

Review paper

Cascading Employee Performance through Effective Workforce Mentoring

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ABSTRACT: The study examined organizational performance from the perspective of mentoring in the workplace. Three objectives guided the research questions to determine the impact of knowledge sharing, coaching and on-the-job training on employee performance. Zachary's four-phase mentoring model was used to guide the post-review study, which matched the phases of the work under study. A qualitative review was conducted and the results confirmed that the objectives, when used in the workplace, can improve performance with measurable indicators. Recommendations were consistent with the objectives while the study maintained continuous staff mentoring at all levels.

Keywords: Employee performance, mentoring, knowledge sharing, coaching, training

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INTRODUCTION

Mentoring is frequently used in companies as a systemic solution to increase the performance of employees (Kifordu et al., 2023). Mentoring is essential in the 21st-century workplace where there changing business climate, which involves an expected large exodus of executives, an increase in the use of technology, and global competition. When these people retire, they will take with them the knowledge that is needed by organizations to continue to grow, be profitable, and sustain employee performance levels. This is because the senior leaders who believed in the organization's vision, knowledge, external and internal personal networks, skills, and historical context will be lost when these individuals leave the organization (Peterson and Hicks, 2020). Therefore, the need to transfer this knowledge to the next generation of leaders, managers and others is important to sustain employee performance. In this regard, mentoring is needed to address the great loss of knowledge and performance that is anticipated to occur. The term mentoring is usually confused with coaching, although the terms are distinctly different their

definitions are based on the specific activity that is taking place and the role of the players (Brockbank and McGill, 2016). Coaching is a term used to describe a variety of activities from sports coaching, life coaching, leadership and executive coaching to team coaching in organizations (Thomas, 2011). Coaching is largely used when a person or organization is working towards some change in growth and development, and improving performance (Ritchie and Genoni, 2019). Whereas, mentoring is often associated with induction, career and personal development, and personal change (Cameron, 2017). The current study aims to determine how mentoring can impact employee performance. Mentoring focuses on helping an individual acquire the skills necessary to do their job and possibly further their career (Zachary, 2019). The mentee sets the agenda based on their own development needs, and the mentor provides insight and guidance to help them achieve their desired goals (Thomas, 2011). A mentee is usually someone with little or no relevant experience of either work in general or the type of work they are going to be doing in particular.

Conversely, the mentor should be someone who has plenty of work experience in general and knowledge of how your business operates in particular (Ready et al., 2018). A well-structured mentoring programme can benefit the organization in several ways by broadening the staff's insight, increasing productivity, and improving the mentee's performance to engage the employees that can lead to better retention and performance levels (Orth et al., 2019). This gives the mentor a sense of responsibility and the satisfaction of passing on their knowledge builds relationships between the employees by encouraging the exchange of information and experience (Thomas, 2011). The benefits of the mentor to the mentees involve helping the mentees integrate better, increase their confidence, giving the mentee a stronger awareness of the organization's culture, allow the mentee to acknowledge their strengths and weaknesses, which can, in turn, lead to faster learning and improved employee performance (Ritchie and Genoni, 2019).

Mentoring can be a useful tool for meeting the needs of the organization, managing change, and achieving positive outcomes on employee performance (Barner and Higgins, 2007). They can be seen as meeting the needs of an organization by helping members of the organization align themselves with the core values of the organization. This is necessary when members are new or there has been a redevelopment of the core values, Kifordu and Igwe, (2022). The benefits of this relationship lead to organizational benefits such as increased employee productivity and performance, stronger organizational commitment from the mentor and mentee, lower turnover, achievement of strategic goals, enhanced image (Murray, 2016b), and in some cases, the attraction of potential employees (Horvath et al., 2018). Because of these strong benefits, organizations are recognizing that mentoring programs can offer a considerable return on investment (ROI) (Ready et al., 2018). This study will focus on the core elements of mentoring and how it can effectively affect employee performance in workplaces. This will be done by looking at three variables of mentoring (knowledge sharing, coaching, and on-the-job-training) and employee performance.

The problem

Identifying the need for organization-wide mentoring orientation and employee performance through a consistent application is one of the most critical and challenging responsibilities of organizational leadership. Implementing successful mentoring programs in organizations is quite problematic. The low success rates of mentoring programs are often attributed to organizational policy on experienced employees on active service and in retirement. Although planned mentoring is intended to make the organization more effective and efficient, however, organization's resistance

to enforcement poses a potential threat that can affect its future. This study seeks to address this by examining the human aspect of the mentoring process and how effective management of the mentoring process can affect employee performance. Employees react to policies based on their impact on them personally. Perceived favorable impacts generally lead to support for the system by the mentee and perceived unfavorable impacts may lead to a negative response by the mentee, Kifordu et al. (2022). The general problem in this study is that mentoring employees is usually not part of the organization's policy. When handling mentoring-related concerns, management usually decides how it takes place and what method without involving the employees. This study drawn from extant literature seeks to examine how workforce mentoring affects employees' performance.

Objectives

- i. ascertain the effect of knowledge sharing on employee performance.
- ii. examine the effect of coaching on employee performance.
- iii. examine the relevance of on-the-job- training on employee performance

Literature review

Conceptual review

Concept of Mentoring

The study by Allen and Eby. (2011), defined a mentor as a person who facilitates the personal and professional growth of an individual by sharing the knowledge and insight that have been learned through the years. Mentoring is a personal developmental relationship in which a more experienced or more knowledgeable person helps less experienced ones. Similarly, Peterson and Hicks (2010) while citing Galbraith (2001) viewed mentoring as a process by which persons of superior rank and prestige instruct, counsel, guide, and facilitate the intellectual and /or career development of persons identified as protégées. Mentoring is a close, developmental relationship between two people in which a partner willingly avails him /herself of the full range of superior experience, knowledge, skills, or status of the other partner in all spheres of human endeavour (Okurame, 2012).

The research of Armstrong (2009) posited that mentoring is a set of tailor-made advice and incentive that more experienced staff, in an innovative way can offer less experienced members in a plethora way and a range of competencies. Mentoring is therefore a process in which mature and more experienced managers share their wisdom and experience with the younger employees

on a one on one basis. Mentoring is a method growing in use for establishing relationships between junior and senior employees, a method gaining popularity in facilitating both employee and management development in the organization.

Mentoring relationship involves the exchange of wisdom, learning and developing of skills and knowledge about the organization for the protégé's career growth Armstrong, (2009), suggested two major dimensions of the mentoring relationship which are career support and psychosocial support functions. Career support functions include sponsorship, coaching, exposure to important contacts and resources, visibility, facilitating the protection of the mentee and assignment of challenging work to enhance the protégé's career.

Psychosocial support functions embrace role modelling, friendship, counselling, acceptance, and confirmation of the mentee. Knowledge transfer according to DeLong et al., (2014), knowledge transfer is a key mechanism for an organization's success. Similarly, Von Krogh, (2000) emphasizes the importance of knowledge sharing. While Byrnie(2009), found that social processes played an important role in the transfer of tacit knowledge among members of an organization.

According to Cameron,(2017), workplace relationships such as mentoring should be fostered to promote the transfer of tacit knowledge. Wright, (2013), stresses the importance of human resource development to organization success. Mentorship is such a factor in that it promotes guidance on career development and role modelling which both contribute greatly to employee development. While citing Sanjo and Sowdemimo, (2020) saw mentoring as helping the protégées work out personal problems and thereby enhancing the protégées' self-image.

The existence of an interpersonal bond than fosters mutual trust enables the protégées to identify with their mentors to offer their support and counsel needed. The mentor applies active listening and rapport skills that enable both individuals to address their concerns. The mentor reinforces with the protégé that both of them are highly valued employees and contributors to their organization. A career supports a lifelong series of activities that contribute to a person's career exploration, establishment, success and fulfillment.

Mentoring provides a mechanism for new practitioners to transfer the knowledge and skills learned in the classroom to real-world practice under the guidance of an experienced professional (Napolitano and Henderson, 2018). Mentorships allow new practitioners to set and achieve goals that build on what they already know but cannot yet achieve alone, gradually increasing their proficiency in practice until they can capably perform all required functions without guidance or supervision (Brockbank and McGill, 2016). In this regard, mentoring is used most often to help people transition between career stages.

It is invaluable as a tool to support individuals who are being fast-tracked or accelerated into more senior leadership roles, particularly as it can focus on developing the whole person and has a wider-angled lens than mentoring. Mentoring can promote mutual learning to challenge and stimulate employees at all levels within the organization (Cameron, 2017). As mentioned earlier, mentoring is described as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies (Murray, 2016b). This definition allows for the possibility for a mentee to transition into the organization.

Benefits of mentoring for the mentee

As a result of having a mentor, the mentee benefits from increased skills and knowledge, increased potential for career mobility and promotion, improved understanding of their roles in the organization, insights into the culture and unwritten rules of the organization and a supportive environment in which successes and failures can be evaluated in a non-confrontational manner (Sanjo and Sowdemimo, 2020).

Apart from these, the mentee also gains a smoother transition through management levels, a powerful learning tool to acquire competencies and professional experience, the potential for increased visibility, networking opportunities, and the development of professional skills and self-confidence. Along the same line, mentoring creates recognition and satisfaction, empowerment, encourages different perspectives and attitudes to one's work and develops a greater appreciation of the complexities of decision-making within the organizational framework (Bullis, Bach, 1989 cited by Allen and Eby, 2011). All these and more are a wide range of benefits accruable to a mentee in a mentoring relationship.

Benefits of mentoring for the mentor

As a result of being a mentor, the person enjoys opportunities to test new ideas, enhanced knowledge of other areas of the agency, and renewed enthusiasm for their role as an experienced person. Beyond these, mentors have a higher level of recognition of their worth and skills through encouragement to take on a mentoring role; they have access to challenging discussions with people who have fresh perspectives and who are not already part of the organizational thinking (Brockbank and McGill, 2016). The mentors also has opportunities for cultural awareness, improved understanding of employment equity management principles, and develop a more profound appreciation of their behavior. In the same vein, the mentor benefits from an improved ability

to share experience and knowledge, renews their enthusiasm for the role of expert, obtains a greater understanding of the barriers experienced at lower levels of the organization, enhances skills in coaching, counseling, listening, and modeling and develops and practices a more personal style of leadership.

Concept of employee performance

Employee performance suggests employee productivity, efficiency and effectiveness at work. defined employee performance as depending on the willingness and the openness of the employee to do the job. Employee performance in the organization is very important in determining a company's success and profitability. According to Bender and Fish, (2000) a successful organization requires employees who are willing to do more than their usual job scope and contribute performance that exceeds the goal's expectations. Employees' performance is imperative for performance to yield organizational effectiveness in an increasingly competitive environment. In the contemporary business environment, most companies facing challenges are obligated to put more emphasis on enhancing employees' performance (Saks and Gruman, 2011). It is argued that to achieve effective performance, management needs to empower employees to design their jobs and roles. According to Saks and Gruman, 2011 employees' performance will drop due to downsizing innovations and mergers in the organization, as well as changes in the location, time, quality, and quantity of task and responsibilities.

Employee performance is vital for the success of every organization and profitability in this dynamic environment. Nowadays, organizations require such types of employees who contribute more than their job scope and far exceed goals and expectations. Downsizing, mergers, innovations, and restructuring of the organizations usually decrease employees' performance. In addition to that, task, quantity and quality, changing location, and time constraints radically affect the work-life of employees. In recent times, many companies have faced challenges and need to put more effort into increasing employees' performance.

Knowledge sharing and employee performance

Along with knowledge creation and knowledge storing, knowledge sharing represents another important KM process that has been discussed extensively in the literature. It is not sufficient to create knowledge, there must be an aim to use and share it). In the same vein, believe that knowledge transfer requires the enthusiasm of a group or individual to work with others and share knowledge to their advantage.

Without sharing, it is roughly unfeasible for knowledge to be transferred to another person or group. Knowledge transfer can only take place in an organization where its employees exhibit a high level of co-operative behavior. Knowledge does not run automatically through organizations. Indeed, people's time and energy are limited and they will choose to do what will give them the best return given their scarce resources.

Broad explanations about why individuals and organizations share knowledge are that knowledge sharing reduces uncertainty, prevents reinventing the wheel (Bender and Fish, 2000) or/ creates shared understanding found through their research that knowledge sharing is the product of information exploration and problem-solving in situations, where people must solve multifaceted problems with short time horizons. Research has found that to share knowledge with others, two knowledge-sharing approaches are commonly used - codification and Personalization also referred to as repositories and networks.

Coaching and employee performance

The literature offers many definitions of coaching. According to Fish, (2000) coaching is a form of systematic feedback intervention that is designed to enhance professional skills, interpersonal awareness, and personal effectiveness, whereas scholars considers coaching to be a process that equips people with the tools, knowledge Kifordu, (2022) and opportunities that they need for professional development and to increase their effectiveness, On the other hand, other scholars coaching as a guided, structured and continuously monitored improvement process that brings a participant closer to the pre-established optimum performance level current function in an organization. These authors essentially view coaching as a conversation between two parties—a coach and a coachee—in a productive, results-oriented context. Although different coaching definitions have been offered, there is some agreement regarding the core of coaching practices, and most definitions concur that coaching is a process that involves a series of one-to-one interactions between a manager and a coachee. Alternatively, Feldman and Lankau (2015) argue that coaching relationships involve one-to-one counseling regarding work-related, use 360-degree feedback and propose improvements in the effectiveness of one's current position. Additionally, explain that coaching is a partnership between a management-level client and a coach hired by an organization to assist the employee in becoming a more effective and successful manager. It was also highlighted its usefulness in the socialization of employees. Thus, we can state that coaching is a process designed by an organization that involves two parties—a coach and a coachee—and that aims to correct performance work-related problems and to improve the coachee's skills and capabilities to assist

in career development. We use this definition in the current work.

On-the-job training and employee performance

On-the-job Training is defined as an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes, and knowledge. In most organizations, on-the-job training programs involve induction, coaching, and job rotation. Induction is one of the on-the-job training methods that involve getting new employees familiarized and trained on the new job within an organization. Coaching is defined as a regular series of training sessions where an experienced employee with considerable expertise guides a trainee. On the other hand, job rotation is when an employee is moved from one job, department, or task to another after spending some time in a particular job, task, assignment, or department with a view of enabling the employees to acquire more skills, talents, and knowledge. On-the-job training is recommended to managers because this has been found to be more associated with employee performance as compared to off-the-job training. Employee performance is a multidimensional construct and an extremely vital condition for determining either organizational successor failure. Employee performance does not only facilitate the achievement of organizational objectives but also acts as a source of employee satisfaction since it involves the accomplishment of tasks. It also defines the ability of an employee to achieve a specified task measured against predetermined standards of accuracy, completeness, cost and speed. Employee performance has also been recognized as the qualitative and quantitative evaluation of employee achievements as well as the consequences of a particular assigned task. It is widely believed that one of the most important factors that enhance employee performance is training as it enhances the capabilities of employees.

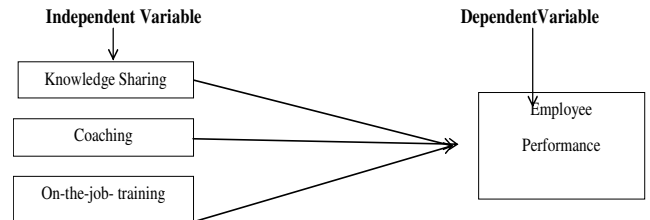
Conceptual Model of workforce mentoring on employees’ performance

Workforce seems inevitable today, regardless of the extent to which organizations are ready to deal with it. Increased competition and the need for strategic mentoring and adaptability brought on by globalization, are affecting almost every organization today, regardless of size, human capital capabilities, market, focus, etc. Mentoring programmes successfully, therefore, remains one of the most important focuses of all levels of management, just as embracing and surviving employees’ performance.

Mentoring in the workplace is an issue that every leader, manager, and employee has to deal with at some point in his or her career. That is why it is important to understand the impacts of mentoring.

Workers are expected to be committed to continuously evolving through a process of mentoring and accomplish day-to-day performance, meaning the employee must perform well.

Conceptual framework



Source: Researcher’s Model, 2022

Figure 1: Conceptual Framework

Theoretical reviews

The theoretical framework provides a rationale for predictions about the relationships among variables of a research study. It plays an important role in guiding the entire process of the research study. While workforce mentoring is a constant experience, knowledge and awareness about many of the critical issues involved in mentoring as it relates to employee performance is often lacking in those responsible for its progress (

Theory of social learning

According to Ready, Conger, Hill, Stecker, E. (2018) Social learning theory has been developed in the last 15 years primarily to describe and predict how people learn from observation of models. Learning from models is more efficient than trial-and-error learning under many conditions. According to social learning theory, observational learning is controlled by the processes of attention, retention, and reproduction. Rewards operate to affect the performance of behavior not learning. In addition to motivating behavior by directly rewarding it, a person may perform behavior that he observes another is rewarded for (extrinsic reward), and he may learn to reward himself for appropriate behavior. From social learning theory, several rules can be derived for optimal training conditions. Twenty statements about conditions for effective training are given to illustrate the application of social learning theory to industrial training. For example: "When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses to that task but will be as simple as possible and easy to remember." "The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes." Social learning theory has been applied to industry in two

ways: a training method based on social learning theory has been used to teach managers to deal more effectively with human relations problems occurring on the job and social learning theory has been used to predict which subordinates will imitate the behaviour of their supervisors. It is against this background that the current study seeks to adopt this theory as it relates to the study topic because it is an evaluative and predictive interaction in the workplace.

Zachary's Four phase Mentoring Model, 2009

Mentoring relationships move through four phases similar to the seasons of the growth of a plant:

1. Preparing (tilling the soil before planting)
2. Negotiating (planting the seed)
3. Enabling (nurturing growth)
4. Coming to closure (bringing in the harvest)

These four phases can be seen as a cycle of seasons.

Preparing

Mentors' preparation starts with self-awareness as they reflect on their learning journey. Avoid mentor cloning (projecting your own experience onto the mentee). Understand your role in facilitating effective learning relationships. Explore your motivation and your readiness to be a mentor. Assess your mentoring skills to identify areas of needed learning and development. Evaluate the viability of the prospective relationship. Have an initial conversation with the mentee to determine how the mentoring relationship might be developed. This model is also relevant because it builds a cycle of flow that allows for knowledge sharing and transfers through an established relationship.

Social exchange theory

The notion of "social behavior as exchange and theory" was first identified by American behavioral sociologists. The theory explains the exchanges that occur between coach and coachee throughout the process, in which reciprocity appears and a series of transactions occurs between both parties. This relationship reciprocity is an expectation that both participants share and serves as a moral norm of action. That is to say that the Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon the relationship. Most relationships are made up of a certain amount of give-and-take, but this does not mean that they are always equal. Social exchange suggests that it is the valuing of the benefits and costs of each

relationship that determines whether or not we choose to continue a social association. This theory of social interaction has been used across a variety of fields, including sociology, psychology, and even economics because it is a driving factor of change that equally relates to this study.

Impact of social exchange on relationships

The honeymoon phase

The length of a friendship or romance can play a role in the social exchange process. During the early weeks or months of a relationship, often referred to as the "honeymoon phase," people are more likely to ignore the social exchange balance. Things that would normally be viewed as high cost are dismissed, ignored, or minimized, while potential benefits are often exaggerated. When this honeymoon period finally comes to an end, there will often be a gradual devaluation of the exchange balance. At this point, downsides become more apparent and benefits start to be seen more realistically. This recalibration of the exchange balance might also lead to the termination of the relationship if the balance is tipped too far toward the negative side.

Evaluating the alternatives

Another aspect of the social exchange process involves looking at possible alternatives. After analyzing the costs and benefits and contrasting these against your comparison levels, you might start to look at other options. The relationship might not measure up to your comparison levels, but as you survey the potential alternatives, you might determine it is still better than anything else available. As a result, you might reassess the relationship in terms of what may now be a somewhat lower comparison level.

Equity determines health

Since social exchange theory is based on giving and take, if this back and forth exchange is not considered equitable, it can affect the health of the relationship. The primary giver may feel resentful while the primary receiver may be riddled with guilt. If this type of exchange happens only once or twice, it likely won't impact the relationship. However, if it becomes a pattern, feelings of resentment and guilt can start to build, creating a point of contention between the two. This theory applies to this study to the extent that there exists a relationship between coaching, interactions (official and unofficial) in the workplace and performance.

Empirical review

The study of Maina (2006) investigated the effects of

mentoring on self-efficacy, self-esteem, and locus of control needs of the economically poor woman. The study explored how the mentoring approach can act as an alternative counselling model that brings change to economically poor women in self-help groups and to find out whether there is a significant length of time for mentoring before changes are evident in the women's efficacy and self-esteem and locus of control. The results indicated that mentoring has positive effects on self-efficacy, self-esteem and locus of control needs of economically poor women. The findings also indicated that mentoring is a viable counselling approach that brings change to economically poor women. However, the issue with this study is that it fails to mention how mentoring relationships can be maximized to the benefit of the economically poor women as well as the organization, without resulting in overlap and confusion. The studies of Maina(2006) carried out a research study on mentoring and the work-related outcome constructs. The study deals with mentoring relationship relevance in the field of organizational behaviour. It explores the theoretical functionalism of effective mentoring ideology in the academic literature the plausible influence of mentoring relationship was underscored in the conceptual exploration of mentoring with core work-related outcome variables. Academic efforts to synthesize mentoring as the organizational catalyst that selectively enhances the integration of the individual into the focal work organization and improves employees' performance were agreed to rest on career support and psychosocial support, the both were investigated and analyzed, the study concludes that mentoring improve employee's performance.

The research of Maina(2006) studied mentors and mentoring amongst academic staff in Nigerian Tertiary Institutions, the research presents an overview of mentorship with particular focus on mentors and mentoring amongst academic staff in Nigerian Tertiary institutions with special reference to the University of Benin, Edo state. In addition to quantitative data, case studies and life histories were employed to showcase the state of mentoring at the University of Benin. The findings of the study show that senior faculty naturally are more comfortable with the tenets of mentoring and are more likely to mentor others for better employee performance. The study makes a case for the need to foster a culture of mentoring in academia as a viable means of promoting professional development and employees' performance. The study of Yoon (2011) was carried out on Mentoring for Effective Cross-Cultural Ministry using a Case Study among University of Nairobi Students. The research attempted to understand traditional mentoring models and to compare them with the recent mentoring models in examining which ones work effectively in a cross-cultural context. In addition, the research search for new mentoring models that can work effectively in a cross-cultural setting. The main concerns about this study arise

with the concept of mentoring and how these tools can be used to improve outcomes for students from a cross-cultural setting. Maina (2006) also conducted a study on Mentoring Effect on Self Esteem, Locus of Control and Self Efficacy of Economically Poor Women using the case of Amani YaJuu in Nairobi.

Conclusion

The study as mentioned earlier was on workforce mentoring and employee performance and it concludes that mentorships should allow new practitioners to set and achieve goals for their job roles. This will increase employee proficiency in their employee jobs. Mentoring should be optimized to encourage job motivation. This may enhance employee productivity. Mentoring should afford employees job learning skills that inexperienced staff can apply to diverse professional backgrounds. This may lead to clarity of goals and roles, career success, career growth, salary increases and promotions, and career and job satisfaction. Mentoring should also accelerate technical expertise. Mentorship is an invaluable tool to support individuals in developing the whole person. Mentorship should be fully implemented to increase employee productivity, reduce mistakes and produce quality work. Career advancement should be an important outcome of mentoring. Similarly, knowledge sharing in workforce mentoring is a reciprocal process whereby individuals exchange knowledge (tacit and explicit knowledge) and jointly create new knowledge (solutions). One purpose of this definition consists of providing and gathering knowledge, where providing knowledge by communicating knowledge to others what is owned by one's personal intellectual capital, and gathering knowledge refers to consulting with colleagues by sharing the information or intellectual capital they have.

Recommendations

1. Managers can realize the benefits of the coaching process for the coaches, which contribute to taking advantage of the potential of the human resources of the firm. On the other hand, a relevant contribution of this study is the positive effect of coaching process in the organization as acknowledged in the extant literature which can be measured in terms of firm performance and growth. Obviously, these benefits of coaching process are not reached in every company as a universal rule, because of the costs of the process that must be overcome by the benefits.
2. Organizations should embrace on-the-job-training programmes in order to enhance employee efficiency and performance and thus add profitability to the organization. These values may include job satisfaction, challenging work, a sense of accomplishment and growth, sufficient

financial compensation and other rewards and recognition the individual consider necessary and important hence if employees are properly motivated, they will make customers happy by giving them first hand services and hence improve on service delivery.

3. The rationale behind these recommendations may be different, but foremost it is rooted in human's growth-need. Therefore, organizations with proper laid down employee on-the-job- training programs will enhance employee performance and thus increase the levels of task performance

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