration that it was Athena disguised as Mentor who helped Telemachus the most and this is the origin of the term mentor. The term mentor first appeared in 1749 in French and 1750 in English, referring to a person who is wise and experienced and often serves as a role model.⁴²

³⁹ Ferreres, Alberto R. "Ethical issues of the mentor-mentee relationship." In *Surgical ethics*, pp. 97-101. Springer, Cham, 2019.

⁴⁰ Sandridge, Norman. "Becoming a Leader in the Ancient World: Athena's Mentoring of Telemachus in the Odyssey." In *SAGE Business Cases*. SAGE Publications: SAGE Business Cases Originals, 2019.

⁴¹ Roberts, Andy, and Anastasia Chernopiskaya. "A historical account to consider the origins and associations of the term mentor." *History of Education Society Bulletin* (1999): 81-90.

⁴² Sandridge, Norman. "Becoming a Leader in the Ancient World: Athena's Mentoring of Telemachus in the Odyssey." In *SAGE Business Cases*. SAGE Publications: SAGE Business Cases Originals, 2019.

That original explanation of the concept of mentoring has significantly contributed to the way the term mentorship is basically understood in modern literature and has continuously been refined. For example, McCormick and Brennan⁴³ defined mentorship as a long-term process that is individualized and that involves an experienced professional providing support and guidance to a novice. Today, mentorship is seen as a complementary relationship aimed at satisfying the needs for the mentor and mentee.⁴⁴ This is founded on the understanding that both the mentor and the mentee gain equally from the teaching and learning processes that take place during mentorship. It is also a sign that mentoring is no longer seen as a one-way connection where only the mentor benefits, but rather is now seen as a two-way interaction where both the mentor and the mentee benefit.⁴⁵ Additionally, the collaborative and collegial nature of mentorship is reflected in the language of contemporary mentoring studies. The language includes the adoption of terms such as ‘collaborative mentoring’, ‘co-mentoring’, ‘critical constructivist mentoring’, ‘mutual mentoring’, and ‘peer mentoring’ among many others.⁴⁶

Nowadays, organizations have credited mentorship for the ultimate success in leadership development. This is through motivation, inspiration and enhancement of skills. These organizations view formal mentorship as an innovative leadership strategy, thus contributing to the regeneration and survival of these organizations internally. Mentorship programmes have also been on the lead in enhancing career advancement, retention, and leadership development

⁴³ McCormick, Katherine M., and Sharon Brennan. "Mentoring the new professional in interdisciplinary early childhood education: The Kentucky Teacher Internship Program." *Topics in Early Childhood Special Education* 21, no. 3 (2001): 131-149.

⁴⁴ Stoeger, Heidrun, Daniel Patrick Balestrini, and Albert Ziegler. "Key issues in professionalizing mentoring practices." *Annals of the New York Academy of Sciences* 1483, no. 1 (2021): 5-18.

⁴⁵ Wong, Doranna, and Manjula Waniganayake. "Mentoring as a leadership development strategy in early childhood education." *Researching leadership in early childhood education* (2013): 163-180.

⁴⁶ Heikkinen, Hannu, Hannu Jokinen, and Päivi Tynjälä, eds. *Peer-group mentoring for teacher development*. Vol. 23. London: Routledge, 2012.

in organizations.⁴⁷ As a leadership development tool, the mentorship process has well been established.

The concept of mentorship and leadership development in the military has been buoyed by evidence and the need to understand, encourage and formalize programmes to expand the level of mentoring.⁴⁸ The military services have attempted to cultivate the benefits and positives of mentorship (leader and professional development) while at the same time discouraging the negative aspects of mentorship such as nepotism and fraternization. There is also the growing trend in actualization of formal mentorship programmes and education by the military services and especially since the year 2000.⁴⁹ This is chiefly due to a similar proliferation of mentorship programmes in the civilian world. This is an indicator that just as the military adopts new technology into its warfare programmes; it also adopts concepts such as mentorship from the social science discipline in an attempt at improving its workforce.

Amidst the many formal mentorship programmes and policies that have been adopted in the military circles, there are four trends that continue to characterize the future direction of mentoring. These include voluntary mentorship, outsourced mentorship, targeted mentorship and networked mentorship.⁵⁰ Voluntary mentorship entails moving away from mandatory programmes and instead avail mentoring services to military personnel that seek improved progression and professional growth. This entails military personnel seeking for mentor-mentee relationship through mentorship education.⁵¹ Outsourced mentorship involves the military practice and trend of not relying entirely on the military bureaucracy in programmes enhancement and building, but allocating that duty to independent organizations. This has also

⁴⁷ Wong, Doranna, and Manjula Waniganayake. "Mentoring as a leadership development strategy in early childhood education." *Researching leadership in early childhood education* (2013): 163-180.

⁴⁸ Wilkin, Lori A. "Military Leadership Strategies in a Higher Educational Setting." (2020).

⁴⁹ Ibid

⁵⁰ Stoeger, Heidrun, Daniel Patrick Balestrini, and Albert Ziegler. "Key issues in professionalizing mentoring practices." *Annals of the New York Academy of Sciences* 1483, no. 1 (2021): 5-18.

⁵¹ Wilkin. "Military Leadership Strategies in a Higher Educational Setting."

seen the military going for external organizations that are outside the military chain of command for creation and enhancement of the mentor-mentee relationships.⁵²

Targeted mentorship refers to programmes that are specifically created and geared for under-represented and minority groups with the sole aim of increasing diversity in military mentoring. Another purpose is ensuring profiling of mentorship methodologies for ensuring better mentor-mentee relationships.⁵³ Finally, the networked mentorship involves utilization of technology for creation of multiple mentoring relationships. This normally involves creation of mentor-mentee relationships that allows the leverage of constellations of mentors.⁵⁴ Research by Wilkin indicates that the military is effectively moving away from mandatory mentorship programmes and largely adopting official formalized programmes that are not under the military chain of command.⁵⁵ The military is now in favour of outsourced mentorship programmes for external organizations that have professionally specialized in mentorship. This in essence has given the military cost-effective solutions that have increasingly assisted in attaining the mentorship education programmes suitable for the military structure.

Other transformational mentorship programmes include e-mentoring and reverse mentoring. E-mentoring has the capacity of expanding the mentoring programmes beyond the contact location of the mentor and mentee.⁵⁶ It employs modern technological facets such as social media platforms, emails and other specialized software to create a linkage that enable mentees to genuinely expand their realm of knowledge from the mentors. Through e-mentoring, organizational relationships are created across locations that enable for an active match

⁵² Stoeger, Heidrun, Daniel Patrick Balestrini, and Albert Ziegler. "Key issues in professionalizing mentoring practices." *Annals of the New York Academy of Sciences* 1483, no. 1 (2021): 5-18.

⁵³ Wong, Doranna, and Manjula Waniganayake. "Mentoring as a leadership development strategy in early childhood education." *Researching leadership in early childhood education* (2013): 163-180.

⁵⁴ Horner, Diane Kostrey. "Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners." *Plastic Surgical Nursing* 37, no. 1 (2017): 7-22.

⁵⁵ Wilkin, Lori A. "Military Leadership Strategies in a Higher Educational Setting."

⁵⁶ Risquez, Angelica, and Marife Sanchez-Garcia. "The jury is still out: Psycho-emotional support in peer e-mentoring for transition to university." *The Internet and Higher Education* 15, no. 3 (2012): 213-221.

between mentors and mentees. Reverse mentoring is the process of pairing younger mentors with older mentees for the purpose of sharing knowledge that the younger mentor passes over to the mentee. Such knowledge may include technologically inclined areas such as social media interactions or computer interactive software. Reverse mentoring is often desirable where the aim is to bridge intergenerational gaps in workplaces and encourage intergenerational interactions and communications.⁵⁷

These programmes provide the opportunity for further studies on the effectiveness of these mentorship strategies, new methodologies, the kind of relationships that are fostered, and the new training provided by these new ways. A study by Thompson further shows that the military is increasingly adopting targeted mentorship programmes for special populations within the military that has specialized concerns and wants.⁵⁸ Additionally, there is a new trend of networking the mentorship programmes in the military as a result of global technological advancement. These trends encompass a new paradigm shift in the military for the sake of being aware of the changing military environment and changing global realities.

2.2 Background information of the respondents

The study sampled respondents consisting General Officers, Senior Officers and Officers from the Kenya Defence Forces. In the online survey, 132 of the respondents participated in the study. The Kenya Defence Forces structurally is composed of three layers of management level, that is, the strategic level, the operational level and the tactical level. This study identified the ranks of the General officer as those individuals serving at the strategic level; the ranks of Brigadier and Colonel as those officers serving at the operational level; and those serving at the rank of Lieutenant Colonel, Major, Captain and Lieutenant ranks, as officers at the tactical

⁵⁷ Risquez, Angelica, and Marife Sanchez-Garcia. "The jury is still out: Psycho-emotional support in peer e-mentoring for transition to university." *The Internet and Higher Education* 15, no. 3 (2012): 213-221.

⁵⁸ Thompson, Garry, "Relationship between Self-Development, Mentorship, and Senior Military Officer Moral Judgment" (2019). Dissertations. 1725.

level. The research was designed such that those serving at the strategic and operational level would participate in an open-ended questionnaire, and those serving at the tactical level would participate on both closed and open-ended questionnaire. The justification for this approach was based on the idea that the officers serving at the strategic and operational level have an idea on what mentorship in the military portends. Conversely, officers at the tactical level are believed to have little knowledge on the concept of mentorship. With that understanding, the researcher sought background information of the respondents as follows:

2.2.1.1 Respondents' rank

Respondents were requested to indicate their ranks. The results were as presented in **Figure 1**.

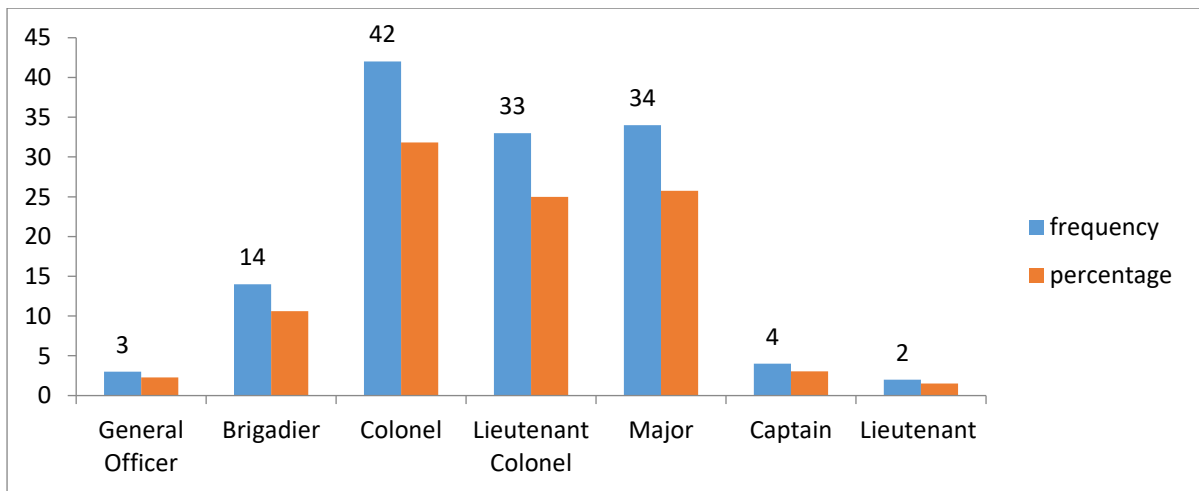


Figure 1: Respondents' Rank and Appointment Level

Source: Field data, 2023.

Based on the findings, majority of the respondents (32%) were of the rank of a Colonel while 26% of the total respondents were of the rank of a Major. Another 25% of the respondents were the rank of Lieutenant Colonels while Captains and Lieutenants comprised of 3% and 2% of the respondents respectively. The General Officers comprised of 2% of the respondents while the Brigadiers comprised of 11%. The interpretation on this data indicates that this research study will reflect largely the understanding of the mentorship concept from an operational perspective. The operational level of the military plays a significant role in mentorship and leadership development. At the operational level, military leaders are responsible for planning

and executing military operations, which often involve coordinating the efforts of multiple units and branches of the military. Through mentoring, experienced leaders can share their knowledge and expertise, provide guidance on decision-making, and help junior leaders develop the skills necessary to lead effectively. Although the General Officers- the strategic level had a 2% response, the concept of mentorship at the strategic level is very critical. It focuses on developing leaders who can think strategically, and build relationships with a wide range of stakeholders. Strategic leaders must be able to see the big picture, understand complex political and social dynamics, and make decisions that support long-term goals.

Lastly, although we had a 39% response rate at the tactical level, this feedback is critical since understanding the perception of mentorship at the tactical level can help military leaders to identify areas for improving the institutional mentorship programmes. For example, if junior leaders feel that their mentors are not approachable or are too focused on administrative tasks rather than leadership development, this feedback may cause leaders to adjust the programme to provide more opportunities for leadership development.

2.2.1.2 Respondents' state of service

Respondents were also requested to indicate where they were currently serving or they were retired. The results are also presented in **Figure 2** below.

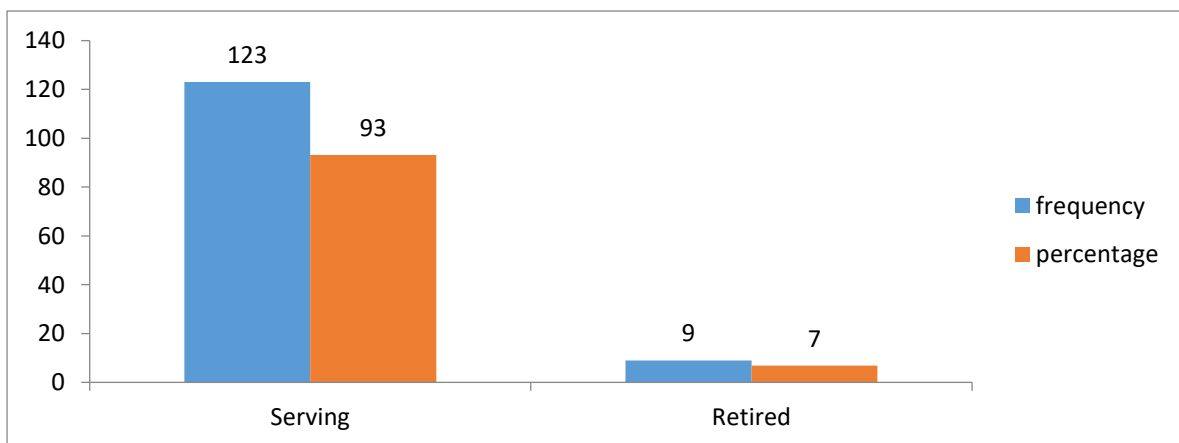


Figure 2: Respondents' State of Service

Source: Field data, 2023.

The findings shows that majority of the respondents 93% were serving while 7% were retired. Importantly, the views of the retired military officers on mentorship programmes are critical because their views help to shape the future of leadership development in the military. By leveraging on the insights and experiences of retired military officers, the military can continue to refine and improve mentorship programmes to ensure that they effectively develop the next generation of military leaders.

2.2.1.3 Respondents' gender

On Gender representation the results were as shown in **Figure 3** below.

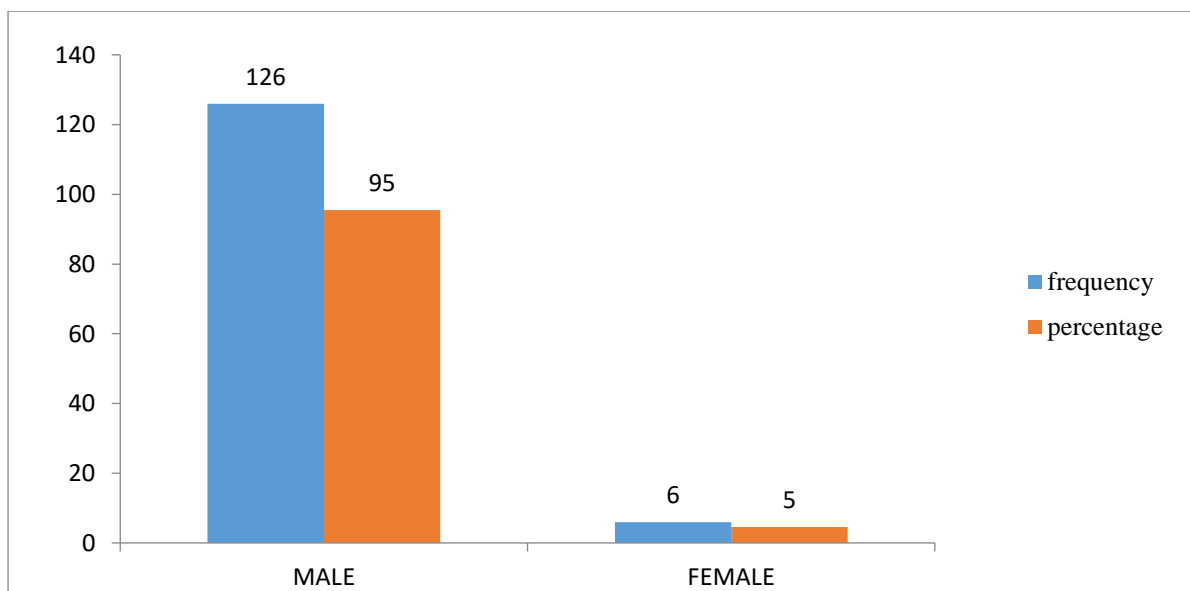


Figure 3: Respondents' Gender

Source: Field data, 2023.

Male officers were majority representing 95% while female officers only represented 5%. This indicates that majority of the respondents serving in the military were males as compared to the females. The views of female officers on the concept of mentorship in the military are critical for the development of effective mentorship programmes that promote diversity, inclusion, and the success of all military leaders. By leveraging the insights and experiences of

female officers, the military can continue to improve mentorship programmes and ensure that they effectively meet the needs of all members of the military, regardless of gender.

2.2.1.4 Respondents' years of service

On the years of service, the results were presented as shown in **Figure 4** below.

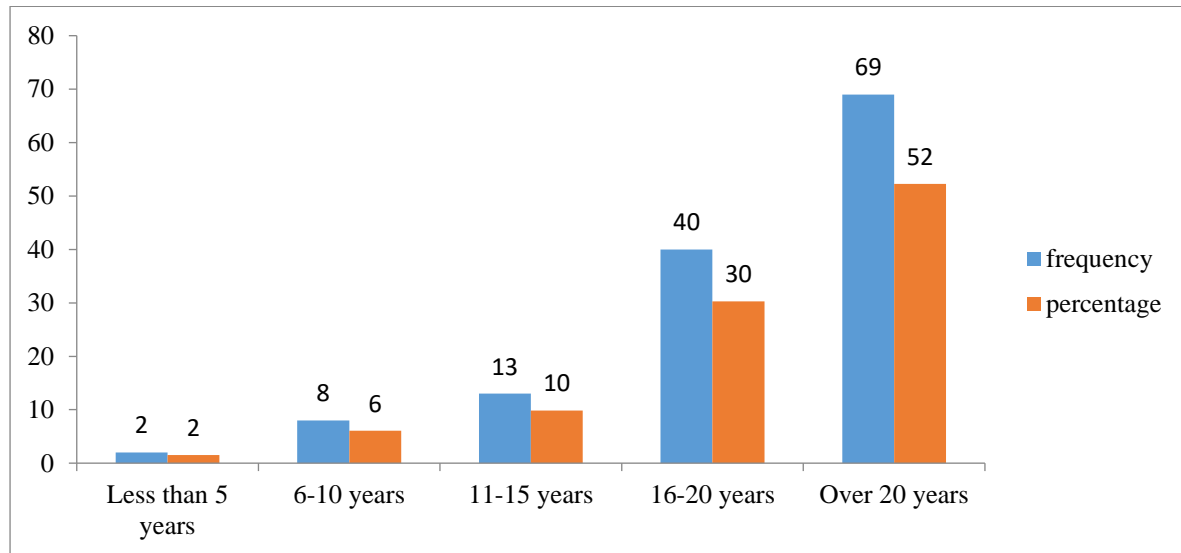


Figure 4: Respondents' years in Service

Source: Field data, 2023.

Based on the findings the respondents who had served for over 20 years were the majority (52%) while 30% of the respondents had served for 16-20 years. 10% of the respondents had served for 11-15 years while the minority 6% and 2% had served for 6-10 years and less than 5 years respectively. This indicates that majority had enough experience and were capable of providing the required information to support the research. Asking about the number of years of service in relation to mentorship in the military is important because it can provide valuable information about the experience and expertise of both mentors and mentees. Leadership development in the military is an ongoing process that lasts the whole term of service. Junior leaders who are just starting out may have different needs and goals than the senior leaders who have many years of experience. By asking about the number of years of service, military leaders can tailor mentorship programmes to the specific needs of different groups of mentees.

2.2.1.5 Respondents' participation in mentorship programmes

The respondents were equally asked to provide feedback on whether they have participated in mentorship programmes. The results were presented as shown in **Figure 5**.

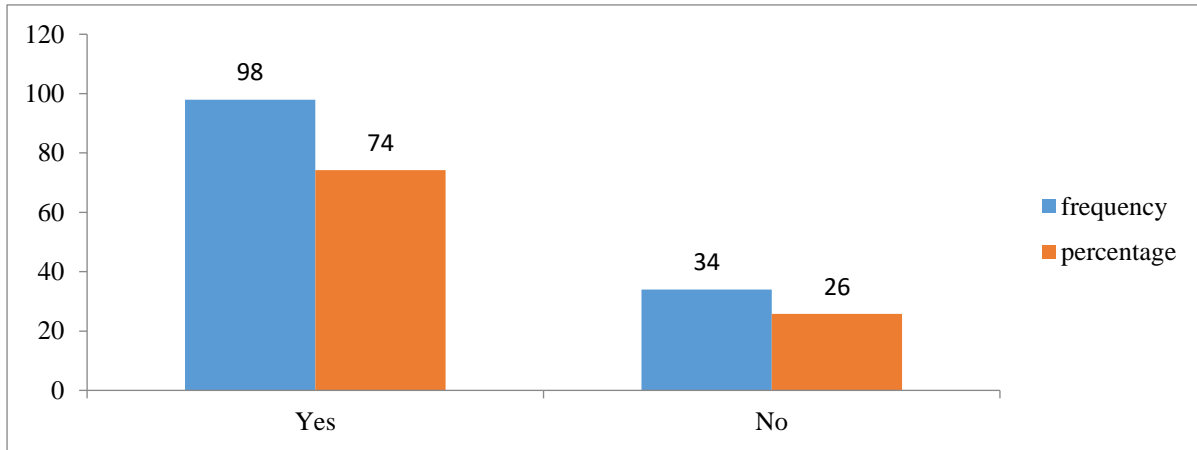


Figure 2: Participation in Mentorship Programme

Source: Field data, 2023.

Based on **Figure 5** above, 74% of the respondents affirmed to having participated in a mentorship programme while 26% of the respondents answered to the contrary. Asking about previous participation in mentorship programmes in the military is important because it can provide valuable insights into the effectiveness of mentorship programmes, identify potential mentors, and promote greater participation in mentorship programmes for all members of the military.

2.3 Existing Mentorship Programmes in the Kenya Defence Forces

The first objective of the study was to examine the existing mentorship programmes for Leadership Development in the Kenya Defense Forces. Data was collected using an online questionnaire and interviews. This was buttressed with data from secondary sources. The findings are presented in the section below.

The respondents were presented with selected statements on the extent to which they agreed on the existence of mentorship in the Kenya Defence Forces. They were to rate their degree of concurrence with such proclamations on a scale of: **SD (Strongly disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)**.

The study established that the concept of mentorship in KDF is well known across the three levels of command. In this regard, the respondents were presented with the statement: “Existing Mentorship Programmes for Leadership Development in Kenya Defence Forces.” The findings are presented the **Table 1** in percentage (%).

Table 1: Existing Mentorship Programmes for Leadership Development

Existing Mentorship Programmes For Leadership Development	SD (%)	D (%)	N (%)	A (%)	SA (%)
Mentor Events	3	22	30	40	5
Mobile Team Training	5	15	30	45	5
Online training	4	6	50	35	5
Outsourced Mentorship	3	5	32	50	10
Peer to Peer	2	3	5	70	20
Reverse Mentoring	1	22	60	15	2
Targeted Mentorship	5	20	20	50	5
The Networked Mentorship	2	3	60	10	25
Transformational Mentorship	5	5	30	50	10

Source, Field data, 2023.

The majority of respondents agreed that; Mentor Events (40%) Mobile Team Training (45%), Outsourced Mentorship (50%), Peer to Peer (70%), Targeted Mentorship (50%) and Transformational Mentorship (50%) programmes for leadership development existed in KDF. The majority of respondents were neutral on existence of Online Training (50%), Networked Mentorship (60%) and Reverse Mentoring (60%) programmes. Generally, from the findings we can draw a conclusion that KDF officers are aware of the different approaches to executing

mentorship programmes. This deduction suggests that KDF has the opportunity to identify and strengthen the programmes that will deliver on the overall goal in mentorship and leadership development.

In an open-ended question, the respondents were asked to “state in their own opinion what other mentorship programmes exist in Kenya Defence Forces.” Majority of the respondents indicated that there were no effective mentorship programmes. These observation supports the other response by majority as well that mentorship programmes were unstructured. In addition, a minority of the respondents indicated that there were no mentorship programmes in KDF apart from being mentored by their seniors and mentorship within the peer-to-peer frameworks. Although this was not envisioned in the designing of the questionnaire, a critical observation emerged. There was a disparity between the General Service Officers (GSO) and the Specialist officers where many GSOs concurred that exposure to training in various military schools offered them leadership development than was the case for the specialist officers who reported not having experienced mentorship programmes at all.

On Job Training (OJT) was equally mentioned among the respondents as a key avenue for offering mentorship. It was established that OJT was helpful in identifying the traits needed among the officers and the service personnel, nurturing those traits, and fostering them, and as a result improve on their daily output. The concept of OJT speaks to mentorship strategies and was a common thread among the respondents. The other method that was suggested is the use of expert mentorship where officers and service members would benefit directly from experts both within and out of KDF. The respondents equally identified that mentorship was an individual responsibility. In addition, it was established from the respondents that mentorship remained unstructured and unofficial in the interaction among the Seniors-Juniors and the Instructor-Student. However, in these interactions, social values and tips that facilitate the

command environment conversations were among the mentorship topics of discussions. Interestingly, other respondents mentioned that mentorship was for those personnel heading for retirement.

2.4 Summary

This chapter established that mentorship is a complementary relationship between a mentor and mentee that aims at satisfying the aims of both. It has been determined that the learning and teaching processes under mentorship creates mutual benefits for both, hence it has been credited by organizations for its ultimate success in leadership development. This is the reason it is also widely accepted as a means for leadership development in the military. The study established that mentorship programmes exist in KDF, with the major avenue for mentorship being On Job Training. However, it was determined that generally, the programmes for mentorship in KDF are ineffective, especially because of disparity in the access to these programmes among the various units of KDF.

CHAPTER THREE

THE EFFICACY OF THE EXISTING MENTORSHIP PROGRAMMES FOR LEADERSHIP DEVELOPMENT IN THE KENYA DEFENSE FORCES

3.0 Introduction

This chapter will address the efficacy of the existing mentorship programmes for leadership development in KDF. This entails accessing various factors including the programmes' ability to achieve the desired goals, the nature of training and support, pairing of the mentor and mentee, and the overall programmes' effectiveness.

3.1 Efficacy of Mentorship Programmes

The second objective of the study was to assess the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces. Assessing the efficacy of mentorship programmes for leadership development in the military requires a systematic approach that takes into account various factors. These factors include identifying clear programme goals that are measurable, and aligned with the overall objectives of the military. The goals should be designed to address the specific needs of the individuals who participate in the programme. Equally, it is important to evaluate the level of training and support provided to mentors and mentees. It will be important to ask if the programme has been given the necessary resources, tools, and guidance to make the mentorship programme successful. Further, it is important to assess how mentors and mentees are paired. The assessor should assess if there is a systematic approach to pairing that takes into account the needs and goals of both parties. Lastly, it will be useful to consider the overall effectiveness of the mentorship program. In assessing the goals and objectives, the efficacy of the programme would be determined.

The efficacy of mentorship programmes refers to their effectiveness or ability to achieve their intended goals or outcomes. A mentorship programme that is considered effective is one that

provides meaningful support and guidance to the mentee, helps them achieve their goals, and positively impacts their personal and professional growth. This chapter focuses on the efficacy of mentorship programmes that exists in the Kenya Defence Forces and will be evaluated in different ways to include mentee's ability to achieve their career goals, the mentee's job satisfaction, or the mentee's personal growth and development among others. Globally, organizations have credited mentorship for successful development of employees through inculcating motivation, inspiration and skills enhancement. Such organizations view mentorship as an innovative management strategy that significantly contributes to the rejuvenation, regeneration and survival from within.⁵⁹ For such organizations, mentorship is viewed as a personalized relationship involving a more knowledgeable or experienced person playing the role of a counsellor, role model, teacher or even a champion of a lesser knowledgeable or experienced individual. The mentorship relationship has mutual benefits for the mentor and the mentee. The benefits for the mentor is that they act as leaders for a future generation in areas where they have maximum interests and care and usually ensure that the best practices are inculcated on mentees.⁶⁰

The mentor equally derives benefits in participating in mentoring such as creation of extra time for more professional undertakings, gaining organization recommendation and reward and improvement in job performance resulting from being exposed to novel ideas. For the mentee, the benefits are the proof that they have the readiness to take the next step in career development and they are intent on gaining the extra help to make that advancement.⁶¹ They also benefit from promotions, higher salaries and wages, less stress experiences with jobs and

⁵⁹ Xu, Yang, and Anna W. Hickey. "Cadet mentoring program: Best practices for success." *Military Psychology* 34, no. 1 (2022): 23-32.

⁶⁰ Melanson, Mark A. "Mentoring in the army medical department: Advice for senior leaders." *US Army Medical Department Journal* (2007): 26-29.

⁶¹ Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

careers, and have less likelihood of intentions to leave organizations compared to non-mentees.⁶² As such, mentorship is a powerful tool for leadership development in every organization.

On the wisdom of Strength- Based Leadership theory formulated by Martin Seligman in 2003, the role of mentorship in leadership development is noted on the emphasis on need for maximization of the efficiency, productivity and success of organizations.⁶³ This is implemented through continuous development of the strengths of organizational resources such as people. As such, mentorship has significant role in development of leaders in organizations. For many organizations, mentorship is a cornerstone of professional development and career satisfaction. Mentorship not only improves job satisfaction but also enhances productivity, personal growth and rejuvenates passion for superior performance of individuals.⁶⁴

The respondents were presented with selected statements to assist in evaluating the efficacy of mentorship programmes in the Kenya Defence Forces. In this regard, the respondents were presented with the statement: “Efficacy of Mentorship and Leadership Development.” The findings are presented in **Table 2** in percentage (%).

⁶² Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

⁶³ Rath, Tom, and Barry Conchie. *Strengths based leadership: Great leaders, teams, and why people follow*. Simon and Schuster, 2008.

⁶⁴ Melanson. "Mentoring in the army medical department: Advice for senior leaders."

Table 2: Effectiveness of the Existing Programmes on Mentorship in KDF

Efficacy of Mentorship and Leadership Development	SD (%)	D (%)	N (%)	A (%)	SA (%)
Mentorship is a critical tool for KDF today and in the future	2	3	10	15	70
Mentorship is a driver to effective KDF leadership.	3	5	12	15	65
Mentoring programmes builds leadership, knowledge, skills and experience.	1	1	3	20	75
Mentoring leads to improved performance, efficiency and effectiveness.	2	3	5	10	80
Mentorship programmes have been incorporated as a critical tool for leadership transfer in KDF	1	2	5	55	37
Mentorship programmes in KDF foster commitment and retention.	1	4	5	40	50
KDF military officers who participate in mentorship programmes have a higher promotions ratio than the others who never participate.	2	3	5	55	35
The strength of KDF military leadership is through strategic level mentorship engagement	5	10	60	10	15

This study established that mentorship not only supports and guides the mentee but helps mentees achieve their own goals and those of the institution. The respondents strongly agreed that mentorship is a critical tool for KDF today and in the future (70%). This was a key finding and suggests that KDF should focus on mentorship programmes in order to explore the full potential of mentorship. The respondents again strongly agreed that mentorship is a driver to effective KDF leadership (65%). By fostering a more inclusive and diverse leadership pipeline, mentorship programmes can help to ensure that the military and its leaders are better equipped to address the complex challenges of modern warfare. The respondents were also asked to state whether mentoring programmes builds leadership, knowledge, skills and experience. 75% of

them strongly agreed with the statement. This suggests that mentorship promotes a culture of learning and continuous improvement, and creates a strong sense of institutional knowledge and culture. The other statement that was tested was that mentoring leads to improved performance, efficiency and effectiveness. 80% of the respondents strongly agreed that mentorship programmes help in improving performance in the military. By fostering a culture of mentorship, military leaders can have better clarity of goals and enhance accountability. On the statement that mentorship programmes in KDF foster commitment and retention, 50% of the respondents strongly agreed that mentorship can contribute to increased job commitment and retention by providing officers with the support, guidance, and career development opportunities they need to succeed in their roles. By fostering a culture of mentorship, the military can ensure that its leaders are invested in the organization and committed to its mission.

Other statements that the respondents were asked to comment on include whether mentorship programmes have been incorporated as a critical tool for leadership transfer in KDF. 55% of the respondents agreed that mentorship can play a crucial role in leadership transfer in the military. This is attained by facilitating knowledge transfer, succession planning, cultural continuity, and improved adaptability. By investing in mentorship programmes, the military can ensure that it has a strong pipeline of leaders who are equipped with the skills and knowledge required to meet the complex challenges of modern warfare. On the statement whether military officers who participate in mentorship programmes have a higher promotions ratio than the others who never participate, 55% of the respondents agreed that officers who participate in mentorship programmes may have a higher promotion ratio than those who do not participate. The deduction here is that these programmes can provide officers with visibility, networking opportunities, and support they need to succeed in their roles and advance their careers within the military.

Interestingly, majority of the respondents were neutral on the statement that the strength of KDF military leadership is through strategic level mentorship engagement. 60% of the respondents were neutral suggesting mentorship by leaders at the strategic level carry factors that are likely to undermine the benefits that the strategic leaders bring to the programme. The specific reasons to this response were however not sought.

3.2 Challenges to Mentorship Programmes

Mentorship programmes have positive effects on development of leaders in all organizational setups. Success of leadership development is hinged on strengthening of the mentoring process to attain the needs of the protégé.⁶⁵ Empirical studies have been conducted on causes of mentorship failures and its influence on leadership development. For instance, Muir studied on influence of formal mentoring programme on leadership development in British Army.⁶⁶ This was a qualitative case-study that employed in-depth semi-structured interviews from participants and mentors. The sample size comprised of 25 participants and 11 mentors and protégé. There were three main themes that emerged from data analysis; mentor partnership-leader identity discovery, leader identity development through critical learning environment and leader identity development under self-knowledge. The findings showed that the principles of adult learning were instrumental components of leadership development process. There was a general belief that lack of formal mentoring was detrimental to the success of the mentoring relationship in the military.

Randolph Jr and Burl researched on the mentoring and success of African American Army officers in the US Army. The study employed qualitative explanatory case study design to

⁶⁵ Garcia, G. A., Huerta, A. H., Ramirez, J. J., & Patron, O. E. (2017). Contexts that matter to the leadership development of Latino male college students: A mixed methods perspective. *Journal of College Student Development*, 58, 1– 18.

⁶⁶ Muir, Douglas. "Mentoring and leader identity development: A case study." *Human Resource Development Quarterly* 25, no. 3 (2014): 349-379.

explain the relationship between mentoring and African American Army Captain success levels. The findings show that the causes of the failure in mentorship were directly related to the lost mentoring time for junior officers.

Changya Hu, Jung-Chuen Wang, Min-Hwa Sun, and Hsin-Hung Chen investigated the connection between official mentoring roles and mentee outcomes in military academies in South Korea.⁶⁷ The sample size comprised of 424 freshmen participants and 659 senior cadets from different military academies. Data was analyzed using hierarchical multiple regression analysis and the results showed that there was positive relationship between career mentoring and mentor satisfaction and provision of career mentoring. However, career mentoring had a negative relationship with commitment of freshmen to military career. Lack of career mentoring tended to contribute to failure of mentoring relationship between the freshmen and mentors.

As already discussed, mentorship has the potential of greatly contributing to leadership development in organizations. However, it is notable that in some instances, the mentorship process may face failure. There are many variables that may lead to failure of the mentoring process between the mentor and protégé. They range from mentor leadership, mentor-protégé compatibility, mentor training, mentor-protégé geography, gender of mentor-protégé and challenging job assignment. This discussion is presented below.

3.2.1 Variables that May Lead to Failure of the Mentoring Process

In the context of examining the efficacy of mentoring relationships, it is crucial to recognize the various variables that can contribute to the failure of the mentoring process which ultimately impede the effectiveness of mentoring relationships.

⁶⁷ Hu, Changya, Jung-Chuen Wang, Min-Hwa Sun, and Hsin-Hung Chen. "Formal mentoring in military academies." *Military Psychology* 20, no. 3 (2008): 171-185.

3.2.1.1 Mentor leadership

The quality of the leadership of the mentor is attributable to the effectiveness of the gains to the protégé and the eventual success of mentoring process. Likewise, poor leadership qualities on the mentor may spell the death of the mentoring process. The mentor leadership is characterized by three qualities; problem solving ability, social judgment ability and knowledge levels.⁶⁸ These are the qualities that expound on what a protégé desires in a mentor. Through role modeling and leadership, a protégé has the capacity to monitor the mentor in real world context and may reasonably emulate the desired actions and behaviors.⁶⁹ For the mentoring programme to be effective, there is need for the mentor to exhibit strong leadership skills and characteristics that inculcates trust and support from the protégé. Thus, the adoption of the above mix of ingredients is essentially important for a healthy mentor-protégé relationship as this inspires change and motivation which in turn will be incorporated in the mentorship process. Similarly, for mentors to be successful, they should adopt a transactional approach characterized as a reward technique that develops a leader-follower relationship between the mentor and protégé.⁷⁰

Transformational leadership and transactional approaches stem from the belief that leaders are not essentially born but are created through effective mentoring. This is through using a mentor with exemplary skills and knowledge to impart and promote career and psychosocial support through inspiring role model and leadership qualities. There is a significant correlation between leadership styles of mentors and protégé perception of the success of the mentoring

⁶⁸ Godshalk, Veronica M., and John J. Sosik. "Does mentor-protégé agreement on mentor leadership behavior influence the quality of a mentoring relationship?." *Group & Organization Management* 25, no. 3 (2000): 291-317.

⁶⁹ Chun, Jae Uk, John J. Sosik, and Nam Yi Yun. "A longitudinal study of mentor and protégé outcomes in formal mentoring relationships." *Journal of Organizational Behavior* 33, no. 8 (2012): 1071-1094.

⁷⁰ Godshalk, Veronica M., and John J. Sosik. "Mentoring and leadership." *The handbook of mentoring at work: Theory, research, and practice* (2007): 149-178.

relationship.⁷¹ The use of communication and charisma are effective characteristics that mentor may adopt to inspire protégé to successively participate in the mentorship process. Charisma is an important attribute that enable the mentor to create inspiration and trust among the protégés. Through charisma, the mentor is able to exert positive leadership qualities in protégé. Thus, leadership qualities of the mentor may lead to successful mentoring relationship and where the leader lack this leadership attributes, the relationship is bound to fail.⁷²

3.2.1.2 Mentor-Protégé compatibility

The compatibility between the mentor and protégé has a significant role in the success of the mentoring process. The success or failure of the mentoring relationship is highly dependent on the ability of the mentor to match the hobbies, personal interests, job assignments and career expectations of the protégé.⁷³ Equally important is the pairing of mentor-protégé in terms of commonalities in personality type, work position and content level of mentoring to be acquired.⁷⁴ It is important for organizations to ensure that mentors and protégé are paired in terms of matching qualities at all costs. Personal mismatch is the number one cause of mentoring failure in many organizations. However, it should be noted that the matching of mentor and protégé in formal organizations is one of the most challenging tasks that management faces. Where mentor and protégé are forced into mentoring programmes, dysfunctional relationships occur.⁷⁵

⁷¹ Sosik, John J., and Sandi L. Dinger. "Relationships between leadership style and vision content: The moderating role of need for social approval, self-monitoring, and need for social power." *The Leadership Quarterly* 18, no. 2 (2007): 134-153.

⁷² Connor, Mary, and Julia Pokora. *EBOOK: Coaching and Mentoring at Work: Developing Effective Practice: Developing Effective Practice*. McGraw-Hill Education (UK), 2017.

⁷³ Siegel, Philip H., Todd Schultz, and Sharon Landy. "Formal versus informal mentoring of MAS professionals." *Journal of Applied Business Research (JABR)* 27, no. 2 (2011).

⁷⁴ Wallace, Gregory Scott. "Perceptions of mentors and new teachers: A case study of a mentoring program in Northeast Tennessee." PhD diss., East Tennessee State University, 2009.

⁷⁵ Siegel, Philip H., Todd Schultz, and Sharon Landy. "Formal versus informal mentoring of MAS professionals." *Journal of Applied Business Research (JABR)* 27, no. 2 (2011).

Although the compatibility between mentor and protégé is sometimes dictated by age, there is no defined age gap between the two parties. However, some studies indicate that 8-15 years is a decisive age for a good relationship to be forged.⁷⁶ To eliminate the possibility of the mentor-protégé being peers or friends, an age difference of 15-20 years is sometimes recommended. Thus, the age between the mentor and protégé is highly correlated with the success or failure of the relationship. The naturalist or mutuality and chemistry between the mentor and protégé act as beneficial quality in enhancing the relationship. This is essentially true in informal mentoring relationships. When such compatibility is in existence, it is easier and more effective to attain the projected goals of the relationship. In addition, availability of technology mediums such as internet, Wi-Fi connection or emails plays a significant role in pairing of the mentor and protégé. Where vast distances operate between mentor and protégé, virtual mentoring modes may be adopted and such requires availability of technology.⁷⁷ The availability of technology may therefore dictate the success or ultimate failure of online-based mentorship programmes. The compatibility of such technology among the mentor and mentee is equally important in provision of success relationship.⁷⁸

3.2.1.3 Mentor training

The success of the mentor protégé relationship is dictated by the adequacy of knowledge of the mentor and ingenuity of the mentorship program. For the mentor, the adequacy of mentoring knowledge may be inculcated or even enhanced through training. Protégés desire for mentors who are more knowledgeable and experienced on their mentoring duties and organizational operational procedures. To enable the mentor to provide superior mentoring knowledge and

⁷⁶ Jackevicius, Cynthia A., Jennifer Le, Lama Nazer, Karl Hess, Jeffrey Wang, and Anandi V. Law. "A formal mentorship program for faculty development." *American Journal of Pharmaceutical Education* 78, no. 5 (2014).

⁷⁷ Allen, Tammy D. "Mentoring relationships from the perspective of the mentor." *The handbook of mentoring at work: Theory, research, and practice* (2007): 123-147.

⁷⁸ Menges, Christine. "Toward improving the effectiveness of formal mentoring programs: Matching by personality matters." *Group & Organization Management* 41, no. 1 (2016): 98-129.

skills to the protégé, mentoring training is critical.⁷⁹ According to Pellegrini and Scandura, there is generally the attainment of marginal mentoring relationship where mentors lack adequate training to offer requisite knowledge and skills that meets the needs of protégés.⁸⁰

For the protégé, the most important attributes of a mentor are the level of training for understanding the mentoring programme and extensive knowledge of the organization and mentees needs. Mentors with minimal formal training of the mentoring programme and protégé needs may ultimately fail in providing a lasting mentoring relationship.⁸¹ For effective and efficient mentoring, there is necessity for both the mentors and protégés to be fully prepared for the relationship. Proper and continuous training of the mentor throughout the relationship is critical in enhancing the success rate of this process.⁸²

3.2.1.4 Mentor-protégé geography

Geography in mentoring relates to the physical locations from which the mentoring relationship is contextualized. The presence or possibility of vast distances between the protégé and mentor inhibit direct contacts and communication and this may be challenging to the success of the relationship.⁸³ Where vast distance is a challenge, there is a possibility of the mentoring process being ineffective and may eventually fail. Formality or informality of the mentoring may act as the geographic scope for that relationship. Formal mentoring may have the advantage of normalized and time-scheduled interactions compared to informal mentoring that is ad hoc in nature. The formality and informality aspects may thus dictate the success or failure of the

⁷⁹ Dickson, Jubilee, Katie Kirkpatrick-Husk, Dana Kendall, James Longabaugh, Ajal Patel, and Shannon Scielzo. "Untangling protégé self-reports of mentoring functions: Further meta-analytic understanding." *Journal of career development* 41, no. 4 (2014): 263-281.

⁸⁰ Pellegrini, Ekin K., and Terri A. Scandura. "Construct equivalence across groups: An unexplored issue in mentoring research." *Educational and Psychological Measurement* 65, no. 2 (2005): 323-335.

⁸¹ Menges, Christine. "Toward improving the effectiveness of formal mentoring programs: Matching by personality matters." *Group & Organization Management* 41, no. 1 (2016): 98-129.

⁸² Wanberg, Connie R., John Kammeyer-Mueller, and Marc Marchese. "Mentor and protégé predictors and outcomes of mentoring in a formal mentoring program." *Journal of Vocational Behavior* 69, no. 3 (2006): 410-423.

⁸³ Caligiuri, Paula, Raymond Noe, Riall Nolan, Ann M. Ryan, and Fritz Drasgow. *Training, developing, and assessing cross-cultural competence in military personnel*. Rutgers-The state univ Piscataway NJ, 2011.

relationship.⁸⁴ Geography has a cultural context as well. Cultural context of mentorship process may herald the success or failure of the entire relationship. For instance, culturally, the military is naturally a conservative and static organization, which may inhibit the success of mentoring relationships. The various branches of military have cross cultural boundaries that may be unfavourable for mentoring relationships across ranks.⁸⁵ Due to the geography of the organization, there is the possibility of having shortage of mentors in organizations. In such circumstances, group mentoring may be instrumental in alleviating mentor shortages.

The professional position of the mentor may also determine the success of the relationship. Where the mentor is constantly changing the job position either due to promotions or job-related transfers, there is possibility of disruption of the relationship and higher chances of failure. This is especially so in organizations with high job rotation. A good example being the military where, a military officer acting as a mentor is moved from one job location to another, there is the tendency for one to modify their behaviours and schedules to conform to the new organization's demands or new environmental norms.⁸⁶ This may have profound effect on the trust and continuity of the mentoring relationship with the protégé and may even lead to failure.

3.2.1.5 Mentor-protégé gender

Gender of the mentor and protégé has significant influence on the success or failure of the mentoring relationship. According to Knouse *et al.* in a study on gender differences in military mentoring contexts, males have a higher chance of succeeding in the mentor-protégé relationship.⁸⁷ The findings indicated that female protégés tended to receive fewer mentoring

⁸⁴ Blass, Fred R., and Gerald R. Ferris. "Leader reputation: The role of mentoring, political skill, contextual learning, and adaptation." *Human Resource Management* 46, no. 1 (2007): 5-19.

⁸⁵ Selmeski, Brian R. *Military cross-cultural competence: Core concepts and individual development*. Centre for Security, Armed Forces & Society, Royal Military College of Canada, 2007.

⁸⁶ Caligiuri, Paula, Raymond Noe, Riall Nolan, Ann M. Ryan, and Fritz Drasgow. *Training, developing, and assessing cross-cultural competence in military personnel*. Rutgers-The state univ Piscataway NJ, 2011.

⁸⁷ Knouse, Stephen B., and Schuyler C. Webb. *Mentors, Mentor Substitutes, or Virtual Mentors: Alternative Mentoring Approaches for the Military*. Transaction Publishers, New Brunswick, NJ, 2001.

opportunities than their male counterparts in US military circles and the trend was prevalent in most of the militaries in the world. This was mostly contributed by the prevalence of gender role stereotypes and has had a significant role in fostering the mismatched mentoring relationships.⁸⁸ There is the tendency for female protégé to actively follow the stereotyped gender trajectory. This is observable where female protégés often sought out the services of other females as actors. Studies have found that female mentees who are paired with female mentors had more mentoring satisfaction than their counterparts matched with male mentors. Where female protégés are paired with female mentors in an extended timeline, it is observed that the extent in time tends to enhance this relationship further.⁸⁹ There is also the enhancement of psychosocial satisfaction where cross gender mentoring was offered with female mentors reporting greater mentoring satisfaction when matched with female protégés. This clearly indicates that gender is a significant variable attributable to the success or failure of mentoring relationship.⁹⁰

3.2.1.6 Trust

Availability or unavailability of trust is a critical attribute that predicts the success or failure of the mentorship process. According to Johnson *et al.*, lack of trust between the mentor and protégé can create vulnerability in the relationship and the actions of both the parties can adversely lead to failure.⁹¹ Where the mentor obtains the trust from protégé, they have the feeling of providing increased levels of mentoring functions. Where the protégé trusts the ability of the mentor to offer quality and considerably effective mentoring, there is a higher likelihood of the success of the mentoring relationship. Conversely, where the mentor lacks the

⁸⁸ Okurame, David E. "Mentoring and preferences: A diagnostic survey for equal mentoring opportunity." *Equal Opportunities International* (2008).

⁸⁹ Redmond, S. A., S. L. Wilcox, Shawna Campbell, Alice Kim, Kimberly Finney, Kaytlin Barr, and A. M. Hassan. "A brief introduction to the military workplace culture." *Work* 50, no. 1 (2015): 9-20.

⁹⁰ Weinberg, Frankie J., and Melenie J. Lankau. "Formal mentoring programs: A mentor-centric and longitudinal analysis." *Journal of Management* 37, no. 6 (2011): 1527-1557.

⁹¹ Johnson, W. Brad, David G. Smith, and Jennifer Haythornthwaite. "Why your mentorship program isn't working." *Harvard Business Review* 7 (2020).

attributes of empathy and support to the mentee, there are higher likelihood of the failure of the entire relationship.⁹² Protégés who are in a healthy mentoring relationship with mentors tend to harbour a higher trust than their counterparts in a lukewarm relationship. Where protégés faces difficulties in obtaining favourable mentoring, there is the tendency for absolute lack of trust over mentorship programmes. However, the experience of the mentor in providing a perception of trust on the mentee has the tendency of creating trust on the relationship and hence success.⁹³ Therefore, mentor should strive to inculcate trust in the relationship with mentees to avoid failure of the relationship.

3.2.1.7 Organization operating environment

The general operating environment of the mentoring programme may dictate the success or failure of the mentorship process. For instance, the operating environment of the military may present differing mentoring challenges for male and female soldiers. When operating in hostile environment or combat zones, mentoring may not be immediately available for the mentees.⁹⁴ According to Knouse *et al.*, female soldiers were sometimes reported to be denied opportunity for mentoring due to their command operating context in combat zones.⁹⁵ Additionally, organization's context may act as a barrier to mentoring opportunities. This is observed where protégés in higher ranking positions tend to receive more of mentoring than their counterparts in lower ranking levels in the organization. According to Murrell, some organization environments dominated by males tend to offer few mentoring opportunities for female protégés and this often creates perception of favoritism from females who observe more

⁹² Conboy, Kaitlyn, and Chris Kelly. "What Evidence is There that Mentoring Works to Retain and Promote Employees, Especially Diverse Employees, Within a Single Company?." (2016).

⁹³ Murray, Margo. *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process.* John Wiley & Sons, 2002.

⁹⁴ Sampson Jr, Enrique, and Warren D. St James II. "Mentorship interactions in the aviation or aerospace industries." *Academy of Strategic Management Journal* 11, no. 2 (2012): 35.

⁹⁵ Knouse, Stephen B., and Schuyler C. Webb. "Unique types of mentoring for diverse groups in the military." *Review of Business* 21, no. 1/2 (2000): 48.

mentoring opportunities allocated to males.⁹⁶ Thus, unless mediating attributes are enacted to overcome such challenges, the mentorship process may face eventual failure.

3.2.1.8 Challenging job assignment

The success or failure of the mentorship programme may rely on the ability of the mentor to offer challenging work assignments to the mentee. The ability of the mentee to undertake challenging job-related assignments is a critical career advancement tool. This is because challenging work assignments increase the competency of the protégé and also minimize the workplace stress and turnover intentions. This also increases the possibility of the protégé receiving higher wages, promotions and more responsibilities in the workplace.⁹⁷ Where the protégé lacks challenging job assignments, the motivation to progress with mentoring is lowered and may finally opt out of the program. There is a positive and significant relation between lack of exposure to demanding job assignments and negative perception of mentorship process.⁹⁸

Challenging job assignments are viewed as a career related function and a mentoring relationship that allows the mentor to receive adequate and fulfilling assignments has the potential to increase career development. Such a relationship may also increase psychosocial skills of the mentee resulting into better job performance and productivity. However, perception of the mentee of the possibility of lacking any challenging job assignments from the mentor may ultimately undermine the program. To avoid such failure, the mentor should utilize their position in the organization, incumbency and work-related experience to allocate

⁹⁶ Murrell, Audrey J. "Five key steps for effective mentoring relationships." *The Kaitz Quarterly* 1, no. 1 (2007): 1-9.

⁹⁷ Weinberg, Frankie J., and Melenie J. Lankau. "Formal mentoring programs: A mentor-centric and longitudinal analysis." *Journal of Management* 37, no. 6 (2011): 1527-1557.

⁹⁸ Haggard, Dana L., Thomas W. Dougherty, Daniel B. Turban, and James E. Wilbanks. "Who is a mentor? A review of evolving definitions and implications for research." *Journal of management* 37, no. 1 (2011): 280-304.

challenging jobs to the protégé.⁹⁹ The mentor should accomplish this task effectively if they affirm that the protégé has suitable qualities to assume the challenging positions and where it is lacking, the mentors are readily available for mentorship. The mentor should alternate their mentoring techniques, to be always firm and deliver challenges to motivate the protégé. Lack of such ingenuity will automatically translate to failure of the mentoring process.¹⁰⁰

3.2.1.9 Mentee expectation

Satisfaction of mentee is usually a leading indicator of the success of the mentorship process. Mentee expects to receive superior knowledge and skills from the mentor.¹⁰¹ The perception of the mentee can be enhanced where the mentor is friendly, leading to prospering and enduring mentor-mentee relationship. Where this perception is missing, the mentorship process is bound to suffer and ultimately fail.¹⁰² According to Harris et al., failure in the mentorship relation is attributed to six mentoring perception attributes; management success, professional support, career development, specialized skills, new mentees and professional networking.¹⁰³ However, it is not imperative that all six attributes must be present for the mentorship process to be successful. Accordingly, sometimes the failure in mentorship is due to the confusion of believing that all relationships between a mentor and mentee are considerably mentoring in nature. Some relationships are just supervisory and it is up to the mentee to determine the extent of guidance and counseling required from the mentor.¹⁰⁴

⁹⁹ Harris, Brigitte, Kwan Fan Cheng, and Charlotte Gorley. "Benefits and barriers: Case study of a government technology-mediated group mentoring program." *Journal of Workplace Learning* (2015).

¹⁰⁰ Weinberg, Frankie J., and Melenie J. Lankau. "Formal mentoring programs: A mentor-centric and longitudinal analysis." *Journal of Management* 37, no. 6 (2011): 1527-1557.

¹⁰¹ Emelo, Randy. "Group mentoring: rapid multiplication of learning." *Industrial and commercial training* (2011).

¹⁰² Chium-Lo, Mark and Ramayah, Thomas. "Mentoring and job satisfaction in Malaysian SME's". *Journal of Management Development*, 30 no. 4 (2011): 427-440.

¹⁰³ Harris, Brigitte, Kwan Fan Cheng, and Charlotte Gorley. "Benefits and barriers: Case study of a government technology-mediated group mentoring program." *Journal of Workplace Learning* (2015).

¹⁰⁴ Chium-Lo, Mark and Ramayah, Thomas. "Mentoring and job satisfaction in Malaysian SME's". *Journal of Management Development*, 30 no. 4 (2011): 427-440.

3.3 Challenges of Mentorship Programmes in Kenya Defence Forces

The respondents were also presented with selected statements to assist in evaluating the challenges of mentorship programmes in Kenya Defence Forces. In this regard, the respondents were presented with the statement: “Challenges to Mentorship Programmes in Kenya Defence Forces.” The findings are presented in **Table 3** in percentage (%).

Table 3: Challenges to Mentorship Programmes in KDF

Challenges of mentorship programmes	SD (%)	D (%)	N (%)	A (%)	SA (%)
KDF does not support mentorship programmes	10	60	15	10	5
There is inadequacy in role models to support the mentorship programme in KDF.	5	65	15	10	5
KDF top leadership discourage mentorship programmes	5	70	10	15	5
KDF mentorship programmes are about being talked to by the mentor rather than engagement/exchange in reflective dialogue	0	5	30	60	5
Ethical issues among KDF Chain of Command negatively affect mentorship programmes	0	5	15	70	10
KDF does not allocate enough time and thought on mentorship programmes	5	5	5	75	10
There is insufficient budgetary allocation for mentorship programmes in KDF	10	5	10	65	10
Mentorship in KDF is viewed as a programme for the psychologically weak individuals	15	70	10	5	0
KDF does not accord enough mentorship programmes for junior officers.	0	5	5	75	15

This study established that mentorship in the military is facing numerous challenges especially in today’s contemporary world. A set of statements were presented to the respondents in order to establish the challenges that KDF is facing or likely to encounter in operationalizing mentorship agenda. In synthesizing the challenges to mentorship programmes in KDF, majority

(60%) of the respondents disagreed with the statement that KDF does not support mentorship programmes. This statement rephrased suggests that leadership support is essential for the success of mentorship programmes in the military. Some ways in which leadership can provide support include: establishing a culture of mentorship, providing training, allocating resources, encouraging participation, monitoring progress, recognizing success and providing feedback.

In the statement that there is inadequacy of role models to support mentorship programme in KDF, 65% of the respondents disagreed with 5% strongly disagreeing with the statement. This strongly suggests that KDF has enough pool of mentors that can help to create a more robust and effective mentorship programme, providing benefits to both mentors and mentees. The other statement that was tested was whether KDF leadership discourages mentorship programme. In this statement, 70% of the respondent disagreed with the statement with 5% strongly disagreeing. This suggests that KDF leadership has created a conducive environment that encourages mentorship programmes. Conducive environment for mentorship spans across aspects of training, morale and welfare.

The respondents were equally presented with the statement whether mentorship in KDF is viewed as a programme for the psychologically weak individuals. 70% respondents disagreed with the statement with 15% strongly disagreeing. Mentorship programmes in the military can be beneficial for all service members, including those who may be struggling with emotional challenges. Mentorship programmes can provide emotional support, guidance, and encouragement to mentees, but they are not designed to provide clinical interventions for mental health issues. If a service member is struggling with emotional challenges, they should seek appropriate mental health support from a qualified mental health professional.

The other statement that was tested was whether KDF mentorship programmes are about conversational engagement by the mentor rather than exchange in reflective dialogue. 60% of

the respondents agreed with the statement. This is a concern as it reveals that there is a flaw in the execution of mentorship programmes. Mentorship programmes are not just about being talked to by the mentor, but also about engaging in reflective dialogue and exchanging ideas. Effective mentorship involves a two-way conversation between the mentor and mentee, where the mentee can ask questions, share their experiences, and receive feedback and guidance from the mentor. The mentor should also actively listen to the mentee's concerns and provide support and encouragement. The goal of mentorship is to facilitate the mentee's growth and development, which requires a collaborative and interactive approach rather than a one-sided lecture.

The other statement presented to the respondents was whether ethical issues among KDF chain of command negatively affect mentorship programmes. 70% of the respondents agreed that ethical issues among KDF chain of command negatively affect mentorship programmes. Mentorship programmes rely on trust, respect, and open communication between mentors and mentees. When ethical issues arise, such as instances of unethical behavior or abuse of power by those in positions of authority, it can damage trust and undermine the effectiveness of the mentorship programme. Mentors who engage in unethical behavior may not be able to provide positive guidance and support to their mentees, and mentees may be reluctant to seek advice or guidance from mentors who they do not trust. Additionally, ethical issues can create a toxic work environment that may discourage individuals from participating in the mentorship programme altogether.

The respondents were presented with the statement that KDF does not allocate enough time and thought on mentorship programmes. 75% respondents agreed that KDF does not allocate enough time and thought on mentorship programmes. This feedback supports the earlier concern of the efficacy of mentorship programmes in KDF. Allocating time to mentorship programmes is essential for the development of individuals. Although KDF leadership have

conceptually accepted that mentorship is a useful tool for leadership development, the tool has remained a conceptual at most levels of command than operational. The other statement presented to the respondents was whether there is insufficient budgetary allocation for mentorship programmes in KDF. 65% respondents agreed that there is insufficient budgetary allocation for mentorship programmes in KDF. The deduction on this statement is that budgetary consideration in support of the programme is likely to be of a lesser priority among other programmes in KDF. Without adequate funding, it may be difficult to provide mentorship opportunities to all members of the military.

Meantime, the respondents were presented with the statement that KDF does not accord enough mentorship programmes for junior officers. 75% of the respondents agreed that KDF does not accord enough mentorship programmes for junior officers. By not according mentorship in the military, especially in a contemporary environment, it can lead to reduced readiness, decreased resilience, increased risk of mental health issues, and decreased retention rates. It is essential for organizations to provide mentorship programmes that support the professional development of junior officers and ensure that they have the tools and resources they need to succeed in their roles.

3.4 Summary

This chapter assessed the efficacy of KDF mentorship programmes as a means for developing effective leaders. The study first confirmed that there was a need to build a culture of effective mentorship in KDF. The effectiveness of the existing mentorship programmes in KDF was evaluated in terms of their ability to offer meaningful guidance and support to the mentee for personal and professional growth. It was determined that existing mentorship programmes offer benefits of career growth and opportunities for networking. Although KDF leadership supports mentorship, there are several factors that act as impediments to their effectiveness. The first challenge identified was that mentorship in KDF is a conversational engagement

instead of a reflective dialogue between the mentor and mentee. Other challenges identified included ethical issues such as abuse of power, which affects the trust between mentor and mentee, failure to allocate adequate time for mentorship programmes, and insufficient budgetary allocation.

CHAPTER FOUR

STRATEGIES OF ENHANCING THE EFFECTIVENESS OF MENTORSHIP PROGRAMMES IN THE KENYA DEFENCE FORCES LEADERSHIP DEVELOPMENT

4.0 Introduction

This chapter will discuss the strategies for enhancing the effectiveness of mentorship programmes in KDF. As noted in the preceding chapter, there are institutional and operational challenges that hinder the effectiveness of mentorship programmes in KDF, thus, this chapter explores how these challenges can be overcome.

4.1 Strategies for Enhancing the Effectiveness of Mentorship Programmes

The third objective of the study was to propose strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development. Developing strategies for mentorship programmes for leadership development in the military requires a thorough understanding of the needs and goals of the organization, as well as the individuals who will participate in the program.

Developing strategies for mentorship for leadership development in the military is essential for improving operational effectiveness, enhancing organizational culture, increasing retention rates, and promoting effective succession planning. By prioritizing mentorship programmes and providing the necessary support and resources, military organizations can develop the next generation of effective leaders and ensure the long-term success of their missions. Raymond states that mentorship is categorized into two broad strategies; traditional and transformational.¹⁰⁵ Traditional mentorship entails the model where the older, wiser and more knowledgeable share knowledge and inculcate wisdom to the young and often inexperienced

¹⁰⁵ Kimball, Raymond A. *The Army Officer's Guide to Mentoring*. Center for the Advancement of Leader Development and Organizational Learning, 2015.

individuals. Traditional mentorship is often found in the fields of academics and research.¹⁰⁶ Under traditional mentorship, one-on-one mentoring is the most common and popular. It involves pairing of a mentor with mentee and allows the party to effectively focus on specific and identified competencies that are required by the mentee. This strategy has mentoring relationship that is non-directive where the mentor plays the role of a sounding board, catalyst or role model. The relationship is also more of a sponsorship involving a senior executive playing the role of mentees' champion, overseeing the career path of the mentee. The disadvantage of one-on-one mentoring is that mentees outnumber the mentors.¹⁰⁷ Meanwhile, transformational strategies involve the mentor and the mentee sharing equal status and often learn from each other as often found in community settings.

Within traditional and transformational mentorship strategies, other forms of mentorship strategies such as formal, informal, spot, or peer mentorships do exist. During the mentorship process, many people will mostly be exposed to a combination of the four strategies.¹⁰⁸ Formal mentorship is mostly structured and usually initiated through professional organizations or institutions like research, military, education, health facilities among others.¹⁰⁹ For instance, under formal mentorship, mentors are usually appointed to guide the mentees. Meantime, informal mentorship occurs in an ad hoc format based on the needs of individuals and may take place over a lengthy period of time. This may be conducted by colleagues, seniors or people outside the work station. Spot mentorship involves single conversations with an individual who has expertise advice. For instance, where a doctor is involved with a complicated patient with rare malignancy, they may opt to seek further assistance and expert advice from head of

¹⁰⁶ Xu, Yang, and Anna W. Hickey. "Cadet mentoring program: Best practices for success." *Military Psychology* 34, no. 1 (2022): 23-32.

¹⁰⁷ McCormick, Horace. "How to build a successful mentoring program." *UNC Executive Development* (2014): 1-15.

¹⁰⁸ Kimball, Raymond A. *The Army Officer's Guide to Mentoring*. Center for the Advancement of Leader Development and Organizational Learning, 2015.

¹⁰⁹ Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

department. Finally, peer mentorship involves a small group of individuals at the same level of career and who have regular meetings for supporting each other.¹¹⁰

Other scholars like Gina established three strategies of mentoring that are usually provided to protégés. They are career mentoring, psychological mentoring and role mentoring.¹¹¹ Under career mentoring, the protégé is an independent, successful professional who desires mentorship from knowledgeable and experienced experts. Career mentoring includes sponsoring projects and challenging assignments. These assignments are task-related with some work aspects and objectively tailored to provide more objective measures of success. Under career mentoring, the protégé benefits from the benefits of career mobility, compensation and promotion in the workplace. There is a strong and positive linkage between career support activities and positive employees' outcomes ranging from lower turnover intention, job involvement and organizational commitment.

Psychosocial mentoring is described by Lee and Kim as focusing on aspects of the relationships that develop the competence level of individuals, identity and effectiveness in professional assignments.¹¹² The benefits of a protégé from psychosocial mentorship include outcomes such as organizational commitment, job involvement and reduced turnover. Psychosocial mentoring may also include intrinsic functions such as acceptance, friendship and counselling. Role mentoring includes the process of role modelling of protégé with appropriate attitudes, values and behaviours.¹¹³ This is normally conducted through the mentor demonstrating appropriate

¹¹⁰ Xu, Yang, and Anna W. Hickey. "Cadet mentoring program: Best practices for success." *Military Psychology* 34, no. 1 (2022): 23-32.

¹¹¹ Tinio, Gina Reid. "Outcomes of mentoring interventions for new graduate nurses." PhD diss., University of Illinois at Chicago, 2013.

¹¹² Lee, Jooho, and Soonhee Kim. "Exploring the role of social networks in affective organizational commitment: Network centrality, strength of ties, and structural holes." *The American Review of Public Administration* 41, no. 2 (2011): 205-223.

¹¹³ Gao-Urhahn, Xiaohan, Torsten Biemann, and Stephen J. Jaros. "How affective commitment to the organization changes over time: A longitudinal analysis of the reciprocal relationships between affective organizational commitment and income." *Journal of Organizational Behavior* 37, no. 4 (2016): 515-536.

behaviour and knowledge and thus earning admiration and respect from the mentee. In other words, the mentor leads by example.

Globally, emerging strategies tend to incorporate the formal and informal mentorship as a new initiative of leadership development. This is especially so where the goal of the organization is aimed at succession and knowledge transfer.¹¹⁴ In fields like military, mentorship strategies commonly involve an experienced person willing to share and transfer knowledge which has the potential of ensuring smooth transition and integration of a person of a lower rank into a new position. This leads to faster development of the required abilities thus maximizing leadership development and leadership potential. This has also witnessed adoption of various strategies of mentorship that are proving quite successful. Such strategies include peer mentoring that involves colleagues mentoring and successfully leading to instillation of self-awareness development, teamwork adaptability, collaboration and verbal communication.¹¹⁵ There is also adoption of reverse mentoring that incorporates the traditional mentoring strategy where an older and experienced person gets the opportunity to refine their leadership practices based on feedback, discussion and open conversation with the protégés, allowing for mentorship with the less-experienced colleagues.¹¹⁶

Universally, organizations have credited mentorship for successful development of employees through inculcating motivation, inspiration and skills enhancement. Such organizations view mentorship as an innovative management strategy that significantly contributes to the rejuvenation, regeneration and survival from within.¹¹⁷ For such organizations, mentorship is

¹¹⁴ Kimball, Raymond A. *The Army Officer's Guide to Mentoring*. Center for the Advancement of Leader Development and Organizational Learning, 2015.

¹¹⁵ Gentry, William A. "Mentoring for leadership development." *The Center for Creative Leadership handbook of coaching in organizations* (2015): 347-382.

¹¹⁶ Hu, Changya, Jung-Chuen Wang, Min-Hwa Sun, and Hsin-Hung Chen. "Formal mentoring in military academies." *Military Psychology* 20, no. 3 (2008): 171-185.

¹¹⁷ Xu, Yang, and Anna W. Hickey. "Cadet mentoring program: Best practices for success." *Military Psychology* 34, no. 1 (2022): 23-32.

viewed as a personalized relationship involving a more knowledgeable/experienced person playing the role of a counsellor, role model, teacher or even a champion of a lesser knowledgeable/experienced individual. The more knowledgeable and experienced individual is the mentor and the less knowledgeable and experiences one is the mentee. The mentorship relationship has mutual benefits for the mentor and the mentee. The benefits for the mentor is that they act as leaders for the future generations in areas where they have maximum interests and care, and usually ensure that the best practices are inculcated on mentee.¹¹⁸

The mentor also derives benefits due to participation in mentoring such as creation of extra time for more professional undertakings, gaining organization recommendation and reward, and improvement in job performance resulting from being exposed to novel ideas. For the mentee, the benefits are the proof that they have the readiness to take the next step in career development and they are intent on gaining the extra help to make that advancement.¹¹⁹ They also benefit from promotions, higher salaries and wages, less stress experiences with jobs and careers, and have less likelihood of intentions to leave organizations compared to non-mentees.¹²⁰ As such mentorship is a powerful tool for leadership development in every organization.

In the military, the evolving mentorship strategies are well captured by Renken¹²¹ as;

“This leader development cycle begins early in our careers when we self-identify at least one strong leader we would like to emulate and eventually allow them become our mentor. Over a period through our training, education, and experience we begin to develop as leaders who are capable of leading other Soldiers. It is well known that we do not get everything in regards to leadership from our NCO Education System, so we often question and seek guidance from our mentors on how to properly lead and develop Soldiers of our own. Our

¹¹⁸ Melanson, Mark A. "Mentoring in the army medical department: Advice for senior leaders." *US Army Medical Department Journal* (2007): 26-29.

¹¹⁹ Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

¹²⁰ Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.

¹²¹ Renken, L. "Mentorship: Understanding a leader's investment." *One Leader to another Volume II* (2017).

survival as the top military force depends on this mentorship cycle to be never ending and for leaders to understand that developing the next generation of leaders must be a priority to all. In order to remain the most powerful, respected and feared military in the world, this investment is really our greatest contribution to the Army. Without this investment and the continual development of strong outstanding leaders, our Army will not continue to lead the way for others to follow or to be feared if crossed.”

According to McCormick, the hallmark of the military leadership development programme is the commitment by the mentor and mentee since the totality of selection is determined by the Soldier and not by rank, position or speciality of occupation in military.¹²² This implies that leaders can emerge and ask for volunteers to become mentors, but without the trust and commitment from the soldier to domicile mentoring strategies, the whole exercise is in futility. In addition, a soldier must have the faith and confidence in the mentorship ability and leadership qualities of the mentor for the mentorship programme to produce a successful and competent mentee. Finally, for a mentor to be effective, he or she must possess positive mentorship strategies that are recognized and sought for by potential mentees. This is because young mentees always strive to follow and emulate the totality of desired mentorship strategies throughout their career from their successful senior mentors.

Gentry added that effective mentors must incorporate mentorship strategies that enable them to get involved in the lives of their mentees, though not a simple and straightforward task.¹²³ This is difficult since many soldiers are introverts in matters related to personal lives and vehemently resist attempts at disclosing their personal identities. Generally, young mentees outwardly desire mentors who train and teach them into leadership, through effective mentoring strategies. However, they desire that mentor to stay out of their personal lives and strive for total control of off-duty and home affairs. Additionally, they inwardly and often

¹²² McCormick, Horace. "How to build a successful mentoring program." *UNC Executive Development* (2014): 1-15.

¹²³ Gentry, William A. "Mentoring for leadership development." *The Center for Creative Leadership handbook of coaching in organizations* (2015): 347-382.

unknowingly respect and desire for a mentor who portrays genuine concern for their personal lives and families. This is the point of intersection between a mentor with just military basic requirements and a mentor with effective and professional strategies for full development of a mentee into a future prospective leader. This implies that a mentor should not only be a good leader, but should also incorporate mentoring strategies that develop the soldier-mentee socially, educationally, financially and at family level. It is critical for such mentor to have some input on all the facets of the mentee personal and professional lives to convert the soldier into a great leader in the future.

Empirical studies have been conducted on strategies of mentorship in leadership development. For example, from the field of education, Priest, Kerry and Sarah described the exploratory assessment of mentoring strategies for students' leadership programmes in USA.¹²⁴ The study described the process of qualitative programme evaluation for informing best mentoring strategies and improvement. The study also highlighted the value of alumni mentoring strategies as a basic component of leadership development. The findings demonstrated that through formal mentorship strategies, students' leadership development was effectively elevated in areas of career transition, personal growth and real-life applications.

From the military world, Lester, Paul, Sean *et al.* studied on mentoring impact on leader efficacy development.¹²⁵ This was a longitudinal field experiment study targeting mentorship programmes existing for over six months in the US Army. The findings established that mentorship strategies that were targeted to specific protégé groups increased the level of leadership efficacy in mentees compared to interventions based on more formalized leadership

¹²⁴ Priest, Kerry L., and Sarah Donley. "Developing Leadership for Life: Outcomes from a Collegiate Student-Alumni Mentoring Program." *Journal of Leadership Education* 13, no. 3 (2014).

¹²⁵ Lester, Paul B., Sean T. Hannah, Peter D. Harms, Gretchen R. Vogelgesang, and Bruce J. Avolio. "Mentoring impact on leader efficacy development: A field experiment." *Academy of Management Learning & Education* 10, no. 3 (2011): 409-429.

strategies in group settings. The preference for feedback and trust by mentees was an important moderator for development of leader efficacy.

Johnson *et al.* also researched on mentoring strategies among Navy midshipmen in USA. The preliminary data for the study was gathered on basis of mentor relationship experience from 576 midshipmen in US Naval Academy. Majority of the mentors were senior military officers, mostly males. The findings indicated that most mentor-mentee relationships were mutually initiated through effective mentoring strategies and lasted for several years. Though both career and psychosocial mentor strategies were present in these relationships, psychosocial relationships were the most dominant. The respondents viewed mentorship strategies as very pertinent and positive for forging leadership qualities in mentees.

In another study, Doll studied on US Army women general officers and leadership strategies for growth and leadership development.¹²⁶ This was a qualitative phenomenological study conducted using semi-structured, audio-taped and transcribed interviews to explore the mentoring perceptions and lived experiences of respondents. The focus of the study was on mentoring strategies and leadership factors and competencies that respondents believed enhanced ability to serve in highest leadership positions in the military. The findings established that mentorship strategies enhanced interpersonal skills, good communication, good reputation, better performance in tough jobs like command and general mentorship abilities.

Below is an analysis of the responses to questions concerning the strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development. To start, the researcher sought to know the respondents' comments on embracing mentorship in KDF for young officers, men and women. The respondents were

¹²⁶ Doll, Yvonne. "US Army women general officers and their strategies for ascension." *Journal of International Business Strategy* 7, no. 3 (2007).

presented with a series of open-ended questions aimed at eliciting their perspectives on military mentorship in the KDF and to identify areas for improvement. These questions included: "What are your comments on embracing military mentorship in KDF for young officers, men, and women?", "How best can KDF improve the current mentorship initiatives to enhance military leadership?", "What key decisions and interventions should KDF implement to enhance mentorship for leadership development?", "What are the benefits of mentorship programs in enhancing KDF leadership development?", "In your opinion, what are the challenges to mentorship in KDF?", and "In your opinion, what factors are likely to undermine mentorship programs in KDF?" By posing these open-ended questions, the study aimed to gather comprehensive insights from the respondents regarding their thoughts, suggestions, and concerns related to military mentorship in KDF. Their responses would provide valuable information for understanding the current state of mentorship in the organization and identifying strategies to enhance mentorship initiatives for the development of effective military leadership.

The responses to this question statements were wide however, there was a wide and general consensus on the benefits of mentorship. The following comments stood out: Mentorship is a noble programme that require to be entrenched in KDF, that mentorship is critical in dealing with peer influence that affects solders in the 21st Century; mentorship is critical in developing responsible leadership and management of resources; mentorship allows for life coping mechanism given their limited experience in service.

Majority of the respondents agreed that mentorship plays a vital role in the development of the military personnel and can help in creating a culture of growth and excellence. There was a consensus that KDF needs to develop a formal mentorship programme that includes training for mentors and mentees with clear expectations for participants. There was equally a high response that KDF should consider encouraging mentoring at all levels to allow for both junior

and senior personnel to benefit from experience and knowledge of others. The other critical comment that respondents outlined was the need to recognize and reward mentors through motivation to include awards, promotions, or other incentives. In a unique but useful response to the statement, a respondent stated that there was need to urgently incorporate mentorship into performance evaluations. This will help ensure that mentorship is taken seriously and given the attention it deserves while increasing accountability. When mentorship is conducted as a command responsibility, it becomes a formal part of the job. This means that both the mentor and the mentee are held accountable for the success of the mentoring relationship. This can lead to a greater sense of responsibility and accountability for both parties.

The respondents were asked to suggest alternatives that KDF could employ to improve the current mentorship initiatives in order to enhance military leadership. In response to this question, it was observed that KDF suffers lack of institutionalizing or operationalization concerns. These concerns however are curable if the following considerations are taken into account. First, majority of the respondents were of the opinion that the programme be introduced at the basic military training level (Recruit Training School and at the Kenya Military Academy). KDF should equally consider its continuity upon deployment at respective Services, Formations and Units. Continuing with mentorship programmes at services and formations upon completion of basic training is essential for professional development, career progression, cultural integration, leadership development, and well-being. Ongoing mentorship can help junior officers to achieve their goals and contribute to the success of the organization. The other consideration that was outlined by the respondents was the need for more/frequent combined training which involves joint training between different branches or units of the military. It was observed that combined training can be an effective way to further mentorship in the military by providing exposure to different perspectives, promoting collaboration and teamwork, building relationships, and exposing junior officers to different environments.

Mentors can play a key role in guiding mentees through these experiences and helping them to develop skills and knowledge necessary for effective leadership. It was equally observed that owing to the nature of KDF demographic composition, mentorship is almost natural. This means the young learn to emulate. KDF can enhance this effort by integrating the retired into many social programmes and inviting the present lecture of opportunities. It was observed that demographic composition is important in mentorship in the military because it can influence representation, understanding of unique challenges, cultural competence, and creating inclusive environments. Mentors who are aware of these factors and who have the knowledge and skills to address them can better serve their mentees and promote their success in the military.

The respondents were equally asked to propose key decisions and interventions that KDF need to put in place to enhance mentorship for leadership development. In a grand scale, the key decisions that need to be put in place for effective mentorship in the military include establishing clear goals, defining roles and responsibilities (policy), identifying resources, developing training and development programmes, establishing evaluation and feedback mechanisms, and promoting diversity and inclusion. By addressing these key decisions, military organizations can establish effective mentorship programmes that support the development and the success of its junior officers. Majority of the respondents were of the opinion that mentorship implementation be a command responsibility at all levels. Making mentorship implementation a command responsibility can help to ensure accountability, the alignment with organizational goals, consistency, and leadership development. It will also motivate military organizations to establish effective mentorship programmes that support the development and success of their junior officers. The other suggestion was to make mentorship training a key subject in every leadership course in the military. Making mentorship part of military training is a positive step towards ensuring the development and success of KDF

officers. By integrating mentorship with KDF training, officers are exposed to mentorship early on in their career, have the opportunity to develop important skills, and are given a foundation for future mentorship opportunities. The other feedback on the question was that KDF should allow for more substantial amount of time/lecture of opportunities to retired senior officers and warrant officers in military training institutions. This will be a positive step towards improving mentorship in the military. Retired officers have valuable experience and expertise, provide a diversity of perspectives, can help to maintain continuity, build networks, and continue to develop their own leadership skills through mentorship. Sharing heroic deeds of individuals who have triumphed in certain areas in the course of military engagement was identified as a useful tool for mentorship. KDF officers have been involved in a number of successful operations however, their stories remain untold. Heroism can play an important role in mentorship in the military by serving as an inspirational role, reinforcing shared values, offering learning opportunities, providing shared experiences, and maintaining continuity of KDF traditions. By incorporating heroes into mentorship programmes, junior officers can gain a deeper understanding of the principles and values that guide military service, and develop the skills and qualities necessary for effective leadership. Lastly, it was recommended that KDF should consider reinstating promotion exams to allow regimental and corps leadership to mentor young officers and to allow commanders appreciate talents and potentials for career progression and assignments. Promotion exams that allow regimental and corps leadership to mentor young officers provide opportunities for commanders to appreciate talents and potential for career progression. Therefore, assignments can be a valuable tool for mentorship in the military. These exams can help identify officers who have demonstrated leadership potential, outstanding performance, and other qualities that make them suitable for promotion and key assignments. The mentorship provided during the preparation for these exams can help junior officers develop the knowledge, skills, and attributes required for leadership positions. The

exams can also provide opportunities for commanders to observe and evaluate the potential of junior officers for future career progression and assignment. However, it is important to ensure that the promotion exams are fair, transparent, and objective. The criteria for evaluation and selection should be clearly defined and communicated to all officers. The exams should be based on merit and performance, rather than personal connections or biases. It is also important to provide feedback to all officers who participate in the exam, regardless of the outcome, to help them understand their strengths and weaknesses and identify areas for improvement.

The respondents were equally asked to state what their opinion on benefits of mentorship programmes in enhancing KDF leadership development. The vast majority of the respondents indicated that mentorship was tied with generating leaders/commanders who are competent. Mentorship is an essential tool for developing competent leaders and commanders in the military, and it plays a critical role in ensuring the success of military organizations. The other feedback was that it helps to establish a working environment with better understanding of the subordinates and their needs. Through mentorship, leaders can develop a deeper understanding of the strengths, weaknesses, and concerns of their subordinates. This knowledge can help leaders provide more effective guidance and support. Mentorship can also help build trust and rapport between leaders and their subordinates. When leaders take the time to invest in the development of their subordinates, it sends a message that they care about their success and well-being. This can create a more positive and productive work environment, where subordinates feel valued and supported. Another benefit that was stated by a larger majority was that mentorship promotes efficiency in the execution of military assignments. The deduction therefore is that mentorship can play an important role in promoting efficiency in the execution of military assignments by improving the skills and knowledge of military personnel, identifying and addressing skill gaps, and promoting effective communication and collaboration within military units. Continuity of the organizations doctrine was another benefit

discussed among the respondents. Military doctrines are the guiding principles that govern the way military organizations conduct operations, and they are critical to maintaining readiness and achieving success on the battlefield. Through mentorship, experienced military leaders can pass on their knowledge, skills, and experience to the next generation of leaders and commanders. This can help ensure that military doctrines are consistently applied and adapted to changing environments and situations. By providing guidance and support to their mentees, mentors can help ensure that the mentees are prepared to implement military doctrines effectively and make appropriate decisions in the field. Through mentorship it was equally observed that professional mistakes within KDF could be corrected on time. One of the main roles of a mentor is to provide guidance and feedback to their mentee, which can help them identify areas where the mentees may be making mistakes or where they could improve their performance. By working closely with their mentor, a mentee can receive feedback on their performance and identify areas where they need to make improvements. This can help them avoid making the same mistakes in the future, and can help them become more effective and efficient in their duties. The respondents equally indicated that through mentorship, KDF is likely to develop its organizational trust and cohesion. Trust and cohesion are critical components of military effectiveness, as they are essential for building strong, effective teams that can work together to achieve their goals. Through mentorship, military leaders can develop strong, positive relationships with their subordinates. This can help build trust and rapport, as subordinates feel supported and valued by their leaders. When subordinates trust their leaders, they are more likely to be loyal and committed to the organization, which can help promote cohesion and teamwork. It was equally identified by the respondents that mentorship is important for prudent utilization of resources both financial, equipment and personnel. By promoting effective management and utilization of these resources, mentorship in KDF can help ensure that military organizations are able to achieve their objectives in a cost-effective

and efficient manner. Through mentorship, military leaders can provide guidance and support to their subordinates on how to effectively manage and utilize resources. This can include strategies for prioritizing tasks, identifying and addressing inefficiencies, and making effective use of available resources. It was equally observed that through mentorship KDF could inculcate military ethics and strong leadership's characteristics to the mentees. The deduction to this feedback is that ethical behavior and strong leadership are critical components of military effectiveness, as they help promote trust, cohesion, and a shared sense of purpose within the organization. Through mentorship, military leaders can provide guidance and support to their subordinates on ethical behavior and leadership characteristics. This can include strategies for building strong relationships with team members, setting clear expectations and goals, and modeling ethical behavior in decision-making. Mentorship can also help promote the development of strong leadership characteristics, such as accountability, responsibility, and resilience. By working closely with their mentors, mentees can gain a deeper understanding of the importance of these characteristics in military leadership, and develop strategies for incorporating them into their own leadership style.

The other question that was posed to the respondents is what could be the possible challenges to mentorship in KDF. While mentorship was lauded as a valuable tool for leadership development in the military, there were some responses that suggested that the programme carries some risks that are likely to undermine the overall intent of the programme. The most common pitfall that was highlighted by the respondents was the aspect of favoritism. When mentorship relationships are not managed properly, there is the potential for favoritism to occur. This can lead to perceptions of unfairness and resentment among those who are not included in the mentorship programme. Favoritism in mentorship programmes in the military can have several negative impacts on both the individuals participating in the programme and the organization as a whole. These include unfair advantage, demotivation of other participants,

and breach of ethical standards in the military among others. The other concern that is likely to undermine mentorship is the lack of follow-through. The respondents were concerned that while mentorship can be a valuable tool for leadership development, it would not be effective if there was no follow-through. Mentors and mentees should be held accountable for achieving the goals they set for the mentoring relationship. The other concern that could be a challenge to mentorship programmes was the aspect of limited opportunities for mentoring. Majority of the respondents were troubled with the limited opportunities for mentoring due to the operation in Somalia, North Eastern Region and other operation requirements.

The other concern that the respondents raised was the time at which mentorship was to be commenced. The majority of the respondents highlighted that it took a longer duration for a military officer to experience mentorship. This gap is as a result of continuity of the programme when one completes their basic training if at all one existed in the beginning. Introducing mentorship late in one's career in the military can present several challenges that may impact the effectiveness of the mentorship programme. The challenges as highlighted by the respondents include; resistance to change where individuals who have been in the military for a long time may be resistant to change and/ or may be less receptive to new ideas or approaches. This can make it challenging to introduce new mentorship programmes or to encourage participation in existing programmes.

The other area that the respondents pointed is the concern of limited opportunities for growth. The question of bias and skewed promotion was closely discussed with the foregoing discussion. Individuals who are closer to retirement or perceive that promotions are skewed in the military can make mentorship challenging and is likely to limit the impact of the programme on leadership development in Kenya Defence Forces. A critical feedback by the respondents was on the challenge of generational differences. The respondents' fair majority were of the opinion that individuals who are closer to retirement may have different perspectives and

values than younger generations. This can make it challenging to establish strong relationships between mentors and mentees and may impact the effectiveness of the mentorship programme. The other challenge that was pointed out across the respondents' feedback was the concern of limited availability of skilled trainer or mentors in KDF. The respondents were apprehensive that as individual's progress in their careers, there may be fewer mentors available who have the necessary experience and expertise to provide effective mentorship. This can make it challenging to match mentees with suitable mentors and may limit the overall effectiveness of the programme.

The other challenge that was highlighted was the concern of cultural differences in KDF. The respondents pointed that by not recognizing cultural diversity in mentorship programmes in the military, it can result to problems that include: limited perspectives, reduced engagement, miscommunication, and limited cultural competence which ultimately may cause legal and ethical concerns. Military organizations must prioritize recognition of cultural diversity and provide support and resources to ensure that mentorship programmes are inclusive and effective for all personnel. The respondents equally highlighted on the challenge of lack of documented historical memories or the collective historical experiences and practices of military institutions. The respondents highlighted that historical reflection play an important role in shaping the regulations and social doctrines of military organizations. These memories are often passed down through generations of military personnel and can have a significant impact on the values, beliefs, and practices of the organization. In the context of mentorship, traditional memories provide valuable insight into the history and evolution of the organization, its culture, and its values. Understanding these memories can help mentors and mentees to better appreciate the significance of regulations and social doctrines and their role in the organization's success. Furthermore, traditional memories can also serve as a source of inspiration and motivation for personnel. By understanding the successes and challenges of the

past, personnel can gain a deeper appreciation for the importance of their work and the sacrifices made by previous generations of military personnel. The other concern that was discussed was that KDF has not fully tapped on the potential of retired officers. This is attributed to favoritism and institutional biases. The respondents pointed out that by engaging retired officers as mentors can provide junior officers with experience, perspective, networks, role models, and objectivity that support leadership development. Retired officers can offer valuable guidance and support to junior officers as they navigate their military careers and contribute to the success of the organization.

Lastly, a good majority of officers pointed that KDF has demonized socialization at the officer's messes and clubs. This was mentioned as one of the greatest undoing in KDF mentorship programme. Social engagement at officers clubs can be a useful tool for mentorship in the military. Officers clubs provide a relaxed and informal setting where senior officers can interact with junior officers in a more social context. This can help to build relationships and trust between mentors and mentees, which is essential for effective mentorship. By participating in social events at officers clubs, junior officers can gain exposure to senior officers who they may not have had the opportunity to interact with otherwise. They can also learn more about the culture and values of the organization through casual conversations and observing senior officers' behavior. Social engagement at officers clubs can also provide a forum for junior officers to ask questions and seek advice from senior officers outside of the formal mentorship relationship. This can help junior officers to build confidence and develop their professional skills. However, it is important to note that social engagement should not be the only form of mentorship. Formal mentorship programmes with clear goals, expectations, and feedback mechanisms should also be in place to ensure that junior officers receive comprehensive mentorship support.

4.2 Summary

Effective mentorship programmes are a prerequisite for leadership development in the military. The military therefore must provide the necessary support and resources in order to develop the next generation of effective leaders. The study identified various means through which KDF can enhance the effectiveness of its mentorship programmes. First, mentorship in this institution should be conducted as a command responsibility to enhance accountability and responsibility of both the mentor and mentee. It was also determined that mentorship could be integrated in the basic military training and continued throughout the period of service. There must also be clear goals, the responsibilities of the players should be clearly defined, adequate resources should be availed, and an evaluation and feedback mechanism must be developed. When these are fulfilled, the mentorship programmes in KDF will produce the desired outcomes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section articulates the summary, conclusion and recommendations based on the study objectives which were to; examine the concept of mentorship and its influence to leadership development in the Kenya Defence Forces, examine the existing mentorship programmes for Leadership Development in the Kenya Defense Forces, assess the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces, and propose strategies of enhancing the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development. The study was guided by the Servant Leadership Theory that was first proposed by Robert Greenleaf. The theory postulates that the most effective leaders are servants of their people. This study used exploratory research design engaging members of the KDF while recording their views and understanding on the concept of mentorship. The population of this study comprised of military officers from the Kenya Defence Forces. This study used primary and secondary sources of data. Additionally, two questionnaires were developed targeting General Officers, Senior Officers and Officer of the Kenya Defence Forces.

5.1 Summary of the Findings

This section presents findings on the nature, efficacy and strategies that KDF have formulated and is executing in its mentorship programme.

5.1.1 Nature of Mentorship Programmes for Leadership Development in the Kenya Defense Forces

The first objective of the study was to examine the concept of mentorship and its influence to leadership development in the Kenya Defence Forces. On the concept of mentorship and its

influence to leadership development, the study found positive results. For instance, the correspondents agreed that a number of mentorship programmes existed in the Kenya Defence Forces. This suggests therefore that KDF has the opportunity of identifying the right enablers that will strengthen the programmes to develop the next generation of leaders who are capable of achieving the mission and upholding the values of the organization. However, it was observed that besides being unstructured, the strategies were not effective to support mentorship programmes in the military considering the available channels for mentorship. It was also observed that there was a disparity between the General Service Officers (GSO) and the Specialist officers in the operationalization of mentorship in KDF. The GSOs concurred that exposure to training in various military schools offered them the opportunity for mentorship as was the case for the specialist officers who reported of not having experienced mentorship programmes at all. On Job Training (OJT) was equally mentioned as a key avenue for mentorship as it helped identify the right character needed that help foster leadership development. The study equally revealed that it was important to exploit the use of expert in mentorship programmes. Experts provide high-quality guidance and advice to mentees, helping them to navigate the challenges and opportunities they encounter in their roles.

5.1.2 The Efficacy of the Existing Mentorship Programmes for Leadership Development in the Kenya Defense Forces

The second objective was to interrogate the efficacy of the existing mentorship programmes for Leadership Development in the Kenya Defense Forces. On this objective, the respondents strongly agreed that mentorship was a critical tool for KDF today and in the future. This was a key finding that suggest that KDF should focus on mentorship in order to grow a more inclusive and diverse leadership. The respondents strongly agreed that mentorship promotes a culture of learning and continuous improvement, creating a strong sense of institutional knowledge and culture. Equally, the correspondences strongly agreed that mentorship programmes advances

better clarity of goals and enhances accountability. The other benefit is that mentorship in KDF has contributed to increased job commitment and retention. It has ensured that KDF leaders are fully invested in the organization and are committed to its mission. The respondents agreed that mentorship plays a crucial role in leadership transfer in the military by facilitating knowledge transfer, succession planning, cultural continuity, and improved adaptability. The respondents also concurred that officers who participate in mentorship programmes have a higher promotion ratio than those who did not participate. This is as a result of the opportunities that mentorship programmes affords military leaders. Negatively, the respondents had little confidence on the benefit of exploring KDF military leadership through strategic level mentorship engagement. This suggests that mentorship by leaders at the strategic level harbor factors that are likely to undermine the desired outcomes of mentorship programmes. This objective was further tested by inquiring on the challenges that might undermine mentorship in KDF. The study established that there exists numerous challenges that undermine mentorship in KDF. A key finding in the study was that KDF leaders do not support mentorship programmes suggesting that that leadership support is essential for the success of mentorship programmes. It was equally noted that there were adequate role models to support mentorship programme in KDF to create a more robust and effective mentorship programme, providing benefits to both mentors and mentees. By providing guidance, support, and encouragement, mentorship helps one navigate the complexities of military life and to achieve career aspirations. The study also observed that KDF leadership has created a conducive environment that encourages mentorship programmes. A conducive environment for mentorship requires commitment from both the mentor and mentee to work collaboratively. It was equally established that mentorship programmes in the military can be beneficial for all service members, including those who may be struggling with emotional challenges. The study established that mentorship programmes are not just about being talked to by the mentor, but

also about engaging in reflective dialogue and exchanging ideas. A two-way conversation in mentorship provides numerous benefits for both the mentor and mentee. It creates a more engaging and productive mentorship experience, while fostering mutual learning, trust, and goal clarity. The study equally established that ethical issues among KDF chain of command has the potential to negatively affect mentorship programmes. When ethical issues arise, such as instances of unethical behavior or abuse of power by those in positions of authority, it can damage trust and undermine the effectiveness of the mentorship programme. It was also observed that KDF does not allocate enough time and thought on mentorship programmes which is essential for the development of individuals. Closely related, it was identified that KDF leadership have conceptually accepted that mentorship is a useful tool for leadership development however, the tool has remained a conceptual aspect at most levels of command than operationalized. Operationalizing the programme requires funding. It was observed by the respondents that there was insufficient budgetary allocation for mentorship programmes in KDF, a key cog for the programme. It was also established that KDF does not allocate enough time to mentorship. This can lead to a reduction in readiness, decreased in resilience and decreased retention rates.

5.1.3 Strategies of Enhancing the Effectiveness of Mentorship Programmes in the Kenya Defence Forces Leadership Development

The third objective was to analyse strategies that would enhance the effectiveness of mentorship programmes in the Kenya Defence Forces Leadership Development. On this objective, five open ended questions were tested on the respondents. The first question sought to understand what the commentators' views were on embracing mentorship in KDF. Majority of the respondents agreed that mentorship played a vital role in the development of the military personnel and that it helps to create a culture of excellence. However, for this to happen it was observed that programmes for training mentors and the mentees with clear expectations needs

to be developed. There was equally a high response that KDF should consider encouraging mentoring at all levels to allow for both junior and senior personnel to benefit from experience and knowledge of others. The other critical comment that respondents outlined was the need to recognize and reward mentors through motivation to include awards, promotions, or other incentives. The other feedback was on the need to incorporate mentorship into the KDF performance evaluations. This will help ensure that mentorship is taken seriously and given the attention it deserves while increasing accountability. Although the concept of mentorship was well known, the respondents observed that there was need to institutionalize or operationalize mentorship right from basic military training level (Recruit Training School and at the Kenya Military Academy), and to consider continuity upon deployment at respective Services, Formations and Units. The other strategy was combined training that involves different branches or units of the military where exposure to different perspectives that promote collaboration and teamwork, builds relationships, and exposes junior officers to different environments. It was equally observed that owing to the nature of KDF demographic composition, mentorship is almost natural, and so KDF can enhance this critical advantage to influence representation, understand its unique challenges, boost cultural competence, and create inclusive environments. It was equally established that for mentorship to work a number of key decisions need to be put in place, and this includes establishing clear goals, defining roles and responsibilities (policy), identifying resources, developing training and development programmes, and establishing evaluation and feedback mechanisms. The policy is to be supported by ensuring that mentorship is part of military training at all levels. To complement this training agenda, it was recommended that KDF should consider reinstating promotion exams to allow regimental and corps leadership to mentor young officers and to allow commanders appreciate talents and potentials for career progression and assignments. The other feedback was on allowing substantial amount of time/lecture of opportunities to retired

senior officers and warrant officers in military training institutions in order to improve mentorship in the KDF. Closely related to this was the need of sharing heroic deeds of individuals to serve as an inspirational role to reinforce shared values, learning opportunities, shared experiences, and maintain continuity of KDF traditions.

The respondents equally observed that mentorship cultivates better working environment with better understanding of the subordinates and their needs. When leaders take the time to invest in the development of their subordinates, it sends a message that they care about their success and well-being, thereby promoting efficiency in the execution of military assignments. Continuity of the organization's doctrine was another benefit of mentorship where experienced military leaders pass on their knowledge, skills, and experience to the next generation of leaders and commanders. Relatedly, it was observed that professional mistakes within KDF are easily corrected on time and beneficial guidance and feedback are accorded to the mentee in a mentorship environment.

The respondents indicated that through mentorship, military leaders can develop strong, positive relationships with their subordinates. This will help KDF build trust and rapport with subordinates, which will result in the feeling of being valued by their leaders. It was equally identified that mentorship is important for prudent utilization of KDF resources; financial, equipment, personnel. This can be achieved through task prioritization, identifying and addressing inefficiencies, and making effective use of scarce resources. While mentorship was lauded as a valuable tool for leadership development, the respondents equally brought out challenges that are likely to undermine mentorship programmes in KDF. Favoritism was observed as the greatest pitfall that is likely to undermine mentorship programmes in KDF. Favoritism that includes and not limited to unfair advantage, demotivation of other participants, and breach of ethical standards can generate negative impacts on both the individuals

participating in the programme and the organization. The other concern was the lack of follow-through in mentorship where the mentees progress are reinforced.

Equally, the respondents were troubled with the limited opportunities for mentoring due to the operation in Somalia, North Eastern Region and other operation requirements making it challenging to grow mentorship programmes or to encourage participation in existing programmes. A critical feedback by the respondents was the aspect of generational differences. The fair majority were of the opinion that individuals who are closer to retirement may have different perspectives and values than younger generations. This makes mentorship challenging especially in regards to establishing strong relationships between mentors and mentees. Lack of skilled trainer or mentors in KDF in that as individual's progress in their careers, the fewer the mentors likely to be available. This makes mentorship challenging and may limit the overall effectiveness of the programme. Cultural differences were also identified as another factor that could undermine mentorship programmes in KDF. Cultural differences result to limited perspectives, reduced engagement, miscommunication, and limited cultural competence among KDF personnel.

5.2 Overall Finding

The majority of the respondents observed that KDF has demonized socialization at the officer's messes and clubs and has damaged the positives of social engagement in KDF. Drinking alcohol and other forms of legally allowed associations should never be considered as an appropriate or effective measure of mentorship. In fact, it is highly discouraged to associate mentorship with social interactions. Positively, social engagements support the mentorship process, and it is important to maintain a balance between building relationships and focusing on the intended mentorship objectives. Activities should align with the professional development goals of the mentee and contribute to a positive and inclusive mentorship

experience. Clear communication, setting boundaries, and establishing expectations from the outset can help prevent social engagements from undermining the mentorship relationship. It is essential therefore to maintain a balance between social interactions and the primary objectives of mentorship, ensuring that the focus remains on the mentee's growth, professional development, and the attainment of specific goals. Establishing clear boundaries, setting expectations, and maintaining professionalism can help mitigate these dangers and promote a productive and effective mentorship relationship.

5.3 Conclusions

In conclusion, based on the three study objectives, it is evident that mentorship programmes play a crucial role in the leadership development of personnel in the Kenya Defence Forces (KDF). It was established that KDF has a number of existing mentorship programmes that have been effective in providing guidance, support, and encouragement to mentees, particularly in developing leadership skills and achieving career advancement. However, to ensure that these mentorship programmes remain effective, it is essential to tailor them to the specific needs of the mentees and equip the mentors with the necessary skills to provide effective guidance and support. It was equally established that KDF has overtime initiated strategies for enhancing the effectiveness of mentorship programmes to include the use of retired officers and other informal programmes for mentorship however, these strategies needs scaling. Strategies should include creating a formal mentorship programme with clear guidelines and expectations, ensuring that mentors are trained in mentoring skills, providing regular feedback to mentors and mentees, and matching mentees with mentors who have similar experiences and backgrounds. By implementing these strategies, KDF can ensure that its mentorship programmes continue to provide valuable support to its personnel, helping them to develop their leadership skills and advance their careers within the military.

In addition to the strategies mentioned above, it is also important to ensure that mentorship programmes are regularly evaluated and adjusted as needed to meet the changing needs of the KDF personnel. This can involve soliciting feedback from mentees and mentors on the effectiveness of the program, identifying areas for improvement, and making necessary adjustments to improve the program's efficacy. Furthermore, it is important to recognize that mentorship is a two-way relationship that requires active participation and engagement from both the mentor and mentee. To maximize the benefits of mentorship programmes in the KDF, both parties should be committed to the process and be willing to invest time and effort into building a strong and effective mentorship relationship. Overall, mentorship programmes are a critical component of leadership development in the KDF, and by implementing best practices and continuously evaluating and adjusting the programmes, the KDF can ensure that they remain effective in supporting its personnel's professional growth and development.

5.4 Recommendations

The study makes the following recommendation.

- a. There is need to institutionalize the programme through a policy since only an informal mentorship framework exists currently.
- b. There is need to reinvigorate social events within military units as they foster social cohesion, which is a key ingredient for mentorship.
- c. Define clear goals and expectations: Before launching a mentorship program, KDF should define the goals of the programme and communicate these to both mentors and mentees. Clear expectations should be established for both parties in terms of time commitment, communication frequency, and the specific skills or areas of development the mentorship will focus on.
- d. Select mentors carefully: KDF should select mentors who have relevant experience, are skilled communicators, and are committed to the success of their

mentees. Ideally, mentors should be individuals who have a track record of successful mentoring relationships and are able to provide guidance, support, and constructive feedback.

- e. Train mentors: KDF should provide mentors with training on effective mentoring practices, including active listening, setting goals, providing feedback, and managing expectations. Mentors should also be trained on how to handle difficult situations and how to maintain a positive and productive relationship with their mentees.
- f. Match mentors and mentees thoughtfully: KDF should consider factors such as personality, experience, and career goals when matching mentors and mentees. It is important to ensure that the mentor and mentee have a good rapport and that their communication styles are compatible.
- g. Provide ongoing support: KDF should provide ongoing support to both mentors and mentees throughout the mentorship program. This could include regular check-ins, feedback sessions, and resources for both parties to help them achieve their goals.
- h. Measure success: KDF should establish metrics for success and regularly evaluate the effectiveness of the mentorship program. This could include measuring improvements in specific skills or knowledge areas, or tracking the progress of mentees towards their career goals

BIBLIOGRAPHY

- Allen, Tammy D. "Mentoring relationships from the perspective of the mentor." *The handbook of mentoring at work: Theory, research, and practice* (2007): 123-147.
- Aman, Shewakena. "Effect Of Mentoring On Military Personnel Retention: The Case Of Ethiopian Military Academies." PhD diss., 2015.
- Blass, Fred R., and Gerald R. Ferris. "Leader reputation: The role of mentoring, political skill, contextual learning, and adaptation." *Human Resource Management* 46, no. (2007): 5-19.
- Caligiuri, Paula, Raymond Noe, Riall Nolan, Ann M. Ryan, and Fritz Drasgow. *Training, developing, and assessing cross-cultural competence in military personnel*. Rutgers-The state univ Piscataway NJ, 2011.
- Cheng, Tina L., Denise Haynie, Ruth Brenner, Joseph L. Wright, Shang-en Chung, and Bruce Simons-Morton. "Effectiveness of a mentor-implemented, violence prevention intervention for assault-injured youths presenting to the emergency department: results of a randomized trial." *Pediatrics* 122, no. 5 (2008): 938-946.
- Chium-Lo, Mark and Ramayah, Thomas. "Mentoring and job satisfaction in Malaysian SME's". *Journal of Management Development*, 30 no. 4 (2011): 427-440.
- Chun, Jae Uk, John J. Sosik, and Nam Yi Yun. "A longitudinal study of mentor and protégé outcomes in formal mentoring relationships." *Journal of Organizational Behavior* 33, no. 8 (2012): 1071-1094.
- Cojocar, Carmen Luminita, and I. O. N. Ana. "Mentorship-an essential component of the military leader." *Defense Resources Management in the 21st Century* (2014).
- Conboy, Kaitlyn, and Chris Kelly. "What Evidence is There that Mentoring Works to Retain and Promote Employees, Especially Diverse Employees, Within a Single Company?." (2016).
- Connor, Mary, and Julia Pokora. *EBOOK: Coaching and Mentoring at Work: Developing Effective Practice: Developing Effective Practice*. McGraw-Hill Education (UK), 2017.
- Cox, Edward. *Grey eminence: Fox Conner and the art of mentorship*. BookBaby, 2011.
- Crapanzano, R., & Cook, C. (2017). *A Call for an Effective Mentorship Program*. [https://www.benning.army.mil/infantry//Magazine/issues/2017/APR-JUN/pdf/5\)Cook-Mentorship_txt.pdf](https://www.benning.army.mil/infantry//Magazine/issues/2017/APR-JUN/pdf/5)Cook-Mentorship_txt.pdf)
- Crisp, Gloria, and Kelly Alvarado-Young. "The Role of Mentoring in Leadership Development." *New directions for student leadership* vol. 2018,158 (2018): 37-47. doi:10.1002/yd.20286
- Dickson, Jubilee, Katie Kirkpatrick-Husk, Dana Kendall, James Longabaugh, Ajal Patel, and Shannon Scielzo. "Untangling protégé self-reports of mentoring functions: Further

- meta-analytic understanding." *Journal of career development* 41, no. 4 (2014): 263-281.
- Doll, Yvonne. "US Army women general officers and their strategies for ascension." *Journal of International Business Strategy* 7, no. 3 (2007).
- Emelo, Randy. "Group mentoring: rapid multiplication of learning." *Industrial and commercial training* (2011).
- Ferreres, Alberto R. "Ethical issues of the mentor-mentee relationship." In *Surgical ethics*, pp. 97-101. Springer, Cham, 2019.
- Gao-Urhahn, Xiaohan, Torsten Biemann, and Stephen J. Jaros. "How affective commitment to the organization changes over time: A longitudinal analysis of the reciprocal relationships between affective organizational commitment and income." *Journal of Organizational Behavior* 37, no. 4 (2016): 515-536.
- Garcia, G. A., Huerta, A. H., Ramirez, J. J., & Patron, O. E. (2017). Contexts that matter to the leadership development of Latino male college students: A mixed methods perspective. *Journal of College Student Development*, 58, 1– 18.
- Gentry, William A. "Mentoring for leadership development." *The Center for Creative Leadership handbook of coaching in organizations* (2015): 347-382.
- Gleiman, Ashley, and Jan K. Gleiman. "Mentoring in the Military." *New Directions for Adult and Continuing Education* 2020, no. 167-168 (2020): 59-69
- Godshalk, Veronica M., and John J. Sosik. "Does mentor-protégé agreement on mentor leadership behavior influence the quality of a mentoring relationship?." *Group & Organization Management* 25, no. 3 (2000): 291-317.
- Haggard, Dana L., Thomas W. Dougherty, Daniel B. Turban, and James E. Wilbanks. "Who is a mentor? A review of evolving definitions and implications for research." *Journal of management* 37, no. (2011): 280-304.
- Harber, G. G., & McMaster, C. C. (2018). Adapting Servant Leadership to Follower Maturity: A Dynamic Leadership Approach for a Diverse Environment. *Servant Leadership: Theory & Practice*, 5(1), 5.
- Harris, Brigitte, Kwan Fan Cheng, and Charlotte Gorley. "Benefits and barriers: Case study of a government technology-mediated group mentoring program." *Journal of Workplace Learning* (2015).
- Heikkinen, Hannu, Hannu Jokinen, and Päivi Tynjälä, eds. *Peer-group mentoring for teacher development*. Vol. 23. London: Routledge, 2012.
- Hill, Major James R. *Comparative analysis of the military leadership styles of George C. Marshall and Dwight D. Eisenhower*. Pickle Partners Publishing, 2014.
- Horner, Diane Kostrey. "Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners." *Plastic Surgical Nursing* 37, no. (2017): 7-22.

- Hu, Changya, Jung-Chuen Wang, Min-Hwa Sun, and Hsin-Hung Chen. "Formal mentoring in military academies." *Military Psychology* 20, no. 3 (2008): 171-185.
- Inzer, L. D., and C. B. Crawford. "A review of formal and informal mentoring." *Journal of Leadership Education* 4, no. (2005), 31-50. doi:10.12806/v4/i1/tf2.
- Jackevicius, Cynthia A., Jennifer Le, Lama Nazer, Karl Hess, Jeffrey Wang, and Anandi V. Law. "A formal mentorship program for faculty development." *American Journal of Pharmaceutical Education* 78, no. 5 (2014).
- Johnson, Scott R. "A Phenomenological Study of Cross-Gender Mentoring Among US Army Officers." PhD diss., Walden University, 2017.
- Johnson, W. Brad, David G. Smith, and Jennifer Haythornthwaite. "Why your mentorship program isn't working." *Harvard Business Review* 7 (2020).
- Karimi, Reza. "In-house mentorship." *American Journal of Pharmaceutical Education* 77, no. 3 (2013).
- Kimball, Raymond A. *The Army Officer's Guide to Mentoring*. Center for the Advancement of Leader Development and Organizational Learning, 2015.
- Knouse, Stephen B., and Schuyler C. Webb. "Unique types of mentoring for diverse groups in the military." *Review of Business* 21, no. 1/2 (2000): 48.
- Knouse, Stephen B., and Schuyler C. Webb. *Mentors, Mentor Substitutes, or Virtual Mentors: Alternative Mentoring Approaches for the Military*. Transaction Publishers, New Brunswick, NJ, 2001.
- Lee, Jooho, and Soonhee Kim. "Exploring the role of social networks in affective organizational commitment: Network centrality, strength of ties, and structural holes." *The American Review of Public Administration* 41, no. 2 (2011): 205-223.
- Lester, Paul B., Sean T. Hannah, Peter D. Harms, Gretchen R. Vogelgesang, and Bruce J. Avolio. "Mentoring impact on leader efficacy development: A field experiment." *Academy of Management Learning & Education* 10, no. 3 (2011): 409-429.
- Marcinkus Murphy, Wendy. "Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders." *Human Resource Management* 51, no. 4 (2012), 549-573. doi:10.1002/hrm.21489.
- McCormick, Horace. "How to build a successful mentoring program." *UNC Executive Development* (2014): 1-15.
- McCormick, Katherine M., and Sharon Brennan. "Mentoring the new professional in interdisciplinary early childhood education: The Kentucky Teacher Internship Program." *Topics in Early Childhood Special Education* 21, no. 3 (2001): 131-149.
- Melanson, Mark A. "Mentoring in the army medical department: Advice for senior leaders." *US Army Medical Department Journal* (2007): 26-29.

- Melanson, Mark A. "Seasons of Army mentorship and the mentoring staircase." *US Army Medical Department Journal* (2009): 40-44.
- Menges, Christine. "Toward improving the effectiveness of formal mentoring programs: Matching by personality matters." *Group & Organization Management* 41, no. (2016): 98-129.
- Muir, Douglas. "Mentoring and leader identity development: A case study." *Human Resource Development Quarterly* 25, no. 3 (2014): 349-379.
- Murray, Margo. *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process*. John Wiley & Sons, 2002.
- Murrell, Audrey J. "Five key steps for effective mentoring relationships." *The Kaitz Quarterly* 1, no. (2007): 1-9.
- Nafukho, F.M., Hairson, N, and Brooks, K. (2004). Human Capital Theory: Implications for human resource development. *Human Resource Development International*, 7(4), 545-551.
- Norris, S., S. Sitton, and M. Baker. "Mentorship through the lens of servant leadership: The importance of accountability and empowerment." *NACTA Journal* 61, no. (2017): 21-26.
- Nwosu, Hyginus Emeka, Joy Nonye Ugwu, Bebedeth N. Okezie, Chimeziem C. Udeze, Ngozi U. Azubuike, and Linus Adama. "Employee mentoring, career success and organizational success." *Humanities and Social Sciences Letters* 8, no. 4 (2020): 464-480.
- Okurame, David E. "Mentoring and preferences: A diagnostic survey for equal mentoring opportunity." *Equal Opportunities International* (2008).
- Pellegrini, Ekin K., and Terri A. Scandura. "Construct equivalence across groups: An unexplored issue in mentoring research." *Educational and Psychological Measurement* 65, no. 2 (2005): 323-335.
- Priest, Kerry L., and Sarah Donley. "Developing Leadership for Life: Outcomes from a Collegiate Student-Alumni Mentoring Program." *Journal of Leadership Education* 13, no. 3 (2014).
- Rahman, Sifatnur, Mahabur Rahman, and Md Mijanur Rahman. "Edelweiss Applied Science and Technology." (2018).
- Rath, Tom, and Barry Conchie. *Strengths based leadership: Great leaders, teams, and why people follow*. Simon and Schuster, 2008.
- Redaja, Matthew O. *Revitalization of Air Force SOF leadership development*. Naval Postgraduate School Monterey CA Monterey United States, 2019.
- Redmond, S. A., S. L. Wilcox, Shawna Campbell, Alice Kim, Kimberly Finney, Kaytlin Barr, and A. M. Hassan. "A brief introduction to the military workplace culture." *Work* 50, no. (2015): 9-20.

- Renken, L. "Mentorship: Understanding a leader's investment." *One Leader to another Volume II* (2017).
- Risquez, Angelica, and Marife Sanchez-Garcia. "The jury is still out: Psycho-emotional support in peer e-mentoring for transition to university." *The Internet and Higher Education* 15, no. 3 (2012): 213-221.
- Roberts, Andy, and Anastasia Chernopiskaya. "A historical account to consider the origins and associations of the term mentor." *History of Education Society Bulletin* (1999): 81-90.
- Rouse, Renee, "African American Army women's journeys: a question of mentoring" (2019). Graduate Research Theses & Dissertations. 1032.
- Ryckman, Owen J. "Retention, Mentorship, and Servant Leadership: An analysis for Retaining 2050's Generals in Today's Army." (2017).
- Sampson Jr, Enrique, and Warren D. St James II. "Mentorship interactions in the aviation or aerospace industries." *Academy of Strategic Management Journal* 11, no. 2 (2012): 35.
- Sandridge, Norman. "Becoming a Leader in the Ancient World: Athena's Mentoring of Telemachus in the Odyssey." In *SAGE Business Cases*. SAGE Publications: SAGE Business Cases Originals, 2019.
- Selmeski, Brian R. *Military cross-cultural competence: Core concepts and individual development*. Centre for Security, Armed Forces & Society, Royal Military College of Canada, 2007.
- Siegel, Philip H., Todd Schultz, and Sharon Landy. "Formal versus informal mentoring of MAS professionals." *Journal of Applied Business Research (JABR)* 27, no. 2 (2011).
- Sloan, Mark R. *Transforming the Air Force: Bridging the gaps with servant-leadership*. Air Command and Staff Coll Maxwell AFB AL, 2009.
- Sosik, John J., and Sandi L. Dinger. "Relationships between leadership style and vision content: The moderating role of need for social approval, self-monitoring, and need for social power." *The Leadership Quarterly* 18, no. 2 (2007): 134-153.
- Sosik, John J., Doris Lee, and Edward A. Bouquillon. "Context and mentoring: Examining formal and informal relationships in high tech firms and K-12 schools." *Journal of Leadership & Organizational Studies* 12, no. 2 (2005): 94-108.
- Stoeger, Heidrun, Daniel Patrick Balestrini, and Albert Ziegler. "Key issues in professionalizing mentoring practices." *Annals of the New York Academy of Sciences* 1483, no. (2021): 5-18.
- Thomas, Jim, Jim Thomas, and Harvey Firestone. "Mentoring, coaching, and counseling: Toward a common understanding." *Military Review* 95, no. 4 (2015): 50-57.
- Thompson, Garry, "Relationship between Self-Development, Mentorship, and Senior Military Officer Moral Judgment" (2019). Dissertations. 1725.

- Tinio, Gina Reid. "Outcomes of mentoring interventions for new graduate nurses." PhD diss., University of Illinois at Chicago, 2013.
- Van Emmerik, IJ Hetty. "The more you can get the better: Mentoring constellations and intrinsic career success." *Career development international* (2004).
- Wallace, Gregory Scott. "Perceptions of mentors and new teachers: A case study of a mentoring program in Northeast Tennessee." PhD diss., East Tennessee State University, 2009.
- Wanberg, Connie R., John Kammeyer-Mueller, and Marc Marchese. "Mentor and protégé predictors and outcomes of mentoring in a formal mentoring program." *Journal of Vocational Behavior* 69, no. 3 (2006): 410-423.
- Weinberg, Frankie J., and Melenie J. Lankau. "Formal mentoring programs: A mentor-centric and longitudinal analysis." *Journal of Management* 37, no. 6 (2011): 1527-1557.
- Wilkin, Lori A. "Military Leadership Strategies in a Higher Educational Setting." (2020).
- Wong, Doranna, and Manjula Waniganayake. "Mentoring as a leadership development strategy in early childhood education." *Researching leadership in early childhood education* (2013): 163-180.
- Xu, Yang, and Anna W. Hickey. "Cadet mentoring program: Best practices for success." *Military Psychology* 34, no. (2022): 23-32.

APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR KDF PERSONNEL

My name is Colonel Emmanuel K Chirchir currently a post graduate student at National Defence University Kenya (NDU-K) pursuing **Master's degree in National Security and Strategy**.

As part of the academic requirement for the award of the degree, I am undertaking a research study on **"MENTORSHIP PROGRAMMES AND MILITARY PERFORMANCE AMONG THE KENYA DEFENCE FORCES"**.

A mentor is often a powerful, accomplished person with whom you develop a personal relationship and who actively aids you in achieving your goals. The military's efforts to define and institutionalize mentoring have met with varying degrees of success. It has been attempted to institutionalize this idea in a number of ways. Every leader needs to develop strategies to mentor subordinate Officers and Soldiers, according to superior and higher commanders. The best legacy you can leave your subordinates and the Army is to share your expertise and your leadership. In essence, a mentor's role is to evaluate a young leader's potential and help them build their skills and worldview. This research is the first attempt in reflecting on Kenya Defence Forces understanding of this powerful concept with a great personal and force multiplier effect.

Kindly take a few minutes to fill the questionnaire to the best of your knowledge and experience. I am available to clarify on any arising issue via my cell phone +254720730111 or email chirchir.emmanuel@gmail.com

Section A: Background Information

Indicate your RANK

Indicate if you are serving or retired

1. Indicate your appointment level?

a) Operation Management Level ()

b) Tactical Management Level ()

2. Indicate your Gender?

a) Male ()

b) Female ()

3. Indicate years of service?

a) Less than 5 years ()

b) 6-10 years ()

c) 11-15 years ()

d) 16-20 years ()

e) Above 21 years ()

SECTION B: Existing Mentorship Programs for Leadership Development

1. Indicate your level of agreement with the following about the Existing Mentorship Programs for Leadership Development in Kenya Defence Forces. Use the scale of: **SD (Strongly disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)**

	Existing Mentorship Programs For Leadership Development	SD	D	N	A	SA
1.	Mentor Events					
2.	Mobile Team Training					
3.	Online training					
4.	Outsourced Mentorship					
5.	Peer to Peer					
6.	Reverse Mentoring					
7.	Targeted Mentorship					
8.	The Networked Mentorship					
9.	Transformational Mentorship					

2. In your own opinion what other mentorship programs exist in Kenya Defence Forces? Please explain

.....
.....
.....
.....
.....
.....
.....

3. How effective are the existing programs on mentorship in KDF?

.....
.....
.....
.....
.....

SECTION C: Efficacy of Mentorship and Leadership Development

1. Indicate your level of agreement with the following about the effectiveness of existing mentorship programs for leadership development in Kenya Defence Forces. Use the scale of:

SD (Strongly disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)

S/NO	Efficacy of Mentorship and Leadership Development	SD	D	N	A	SA
1.	Mentorship is a critical tool for KDF today and in the future					
2.	Mentorship is a driver to effective KDF leadership.					
3.	Mentoring programs builds leadership, knowledge, skills and experience.					

4.	Mentoring leads to improved performance, efficiency and effectiveness.					
5.	Mentorship programs have been incorporated as a critical tool for leadership transfer in KDF					
6.	Mentorship programs in KDF fosters commitment and retention.					
7.	KDF military officers who participate in mentorship programs have a higher promotions ratio than the others who never participate.					
8.	The strength of KDF military leadership is through strategic level mentorship engagement					

SECTION D: Challenges of mentorship programmes/ initiatives

1. Indicate your level of agreement with the following challenges to mentorship programs in KDF. Use the scale of:

SD (Strongly disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)

	Challenges of mentorship failures	SD	D	N	A	SA
1.	KDF does not support mentorship programs					
2.	There is inadequacy in role models to support the mentorship program in KDF.					
3.	KDF top leadership discourage mentorship programs					
4.	KDF mentorship programs are about being talked to by the mentor rather than engagement/exchange in reflective dialogue					
5.	Ethical issues among KDF Chain of Command negatively affect mentorship programs					
6.	KDF does not allocate enough time and thought on mentorship programs					
7.	There is insufficient budgetary allocation for mentorship programs in KDF					
8.	Mentorship in KDF is viewed as a program for the psychologically weak individuals					
9.	KDF does not accord enough mentorship programs for junior officers.					

2. In your opinion what strategies can you propose in order to enhance the effectiveness of mentorship programs in the Kenya Defence Forces leadership development?

.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

APPENDIX II: QUESTIONNAIRE FOR KDF SENIOR LEADERSHIP

My name is Colonel Emmanuel K Chirchir currently a post graduate student at National Defence University Kenya (NDU-K) pursuing **Master's degree in National Security and Strategy**.

As part of the academic requirement for the award of the degree, I am undertaking a research study on **"MENTORSHIP PROGRAMMES AND MILITARY PERFORMANCE AMONG THE KENYA DEFENCE FORCES"**.

A mentor is often a powerful, accomplished person with whom you develop a personal relationship and who actively aids you in achieving your goals. The military's efforts to define and institutionalize mentoring have met with varying degrees of success. It has been attempted to institutionalize this idea in a number of ways. Every leader needs to develop strategies to mentor subordinate Officers and Soldiers, according to superior and higher commanders. The best legacy you can leave your subordinates and the Army is to share your expertise and your leadership. In essence, a mentor's role is to evaluate a young leader's potential and help them build their skills and worldview. This research is the first attempt in reflecting on Kenya Defence Forces understanding of this powerful concept with a great personal and force multiplier effect.

Kindly take a few minutes to fill the questionnaire to the best of your knowledge and experience. I am available to clarify on any arising issue via my cell phone +254720730111 or email chirchir.emmanuel@gmail.com

Section A: Background Information

Indicate your RANK

Indicate if you are serving or retired

4. Indicate your appointment level?

c) Strategic Management Level ()

d) Operation Management Level ()

5. Indicate your Gender?

c) Male ()

d) Female ()

6. Indicate years of service?

f) 11-15 years ()

g) 16-20 years ()

h) Above 21 years ()

SECTION B: Existing Mentorship Programs for Leadership Development

1. What are your comments on embracing military mentorship in KDF for young officers, men and women?

.....
.....
.....
.....

.....
.....

2. How best can KDF improve the current mentorship initiatives in order to enhance military leadership?

.....
.....
.....
.....
.....
.....

SECTION C: Efficacy of Mentorship and Leadership Development

3. What are the key decisions and interventions that KDF need to put in place to enhance mentorship for leadership development?

.....
.....
.....
.....
.....
.....

4. What are the benefits of mentorship programmes in enhancing KDF leadership development?

.....
.....
.....

.....
.....
.....

SECTION D: Challenges of mentorship programmes/ initiatives

5. What in your opinion are the challenges to mentorship in KDF?

.....
.....
.....
.....
.....
.....

6. What in your opinion is likely to undermine mentorship programmes in KDF?

.....
.....
.....
.....
.....
.....

APPENDIX III: INSTITUTIONAL LETTER

RESTRICTED

Telephone: 254-2-884036
Fax: 254-2-884036
E-mail: ndc@ndc.go.ke



National Defence College
Warai North Road
P.O Box 24381
Karen - Nairobi
Kenya

When replying please quote:

Ref: NDC/A/141

10 November 2022

TO WHOM IT MAY CONCERN

FACILITATION FOR COL EMMANUEL CHIRCHIR ADMN No. ND601/0002/2022

The above Senior Officer is a course participant at the National Defence College and has been admitted for Masters of Arts in National Security and Strategy, under the National Defence University- Kenya Programme.

As part of academic requirements, Col Emmanuel CHIRCHIR is required to undertake a research project in partial fulfillment of MA degree programme he is enrolled in. His approved research topic is **“Mentorship and its influence on Leadership Development in the Kenya Defence Forces”**.

The purpose of this letter is to kindly request your office to facilitate the Officer as he conducts his research project.

Submitted for your kind consideration and facilitation.

MR F M MABEYA
Head of Programmes
for Commandant

APPENDIX IV: NACOSTI RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 177672	Date of Issue: 21/November/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Mr., EMMANUEL KIPNGETICH CHIRCHIR of National Defence College Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu, Mombasa, Nairobi on the topic: THE CONCEPT OF MENTORSHIP AND ITS INFLUENCE TO LEADERSHIP DEVELOPMENT IN THE KENYA DEFENCE FORCES for the period ending : 21/November/2023.</p>	
License No: NACOSTI/P/22/22200	
177672 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

DRAFT_7.docx

ORIGINALITY REPORT

15%

SIMILARITY INDEX

13%

INTERNET SOURCES

5%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1

erepository.uonbi.ac.ke

Internet Source

1%

2

Submitted to National Defence College

Student Paper

1%

3

Ashley Gleiman, Jan K. Gleiman. "Mentoring in the Military", New Directions for Adult and Continuing Education, 2020

Publication

<1%

4

Submitted to Liberty University

Student Paper

<1%

5

etd.astu.edu.et

Internet Source

<1%

6

trepo.tuni.fi

Internet Source

<1%

7

aquila.usm.edu

Internet Source

<1%

8

www.cfc.forces.gc.ca

Internet Source

<1%

etd.aau.edu.et

9	Internet Source	<1 %
10	erepository.uonbi.ac.ke:8080 Internet Source	<1 %
11	scholarworks.waldenu.edu Internet Source	<1 %
12	mafiadoc.com Internet Source	<1 %
13	worldwidescience.org Internet Source	<1 %
14	Submitted to Birkbeck College Student Paper	<1 %
15	Submitted to St. Petersburg College Student Paper	<1 %
16	vital.seals.ac.za:8080 Internet Source	<1 %
17	www.aabri.com Internet Source	<1 %
18	Submitted to Laureate Higher Education Group Student Paper	<1 %
19	Kelly J. Cooke, Debra A. Patt, Roshan S. Prabhu. "The Road of Mentorship", American Society of Clinical Oncology Educational Book, 2017	<1 %

Publication

20	www.grafiati.com Internet Source	<1 %
21	ir.uew.edu.gh:8080 Internet Source	<1 %
22	Submitted to Massey University Student Paper	<1 %
23	Submitted to Australian National University Student Paper	<1 %
24	Submitted to Defence Academy of the United Kingdom Student Paper	<1 %
25	Submitted to Curtin University of Technology Student Paper	<1 %
26	repository.cuk.ac.ke Internet Source	<1 %
27	Submitted to Mancosa Student Paper	<1 %
28	digitalrepository.unm.edu Internet Source	<1 %
29	onlinelibrary.wiley.com Internet Source	<1 %
30	www.clutejournals.com Internet Source	<1 %

31	Submitted to Acacia Learning Student Paper	<1 %
32	Submitted to Victoria University Student Paper	<1 %
33	www.emeraldinsight.com Internet Source	<1 %
34	hdl.handle.net Internet Source	<1 %
35	Submitted to Emirates Aviation College, Aerospace & Academic Studies Student Paper	<1 %
36	amitos.library.uop.gr Internet Source	<1 %
37	Submitted to Denver Seminary Student Paper	<1 %
38	Submitted to Kozep-europai Egyetem Student Paper	<1 %
39	Submitted to University of Central Oklahoma Student Paper	<1 %
40	Douglas Muir. "Mentoring and Leader Identity Development: A Case Study", Human Resource Development Quarterly, 2014 Publication	<1 %
41	core.ac.uk Internet Source	<1 %

42	Submitted to University of St Mark and St John Student Paper	<1 %
43	archive.conscientiabeam.com Internet Source	<1 %
44	www.researchgate.net Internet Source	<1 %
45	Submitted to National Defence College Kenya Student Paper	<1 %
46	ebin.pub Internet Source	<1 %
47	Submitted to Middlesex University Student Paper	<1 %
48	repository.chuka.ac.ke Internet Source	<1 %
49	ugspace.ug.edu.gh Internet Source	<1 %
50	www.dtic.mil Internet Source	<1 %
51	Submitted to Grand Canyon University Student Paper	<1 %
52	www.dailynews.lk Internet Source	<1 %
53	Submitted to Coventry University Student Paper	

		<1 %
54	Submitted to Universidad Nacional de Educación a Distancia Student Paper	<1 %
55	Submitted to University of Bradford Student Paper	<1 %
56	Submitted to University of Denver Student Paper	<1 %
57	pubhub.lib.msu.edu Internet Source	<1 %
58	Haiyan Xie, Hua Liu. "Studying Contract Provisions of Shared Responsibilities for Integrated Project Delivery under National and International Standard Forms", Journal of Legal Affairs and Dispute Resolution in Engineering and Construction, 2017 Publication	<1 %
59	article.sciencepublishinggroup.com Internet Source	<1 %
60	uir.unisa.ac.za Internet Source	<1 %
61	Submitted to Africa International University Student Paper	<1 %
62	journalofleadershiped.org Internet Source	

		<1 %
63	samples.freshessays.com Internet Source	<1 %
64	Hartmann, Nathaniel N., Brian N. Rutherford, Richard Feinberg, and James G. Anderson. "Antecedents of mentoring: Do multi-faceted job satisfaction and affective organizational commitment matter?", <i>Journal of Business Research</i> , 2013. Publication	<1 %
65	erl.ucc.edu.gh:8080 Internet Source	<1 %
66	journal.sbbwu.edu.pk Internet Source	<1 %
67	saalaccha.wordpress.com Internet Source	<1 %
68	www.akademiabaru.com Internet Source	<1 %
69	Submitted to University of Sunderland Student Paper	<1 %
70	repository.sbts.edu Internet Source	<1 %
71	Allie Blaising, Laura Dabbish. "Managing the Transition to Online Freelance Platforms: Self-	<1 %

81	www.carlisle.army.mil Internet Source	<1 %
82	Submitted to Aims Community College Student Paper	<1 %
83	Submitted to Argosy University Student Paper	<1 %
84	Submitted to Taibah University Student Paper	<1 %
85	Submitted to President University Student Paper	<1 %
86	Submitted to University of Greenwich Student Paper	<1 %
87	media.proquest.com Internet Source	<1 %
88	Submitted to Bentley College Student Paper	<1 %
89	Submitted to Graceland University Student Paper	<1 %
90	Submitted to International Islamic University Malaysia Student Paper	<1 %
91	Submitted to Mount Kenya University Student Paper	<1 %

92	Nielsen, Ingrid, Alexander Newman, Russell Smyth, Giles Hirst, and Barbara Heilemann. "The influence of instructor support, family support and psychological capital on the well-being of postgraduate students: a moderated mediation model", <i>Studies in Higher Education</i> , 2016. Publication	<1 %
93	Submitted to Planetshakers College Student Paper	<1 %
94	Submitted to Texas A&M University, College Station Student Paper	<1 %
95	bura.brunel.ac.uk Internet Source	<1 %
96	businessdocbox.com Internet Source	<1 %
97	Submitted to colorado-technical-university Student Paper	<1 %
98	tigerprints.clemson.edu Internet Source	<1 %
99	www.jetir.org Internet Source	<1 %
100	www.theseus.fi Internet Source	<1 %

101	Submitted to EDMC Student Paper	<1 %
102	Submitted to Kenyatta University Student Paper	<1 %
103	Submitted to Siena College Student Paper	<1 %
104	Submitted to University of East London Student Paper	<1 %
105	dspace.cbe.ac.tz:8080 Internet Source	<1 %
106	Submitted to Australian Catholic University Student Paper	<1 %
107	ir.jkuat.ac.ke Internet Source	<1 %
108	printeden.e-notabene.ru Internet Source	<1 %
109	scholarspace.manoa.hawaii.edu Internet Source	<1 %
110	Submitted to Coastline Community College Student Paper	<1 %
111	John Elshaw, David Fass, Maj Brian Mauntel. "Cognitive mentorship: Protégé behavior as a mediator to performance", Mentoring & Tutoring: Partnership in Learning, 2018 Publication	<1 %

112	Submitted to The Citadel Student Paper	<1 %
113	citeseerx.ist.psu.edu Internet Source	<1 %
114	cultureunbound.ep.liu.se Internet Source	<1 %
115	escholarship.org Internet Source	<1 %
116	ojs.sttjaffray.ac.id Internet Source	<1 %
117	scholar.uwindsor.ca Internet Source	<1 %
118	vital.seals.ac.za Internet Source	<1 %
119	www.leadershipeducators.org Internet Source	<1 %
120	www.robertglazer.com Internet Source	<1 %
121	www.thediversitycouncil.com Internet Source	<1 %
122	Min-Kyu Joo, Gyu-Chang Yu, Leanne Atwater. "Formal leadership mentoring and motivation to lead in South Korea", Journal of Vocational Behavior, 2018 Publication	<1 %

123	Nikos Bozionelos, Giorgos Bozionelos. "Mentoring received by protégés: its relation to personality and mental ability in the Anglo-Saxon organizational environment", The International Journal of Human Resource Management, 2010 Publication	<1 %
124	Rajashi Ghosh. "Antecedents of mentoring support: a meta-analysis of individual, relational, and structural or organizational factors", Journal of Vocational Behavior, 2014 Publication	<1 %
125	aura.antioch.edu Internet Source	<1 %
126	bspace.buid.ac.ae Internet Source	<1 %
127	doc.utwente.nl Internet Source	<1 %
128	docs.google.com Internet Source	<1 %
129	dspace.knust.edu.gh:8080 Internet Source	<1 %
130	ecommons.cornell.edu Internet Source	<1 %
131	epe.lac-bac.gc.ca Internet Source	<1 %

132	incpas.org Internet Source	<1 %
133	ir.jooust.ac.ke Internet Source	<1 %
134	irl.umsl.edu Internet Source	<1 %
135	jamp.sums.ac.ir Internet Source	<1 %
136	journals.sagepub.com Internet Source	<1 %
137	library.kisiiuniversity.ac.ke:8080 Internet Source	<1 %
138	livrepository.liverpool.ac.uk Internet Source	<1 %
139	mobt3ath.com Internet Source	<1 %
140	mospace.umssystem.edu Internet Source	<1 %
141	publications.aston.ac.uk Internet Source	<1 %
142	pure.southwales.ac.uk Internet Source	<1 %
143	research.library.mun.ca Internet Source	<1 %

144	researchspace.ukzn.ac.za Internet Source	<1 %
145	ro.uow.edu.au Internet Source	<1 %
146	scholar.ufs.ac.za Internet Source	<1 %
147	scholarworks.uark.edu Internet Source	<1 %
148	silo.tips Internet Source	<1 %
149	ugspace.ug.edu.gh:8080 Internet Source	<1 %
150	univendspace.univen.ac.za Internet Source	<1 %
151	wrap.warwick.ac.uk Internet Source	<1 %
152	www.ajpe.org Internet Source	<1 %
153	www.ftsm.ukm.my Internet Source	<1 %
154	www.highbeam.com Internet Source	<1 %
155	www.naun.org Internet Source	<1 %

156	www.pfp-consortium.org Internet Source	<1 %
157	www.tandfonline.com Internet Source	<1 %
158	Submitted to American Public University System Student Paper	<1 %
159	Submitted to Orange County Community College SUNY Student Paper	<1 %
160	Rajashi Ghosh, Thomas G. Reio. "Career benefits associated with mentoring for mentors: A meta-analysis", Journal of Vocational Behavior, 2013 Publication	<1 %
161	journals.plos.org Internet Source	<1 %
162	Cheng Chen, Jianqiao Liao, Peng Wen. "Why does formal mentoring matter? The mediating role of psychological safety and the moderating role of power distance orientation in the Chinese context", The International Journal of Human Resource Management, 2013 Publication	<1 %
163	Submitted to Tufts University Student Paper	<1 %