
LEADERSHIP DEVELOPMENT AND EMPLOYEE PERFORMANCE OF OIL SERVICE FIRMS IN RIVERS STATE.

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Abstract

This study examined leadership development strategies and employee workplace effectiveness of oil and gas companies in Port Harcourt, Nigeria. The study adopted the survey research design. A population of one hundred and forty-nine (149) employees which comprises of managers and supervisors were chosen for the study using convenience sampling techniques. Data for the study was collected using questionnaire and the analysis of the data collected was done using spearman rank order correlation coefficient. The findings of the study revealed that the dimensions of leadership development strategies (coaching, training and delegation) all significantly and positively related to employee workplace effectiveness. This implies that coaching, training and delegation all had direct relationship the performance of employees in the oil and gas companies. The study concluded that when there are appropriate leadership development strategies in an organization, it will enhance the level of employee effectiveness and performance in the workplace. The study recommended among other things that management of oil and gas companies should ensure that adequate attention is given to coaching, training, and delegation in order to ensure that performance of employees are improved and therefore translate into better performance for the organization.

Keywords: Leadership development, Coaching, Training, Delegation, Employee Performance.

Introduction

Background to the Study

In every organization, employees are the most important assets. Their roles are fundamental to achieving all organisational goals and objectives in the workplace. Therefore, all implemented work culture, strategies, and policies should produce a more favourable work environment that promotes growth and personal development for every employee. This is because every employee leans on the system's support in the discharge of responsibility. Unless an employee's career training is linked to organisational goals, employees are, in other words, free to act in any way that meets their personal objectives. Muda, Rafiki and Harahap (2014) argued that the abundance of infrastructure and physical facilities are meaningless to the sustainability of business operations without adequate performance of the employee. This implies that employee performance is paramount when considering the factors that enhance the firm's sustainability. Venkatraman & Ramanujam (1986) opined that the performance of the organisation is a function of the capacity of individual performance. The performance of employee is essential to organizations because it helps in boosting the competitive advantage of the firm (Luthans & Stajkovic, 1999)

Employee performance can be defined as the record of achieved outcome for each job function in a given period of time (Deadrick & Gardner, 1997). The totality of the performance of employee results in the performance of the organisation. This is so because it is the accumulation of the individual performance that leads to the performance of the firm. An organisation that is characterised by low performing employee is bound to fizzle out within short period of time. Employees performance is a rating system used by most firms to access the abilities and output of their workforce. Furthermore Iqbal, Ijaz, Latif and Mushtaq (2015) defined employee performance as the effectiveness for the specific actions of an employee that contribute to the achievement of the organisational goals. It further assesses if a particular employee performs his/her job as expected. The performance of employee is paramount to all organisations that must maintain a competitive edge in their industry. Performance of employee is displayed in the task, conceptual and adaptive performance.

However, one of the means of getting employees to perform at the highest level is through the development of leadership capacity in them. The concept of leadership development involves the processes by which employee competencies and preparation for leadership and management roles within the firm are developed. A leadership development is deployed towards the development of abilities and the formation of perspectives for motivating and guiding persons toward the accomplishment of certain goals. It comprises elements such as education and growth, individual decision-making involvement, coaching, job empowerment, and authorisation (Olrich, Gold Smith & Karter, 2005). In today's economic and competitive environment, leadership development is becoming an increasingly vital and strategic requirement for firms (Sheri-Lynne, & Parbudyal 2007). Furthermore, Yukl (1994) describes leadership as the process of influencing a subordinate by which the subordinate is inspired to achieve specified goal, maintain cooperation of idea, while the specified mission is completed with the help of external groups. Leadership development is a key area that organisations study and apply in order to build human capabilities and obtain a competitive edge. Some developmental assignments can be completed alongside regular employment responsibilities, while others need taking a brief absence from one's regular job (Yukl, 1994). Turner, Baker, Schroeder, Johnson, & Chung, (2018), indicate that leadership development helps in clarifying the way leadership strategies are executed. The research also explored the implication of leadership development strategies for recruitment and talent management, and its results outline approaches to leadership development.

Le Comte and McClelland (2017), in their research, discussed the value and contribution of leadership development, and coaching and mentoring programmes analysing how the skills gained aid in supporting the growth. The analysis in the study showed that out of the 70 participants, nearly 69 utilised their learning programme while 45 out of 70 changed their staff management approach. Overall, the coaching and mentoring sessions influenced employees and leaders to develop supporting skills, own each other's problems, and offer professional support and development. This supports the view that coaching and mentoring sessions facilitate improved communication between leaders and employees, build a more supportive culture, and distributes leadership roles (Yarborough, 2018). Therefore, leadership development practices are essential in delivering individual-level leader outcomes.

The phenomenon of leadership development is discussed within the human resource development literature. It is analysed that global leadership development is recognised as the fastest growing trend. Lamm, Sapp and Lamm (2018), in their research, show that leadership development programs must comply with three leadership capabilities including self-management, social and work facilitation. The findings in Day and Liu's study (2018), also show that the changing pace of global environmental, social, and economic factors demand effective leaders to cope with uncertainties. Thus, it is analysed that leadership development programs provide necessary tools and knowledge to environmental variations. The implications of leadership development programs help address today's dynamic workplace environment.

Studies on how to enhance the performance of employees in the workplace have been carried out both locally and internationally using various constructs. Sidhu and Nizam (2020) examined coaching and employee performance using mediating effects of rewards and recognition in the Malaysian corporate context. Oladimeji and Sowemimo (2020), explored the effect of mentoring on employee job performance in the Nigerian service sector. Khoza, Chetty and Karodia (2016), studied the impact of leadership style on employee performance in the forensic science laboratory of the South African police service in Amanzimtoti. Obiaga and Itakpe (2021) studied reward system and employee performance in the oil and gas industry in Rivers State. Danhnahani and Abdullah (2019) empirically examined the influence of organizational culture on employee's performance in Abu Dhabi National Oil Company.

The oil and gas industry in Nigeria is a major sector in which local and international companies work continuously to ensure that their huge contribution to the nation's revenue is sustained. Therefore, it is expedient that the industry is not only innovative but also that its employees are equipped with the required skills and are committed to the achievement of the industry's goals and objectives. Many organizations seem not to understand how leadership development connects with oil & gas companies' employee performance. The performance of employees is largely influenced by multiple factors. Some are attributed to the dominant leadership style, nature of reward and achievement recognition, career advancement opportunity, motivation, organizational culture, training, and development. As these are major factors that influence employees' performance, organisational success and sustenance are hugely dependent on the ability to manage these factors. Many firms fail to match goals with strategic plan, capacity development strategies, and corporate strategy, which in some instances have resulted in the disruption of good leadership growth. The global economic disruption that resulted from the impact of Covid-19 pandemic propelled leaders to search for alternatives in the adaptation of work strategy without undermining efficiency. Leadership development is the essential tool for tackling such challenges.

Despite the studies that have been conducted by various researchers and scholars to tackle these problems of rapidly declining employee performance in the oil and gas sector the problem still persists in the sector. Thus, this knowledge gap is what has propelled the researcher to carry out this study and seek to examine the relationship between leadership development strategies and employee performance of oil service firms in Rivers State.

Study Objectives

The objective of the study is to investigate the relationship between leadership development and employee performance of oil service firms in Rivers State. The specific objectives of this research are to:

- i. Examine the relationship between coaching and employee performance of oil service firms in Rivers State.
- ii. Examine the relationship between training and employee performance of oil service firms in Rivers State.
- iii. Examine the relationship between delegation and employee performance of oil service firms in Rivers State.

Research Hypotheses

The following research hypotheses were formulated and stated in null form:

- H₀₁: There is no significant relationship between coaching and employee performance of oil service firms in Rivers State.
- H₀₂: There is no significant relationship between training and employee performance of oil service firms in Rivers State.
- H₀₃: There is no significant relationship between delegation and employee performance of oil service firms in Rivers State.

Literature Review

Theoretical Foundation: Human Capital Theory

According to Fitzsimons (2017), human capital theory is the totality of available competences, personal characteristics that create intrinsic and measurable value to the economy, knowledge available within a given period in an organization and employee social aspect in an organization. He argues that mathematically, human capital theory is what an individual adds to the economy. Cultural contribution to human capital, social setup, symbolic capital, and the present economic capital all contribute to the wellbeing of organizational success. Employee training, career development, talent nurturing, and retention strategies are things an organization does to ensure they have the correct human capital which will be considered an asset in the organization. How human beings can be transformed into capital assets and further assessed vital aspects of organizational success are one of the interests in management accounting (Ketchen Jr, Crook, Todd, Combs & Woehr, 2017). This, therefore, will lead to a situation where the success of an organization will be forecast through objective decisions in comparison with the future preference and expectation versus the current outcome. Human capital can be achieved through continuous training, talent management, career development, and experience.

The theory is important to this study in that organizations can have control the human capital demand and supply. Organizations will also know the current competency gaps and the future gaps that may arise and where to target in case they must fill the same. The theory also helps in the establishment of the kind of human capital that will see to the long-term survival of the organization while at the same time leaping the service benefits that accrue through having

the required human capital in an organization. This also affects all the study objectives since an organization will need to have the correct talent, have the employees trained, do continued career development, and finally ensure they the proper retention strategies to make sure they do not develop employees and the next minute they are leaving the organization giving birth to recruitment and training costs.

Leadership Development

The concept of leadership development involves the processes by which employee competencies and preparation for leadership and management roles within the firm are developed. A leadership development strategy is deployed towards the development of abilities and the formation of perspectives for motivating and guiding persons toward the accomplishment of certain goals. It comprises elements such as education and growth, individual decision-making involvement, coaching, job empowerment, and authorisation. (Olrich, Gold Smith & Karter, 2005). In today's economic and competitive environment, leadership development is becoming an increasingly vital and strategic requirement for firms (Sheri-Lynne, & Parbudyal 2007).

Furthermore, Yukl (1994) describes leadership as the process of influencing a subordinate by which the subordinate is inspired to achieve specified goal, maintain cooperation of idea, while the specified mission is completed with the help of external groups. Leadership development is a key area that organisations study and apply in order to build human capabilities and obtain a competitive edge. Some developmental assignments can be completed alongside regular employment responsibilities, while others need taking a brief absence from one's regular job (Yukl, 1994). Leadership, therefore, is the ability to motivate others to work hard to achieve specific goals. This will be explored in the study and the connection between leadership development and leadership strategies will also be assessed. The research of Turner, Baker, Schroeder, Johnson, & Chung, (2018), indicate that the formulation of leadership development strategies helps in clarifying the way leadership strategies are executed. The research also explored the implication of leadership development strategies for recruitment and talent management, and its results outline approaches to leadership development. Furthermore, it revealed that many businesses fail to align the goals of leadership strategy, leadership development strategies, and business strategy and this, consequently, disrupts successful leadership development.

In addition to this, studies in the previous literature have emphasised the implications of different leadership development strategies and their impact on both organisation and employees. Le Comte and McClelland (2017), in their research, discussed the value and contribution of leadership development, and coaching and mentoring programmes analysing how the skills gained aid in supporting the growth. The analysis in the study showed that out of the 70 participants, nearly 69 utilised their learning programme while 45 out of 70 changed their staff management approach. Overall, the coaching and mentoring sessions influenced employees and leaders to develop supporting skills, own each other's problems, and offer professional support and development. This supports the view that coaching and mentoring sessions facilitate improved communication between leaders and employees, build a more supportive culture, and distributes leadership roles (Yarborough, 2018). Therefore, leadership development practices are essential in delivering individual-level leader outcomes.

In line with the points mentioned above, Subramony, Segers, Chadwick & Shyamsunder (2018) support the view that leadership development practices influence the development of interpersonal skills, knowledge, and abilities. Their study reveals that human capital and social capital mediate the relationship between Leadership Development Programs (LDPs)

and sales growth which in turn reflects the underlying impact on investing in leadership and delivering organisational performance. Likewise, Johnson (2018) in his paper, provides a comprehensive overview of leadership development strategies to youths and new coaches for improving leadership skills regardless of the field. This literature review reflects the synthesised findings that highlight the strong positive correlation between leaders' learning experience and the art of followership thereby presenting the effectiveness of leadership development tools as essential methods for enhancing coaches' desire to improve their skills.

Leadership amasses significant interest among academics. Nwapi (2020) claims that competent leadership in an organisation steers the business towards success. Moreover, competent leadership is crucial in the Oil and Gas industry due to the complexity of its operations. Narkhede and Gardas (2018) state that leadership is a capability that is found to incorporate the basic tenets of both intellect and the moral obligations upon which business operations are run. In another study, Noble et al. (2019) state that the notion of leadership is effective in resolving administrative issues concerning the business. Also, leadership focuses on the activities of the workforce as they are related to the business's objectives (Muazu & Tasmin, 2017).

The notion of leadership has more significance within the oil and gas industry because of its significant amount of skilled workforce, as is revealed by Nasiritousi (2017) in his study. The author adds that effective leadership occurs when there is ample provision of training to the workforce along with relevant work allocation. Konschnik and Jordaan (2018) however argue that, in the absence of such elements, the business can suffer from a decrease in employee morale, and by extension, will increase employee turnover rate in business respectively.

Das (2020) claims that an effective leader is deemed a prerequisite in the oil and gas industry citing the complexity of the business operations that it entails. Moreover, the author states that the qualities that businesses in the oil and gas industry require are competence, skilfulness and expertise required to carry out complex operations. Therefore, Nwapi (2020) asserts that a leader in the Oil and Gas industry should be open to the notion of innovation and tolerance to retain its workforce.

Additionally, Oyerinde (2020) argues that organizational leadership is expedient in the Oil and Gas industry as the workers are hired based on the level of expertise they carry as well as their ability to create value for their business. Furthermore, with the requisite set of skills as well as expertise that is provided to the business by their employees, an effective leader will gauge his or her workforce's ability through the skillsets for realizing goals and objectives of the business effectively. Leadership involves a continuing process improvement and creating a challenging environment for its application through the documentation, access, and distribution of ideas. Effective leadership therefore contributes towards increasing the competitive strategy of a firm along with its effectiveness in performance (Sumbal, Tsui, See-to, & Barendrecht, 2017).

Coaching

Coaching is a method of delivering large-scale results because it initiates a powerful working relationship and a unique communication style between participants. It can address goal setting, strategic planning, creating engagement, motivating and inspiring, teamwork, problem solving, career development, delivering feedback, appraisal, and relationship alignment in the workplace in a variety of ways. (Whitmore, 2017). Coaching is a profession that originated from the world of sports and migrated into the world of business in the early 1980s. Today, coaching has acquired concepts and skills from a wide range of other

disciplines including management consultancy, psychology, psychotherapy, linguistics, anthropology, and meditation. In the coaching profession, there are different sub-groups including business coaches, NLP (Neuro Linguistics Programming) coaches, CBT (Cognitive Behavioral Therapy) coaches and many others. Through coaching, people can become more self-aware and self-responsible by assisting them to set SMART (specific, measure, attainable, relevant, time bound) goals for their future action. Coaching will lead to transformative learning because it can convert knowledge to skill and make a transformation in people who get coached (Fazel, 2013). There are three key skills that coaches employ when guiding sessions to help customers or coachees achieve their goals: i) Active listening ii) Compelling questioning iii) Providing feedback (Fazel, 2013).

Coaching can be used on the job to identify problem areas where an employee is missing, to address an employee's problem, and to encourage and solve difficulties themselves. Coaching, according to Champathes (2006), has become an important strategy for improving performance. It is not a one-way dialogue, but rather a two-way communication in which coaches determine what may be improved and how. Additional coaching targets the ideas and behaviours that are impeding performance (Toit, 2007). It may also be noted that coaching is all about assisting someone else in improving their performance (Starr, 2004).

According to Champathes (2006), coaching has become an important strategy for improving performance in any organization or firm. It is not a one-way dialogue, but rather a two-way discussion in which coaches determine what may be improved and how it can be changed. Coaching could also target the ideas and actions that limit performance (Toit, 2007) of individuals. It should also be highlighted that coaching is primarily concerned with assisting others in enhancing their performance. According to Ellinger and Keller (2003), the concept of coaching has arisen as a new paradigm for management. Coaching, as opposed to typical command-and-control management supervision, is distinguished by an emphasis on constructive and developmental feedback for enhancing workers' work performance and ability to deal with routine and non-routine difficulties. According to Whitmore (2003), coaching can be useful both for the business and for the personnel if it is combined with managerial actions to create a supportive atmosphere. Thus, coaching-oriented behaviours can be efficiently observed in organisational contexts that proactively lay the groundwork for effective coaching (Henarathgoda & Dhammika, 2016). In the business sector, the workforce is critical since it is the engine that drives business operations and organisational growth. Many intrinsic and external factors can influence workforce performance (Talukder & Jan, 2017). Coaching is an essential extrinsic variable that drive workforce and corporate performance achievement (Sidhu & Nizam, 2020).

Training

Training refers to learning activities aimed at acquiring specific knowledge and abilities to complete a specified goal (Cole, 2002). Training focuses on a specific activity or duty, such as the need for efficient staff to operate newly acquired machinery or an efficient sales force to maximise sales volumes. Furthermore, training and development is a systematic and planned function that helps to modify employees' behaviours through learning activities, programmes, and events that assist in achieving abilities, knowledge, competences, and skills to do job successfully and efficiently (Hinkin & Tracey, 2010). Training and development is thus a systematic process of growing people's professional understanding, knowledge, and abilities to help them improve organisational and individual performance. According to Dessler (2011), firms can achieve their commercial objectives, overall organisational values, and mission, and foster an innovative culture through staff training and development and performance enhancement. It can also help to boost the company's productivity and

profitability by improving personnel competencies. Furthermore, the specialized skills, knowledge, and competencies gained via training and development help to improve employee satisfaction, which in turn helps to reduce staff turnover (Siddiqui, 2008).

Training provides competitive advantages for companies by reducing accidents, scarp, and damages; eliminating performance deficiencies; meeting additional needs of employees; and encouraging them to stay in the associated company for an extended period, all of which help to improve customer service (Aswathappa, 2007). As a result, training in a firm is one of the most important tools for improving staff competence, work qualities, strengthening management accomplishment, lowering production costs, increasing employee morale, and decreasing employee turnover (Cole, 2002). They also help to bridge the gap between organisational occurrences and desired employee competence levels. According to Singh (2014), numerous scholars debate the necessity of training and development as well as the costs associated with these activities, but they all agree that training and development improve individuals' capacities.

Training, according to Tharenou, Saks, and Moore (2007), is the systematic acquisition and improvement of information, skills, and behaviours required for individuals to execute their obligations or perform better in their work environment. Training is the systematic process by which people acquire knowledge or skills for a specific purpose. According to Cole (2002), training is a learning activity aimed at acquiring specific knowledge and abilities for the goal of an occupation or work. Gordon (1992) defines training as the planned and systematic alteration of behaviour through learning events, activities, and programmes that results in participants obtaining the levels of knowledge, skills, competencies, and abilities required to do their jobs effectively. Training, according to Grobler, Moloi, Loock, Bisschoff, and Mestry (2006), is the employment of specialized tools to instil specific learning, utilizing approaches that can be identified and documented. These strategies and methods should be improved on a regular basis.

According to most authors, staff training is a sophisticated human resource strategy that can have a significant impact on an organization's success (Adefope, 2017). Organizations can increase their employees' leadership development by offering refresher courses, organizing scholarships, doing on-the-job training, or sending their employees to formal education to improve their talents for organisational performance goals. Employees may also choose to fund their own professional development. This should be well accepted so that after acquiring new abilities that improve organisational performance, employees are considered for advancement as a motivating element, and a motivated workforce almost always assures good performance (Kinya, Cheron, & Moguche, 2020).

Delegation

Delegation is one of the modern trends practiced by managers. It increases the level of motivation of employees and brings positive returns to the manager and to the employee. At the level of the organization, it achieves competitive advantage, knowledge inventory, increases the level of productivity and speed in finalizing tasks effectively. At the level of the manager, it alleviates functional burdens, gains employees' satisfaction and builds cooperation and trust between manager and employees giving an opportunity for a manager to have more time for the realization more important work. So, it reduces physical and intellectual efforts exerted by manager and other employees. At the level of an employee, it works on achieving functional empowerment, constructing alternative and administrative leadership, making employees feel self-confidence and motivation for excellence in performance. At the level of the customer, it meets the needs of customers rapidly as delivering or providing the service will not be delayed. Consequently, the delegation of

authority to employees gives the customer a higher level of care and attention, builds customers' positive perceptions of the organisation and creates loyalty and mutual respect for an organization (Al-Jammal, Al-Khaawneh, & Hamadat, 2015).

According to Heller and Hindle (1998), delegation can range from a major appointment such as leadership of a team to other smaller tasks, such as the examination of reports in an organization. Effective delegation involves the situation of increased responsibility that can provide the subordinate with an enriched level of satisfaction as well as a greater sense of self-worth. Effective delegation is a type of employee psychological empowerment which often, forms the basis for superior performance. The unending process of effective delegation is integral to the manager's role. The process begins with the analysis, selecting the tasks that the manager could, and should delegate when such tasks are selected, the parameters of each should be clearly defined. This helps the delegator to appoint an appropriate subordinate and to provide as accurate information about the job as possible. In any role, proper briefing or orientation is essential because the delegator cannot hold people or the employee responsible for vague or undefined tasks so delegated (Ugoani, 2020).

The critical factor that an organization needs in order to succeed involves developing abilities in subordinates, motivating and empowering them. Good leadership style enhances delegation and can motivate subordinates better for higher performance. Also, a leader's attention on corporate goals can also motivate subordinates most effectively. Effective motivation depends on having clear objectives which will be achieved with good management. Abilities are learned, and never inborn, therefore, the processes of training, and development are necessary to develop abilities based on skills. Delegating authority is a measure of psychological empowerment that can effectively boost employee performance. It is a unique leadership technique that helps subordinates and allows them participation in decision-making and enhances subordinate feelings of self-esteem and encourages the development of open communication and relationship building in the work group (Ugoani, 2020).

Effective delegation enhances learning. Learning develops the mind and objective reasoning. It is useful in terms of personal development and a sense of growth that builds confidence. As confidence increases, so will self-control and self-awareness that broadens ability for performance. Zhang, et al (2017) posit that authentic leadership promotes positive emotions among employees and therefore encourages them to seek feedback from their superiors. According to them, when power and authority are delegated to employees, they have more freedom to work autonomously and experience a range of positive outcomes such as higher job satisfaction, organizational commitment, innovative behavior and task performance. They emphasize that psychological empowerment is positively related to increased intrinsic task motivation.

Employee Performance

Afshan, Sobia, Kamran and Nasir (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. The term "employee performance" signifies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010). In order to utilize HR fully and augment organizational success, effective employee performance management system is imperative for a business organization. The performance driven objective is expected to be aligned with the organizational policies so that the entire process moves away from being event-driven to

become more strategic and a people centric perspective (Jena & Pradhan, 2014; Mone & London, 2009).

Performance of the employee is considered as what an employee does and what he does not do. Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. According to the results of the study conducted by Yang (2008) on individual performance showed that performance of the individuals cannot be verified. Similarly he asserts that organizations can use direct bonuses and rewards based on individual performance if employee performance is noticeable (Yang, 2008). Bishop (1987) investigated employee performance and revealed that acknowledgment and recognition and reward of performance of employees direct the discrimination between employee productivity. Moral and productivity of employees is highly influenced by the effectiveness of performance of an organization and its reward management system (Yazıcı, 2008). Employee performance can be divided into task, conceptual and adaptive performance.

Task performance can be defined as the proficiency with which an individual worker executes major job-related tasks. The concept of task performance can be likened to other synonymous concepts such as – “job-specific task proficiency”, “technical proficiency”, and “in-role performance” like work quality, work quantity, and job knowledge.” (Griffin, Neal, & Parker, 2007; Maxham, Netemeyer, & Lichtenstein, 2008).

Task performance is defined as the proficiency with which job incumbents execute activities that are officially known as part of their jobs which add to the organization’s technical core either directly by executing a part of its technical process, or indirectly by providing it with needed materials or services (Borman & Motowidlo, 1993). The studies note that the level of contribution should be included in task performance; direct contributions in the case of production employees or indirect in the case of supervisors. Also, Murphy (1989) defines task performance as “the accomplishment of tasks within an incumbent’s job description.” Furthermore, as days go by, more focus is on specific aspects of task performance such as innovation and customer-focused behaviour which have significantly become relevant as institutions place larger emphasis on customer service (Sonnentag & Frese, 2001).

Adaptive performance on the other hand is among the dimensions of individual work performance included in the heuristic framework. Adaptive performance is defined as an individual worker’s ability to adapt to changes in a work environment or work condition (Griffin, Neal, & Parker, 2007). Being inclusive in the individual work performance framework, there are three reasons the dimension was accepted as a key dimension, firstly, as technological changes happen today, being capable to adapt to a changing work environment is progressively imperative. Secondly, as a concept, adaptive performance cannot be completely subsumed by the concepts of task performance, contextual performance, or counterproductive work behavior since concepts like contextual performance consists of behaviors that positively influence the work environment while adaptive performance consists of behaviors in reaction to the changing work condition. Thirdly, there have been empirical evidence provided by Allworth and Hesketh holding adaptive performance as a distinct indicator of individual work performance (Allworth & Hesketh, 1997). Further, Ramawickrama, Opatha, and Pushpa Kumari (2017) noted that adaptive performance entails adjusting goals and plans according to situation, initiating new innovative ideas, learning new tasks and technologies, comprehending other groups or cultures, flexibility and open mindset, pliability, speedy analysis, calmness, and acting fittingly. Due to the rapid changes in the business environment, adaptation is fundamental to professionals’ ability to thrive in twenty-first century organizations (Jundt et al., 2015).

2.3 Empirical Review

Imran and Tanveer (2015) examined the impact of training and development on employees' performance in banks of Pakistan. The aim of the study was to examine how training and development impacts the performance level of employees in banks in Pakistan. The study employed the descriptive survey design. Data collection was done using questionnaire on the sample size of 150 through convenience and referral sampling to select employees from six banks in Pakistan. Data collected was analysed using frequency tests and bar charts on the response rates using SPSS. The result of the study revealed that training and development had a positive impact on the job performance of employees in the banks. The result also showed that training and development had a positive impact on the job knowledge, work quality, functional skills, motivation and loyalty thereby improving their performance.

Oladimeji and Sowemimo (2020) examined the effect of mentoring on employee job performance in the Nigerian service sector. The aim of the study was to evaluate employee job performance by considering the effect of mentoring on performance of employees in the Nigerian service sector. The study used the descriptive survey research design with a population of 460 employees and the sample size of 250 employees were drawn using Taro Yamene sample determination formula while quota sampling technique was used in the distribution of the research instrument. The instrument for data gathering was a well-structured questionnaire while the analysis was carried out using correlation and regression model through SPSS and Microsoft Excel statistical tools. The result of the study showed that mentoring and its dimensions are positive and significantly related to employee performance in the Nigerian service sector.

Prechawong, Anmanatrakul, Pinit and Koul (2020) conducted a study on the influence of coaching relationship on job satisfaction and life satisfaction of vocational teachers in Thailand. The aim of the study was to investigate the pros and cons of mentoring and coaching for teachers and examine the effects of mentoring and coaching relationships on job satisfaction and life satisfaction of teachers. The study used a sample of 44 vocational teachers selected from 7 provinces. Data was collected using questionnaires and the analysis was carried out using correlation and linear regression statistics. The result of the study revealed a strong, positive and significant relationship between mentoring and coaching and the job satisfaction of vocational teachers in Thailand.

Sidhu and Nizam (2020) also explored coaching and employee performance using the mediating effect of rewards and recognition in Malaysian corporate context. The study aimed at examining the impact of workplace coaching on employees' performance in Malaysia. The study adopted survey research design. The study used the convenience sampling technique in selecting respondents for the study. Questionnaire was used to collect data for the study and the data collected were subjected to analysis using SPSS Amos Confirmatory Factor Analysis, Structural Equation Modelling and Regression Analysis. The results of the study revealed that coaching had a positive and significant impact on the performance of employees in Malaysia.

Nkeobuna and Ugoani (2020) examined the relationship between effective delegation and its impact on employee performance in Nigerian banks. The study was conducted using exploratory research design with 90 respondents' selected using simple random sampling technique for the study. The data for the study was gathered using questionnaire and the analysis was done using mean, decision mean and grand mean. The result of the study showed a positive and significant relationship between effective delegation and employee performance.

Saputri, Lorensa, Asriani and Zainurossalamia (2020) examined the influence of training and development to employee performance. The study aimed to find out the role of training and development on the performance of analysis consultant employees on environmental impacts. The study population was 35 employees who have gone through employee training and development programmes. The sampling was done through purposive sampling. Data for the study was gathered using questionnaires. The data collected was analysed using simple linear regression. The result of the study showed significant influence on employee performance to be related to training and development. This showed that training and development were crucial to the performance and effectiveness of employees.

Kinya, Cheron, and Moguche (2020) studied the relationship between leadership development and organizational success in selected universities in Meru County, Kenya. The study adopted the descriptive survey design with a target population of 58 members of staff drawn from selected universities in the Meru County. Data was collected using questionnaire from the respondents. The data collected was analysed with Descriptive and Regression Analysis. The result of the study revealed that the practices of job training helped the employee in coping with their work and performance. The result of the study further showed a strong relationship between training and organization success. It was therefore concluded that the emphasis on training of employees through on the job training had greatly enhance the level of employee performance thereby aiding organizational success.

Jehow, Gikandi and Mwencha (2018) conducted a study on the effect of training and leadership skills on employee performance in Devolved Governments in Kenya using Wajir County as case study. The aim of the study was to see how training and leadership skills affect the performance of employees in Wajir County, Kenya. Descriptive survey design was employed for the study and the target population was 153 managers at different levels at Wajir county government. The study used the stratified sampling method in selecting 111 respondents for the study. The method of data collection was through the questionnaires administered to the respondents. The data collected was subjected to analysis using regression and correlation analysis to determine the relationship between the variables. The result of the study showed that training and development enhances the skills and knowledge of employees which culminates into better performances. The study also found that training and development boosted the career growth of employees.

Al Shamsi et al. (2015) researched the impact of coaching constructs on leadership development in the United Arab Emirates. This research is relevant because it explores the development strategy of coaching. The study utilised a quantitative approach by developing a questionnaire. This investigation was done with the moderating variables in the context of Arabic culture. Since the UAE government utilises various leadership development strategies such as social responsibility and corporate responsibility, there is a continued lack of competent leadership in the country. The coaching process in leadership development strategies is deemed of great importance. The findings of this study suggested that the coaching process significantly improved leadership within an organisation which also facilitated and sustained the change evolution.

Methodology

The cross sectional survey design was used for this study. The target population covers employees of oil service companies in Port Harcourt, Rivers State. However, the accessible population of the study was 149 employees selected from ten (10) oil service companies. The selected of these firms was based on ease of accessibility and the fact that they were willing to be used for the study. The simple random sampling technique was used on every one of the

ten selected companies in this research while the Taro Yamane's formula was used for sample size determination with a 95% confidence interval. The Yamane formula is given as;

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = Sample size sought
 e= level of significant and
 N = Population size.

$$n = \frac{149}{1 + 149 (0.0025)}$$

$$n = \frac{149}{1 + 0.3725} = 108.$$

Based on the formula above, the sample size for this research is 108.

The data for the study was obtained using a structured questionnaire adapted from previous studies. The questionnaire items were measured on a 5-point likert scale ranging from 1 – 5. Where 1 = strongly agree, 2 = Agree, 3 = Undecided, 4 = Disagreed 5 = Strongly disagree. The spearman's rank order correlation coefficient was used in analyzing the stated hypothesis through the use of Statistical Package for Social Sciences (SPSS).

Results and Discussion

This section gives an analysis of the hypotheses testing. Spearman Correlation statistical tool was used for this study with the aid of SPSS to test the relationship between leadership development and employee performance of oil service companies in Port Harcourt, Rivers State. Spearman Correlation was used to test the relationship between leadership development strategies and workplace employee effectiveness. The decision rule was to reject the null hypotheses where $p \leq 0.05$ significant level and accept the null hypotheses where $p > 0.05$. All six bivariate hypotheses were tested in the null form.

Table 1: Coaching/Mentoring and Task Performance

Correlations			Coaching & Mentoring	Task Performance
Spearman's rho	Coaching & Mentoring	Correlation Coefficient	1.000	.276 ^{**}
		Sig. (2-tailed)	.	.000
	Task Performance	N	332	332
		Correlation Coefficient	.276 ^{**}	1.000
		Sig. (2-tailed)	.000	.
		N	332	332

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows Spearman Correlation of the relationship between Coaching/Mentoring and Task Performance. The result shows $\rho=0.276$ indicating a low positive relationship between Coaching/Mentoring and Task Performance. This implies that an increase in the usage of Coaching/Mentoring will lead to a corresponding increase in Task Performance and a reduction in Coaching/Mentoring will bring about a decrease in Task Performance. The result also shows a significant level of $p=0.000$ which is less than 0.05; concluding that the null hypothesis is rejected and the alternative hypothesis retained that there is a significant relationship between Coaching/Mentoring and Task Performance of employees in Oil and Gas companies in Port Harcourt, Nigeria.

Table 2: Spearman Correlation of the relationship between Training/Development and Task Performance

			Correlations	
			Training & Development	Task Performance
Spearman's rho	Training & Development	Correlation Coefficient	1.000	.149**
		Sig. (2-tailed)	.	.006
		N	332	332
	Task Performance	Correlation Coefficient	.149**	1.000
		Sig. (2-tailed)	.006	.
		N	332	332

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows Spearman Correlation of the relationship between Training/Development and Task Performance. The result shows $\rho=0.149$ indicating a low positive relationship between Training/Development and Task Performance. This implies that an increase in the usage of Training/Development will lead to a corresponding increase in Task Performance, and a decrease in Training/Development will lead to a reduction in Task Performance. The result also shows a significant level of $p=0.006$ which is less than 0.05; concluding that the null hypothesis is rejected and the alternative hypothesis retained that there is a significant relationship between Training/Development and Task Performance of employees in Oil and Gas companies in Port Harcourt, Nigeria.

Table 3: Spearman Correlation of the relationship between Delegation and Task Performance

			Correlations	
			Integration & Delegation	Task Performance
Spearman's rho	Integration & Delegation	Correlation Coefficient	1.000	.421**
		Sig. (2-tailed)	.	.000
		N	332	332
	Task Performance	Correlation Coefficient	.421**	1.000
		Sig. (2-tailed)	.000	.
		N	332	332

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the Spearman Correlation of relationship between Integration/Delegation and Task Performance. The result shows a $\rho=0.421$ indicating a moderate positive relationship between Integration/Delegation and Task Performance. This implies that an increase in Integration/Delegation will lead to a corresponding increase in Task Performance and a decrease in Training /Development will lead to a reduction in Task Performance, The result also shows a significant level of $p=0.000$ which is less than 0.05; concluding that the null hypothesis is rejected and the alternative hypothesis retained that *there is a significant relationship between Integration/Delegation and Task Performance of employees in Oil and Gas companies in Port Harcourt, Nigeria.*

Discussion of Findings

Coaching and Task Performance

The results on Coaching/Mentoring and Task Performance show that $r = 0.276$ and $p = 0.000$. This shows that Coaching/Mentoring has a positive, substantial, and significant relationship with Task Performance. An increase in Coaching/Mentoring will lead to an increase in Task Performance. Hence, Coaching/Mentoring is important if an employee desires to perform better on his/her tasks. This finding is supported by Pfund et al. (2016) who opined that the characteristic of a mentor is to enhance motivation and facilitating coping efficacy, developing mentee career self-efficacy, developing a sense of belonging and enhance their leadership skills, hence boosting their performance on the job. Coaching and mentoring help to enhance productivity and performance of the associated employees which results to increase quality of service and ultimately enhances performance of the organisation (Bhatia, 2006).

Training and Task Performance

The results on Training/Development and Task Performance show that $r = 0.149$ and $p = 0.006$. This shows that Training/Development has a positive, substantial, and significant relationship with Task Performance. An increase in Training/Development will lead to an increase in Task Performance. Hence, Training/Development is important if an employee desires to perform his tasks better within the organisation. This finding is supported by Jehow, Gikandi and Mwencha (2018) who asserted that training and development enhances the skills and knowledge of employees which culminates into better performances.

Delegation and Task Performance

The results on Integration/Delegation and Task Performance show that $r = 0.421$ and $p = 0.000$. This shows that Integration/Delegation has a positive, substantial and significant relationship with Task Performance. An increase in Integration/Delegation will lead to an increase in Task Performance. Hence, Integration/Delegation is important if an employee desires Task Performance. This finding is supported by Sofoluwe and Afolabi (2020) who opined that the ability of the leader to integrate the employees and delegate tasks to them improves the task performance of employees. However, Iskanto, Srimulatsih, Ansori, Ghazali, Foziah, Arifin, and Bon, (2021) revealed that employees having higher position and close connection with the upper management, develop a feeling of reluctance which impact employees' performance negatively.

Conclusion

Based on the research findings of this study, it is very evident that there is a significant and positive relationship between coaching, training and delegation which all form the dimensions of leadership development with employee performance. This suggests that there

is a direct link between leadership development and employee performance in the workplace. When organizations put in place necessary leadership development that is aimed at developing and improving the employees, it will help in the enhancement of the performance of employees.

Recommendations

Flowing from the study findings and conclusion, the study recommended as follows:

1. Management of oil service companies should ensure that relevant coaching programmes are put in place to help the employees improve their level of performance.
2. Management of oil service companies should make sure that there is continuous training for employees to improve their level of performance in terms of tasks assigned to them.
3. There should be creation of an environment that gives room for delegation of authority that will help employees in their quest to develop their leadership skills.

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