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Employee Mentoring and Organizational Effectiveness

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ABSTRACT

This study examines the relationship between mentoring and organizational effectiveness. Mentoring in the workplace is a comprehensive business strategy that utilizes the skills and expertise of more experienced employees as resources to those who are new to the company or those who are less experienced in certain areas within the company. The paper after a critical review of the available literature revealed a significant relationship between mentoring and organizational effectiveness. Based on the above conclusion, the paper recommend that: There should be more organized formal corporate mentoring programs supported by relevant policies and management will power; Management should develop a program advisory team on mentoring with defined objectives, regularly evaluating their performance against set standards and correcting unhealthy deviations from standards where such exist.

KEYWORDS: *Employee Mentoring, Organizational Effectiveness, Profitability, Productivity, Market Share*

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INTRODUCTION

Organizations are open systems that interacts with the public, (Anslem, 2017). They are comprised of equipment, including various categories of employees who works together to achieve to achieve set objectives (Nwachukwu, 2009). One of the ways through which organizations employees are guided, directed and provided information with which to execute assigned job task is through mentoring.

Mentoring happens in many ways. Sometimes it occurs as a direct one-on-one relationship or involvement, and other times it takes the form of a philosophy or methodology instilled in an organization (Nwachukwu, 2009).Mentoring is not new, we have all been a mentor or have been mentored. Mentoring relationships and the positive influences can be applied to our professional lives. It is a type of interpersonal relationship that is used to help employees develop a career, gain competence, build character, and make informed choices (Carr, 2009). Mentoring in the workplace is a comprehensive business strategy that utilizes the skills and expertise of more experienced employees as resources to those who are new to the company or those who are less experienced in certain areas within the company. Mentoring according to Newman, (2017) is considered an important development tool in career development and succession planning. It helps employees accomplish various business career personal goals. It also assists in the identification of training and job opportunities through the provision of role models and business friendships.

According to Awujo (2014), mentoring programs address various issues related to organizational structure, diversity and experiences. Job satisfaction from mentoring directly reduces absenteeism, and turnover while increasing loyalty and organizational commitment. The long-term health of the organization as a social system is enhanced, promoting a desired organizational culture (Galbraith, 2016). Mentoring has a strong historical tradition throughout the world. As a deliberate strategy it can have a significant impact on helping employees make a successful transition from school to work and to improve performance in the workplace (Carr, 2009). For instance, Hewlett-Packard e-mail mentoring program creates one-on-one mentors relationships between its employees, students and teachers. Hewlett-Packard employees motivate and help students develop the skills they need to pursue their interests in a professional and successful way. In their wisdom, these western corporations are sponsoring a lot of research work in mentoring so as to compete more effectively in a globalized economy. The essence of employee mentoring is not only to enhance employee job knowledge and competence, but also to enhance the effectiveness of organizations. Bateman and Snell (2009) defined organizational effectiveness as the degree to which the organizations outputs correspond to the needs and wants of the external environment. The external environment includes groups such as customers, suppliers, competitors, and regulatory agencies.

Katz and Kahn (1966) cited in Newman, (2014) used growth, storage, survival and control over environment as criteria for identifying effective organizations. To them, effective organizations survive, grow and have control over their environment. Yuchtman (2017) supported Katz and Kahn (1966) in maintaining that effective organizations successfully acquire scarce and valued resources and have control over their environment. This above definition by Bateman and Snell emphasizes efficiency and adaptability as criteria for effectiveness. Etzioni (2014) has it that organizational effectiveness is the degree to which organization realizes its goals. This means that the organization must have achievable goals, the level of achievement of which determines their effectiveness. Organizations are established to satisfy the needs and wants in the external environment. The focus of this definition is the satisfaction of needs and wants, although, organizations also have internal needs of satisfying employees and shareholders. Employees need to be motivated and developed while shareholders require good return on their investment.

Statement of the Problem

Statistical data from the United States' Centre for Management Development (CMD) raise concerns about the rates of youth unemployment, school dropout rates, employee retention rates, career development and succession planning problems, absenteeism, job dissatisfaction, and other challenges facing human resources managers. Employers are concerned about the degree to which young graduates are prepared for the work world. These problems arc directly related to each other.

Mentoring has had a proven impact on all of these problems especially in Europe and America, where mentoring has been accepted as a management orientation and philosophy. Corporate Mentoring as a management orientation has been carefully and methodically embraced by the corporate world in Europe and America because of its inherent strengths and advantages. Mentoring has not only had a proven positive impact on the problems as espoused above, hut has impacted on the "bottom line" of these companies in the long run. It is in an attempt to leverage and consolidate on these merits of corporate mentoring that some of these organizations are delving into college students mentorship programs.

There is nothing new about mentoring in the Nigerian society. In fact, a mentor is a trendy word especially in the political circles, it is rather the conscious use of mentoring in Nigerian organizations that this study attempts to probe into. The problems and challenges that pushed most companies in Europe and America into adopting mentoring as a management orientation is much more pronounced in Nigerian organizations. Lack of qualified manpower, labor, low productivity, and job dissatisfaction (Nwachukwu, 2009) to mention but a few are the key challenges facing Nigerian organizations. Employers are concerned more than ever before about the quality of our graduates. Having benchmarked the practices of other successful mentoring programmes and documented how mentoring has had a proven positive impact on similar problems in Europe and America, it naturally agitates the mind of the researcher to study whether there is a conscious use of mentoring in Nigerian organizations in the light of its positive return on investment.

REVIEW OF LITERATURE

Theoretical Foundation

The System Theory

The underpinning theory that best explains the subject of this study is the system theory. Propounded by Von Bertalanffy in 1956, the systems theory opposes reductionism and promotes holism. Rather than reducing an entity (e.g. the human body) to the properties of its parts or elements (e.g. organs or cells), systems theory focuses on the arrangement of and relations between the parts which connect the system into a whole. It emphasizes interdependences, interconnectedness and openness as opposed to independence, isolation and closeness. This enables the discovery of emergence, as new attributes of interacting entities that are generated by their analysis as a whole that would not become evident if the parts would be analyzed independently.

Systems theory acknowledges complexity as an attribute of reality and focuses on synergy and the combination analysis and synthesis. Systems theory considers organizations as system with relative boundaries which make exchanges with the environment and must adapt to environmental changes in order to survive. They are open systems which interact directly with the environment through inputs and outputs. The system theory sees an organization as a whole comprising of all employees and as such it is only when the organizational member have unity of purpose that goal can be achieved, thus the system theory is of great significance to this study in that every organization is a whole and a system comprising of employees of different background, culture and tradition, these employees comes to the workplace to perform their various duties for which they are employed with commensurate reward for their effort. Organizational members must perceive a link between their job performance and the training they receive. Thus it is the duty of managers to ensure that employees are effectively mentored in order to ensure their organization's effectiveness, this is because mentoring is aimed at enhancing employees motivation, commitment and productivity. Thus employees who are effectively mentored feel appreciated and gives their best to the job, thereby enhancing the performance and effectiveness of their organization as a system.

Concept of Mentoring

Mentoring is a trendy word, sometimes inaccurately used as a synonym for coaching or counseling. Mentoring is a type of interpersonal relationship that is used to develop employees (Bierema, 2009). Mentoring has been described by Mullen (2008) as one-to-one relationship between an experienced person (a mentor) and a less experienced person (a protégé or mentee) that provides a variety of developmental function. According to Carden (2005), mentoring is an intense, professional relationship that is mainly devoted to promoting the protége's career. Most mentoring relationships develop informally as a result of interests or values shared by the mentor and protégé. Cole, (2015) sees mentoring is a means by which two people can experience growth by sharing wisdom, knowledge and insight. It is also a matter of communicating useful information openly and honestly, and imparting skills to a person who wants to learn. Mentoring relationships can also develop as part of a planned company effort to bring together successful senior employees with less experienced employees (Harrison, 2011)). Sometimes it occurs as a direct one-to-one relationship or involvement, and other times it takes the form of a philosophy or methodology instilled in an organization.

Mentoring is equally a way to help new employees learn about organizational culture, to facilitate personal and career growth and development and to expand opportunities for those tradition hampered by organizational barriers such as women and minorities (Gunn, 2009). Mentoring has been described in so many different ways, include "a long-term counseling relationship", that it is in danger of losing credibility. True mentoring is the pinnacle of business development relationship. Its ethos is based on the development of an individual's learning and how it can be extended to look at the wider horizon. Unlike counseling (which considers the impact of past influences) or coaching (which tends to focus on the attainment of short-term goals) mentoring is concerned with future learning styles (Andrea, 2019). It is the final piece in the business support jigsaw that moves through information provider> advisor> counselor> coach> mentor. A good mentor can identify and move through each of these stages building their protégés' confidence and knowledge as they go (Russel, 2016)). Kram (2018) suggested that mentoring relationships serve two separate, but interrelated functions: a career-related function and a psychosocial function. The career-related function facilitates career advancement by increasing a protégé's visibility in the organization and by improving the protégé's knowledge of how to effectively navigate the corporate world (Wyatt and Stone, 2016). The psychosocial function provides emotional and psychological support to the protégé, and serves to enhance confidence in the protégé's professional role. Kram (2018) argued that mentoring relationships that facilitate the psychosocial function are often characterized by informal exchanges about work-related and non-work-related experiences. To date, the bulk of mentoring research has been conducted in an intra-organizational, corporate environment yet Kram (2018) argued that in order to gain a full understanding of the influence of mentoring on career success, it must be examined in a variety of contexts. Kram'sargument is particularly relevant in the current climate where career progression is no longer tied to a life-long relationship with one organization but, instead, involves employment with numerous organizations, and in a growing number of instances, self-employment (Eby, 2017). He suggested that the success of future mentoring relationships will, arguably, be determined by the capacity of these mentoring relationships to accommodate and facilitate non-traditional career paths.

History of Mentoring

The roots of mentoring can be traced back more than 5000 years to Africa, where guides were provided to show young people "the way". A thousand years later Homer told the story of Odysseus, the king of Ithaca and a warrior who turned to his trusted friend, Mentor (in the guise of the goddess Athena), and asked him to look after his son, Telemachus, while he left to fight in the Trojan War. Mentor was the counselor, advisor, and teacher of Telemachus. Mentor's influence was pervasive. He was concerned with all aspects of Telemachus' development, not just with his intellectual skills. To the Greeks a mentor was considered a foster parent; a person who was responsible for the physical, social, intellectual, and spiritual development of young people. Some of the earliest European Universities adopted the model of mentoring as an essential component of the educated person. Oxford University for example, established tutors or dons, who acted as mentors, living at the college with students and instructing them in social, academic and personal areas (Mullen, 2008).

Mentoring according to Cleminson, (2016) has been in continuous use since the era of Greek mythology, if not from when time of humans began. And, whether formal or informal, it remains a human activity. Most readers can remember someone who assume the role of mentor for them, although it was probably an informal relationship. That person took an interest in them and in their professional life and did everything possible to counsel, advise, guide and help them. The individual may have been a teacher, a pro lessor, a member of the clergy, an uncle, friend of the family, or an older member of the employing organization (Margo, 2018).

The number of mentoring programs has grown dramatically in recent years. Its popularity stems in part from compelling testimonials of people who have benefited from the positive influence of an older and more experienced person, one who helped them overcome academic, social, workplace, career, or personal problems and challenges (Pollock, 2015). Most mentoring has been and remains informal and therefore under-utilize. It is only in recent years that formal mentoring programs have been established in corporate America, government agencies, academia, the military services and foreign organizations (Russel, 2017). In North American society, an apprenticeship was the most likely place for the use of the term mentor. Artists, painters, actors, carpenters, silversmiths, and other artisans would seek out long-term guidance from the master in their art or craft. Persons wishing to be actors, lawyers, and accountants or engage in other professional work would typically seek out an association with someone already practicing in that field. In turn the seekers would eventually become mentors to new seekers. Entire schools based on such mentor apprentice transmission became popular in Europe and North America (Carr, 2009).

Although mentoring can be considered a 5000-year-old tradition, the literature on mentoring did not become prevalent until the late 1970s. Articles began to appear advocating that having a mentor could provide a significant edge in a business setting. Research studies claimed that business executives who had been mentored typically rose faster in the corporate ranks and achieve higher salary levels than their non-mentored peers.

Studies of human development such as the Seasons of a Man's live written by Daniel Levinson, et al. in 1978 and Passages by journalist Gail Sheehy, published in 1976, revealed that the experience of being mentored was essential for successful adult development. Levinson and his colleagues at Yale University found that when men reach a certain stage of their own development, they are eager to give back to the young generation what was given to them. Receiving and providing mentoring was elevated to a national priority in academic circles. Sheehy's study participants believed that their connection with a mentor was particularly effective in helping them make transitions during various life crises. Sheehy concluded that such crises were natural events and that with the help of a mentor, adults were more likely to make successful transitions to the next level of development. Both of these books were enormously popular and created the impression that mentors were crucial not only for successful adult development, but were also essential for career advancement.

Benefits of Mentoring

What are the benefits of mentoring programmes? Is there likely to be a return on investment? , the answer of mentoring's supporters is a resounding "Yes". They maintain that well-conceived and expertly managed mentoring programs yield many benefits for the mentors, mentees, organization, and even the society at large (Baridam, 2008).

Benefits to the Mentor

Mentoring relationships provide opportunities for mentors to develop their interpersonal skills and increase their feelings of self-esteem and worth to the organization. In addition, mentoring:

- Promotes real growth and development ,
- Creates new challenges for older and plateaued managers.
- Provides new and fresh ideas.
- Allows them more time to devote to critical issues.
- Increases promotion potential by improving their managerial skills.

- Revitalizes their energy, vitality and enthusiasm.
- Heightens their power and influence in the organization.
- Triggers recognition and reward.
- Promotes improved job satisfaction.
- Offers the reward of knowing that he or she has contributed to another person's growth and development. The success of a mentor is not essentially defined by what he or she have achieved but by the achievement of his or her protégé.

Benefits to the Protégé or Mentee

A young lawyer, who was having a rough time in his private practice, was once invited for a discussion by an older and very successful lawyer who obviously had more than enough briefs and often turned down many. Expecting to get a few financially rewarding briefs from this mentor figure, the young man honoured the invitation with high hope. Unfortunately, the discussion came, offering the young man nothing spectacular. It was just another session of career enhancement tips and lots of encouragement to keep on.

As the older lawyer stood up to signal end of the discussion, the young man left the meeting disappointed and disgusted by the older lawyer's seeming greed, thinking he could have referred at least a brief to him that would give him a big break. The older lawyer accompanied the young man out of his office, put his arms around his shoulder and walked him down the street chatting with him all the way. When the young man got back to his office the next day to continue him business as usual, things suddenly took a new turn for him. People began to call in to give him mouth-watering business proposals. That morning marked beginning of a new phase of sweat less success in the young man's ailing career (Adeyemi, 2003). The story of this young lawyer simply illustrated one of the benefits of mentoring, which is credibility. The fact that the older lawyer publicly identified with the young man by walking him down the street was perceived by people as a positive affirmation of the young man's skill and character. Other benefits include:

Open doors: Mentoring opens doors and opportunities to meet with people and to develop good relationship that rightly positions mentees for success in their chosen career.

Enhanced self-esteem: A mentor's expression of faith in mentees helps their sense of self-worth.

Higher level of knowledge: Mentoring gives you access to high-level knowledge through coaching, goals setting and advice.

Saves time and money: Through the proven experience of a mentor mentees can save time and money by avoiding the mistakes he made. This puts the protégé in a fast track to assuming better positions down the road to career success.

Reduces Frustration: Mentoring reduces mentees failure potential and helps them to see already made mistakes in a more logical perspective.

Increase Commitment and loyalty: Quality of life is increased for people who are properly mentored in an organization. This results in increased loyalty and commitment and reduces high labor turnover because the people are fulfilled.

Increases the level of success and productivity: Mentoring helps mentees to achieve a higher level of success than they would have done on their own.

Mentoring improves employees' knowledge of the organization, its climate and culture, power centres, and politics.

Mentoring provides immediate feedback on performance.

Benefits of Mentoring to the Organization

Some benefits that mentoring can provide to an organization are:

- Having more access to the pool of expertise that is within the organization.
- Maximizing an organization's training budget by providing more knowledge to employees with little direct cost.
- Improves recruitment of new employees with high potential.
- Helps move talented women and minorities, as well as men into theupper ranks of management.
- Increases worker flexibility for job assignment.
- Improves the selection of employees for advancement to high-level positions.

Ultimately, mentoring benefits the organization. Job satisfaction from mentoring directly reduces absenteeism and turnover while increasing loyalty and organizational commitment. The long-term health of the organization as a social system is enhanced, promoting a desired organizational culture. Relationships are built across functional boundaries of an organization and can be expanded via mentoring pools to span the larger society.

Planning for Successful Mentoring

According to Aaron, (2009) for a formal mentoring to be successful, three components must be present in any initiative:

1. The mentoring approach taken must reflect the culture of the community or organization within which the people receiving mentoring are functioning. Considerable variation exists in how mentoring programs are designed delivered. Technological advances enable mentors and their partners to connect through e-mail and telephone in addition to or even in place of face-to-face contact. Mentors can also meet with partners in a group where the mentor can interact with several partners at the same time. Peer mentoring can take place on a one-to-one basis or can take place in a team setting, where peers take turns mentoring each other. Advocates for mentoring may recommend various techniques or systems, but one of the three keys to effectiveness is the degree to which the mentoring approach matches the organization or community cultural norms, values and practice. For example:
   - In an environment where trust and respect must be earned, mentoring must focus on relationship building activities.
   - In settings where time is a premium, mentoring must be perceived as having specific, concrete benefits.
   - In a youth culture where peers are valued, mentoring must include peer interaction.
   - In an organization where teamwork is valued, mentoring must reflect a more reciprocal or mutual interaction between mentor and partner.

2. Mentors must be able to demonstrate many of the skills and roles associated with formal mentoring. While informal mentoring relies significantly on task or activity expertise of the mentor, effectiveness is in part also determined by the ability of the mentor to:
   - Share ideas, experiences and perspectives.
   - Act as a role model.
   - Demonstrate skilled listening.
   - Use challenging and feedback skills.
   - Conduct problem-solving and mediation.
   - To ensure that intentional mentors are able to demonstrate such skills and to help them work with a wider variety of youth, training is typically made available and delivered in a group workshop format. Training is typically I-2 days in length, depending on the type of mentoring required. The success of the training can be increased if persons who have acted as mentors actually conduct the mentor training. In some cases training can also be provided to those persons who will be mentored in order to increase their ability to benefit from the mentoring experience.

3. Recruiting the right person to be a mentor, screening accurately, training the person to be able to provide mentoring, pairing the mentor with an appropriate partner, and ensuring that safe and responsible mentoring occurs require continuous review and monitoring. Successful intentional mentoring must be coordinated by a person who has the time and ability to not only establish such a program, but also to prevent, resolve and troubleshoot problems, disputes or conflicts that are bound to arise. Mentors thcrnse1es need on-going support to help them manage possible frustrations they experience when, among other challenges, they are working with youth who have little in common with what they were like when they were young.

On-going support can also ensure that inevitable problems in the match-up do not lead to the mentor or the partner exiting the mentorship. Successful mentoring meet a clearly defined need, have a commitment of sufficient resources and senior management support, are carefully designed, and arc operated to carry out that design. Employers can address these elements on their own, or employer organizations can assist them.

Dimensions of Mentoring

An increased attention to the use of mentors in the last 20 years has been accompanied by hundreds of published studies, dissertations, theses and reports about mentoring. Unfortunately the term mentor has taken on so many meanings and is so often used as a synonym for other terms such as teacher, coach and counselor, that considerable confusion exists about the roles and functions of a mentor. In addition, persons in hierarchical positions such as supervisors, managers, or administrators will at times say they act as “mentors” to those who work for them. And to confuse things even further, one of the previously accepted definitions of a mentor, namely, an older more experienced person has been blurred with the recently emerging use of the phrase “peer mentor” or person of similar age mentoring each other. In consideration of the above, Cohen, (2015) gave the following dimensions of mentoring;

Informal Mentoring

One reason for confusion regarding the roles associated with mentoring is that there are two major approaches to mentorship and all too often no distinction is made between the functions and roles of each type. The first type of mentoring is called informal mentoring. This type of mentoring can also be called traditional, unintentional, real or unplanned mentoring. A natural mentor is typically an older, experienced person from outside the family who plays an empowering role to help us achieve our life goals and dreams, explore alternatives and deals with life challenges (Drennan, 2017). Informal mentoring often has no identifiable starting point, no specific direction nor specified outcomes or expectations, continues to evolve over time, and may even have no ending point (Bertuglia, 2015).

Natural mentoring is often characterized by a kind of bond, personal chemistry, or attraction that keeps the pair together. This bond is only curtailed when the mentor is no longer available or when the person being mentored assert his or her independence and either surpasses the mentor or seeks to attain equal status (Drath, 2014). Typically the influence of the mentor is perceived by the partner as having a life-long effect. According to Burns (2011) individuals who receive this kind of mentoring often report their connection with several mentors in their lives, and while such mentoring may focus on a specific area, the mentors are perceived as having a comprehensive relationship which spans the personal and professional life of the person being mentored. The literature on mentoring is filled with first-hand reports about the power and value of informal mentoring. Many published articles are written as tribute to mentors and biographies and autobiographies often include passages describing and acknowledging persons who acted as mentors. Informal mentoring require no recruiting of mentors, no mentor screening, no matching of mentors with those in need of a mentor, and no monitoring of the mentor relationship (Hunt and Michael, 2013).

Formal Mentoring

The significant outcomes associated with informal mentoring have led to the conclusion that a mentoring relationship would be beneficial for the career development and personal growth of employees and the stability of the organization through employee retention, succession planning and the development of leadership, rather than wait for an informal mentor relationship to occur, what is needed is a second type of mentoring approach, called formal mentoring (Almond 2013).In this type of mentoring, a mentor is recruited, screened, trained and then matched with a person to mentor. Formal mentoring is most often goal, project or activity centred. The purpose of the formal mentor is to help the partner achieve a specific, identifiable outcome in one or more of four areas namely; Developing a career, gaining competence, building character and making informed choices (Gaibraith & Cohen, 2015).

Mentors are often recruited or selected because of their specific experience and successful accomplishments in their profession, career, vocation, or life work. Examples include: Professional women as mentors to female students to help then in non-traditional career choices; Aboriginal elders mentoring youth to assist them to benefit from Aboriginal customs and traditions; Scientists who mentor students to help them consider science as a career option; Employees from corporations mentoring students at risk of dropping out of school; Experienced members of a work place mentoring individuals who want to start their own top leadership roles; Entrepreneurs mentoring individuals who want to start their own businesses; Senior citizens mentoring individuals who need to gain relationship and life skills; An auto mechanic mentoring a person who wants to learn how to build a model car; A wheelchair athlete mentoring a young person with a spinal cord injury; An agro business person mentoring a youth in soil conservation; and a high school student mentoring a junior student about drug safety. (Benardson, 2014)

Formal mentors are generally volunteers and may independently establish a connection with a person seeking a mentor. More typically, however, formal volunteer mentors are recruited by a third party such as a mentor coordinator who then uses some type of matching system to connect the volunteer with the person in need of a mentor. Recruiting of volunteers in this manner normally is achieved by identifying potential with certain skills, characteristics, and experiences that would contribute to accomplishing the mentoring goals. Formal mentoring often has specified time limits which can range from a one-hour sessions to many interactions over a longer time period. However, there are no predetermined formulas or methods to determine the optimum length for a successful mentoring experience. Often the content and amount of time to be devoted to mentoring is identified ahead of time or may even be negotiated by the mentor and partner. One of the advantages of this type of mentoring is that it allows volunteers to have clear expectations about their role, identify and use concrete interaction activities, and be able to predict with some reliability the amount of time needed to participate in such mentoring. Another advantage typically accrues to the mentee or protégé because of the skills they learn when there is a training component associated with the mentoring (Mullen, 2016).

Peer Mentoring

Peer mentoring is a relationship between two individuals equal in abilities and qualifications that helps each other develop or refine skills to navigate in the work environment (Hillyards, 2008). In a study based on responses to a 2004 survey of Digital Equipment, a United States based company, employees who have had experience in peer relationships found that accessibility of training, length of time, and flexibility in schedule are the most important factors when considering training and employee development. Peer mentoring relationship respondents place a high value on such aspects as: opportunity to learn, opportunity to share, and flexible learning. The Digital study showed that mentor relationships offer a number of benefits to a workforce that is diverse (Howard, 2017)

Peer mentor relationships offer management many advantages but one major drawback is that mentor relationships evolve and cannot be enforced or regulated. Among the high points of peer mentoring are:

- Team Building: As peer relationships develop, team building can provide mutual encouragement to improve performance.
- Friendship: Although the benefits of this are not immediately measurable, friendship can provide a sense of trust that will encourage employees to try to stretch their limitation.
- Shared Experiences: Peers can share the learning experiences of engaging in new behaviors (Carr, 2017).

Concept of Organizational Effectiveness

Cunninghan (2017) maintained that the concept of organizational effectiveness is an elusive one, that there is no single way of defining it. This may be due to the many criteria used and the many definitions available for the concept. Georgopoulos and Tannenbaum (2009) have it that for an organization to be effective, it must be productive, flexible and lack organizational strain. This view is supported by Caplow (2014), who perceived effective organization as one that has stability, integration, voluntarism and achievement. For him, an effective organization is not only stable but achieves goals. Lawler (1972) cited in Nwachukwu (2009) in his comprehensive model believed that "effective organizations are built on effective individuals who work effectively in groups". This view is supported by (Vroom, 1964, Haire, Ghiselli and Porter (1966) and Lawler and Porter (1967) cited in (Dede, 2011). They are of the option that since the individuals make up the groups which make the organization, if they are effective, the organization will also be effective. For them, organizational effectiveness is determined by individual related variables, group level variables and organizational level variables.

Katz and Kahn (1966) cited in Newman, (2014) used growth, storage, survival and control over environment as criteria for identifying effective organizations. To them, effective organizations survive, grow and have control over their environment. Yuchtman (2017) supported Katz and Kahn (1966) in maintaining that effective organizations successfully acquire scarce and valued resources and have control over their environment. This definition emphasizes efficiency and adaptability as criteria for effectiveness. Etzioni (2014) has it that organizational effectiveness is the degree to which organization realizes its goals. This means that the organization must have achievable goals, the level of achievement of which determines their effectiveness. Bateman and Snell (2009) defined organizational effectiveness as the degree to which the organizations outputs correspond to the needs and wants of the external environment. The external environment includes groups such as customers, suppliers, competitors, and regulatory agencies. Organizations are established to satisfy the needs and wants in the external environment. The focus of this definition is the satisfaction of needs and wants, although, organizations also have internal needs of satisfying employees and shareholders. Employees need to be motivated and developed while shareholders require good return on their investment.

Effectiveness is a broad concept and is difficult to measure in organizations (Daft, 2008). It takes into consideration a range of variables at both organizational and departmental level. It evaluates the extent to which the multiple goals of an organization are obtained. Evaluating performance on goals that are imprecise and not subject to quantitative measurement is difficult for many managers (Blenkhorn and laber, 2015). However, performance measurement that is tied to strategy execution can help organizations reach their goals (Rose, 2013). Daft (2008) has identified two major approaches to measurement of organization effectiveness the traditional and temporary approaches. The traditional approaches include the goal approach, the system resource approach and the internal process approach. The goal approach to organizational effectiveness is concerned with the output side whether the organization achieves its goals in terms of desired level of outputs. This approach is based on the fact that organizations have goals they are expected to achieve. Hall and Clarke, (2011) argue that the important goals to consider are the operative goals and not the official goals. The goal approach is used in business organization because, output goals can be readily measured (Daft, 1998). Business firms tend to evaluate performance in terms of profitability, growth, market share, and return on investment. However, the two major problems associated with the goal approach are issues of multiple goals and subjective indicators of goal attainment. Many goals cannot be measured objectively, someone has to go into the organization and learn what the actual goals are. It is important for the evaluator of organizational effectiveness using goal approach to be aware of the problems associated with it, so that allowance can be made for them in the evaluation of effectiveness.

The systems resource approach to organizational effectiveness looks at the input side of the transformation process. It assumes organization must be successful in obtaining resource input and in maintaining the organization system to be effective., From the systems view, organizational effectiveness include bargaining position (the ability of the organization to exploit its environment in the acquisition of scarce and valued resources); maintenance of internal day-to-day organizational activities; and ability of the organization to respond to changes in the environment (Cunningham, 2018). The system resource approach is useful when other indicators of performance are difficult to obtain. This means it is relevant in non-profit organization where output goals and internal efficiency are difficult to measure.

In the internal process approach to organization, effectiveness is measured as internal organizational health and efficiency (Cole, 2014). This approach tends to focus on what the organization does with the resources it has as reflected in internal health and efficiency. Indicators of an effective organization in this approach include strong corporate culture and positive working climate, team spirit, group loyalty and team work; confidence, trust and communication between workers and management, reward to managers for performance, growth, and development of subordinates and for creating an effective working group (Cunningham, 2017).

The traditional approach to effectiveness tends to tell only part of the story individually. This led to the introduction of the recent integrative approach, which recognizes the fact that organization s do many things and have many outcomes. It therefore combines several indicators of effectiveness into a single framework. These recent approaches to effectiveness are known as contemporary effectiveness approaches and consist of stakeholders approach. The stakeholders approach assesses the satisfaction of stakeholders as an indication of organization's performance (Tusi, 2011). From studies, seven stakeholder groups have been identified which include owners, employees, customers, creditors, suppliers, community and government (Friedlander and Pickle, 2018). This approach shows that effectiveness is a complex multidimensional concept that has no single measure (Cameron, 2014). Recent research has shown that the assessment of stakeholder groups is an accurate reflection of effectiveness especially with respect to adaptability.

Four models of effectiveness values have been identified by Qinn (2013) Human relations model, open systems model, rational goal model and internal process model. The human relations model reflects a combination of internal focus and flexible structure. Management is concerned with the development of human resources. Open system model reflects external focus and flexibility. Management's primary goals are growth and resource acquisition. The rational model reflects the values of structural control and external focus. Management's primary goals are productivity, efficiency, and profit. Internal process model reflects internal focus and structural control. Management's primary goals are stability and equilibrium.

Measures of Organizational Effectiveness

There are many ways of measuring the effectiveness of an organization. Campbell (2017) lists over 30 different criteria from productivity, profits, growth, turnover, stability etc. Different theoretical perspectives can account for the diversity in usage of effectiveness measurements. Rational perspectives emphasize goal attainment and focus on output variables such as quality, productivity and efficiency. Natural systems perspectives focus on the support goals of the organization such as participant's satisfaction, morale, interpersonal skills etc. Open system perspectives focus on the exchange with the environment this include information processing, profitability, flexibility and adaptability. Effectiveness criteria also vary with time and often sub groups have different effectiveness criteria. Also, often there are different evaluation criteria applied by those who assign tasks and those who evaluate performance Scott (2007). This paper looked at the three measures of organizational effectiveness ie profitability, productivity and market share.

Profitability

Profit has been defined as the money a business earns above and beyond what it spends for salaries expenses and other costs (Nickels, 2007). Every organization is in business to make profit. Profitability therefore, is a state of producing a profit or the degree to which a business is profitable. Profitability is the goal of all for profit business ventures (Amah, 2006). Without profitability, business will not survive in the long run. Conversely, business that is highly profitable has the ability to reward its owners with a large return on their investment. Profitability can be either accounting profits or economic profits (Hofstrand, 2007). Accounting profits provide an immediate view of the viability of a business. Economic profits provide long-term perspective of business. It enables business owners to know if they can consistently generate a higher level of income by using their money and labour in the business than elsewhere. It is therefore an important parameter for business managers as it shows how well they are performing.. Profitability seems to be one of the most important tasks of business managers (Amah 2006). Companies are evaluated by their level of profitability. It is measured with income and expenses. It may be expressed in terms of net income and earnings per share or return on investment. It takes a productive firm to be profitable.

Productivity

Productivity is basic to organizational effectiveness. Productivity can be seen in two different ways; Labor productivity which is simply output divided by the numbers of workers, or more often by the number of hours worked (Nasar, 2002). Amar (2006) defined productivity as the measure of how efficiently and effectively resources (inputs) are brought together and utilized for production of goods and services (outputs) of the quality needed by society in the long term. This implies that productivity is the combination of performance and economic use of resources. High productivity indicates that resources are efficient and effectively utilized and waste is minimized in the organization. High productivity provides more profit for investors and promotes the development of the enterprise. It can stimulate improvement and motivation of employees (Prokopenko, 2007). Productivity is expressed in terms of cost per unit of production; "units produced per employee" or "resources cost per a unit per employee" (Daft, 2016). Productivity improves when the quantity of output increased relative to the quantity of input. Efficiency improves, when the cost of inputs used is reduced relative to the value of output. Efficiency is the accomplishment of goals with minimum resources or waste. It includes measures such as time minimization, cost minimization and waste minimization. Organization that achieves these three things are said to be efficient and productive. Speed and time were essence of time and motion studies since the days of scientific management introduced by Taylor that led to management efficiency. They are the sources of competitive advantage and "time- based competition (TBC)" (Bateman and Snell, 2009).They aim at reducing the total time it takes to deliver a product or service through fast and timely design, execution, response and delivery of results. One can therefore say, that organizations must respond to market needs quickly by introducing new products first; quickly of time here is the amount of man- hour spent or duration taken to accomplish a task. With respect to cost minimization, our interest is on monetary expenses incurred as a measure of corporate productivity performance. Cost is conceived as expenses incurred on production factors and activities. There is no doubt that every organization seeks to minimize its expenses as much as possible in order to maximize profit

Several concepts like cost effectiveness and cost reduction have been put in place to achieve profit maximization (Baumback, 2013). Cost effectiveness also involves strategic cost. An organization's strategic cost of a product is the cost of the internal activities involved in the production of a product relative to that of its rivals. Thus, the issue of strategic cost relate to internal cost, relative Cost and price at which a product is offered to the customer, which is also cost from the perspective of the customer. For an organization to be effective, it needs to maintain or improve on its market share.

Market Share

Market share is the company's sales as a percentage of the sales in its target market (Czinkota, 2017). This means that in strategic management and marketing, market share is the percentage or proportion of the total available market or market segment that is being serviced by a company. Market share is the share of overall market sales for each brand. It can be quoted in terms of volume (e.g the brand has a 5% share of the total number of units sold) or in terms of value (Czinkota, 2017).The main advantage of using market share is that it abstracts from industry-wide macro environmental variables such as the state of the economy or changes in tax policy.

Market share has the potential to increase profits. Studies have shown that, on average, profitability rises with increasing market share (Kotler and Armstrong, 2001). Because of these findings, many companies have sought to expand market share to improve profitability. Market share is important because it helps one to know the strength of the organization whether they are leaders or minor players and also if the organization is still holding, gaining or losing share of its target market. A strong and adaptive culture is necessary for organizations to maintain and expand their market share and thereby being effective (Mcshare and Glinow, 2013).

CONCLUSION

It is quite evident that the extent of the use of mentoring is quite significant in Nigerian organizations even in the absence of formal and informal corporate policies on mentoring. The condition that account for this can be traced to the desire by workers for better understanding of their work environment, career progression and satisfaction of individual goals. Also obvious is that there exist a positive relationship between mentoring and organizational effectiveness, this may be due to the motivational role which mentoring provide workers that translate to peak performance. Mentoring has a way of developing leaders, top performers and gifted individuals. Furthermore, mentoring application constraints exert a lot of pressure on the feasibility of mentoring Nigeria. Thus, the more the presence of this constraints, the lesser the feasibility of mentoring in our organizations. Organizations today are standing on crossroads, searching for ways to enhance their company's effectiveness to stay effective in today's economy.

RECOMMENDATIONS

The study recommend that:

1. There should be more organized formal corporate mentoring programs supported by relevant policies and management will power.
2. Management should develop a program advisory team on mentoring with defined objectives, regularly evaluating their performance against set standards and correcting unhealthy deviations from standards where such exist.
3. Companies should designate mentoring programs coordinator within the human resources department to facilitate effective mentoring.
4. Orientation and training programs should be arranged for mentors in order to acquaint them with requisite skills.
5. There is no predetermined best model of mentoring, management of organizations should always ensure that whatever approach created matches with the culture within which it will operate.
6. Management of organizations should always ensure successful matching of mentor and mentees, as well as ensure effective monitoring, coordination, support and motivation.
7. Management of organizations should always ensure that mentoring is made to include principles of volunteer management, including attention to the needs, fear and concern of all parties in the volunteer connection.

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