

Management Development and Organizational Productivity

Victor Barinua (PhD), Onyah, Innocent

Department of management, Faculty of Management Science, Ignatius Ajuru University of Education, Port Harcourt Rivers State, Nigeria

Abstract: The study examined management development and organizational productivity. The study focused on management development with dimensions of management training, mentoring and coaching while organizational productivity was measured in task accomplishment, timeliness and performance attainment. Through a review of related literatures, the study noted that management development is one of the determinants for the success of an organization. Management Training can be regarded as the major factor in the creation of management human capital, which determines the long-term productivity of an employee's behavior. In an organizational level, coaching and mentoring can offer number of advantages. It can assist the organization in encouraging employee loyalty. When experienced professional help shaping the career of mentee and providing them opportunities, then they might feel higher sense of commitment and connection to the business. The study concluded that effective management development programs allow for the organization to maintain a workforce that can adequately replace managers who may leave the company or who are moved to other areas. The study finally recommended that in order for management training to play a positive role in the organization the policies about management development should be, clear, objective, simple and should be communicated to the managers.

Keywords: Management Development, Organizational Productivity, Management Training, Mentoring, Coaching, Task Accomplishment, Timeliness.

I. INTRODUCTION

Organizational productivity is the capacity of an organization, institution, or business to produce desired results with a minimum expenditure of energy, time, money, personnel, materiel, etc. (Nakkiran & Karthikeyan, 2007). The behaviour or attitude indicated the approach and development of the management that helps them to use the resources successfully and professionally with competency.

Management development is the development of management done over and above its science and theory, of its practice and application in organizations, corporations, and institutions, alike in relation to the organization and manager, so as to re-equip both to fulfill their purposes more effectively and in harmony with each other and both with the environment in which they function and have their being and hope to thrive upon and grow (Sowunmi, et al., 2015). Management development is a systematic process through which managers develop their abilities to manage. Through this process, managers get to learn more and increase their knowledge as well as they get to improve their skills which benefit them as well as their organization (Nakkiran & Karthikeyan, 2007). The role played by the organization in management development is the establishment of programs and opportunities which will help in development of their existing potential managers. Management development embraces the entire process by which managers learn, progress and improve their competence to perform managerial tasks.

O'Herron and Simonsen(2012) say that management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. They describe training as an attempt by an organization to increase the effectiveness of its members. Training helps in maintaining and improving current job performance. Bartlett (2011) describe some of the common techniques and methods of management development used in organizations.

Eletu and Ukoha (2017) explain the management development and training concepts, future of management development, its marketing approaches, changes in managerial and informational resources and its impact on training. They describe the management training and development processes and the ongoing systems that help human resource development professional link management development objectives with present and future

enterprise problems and strategies. Petrecca (2014) says that development is increasingly important as knowledge changes with increasing rapidity and staff becomes more empowered.

According to Bartlett (2011), management training should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees should take on the role of organizational change agents. To be effective in this role, the human resource manager will need to create a framework for making human resource decisions based on organizational vision and strategic plan. In line with the above is that training helps managers learn how to perform his present job satisfactorily which involves developing the individual or employee for a future job and growth of the individual in all respects (Nakkiran & Karthikeyan, 2007). In short, development complements training because human resources can exert their full potential only when the learning process goes far beyond simple routine (Afrah, 2016).

When brought together management training is considered as very essential part of the human resource department in any organization. Bartlett (2011) claims that training is the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job, and become qualified to perform in positions of greater difficulty and responsibility. The management in an organization is trained in different areas so that they become efficient in performing their activities. In service training is provided to employees so that their performance in the job increases as well as equips them to hold the responsibilities well. This training provides a development and growth for the individual through acquiring new core competencies and capabilities. From the above literature reading one can easily extract the existence, linkage and depth of relationship between training and development and employees performance. In his research O'Herron and Simonsen (2012) states that, there exist a relationship between training and performance. Training is the method of learning new things through education, practice and experience. While development will make the employees to have more awareness and readiness regarding the requirements and requisites of expected future jobs and hence prepare them effectively that is develop them in away to be mature enough to contribute to the achievement of organizations goals.

Coaching and mentoring are the important type of training which are considered as the spectrum of 'talent management' due to the fact that they either emphasized on the development of special skills that benefit the company as well as the individuals or they assists people develop new process of thinking which facilitate people to conquer obstacles and develop their careers through enhancing relationships with more experienced individuals (Arthur, et al., 2013).

Coaching and mentoring are the parts of training and development which both focus on the individuals, can help to enhance motivation, morale and their productivity. According to Bartlett (2011), coaching can be viewed as "unlocking a person's potential to maximize their own performance and it is helping them to learn rather than teaching them". Therefore, coaching is a procedure which enables individuals learning and development in order to improve their skills and performance. In addition, coaching is primarily related to individuals' performance and the enhancement of definable skills which is generally starts with the goals of learning which are already identified (Nakkiran & Karthikeyan, 2007). Effective coach always shares their capacities to assist the learners developing listening skills and observing themselves. That leads much quicker acquisition of knowledge, skills and adjustment of their individual behaviours.

II. Review Of Related Literature

Baseline Theory

Human Capital Development Theory

The study adopted human capital development theory of Becker (1993). The theory of human capital is rooted from the field of macroeconomic development theory. Becker's (1993) classic book, Human Capital: A Theoretical and Empirical Analysis with special reference to education, illustrates this domain. Becker argues that there are different kinds of capitals that include schooling, a computer training course, expenditures on medical care. And in fact, lectures on the virtues of punctuality and honesty are capital too. In the true sense, they improve health, raise earnings, or add to a person's appreciation of literature over a lifetime. From the perspective of Classical Economic Theory, human capital considers labour as a commodity that can be traded in terms of purchase and sale. This classical theory very much focuses on the exploitation of labour by capital. However, unlike the meaning traditionally associated with the term labour, human capital refers to the knowledge, expertise, and skill one accumulates through education and training.

Emphasizing the social and economic importance of human capital theory, Becker (1993) noted the most valuable of all capital is that investment in human being. Becker distinguishes firm specific human capitals from general-purpose human capital. Examples of firm-specific human capital include expertise obtained through education and training in management information systems, accounting procedures, or other expertise specific to a particular firm. General-purpose human capital is knowledge gained through education and training in areas of value to a variety of firms such as generic skills in human resource development. Regardless of the application, Becker considers education and training to be the most important investment in human capital.

Relevance of the Theory

The human capital theory suggests that individuals with more or higher human capital achieve higher performance when executing tasks (Becker 1993). Human capital comprises the stock of knowledge and skills that reside within individuals. Specifically, human capital includes the unique insights, skills, cognitive characteristics and aptitudes of entrepreneurs. It also includes achieved attributes, accumulated work and habits that may have a positive or negative effect on productivity. Human capital represents a resource that is heterogeneously distributed across individuals and is thus central to understanding differences in opportunity identification and exploitation.

Becker (1993) suggests that human capital can be categorized in two groups, general and specific human capital. General human capital is generic, implying that it can be transferable across all industries and firms. Examples of general human capital include family background characteristics, education, age and gender. In contrast specific human capital includes aspects such as prior knowledge, experience, attitude towards innovations, technical and managerial competencies and industry specific know-how.

By implication, the theory elucidated that human capital development cannot be effectively actualized without training the employees to utilize the acquired skills and knowledge to improve performance in his given tasks. The staff need periodic training to know what to do and how to do the job. High performs requires manpower and skill development as core characteristics of human capital development in organization.

Concept of Management Development

Leaders and managers are increasingly studied in the context of human resource development (Nakkiran & Karthikeyan, 2007), which reveals that they are expected to initiate development in the absence of organizational guidance. Moreover, managerial careers are progressively more market-based, with specialization considered to be a negative. Also, there is a risk to managers of becoming trapped in 'core rigidities' by over-investing in core competencies that are relevant to the organization but not of value to the marketplace. Leaders and managers need to participate in a variety of learning situations that provide them with both behavioural and cognitive complexity (Sowunmi, et al., 2015) and it is critical for them to be fast and adaptive learners (Barber, 2018) as well as strong performers. Leaders and managers are also expected to utilize self-directed career management strategies on a continual basis (Nakkiran & Karthikeyan, 2007).

An important distinction is made between management, leader and leadership development (Chigozie, et al., 2018). Management development focuses on the manager getting to grips with the process or 'hard' aspects of managing such as planning, execution, prioritization and control processes. Leader development focuses on the development of a leader or manager's self-awareness and understanding of self as a leader. Leadership development focuses on the social dimensions of leadership and includes such issues as interpersonal awareness and skills, team development processes and the processes involved in gaining commitment for vision and strategy (Arthur, et al., 2013).

Leadership and management development in organizations can take a number of forms. It may be organization driven and consist of a variety of formal interventions such as coaching, mentoring, formal programmes and feedback-intensive programmes. These activities are directed by organizations and are usually built around competency models (Blundell, et al., 2017). However, organizations are recognizing that they must also promote and rely on their managers and leaders to engage in self-directed leadership development (Nakkiran & Karthikeyan, 2007). Furthermore, in difficult economic times, formal programmes are both expensive and time consuming.

Bartlett (2011), for example, identifies three different viewpoints on the relationship between leadership and management. The first position assumes that leadership is one competence among a range required for effective management. A second position, advocated by Eletu and Ukoha (2017), suggests that the two concepts are separate but related, whereas a third position sees both concepts to be partially overlapping. There is evidence amongst academics that there is a need to conceptually distinguish leadership from management, often at the

expense of the latter. Management as an activity and concept is often viewed as a 'second-class citizen', something that is very transactional in nature. Halidu (2015) has argued that leaders and managers are distinct in their roles and functions. He considers management to be concerned with planning and organizing whereas leadership is concerned with creating, coping with change and helping organizations to adapt in turbulent times. One other recent contribution have similarly emphasized that the two concepts are different. Ajisafe, et al. (2015) considers management to be about implementation, order, efficiency, and effectiveness. They define leadership as concerned with future directions in times of uncertainty and argue that management may be sufficient in times of stability but is insufficient when organizational conditions are characterized by complexity, unpredictability and rapid change.

It is increasingly recognized that all managers, including first-line supervisors, need at some level to be leaders and to understand the concept of leadership, albeit the higher the organizational level, the more complex leadership becomes and the more it is concerned with broader and long-term aims (Nunn, 2010). In some organizations people may be senior professionals such as doctors or scientists but not defined as managers (at least in terms of the formal organizational hierarchy). It would be naive, however, not to think of them as leaders or potential leaders. It is therefore not surprising that there are contradictory interpretations of management and leadership development. Eletu and Ukoha (2017) argue that management development remains the most 'ill-defined and variously interpreted' concept in the management literature. HRD has broadened our thinking about the purposes and methods of management and leadership development. The majority of early definitions focused on the formal dimensions and considered both management and leadership development to be systematic and structured process. Tessema (2014) argue that the majority of definitions view managers as resources and consider that management development is driven by a functional performance rationale. Similarly, many of the definitions emphasize management development driven by organizational rather than individual needs. In practice, the terms management and leadership development are used interchangeably and they both represent a set of processes that organizations and individuals use to enhance effectiveness in a variety of management and leadership roles (Nakkiran & Karthikeyan, 2007).

Management Training

Training and development tend to go hand in hand in organizational terminology and are difficult to disentangle at a practical level. However, distinct theoretical perspectives have developed (Bartel, 2015). Training usually refers to job-specific skills improvement in a current job role, and is associated with the traditional, stable and long-term psychological contract. Here the onus rests with the employer to train their workforce, addressing skills gaps and resulting in linear career growth for the employee (Sowunmi, et al., 2015). Training is a widely researched area within occupational and organizational psychology, because the instruction and acquisition of job-specific skills are seen as crucial to both organizational and individual effectiveness. To illustrate this, some studies have focused on the impact of training at the individual level, showing that training results in enhanced learning, increased motivation, and positive work attitudes (Bartel, 2015). Training is job specific; it generally relies on a predictivist perspective that views jobs as relatively stable entities to which certain skills need to be matched. By contrast, the wide ranging objectives of development invoke a more mutual perspective, reflecting a new psychological contract. Here the organization is seeking to cultivate leadership talent, and the manager is taking increasing responsibility for engaging in lifelong learning and possibly developing multiple careers (Halidu, 2015). This has resulted in a growing body of research on employee and management development, which has sprung from a range of theoretical orientations, such as organizational and individual competence, self-awareness, feedback effects and the validity/impact of specific development approaches. For all this, we still know little about the effects on individuals and organizations of a diverse range of development activities, such as development centers, developmental appraisals, multi-source feedback, coaching and mentoring (Halidu, 2015). Clearly, the fields of management training and management development, although different in emphasis, overlap considerably.

Mentoring

Mentorship is the influence, guidance, or direction given by a mentor (Wanberg, et al., 2003). In an organizational setting, a mentor influences the personal and professional growth of a mentee. Most traditional mentorships involve having senior employees mentor more junior employees, but mentors do not necessarily have to be more senior than the people they mentor. What matters is that mentors have experience that others can learn from. Interaction with an expert may also be necessary to gain proficiency with cultural tools (Nakkiran & Karthikeyan, 2007). Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling and communication that occurs in the mentoring relationships in which the protégés and mentors engaged (Bartlett, 2011). The person receiving mentorship may be referred to as a protégé (male), a protégée (female), an apprentice, a learner or, in the 2000s, a mentee (Nakkiran & Karthikeyan, 2007). Mentoring is a process that always involves communication and is

relationship-based, but its precise definition is elusive, with more than 50 definitions currently in use, such as: Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé) (Wanberg, et al., 2003).

A mentoring partnership may be between two people within the same company, same industry, or same networking organization (Nakkiran & Karthikeyan, 2007). However, the partners come together, the relationship should be based on mutual trust and respect, and it typically offers personal and professional advantages for both parties. Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development. Often the mentor and mentee are internal to an organization, and there is an emphasis on organizational goals, culture, career goals, advice on professional development, and work-life balance. Effective mentors often act as role models and sounding boards for their mentee and provide guidance to help them reach their goals (Afrah, 2016).

Mentoring can be formal or informal. In an informal environment, mentees set goals, but they are usually not measurable, and the relationships are unstructured. For a formal mentoring relationship, there are actionable and measurable goals defined and set with determined requirements (Afrah, 2016).

Coaching

Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance (Ragins & Verbos, 2007). The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring by focusing on specific tasks or objectives, as opposed to more general goals or overall development (O'Herron & Simonsen, 2012).

Business coaching is a type of human resource development for executives, members of management, teams, and leadership (Ragins&Verbos, 2007). It provides positive support, feedback, and advice on an individual or group basis to improve personal effectiveness in the business setting, many a time focusing on behavioral changes through psychometrics or 360-degree feedback. Business coaching is also called executive coaching, corporate coaching or leadership coaching (Steve, et al., 2010). Coaches help their clients advance towards specific professional goals. These include career transition, interpersonal and professional communication, performance management, organizational effectiveness, managing career, and personal changes, developing executive presence, enhancing strategic thinking, dealing effectively with conflict, and building an effective team within an organization (Bartlett, 2011). An industrial-organizational psychologist may work as an executive coach. Business coaching is not restricted to external experts or providers (Bartlett, 2011). Many organizations expect their senior leaders and middle managers to coach their team members to reach higher levels of performance, increased job satisfaction, personal growth, and career development. Research studies suggest that executive coaching has positive effects both within workplace performance as well as personal areas outside the workplace, with some differences in the impact of internal and external coaches (Bartlett, 2011). In some countries, there is no certification or licensing required to be a business or executive coach, and membership of a coaching organization is optional. Further, standards and methods of training coaches can vary widely between coaching organizations. Many business coaches refer to themselves as consultants, a broader business relationship than one which exclusively involves coaching (Philip & Ikechukwu, 2018). Research findings from a systematic review indicate that effective coaches are known for having integrity, support for those they coach, communication skills, and credibility (Tessema, 2014). In the workplace, leadership coaching has been shown to be effective for increasing employee confidence in expressing their own ideas. Research findings in a systematic review demonstrate that coaching can help reduce stress in the workplace (Philip & Ikechukwu, 2018).

Concept of Productivity

Productivity is a matter of concern to government bodies, trade unions and other social institutions not minding the disagreements over its conceptualization by different groups and individuals (Ajisafe, et al., 2015). Hence, discussing productivity at all levels is common because of the direct relationship between productivity and the standard of living of a people. It is perceived that the more different are the goals of the different

individuals, institutions and bodies that have a stake in productivity as a problem, the more different their definitions of productivity will be (Bartlett, 2011).

Productivity is commonly defined as a ratio between the output volume and the volume of inputs. In other words, it measures how efficiently production inputs, such as labour and capital, are being used in an economy to produce a given level of output (Ajisafe, et al., 2015). Productivity is considered a key source of economic growth and competitiveness and, as such, is basic statistical information for many international comparisons and country performance assessments. For example, productivity data are used to investigate the impact of product and labour market regulations on economic performance (Ojokuku & Sajuyigbe, 2015). Productivity growth constitutes an important element for modelling the productive capacity of economies. It also allows analysts to determine capacity utilization, which in turn allows one to gauge the position of economies in the business cycle and to forecast economic growth. In addition, production capacity is used to assess demand and inflationary pressures (Bartel, 2015).

Productivity as a source of growth has moved to center stage in analyses of growth of developing economies in recent years. Earlier, the focus was mainly on the growth of capital, through greater mobilization of resources. As investment levels have increased substantially in most developing countries and the scope for further increases becomes more limited, attention has naturally turned to productivity improvements which offer a complementary route to growth by getting more out of limited resources (O'Herron & Simonsen, 2012).

Task Accomplishment

The attainment of work goals is of critical importance for individual and organizational success. Goals are believed to direct attention, energize behavior, increase employee persistence, and stimulate strategy development (Bartel, 2015). Providing a dynamic view of goal regulation, Eletu and Ukoha (2017) emphasized the roles of discrepancy detection and discrepancy reduction in striving to accomplish tasks.

Ojokuku and Sajuyigbe (2015) deduced that within the concept of job performance, there exist both job-specific tasks and non-job-specific tasks. Tasks that are job-specific represent core tasks that are central to the occupation under consideration, whereas tasks that are non-job-specific focus more on aspects of the work that may be required but are more peripheral to the core function of the occupation. According to role identity theory, individuals have socially constructed definitions of some tasks as being core to their role in the organization and of other tasks as being more peripheral in nature. The central tenet of role identity theory is that core characteristics are constituted as being more important or typical aspects of one's role, relative to those tasks that are more peripheral. In every occupation, therefore, there exist tasks that may be more central to the occupation than other tasks (Oladejo & Yinus, 2014).

Performance Attainment

Performance attainment entails actions that ensure that the firm's goals are achieved constantly in an efficient and valuable way. Oladejo and Yinus (2014) observes that attainment of performance ensures that a firm is in a position to attain the best outcome. On the other hand Jalal, et al. (2014) posits that performance attainment is an approach that relate to many organizations' activities, positioned in the framework of procedures, traditions, style and system of communication of the human resource. Steve, et al. (2010) viewed performance attainment as a process that involved a decisive approach that help in improving the firms productivity and employees by uplifting employee performance through teamwork and personal capabilities.

Since achievement of a firm is seen though it works force, productivity of employees is of much concern to any business to assess therefore performance attainment in any given way check on how individuals are motivated and to what level are they of use to a firm (Jalal, et al., 2014).

Timeliness

Time is the most crucial resource to be considered in the performance of any activity. Time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals. It is an essential resource every manager needs to achieve the goals and objectives of an organization. Time is the interval between the beginning and the end of an operation. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained (O'Herron & Simonsen, 2012).

In terms of servicing the needs of customers, organizations need to provide services, not only at least cost and of acceptable quality, but also in a timely manner. Time is an immaterial resource, inelastic, scarce and erodes fast and once spent, cannot be won back, stored or recalled for use. It is an essential resource; it's irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours

exist in a day and dynamic because it is never static. Managing time appropriately leads to achieving results easily with limited resources. Consequently, any productive system, whatever its structure, human, technology or financial support requires efficient and effective time management procedure (Bartel, 2015).

Findings

Management Training plays an important role in human resource development to achieve both objectives of the individuals and the organization. Management Training is said to have significant impact on employees' performance as well as organizational performance. Management Training can be regarded as the major factor in the creation of management human capital, which determines the long-term productivity of an employee's behavior (Nakkiran & Karthikeyan, 2007). Similar to this is the study of Halidu (2015) in which he examined the role of training and development as a prominent determinant for improving human resource productivity. He employed questionnaires and personal interview with human resource managers, and training and placement officers. He found in his study that training and development plays a very important role in improving the productivity of human resources. Other researchers like Eletu and Ukoha (2017) observed the usefulness of training and development in an organization and identified the functions of training as follow: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolescence in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise. Furthermore, O'Herron and Simonsen (2012) were of the opinion that effective training would not only equip employee with most of the knowledge and skills needed to accomplish jobs, it would also help to achieve overall organization objectives by contributing to the satisfaction and productivity of employee. Sometimes, the above argument may not stand correct. Here researchers like Eletu and Ukoha, (2017) is of the view that an organization may have employees with the ability and determination, with appropriate equipment and managerial support yet productivity could still fall below expected standards. This missing link is often caused by the lack of acquisition and by extension utilization of adequate skills and knowledge as well as positive work attitude by employees, which are normally acquired through effective mechanism of manpower training and development. Absence of such staff training and development programs in an organization often manifests tripartite problems of incompetence, inefficiency and ineffectiveness and consequently negatively contributing to individual and firms activities.

Coaching and mentoring include combining experienced peoples with other non-experienced managers that can be used to assist adapting to the workplace culture and environment. This can involve combining an experienced professional with new managers to assist them understanding the organisational goals, objectives and culture and work environment (Nakkiran & Karthikeyan, 2007). Coaching often appears when current or new managers can be benefited through individual guidance on particular procedures, job duties or responsibilities. Mentors can also be used by small businesses to assist their managers in developing their specific career path like management.

In an organizational level, coaching and mentoring can offer number of advantages. It can assist the organization in encouraging manager loyalty (Tessema, 2014). When experienced professional help shaping the career of mentee and providing them opportunities, then they might feel higher sense of commitment and connection to the business. Coaching helps people to feel comfortable with their seniors and even the management and encourages them to participate in open communications that help enhance positive work experience. That helps to enhance managers' retention within the organization. Retention thus helps the organization to save money on ongoing recruitment and selection, and training of newly replaced managers (Oladejo & Yinus, 2014).

Taking benefits of knowledge, skills and expertise from the experienced professionals and managers can assist less experienced managers to gear up to the speed. Consequently, it helps to enhance their efficiency and productivity. Moreover, coaching and mentoring can provide direction and guide the people along the career path that results in the individuals being well versed on the expectations of the organization (Oladejo & Yinus, 2014). Coaching basically allows interpersonal to solve problems and concern within the boarder-line of confidential and trusted relationships which can assist reducing frustrations on individual level and enhance individual work satisfaction and provides various benefits for the organization.

Coaching and mentoring can enhance team function, department and the whole organization. It helps the managers to identify strengths and weaknesses of every manager (Barber, 2018). For instance, sport coach inspires their team to achieve success, similarly should incorporate the managers in an organization. The managers of an organization should identify what to be accomplished by the team and articulate these objectives and goals

clearly. The managers provide feedback frequently in order to increase performance of the employees, they support people to encourage them in team-working. Mentoring includes a more experienced professional helping the junior employees to develop them towards the organizational requirement. The relationships generally, last for their whole career life within the organization, during which experienced professionals share their skills, knowledge and thoughts with the less experienced staffs (Nakkiran & Karthikeyan, 2007). In addition, coaching and mentoring can help to build employee morale and companionship within the organization which helps to enhance team building concepts and activities.

Conclusion

The review of related literature showed that this study is based on the human capital theory. This theory emphasizes the development of human capital available in the organization. The review indicates that organizations usually do this by training, mentoring and coaching it managers through the use of different methods.

From the above studies it can be concluded that management development is the need of the hour. The current scenario of the organizations demands the techniques of management development. Various organizations use various methods to enhance the skills of their employees, improve their conceptual knowledge, applying that knowledge practically. Management development helps managers to develop their skills and eventually leads to increase in the timeliness and task accomplishment of the managers. This enhances their productivity level; basically, increase in the level of production of the organization. Some of the main aims of management development are providing the employees with stress free working conditions so that the best output can be incurred out of them, providing the organizations with managers with good leadership abilities who are able to fulfil the demands of the organization in the future. It focuses on providing the employees with skills to understand what the project is about and how the success of the project going to affect them. It enables them to come ahead and take up higher projects and assignments so that there level in the organization can be identified.

Findings of this study from supporting reviews from large number of reviewed research papers reveal that management training has positive impact on organizational and managers performance attainment. Benefits are obvious if mentoring and coaching programs and development plans are devised which fit the trainees, the job description, the managers and supervisors and their different levels of education and background appropriately and go in line with organizational goals and objectives. Therefore, investing in training and development is imperative for any organization, which will certainly realize returns on its investment in training and developing its workers. Moreover, effective management development programs allow for the organization to maintain a workforce that can adequately replace managers who may leave the company or who are moved to other areas. On the individual level managers are encouraged to carry out self-assessment, where they are expected to identify their opportunities and needs for improvement.

Recommendations

Based on the conclusion drawn, the following recommendations were made;

1. In order for management training to play a positive role in the organization the policies about management development should be, clear, objective, simple and should be communicated to the managers.
2. Human resource department, managers and decision makers should endeavor to create enabling mentoring environment and favorable training policies that will give every manager opportunity to attend training.
3. The managers should have compulsory coaching for all managers in order to improve the knowledge and understanding of annual business strategy and objectives.
4. The employer should provide improved working conditions so that they become conducive to the transfer of learning through mentoring and coaching. They should also provide sufficient resources for training so as to improve the training programs provided.
5. These strategic approaches should be adopted to ensure that management development programs are consistent with the overall objectives and goals of the organizations.

References

- [1]. Afrah, N. A. (2016). The role of human capital development on organizational performance: Case study Benadir University, Mogadishu, Somalia. *European Journal of Business and Management*, 8(4) 120-124.

- [2]. Ajisafe, O. E; Orifa, G. K., Ruth, A. O. & Balogun, J.A. (2015) Influence of human capital management on organizational performance in Nigeria. *Journal of Resources Development and Management*, 14(5) 8-14
- [3]. Arthur W. J, Bennett W. J, Edens P, & Bell S. T. (2013). Effectiveness of training in organizations: a met-analysis of design and evaluation features. *Journal Applied Psychology*. 88, 234-45.
- [4]. Barber J. (2018). Skill upgrading within informal training: lessons from the Indian auto mechanic. *International Journal of Training and Development*, 8:128-39.
- [5]. Bartel, A. P. (2015). Measuring the employer's return on investment in training: Evidence from the literature. *Industrial Relations*, 39(3), 502-524.
- [6]. Bartlett, K. R. (2011). The Relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 12(4), 335-352.
- [7]. Becker, G. S. (1993). Human capital: A theoretical and empirical analysis with special reference to education (3rdEd.). *University of Chicago Press*
- [8]. Blundell, R., Dearden, L., Meghir, C. & Sianesi, B. (2017). Human capital investment: The Returns from education and training to the individual, the firm and the economy. *Fiscal Studies*, 20(1), 1-23.
- [9]. Chigozie, M. P., Aga, C. C., & Onyia, E. (2018). Effect of human capital development in organizational performance in manufacturing industries in South-East Nigeria. *International Journal of Academic Research in Economics and Management Sciences*, 7(3), 60–78.
- [10]. Eletu, I. T. & Ukoha, O. (2017). Human capital development and corporate performance: a study of food and beverages firms in Port Harcourt. *International Journal of Advanced Academic Research*. 3(6), 63-82.
- [11]. Halidu, S. G. (2015) the impact of training and development on workers' productivity in some selected Nigerian universities. *International Journal of Public Administration and Management Research*, 3(1), 10-16
- [12]. Jalal, H.: Haim H & Noor, H. A.G. (2014) Direct and indirect effects of product innovation and product quality on brand image: Empirical evidence from automotive industry. *International Journal of Scientific and Research Publications*, 4(11) 1-7
- [13]. Nakkiran, S., & Karthikeyan, M. (2007). *Training techniques for management development*. Deep & Deep Publications.
- [14]. Nunn, J. (2010). Career planning key to employee retention. *Journal of Property Management*, 65(5), 20-21.
- [15]. O'Herron, P., & Simonsen, P. (2012). Career development gets a charge at Sears Credit. *Personnel Journal*, 74(5), 103-106.
- [16]. Ojokuku, R. M. & Sajuyigbe, A.S. (2015) Effect of human capital development on the performance of small and medium scale enterprises in Nigeria. *Journal of Emerging Trends in Economics and Management Sciences*, 6(1), 88-93.
- [17]. Oladejo, M.O. & Yinus, O. (2014) An Assessment of the impact of compensation plan on workers performance of selected quoted food and beverages manufacturing companies in Nigeria. *Journal of Business and Management*, 16(7), 05-12.
- [18]. Petrecca, L. (2014). *Agencies teach skill building*. *Advertising Age*, 71 (19), 12.
- [19]. Philip, O. O. & Ikechukwu, D. (2018). Impact of human capital development on employee performance: A study of selected oil service firms in Rivers State, Nigeria. *International Journal of Social Sciences and Management Research*. 4(3), 56-69.
- [20]. Ragins, B. R., & Verbos, A. K. (2007). Positive relationships in action: Relational mentoring and mentoring schemas in the workplace. In J. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 91–116). Mahwah, NJ: Lawrence Erlbaum.
- [21]. Sowunmi, S. O., Eleyowo, I. O., Salako, M. A. & Oketokun, F. O. (2015). Human resource development as a correlate of performance of the banking industry in Ogun State, Nigeria. *Journal of Economics and International Finance*, 7(5), 112-126.
- [22]. Steve, U., Ngozi, I., Anionwu, C. & Olise M. C. (2010). Effect of investment in human capital development on organisational performance: Empirical examination of the perception of small business owners in Nigeria. *European Journal of Economics*, 2(2), 40-56
- [23]. Tessema, A. D. (2014). The Impact of Human Capital on company performance Case of the footwear Sector in Ethiopia. *Journal of Business Administration*. 6(2), 76-103.
- [24]. Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management*, 22, 39–124.