EFFECT OF LEADERSHIP STYLES ON HUMAN CAPACITY BUILDING AND SUSTAINABLE MANAGEMENT OF SMES IN ENUGU STATE, NIGERIA

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Abstract
This study examined the effect of leadership styles on human capacity building for sustainable management of SMEs in Enugu, South-east Nigeria. The methodology adopted by this study was survey research that used validated questionnaire to collect data from five sample units: SMEDAN, Enugu Zonal Office, Bank of Agriculture (BOA), Enugu, SME Centre, Enugu, SME Cluster, New Haven Enugu, and Emene Industrial Layout SME Cluster, Enugu. The population for the study was 4,252, out of which a sample of 353 was drawn using Cochran’s finite population correction factor (fpcf) technique. In the said survey, the structured questionnaire that consisted of 21 close-ended research items set on the 5-point Likert-type scale was used to collect data from the study’s respondents. Results of the reliability test carried out on the said questionnaire showed a Cronbach’s Alpha index (CAI) of 0.82, which was considered high enough and good for the study. The respondents for the study were selected using purposive sampling technique which allowed only the senior staff of the agencies with good knowledge of leadership, human capacity building, entrepreneurship and sustainable development. Descriptive statistics comprising frequency units, tables and percentages was used in analyzing the data, while the three hypotheses of the study were tested using Multiple Regression Analysis, all with the aid of SPSS software. Descriptive statistics comprising frequency counts, tables and percentages was used in analyzing the data. The three hypotheses put forward by the study were tested by use of One-Way Analysis of Variance (ANOVA) and Student t-test. It was the finding of the study that autocratic leadership style had no significant positive effect on the stock of technical skills, knowledge and competencies possessed by employees of SMEs; that laissez-faire leadership style had no significant positive effect on the stock of entrepreneurship managerial skill possessed by employees of SMEs; and that transformational leadership style had no significant positive effect on the efficiency or output levels of employees of SMEs in Enugu, South-east Nigeria. Finally, the study recommended greater emphasis on use of transformational leadership style as opposed to autocratic and laissez-faire styles; greater emphasis on regular training, formal education and putting in place effective mentoring programmes.

Keywords: Effect, Leadership Styles, Human Capacity Building, SMEs, Sustainable Management.
Background of the Study
The small and medium-sized enterprise (SME) sector has been described by the Nigerian government as having enormous economic potential and because of this the government has become increasingly committed to the promotion and growth of this sector (NBS, 2016). SMEs in Nigeria employ almost half of the people formally employed in the private sector and play a pivotal role in the economy by contributing to 42% of the country’s gross domestic product (NBS, 2015; Ogunleye, 2018). With the importance of the small business sector becoming increasingly apparent, the continued creation and survival of SMEs is vitally important to "the future of the Nigeria economy and the creation of new employment opportunities” (Anya, 2018:14). However, it has been estimated that the failure rate of SMEs worldwide lies between 70% and 80% (Barron, 2015: Moodie, 2019:9, Ryan, 2013:13) and that a substantial amount of money is being lost due to the occurrence of mistakes and problems that could otherwise have been avoided. The chances of survival and success are, however, greatly enhanced if future problems and challenges are anticipated, understood and addressed before establishing the small business or an obstacle arising.

Small businesses operate within an environment that is dynamic, turbulent and that offers great challenges. Some of these challenges present not only opportunities to SMEs, but are also a major source of problems. Within the environment, problems arise from “macro, market or microenvironments” (Ogunleye, 2018:211). Issues that present a problem to SMEs in the macro-environment relate to the state of the economy, crime and rapidly changing technology. The market environment presents problems such as limited market size, low demand for products/services and considerable competition. Problems relating to the functional and financial areas, as well as the inability to control growth and lack managerial competence can arise from the microenvironment (Onah, 2014). Another important and critical factor for the success of any organization, particularly start-ups or SMEs is those of human capital denoted, of course, by skills, knowledge and competencies of both line staff and management personnel (Dalglish, 2015; Kyambalesa, 2016). However, to Cammaranno (2013), Bass & Bass (2018) and Armstrong & Stephens (2018), the factor of leadership has proved to be the most critical success factor in entrepreneurship (both for start-up and corporate firms). Entrepreneurial leadership and administration are both processes that require one or more persons to influence the behaviour and work efforts of others in a particular situation towards goal achievement. They are both crucial since the development and otherwise of systems and organisations depend on them. The leadership process is often' the function of the leader, the follower and the situation. Administration is equally a process that involves a lot of activities all geared towards goal achievement (Peretomode, 2017). Effective leadership is critical to entrepreneurial success but' as a concept, leadership is little defined or dealt with in the entrepreneurial literature (Dalglish, 2015). The European Centre for Development Policy Management (ECDPM) explains its perspective on capacity-based on five core capabilities, namely, "capability to act and self-organize, the capability to generate development results, the capability to relate, the capability to adapt and self-renew, and the capability to achieve coherence" (Fowler and Ubels, 2018: 18-21). Capacity development is very much related to the ways organizations operate (Fowler and Ubels, 2018). Culture bears an understanding of the way an organization operates, its procedures, beliefs and values; it is usually affected by the people employed in it, the past incidents, present influences, and the type of work it undergoes (Handy,2019). New skills, competencies, and training are important
features to be acquired in an organization for capacity development; material resources such as equipment and capital assets are also imperative for this purpose (Fowler and Ubels, 2018). Capacity development and its impacts should be continuously assessed in an organization so that existing gaps could be filled to ensure constant progress. Disregarding capacity building programs would probably lead to lack of growth and possible failure. The mission of this paper was, therefore, to examine the effect of leadership styles on the human capacity building efforts for sustainable management of SMEs in Enugu, South-east Nigeria. In this study, leadership was proxy by autocratic leadership style, laissez-faire leadership style, and transformational leadership style, while human capacity building was proxy by a stock of skills, knowledge and competencies, stock of entrepreneurship managerial skills and efficiency or output levels.

Statement of the Problem
Small and medium-sized enterprises (SMEs) are having a positive impact on the Nigerian economy through job creation and provision of employment opportunities. However, despite the economic benefits and the opportunities provided by SME initiatives, small businesses continue to be inextricably linked to high failure rates and problematic challenges.

It is instructive to note that several studies have been conducted on human capacity building, leadership styles and their impacts on SMEs. For example, Ogunleye (2018), Anya (2018) and Onah (2014) state that although government and economic conditions contribute to SME’s failure, managerial or leadership actions and incompetence and inexperience on the part of subordinate employees have a far more significant influence on SME success. Studies have further shown that 14.5% of small businesses fail due to a lack of management competence or management experience (NBS, 2016). Ikupolati, Medubi, Obafunmi, Adeyeye and Oni (2017) examined small and medium enterprises as a source of human capacity building in Nigeria. Ikupolati et al’s study failed to highlight the role of leadership styles on the development of SMEs in developing countries such as Nigeria. Also, Martina, Ciovicab and Cristescua (2013) investigated the implications of human capital in the development of SMEs through ICT adoption. Martina et al’s study focused mainly on the role and applications of ICT in SMEs. Aladejebi (2018) enquired into the impact of the human capacity building on small and medium enterprises in Lagos State. Aladejebi’s study was not situated within a sound theoretical framework. Also, there was no clearly stated research question(s) and hypotheses to aid readers’ comprehension of the findings. Nchuchuwe and Etim’s (2020) study on human capital development and service delivery in Lagos State shows the importance of developing human resources. However, the study concentrated on selected ministries in Lagos State without paying attention to the private sector. From the foregoing, it is clear that none of these studies linked successful SMEs in Nigeria to human capacity building and leadership styles. It is on this background that this study examines the effect which leadership styles have on the human capacity building efforts in SMEs in Enugu, South-east Nigeria. This study is situated within the transformational leadership theory with the following specific objectives,

a. ascertain the effect of autocratic leadership style on the stock of technical skills, knowledge and competencies possessed by employees of SMEs.

b. find out the effect of laissez-faire leadership style on the stock of entrepreneurship managerial skill possessed by employees of SMEs.
c. investigate the effect of transformational leadership style on the efficiency or output levels of employees of SMEs.

Research Questions
This study will attempt to provide answers to the following questions:

i. What are the effects of autocratic leadership style on the stock of technical skills, knowledge and competencies possessed by employees of SMEs?

ii. What are the effects of laissez-faire leadership style on the stock of entrepreneurship managerial skill possessed by employees of SMEs?

iii. What are the effects of transformational leadership style on the efficiency of employees of SMEs?

Research Hypotheses
The following hypotheses were tested by this study:

1. Autocratic leadership style has no significant effect on the stock of technical skills, knowledge and competencies possessed by employees of SMEs

2. Laissez-faire leadership style has no significant effect on the stock of entrepreneurship managerial skill possessed by employees of SMEs

3. Transformational leadership style has no significant positive effect on the efficiency of employees of SMEs

Literature Review
The Concept of Leadership
"Leadership" according to Alford and Beatty (2007) "is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion." In the views of Chester Barnard "it (leadership) refers to the quality of the behaviour of the individual whereby they guide people on their activities in organised efforts". According to Terry (2015), "A leader shows the way by his example. He is not a pusher, he pulls rather than pushes". Koontz and O'Donnell (2015), opine that Managerial leadership is "the ability to exert interpersonal influence through communication, towards the achievement of a goal. Since managers get things done through people, their success depends, to a considerable extent, on their ability to provide leadership". Furthermore, in the words of Livingstone (2002), leadership is "the ability to awaken in others the desire to follow a common objective". According to the Encyclopedia of the Social Sciences, "Leadership is the relation between an individual and a group around some common interest and behaving in a manner directed or determined by him". Also according to Drucker (2007:111), leadership "is not making friends and influencing people, i.e., salesmanship is the lifting of man’s vision to higher sights; the raising of man’s performance to higher standards, the building of man’s personality beyond its normal limitations ". From the above definitions, we can conclude that leadership is a psychological process of influencing followers (subordinates) and providing guidance, directing and leading the people in an organisation towards the attainment of the objectives of the enterprise. The managerial function of leading is simply the process of influencing people so that they will contribute to the goals of the organization. To lead is to influence, to guide and to motivate."
In the opinion of Okeke (2016), leadership may also refer to the act or practice of guiding, supporting, facilitating, initiating, giving feedback, suggesting, protecting, commanding, linking, interpreting actions and modeling. Ogonor (2014) sees leadership as the process of mixing reasonably with the group, integrating group, members, organising, dominating, communicating, controlling, recognising efforts of group members and prodding members to be productive. Also, whoever would qualify to be called a good leader should be capable of active listening, visioning, clarifying, questioning, confronting, reflecting, feelings and coordinating. He should also show adequate human relations, technical and intellectual skills and knowledge, emotional stability, administrative ability and ability to motivate others to accomplish group goals. Anyone who can score up to eighty-five percent in the characteristics/qualities as listed is certainly a good, efficient and a leader who can succeed (Akinade, 2017).

Characteristics of Leadership
According to Akinade (2007:10) the leadership process is “often represented by the equation: \( L = f (1, l, f, s_f) \). The leadership process is a function of the lead followers and the situation. The leader is the head of a team. Okeke. (2016), the leader is usually a very powerful minority. The leader injects into a particular situation his/her legitimate power, abilities, competencies, motivation, expectation and personality attributes. Every situation has its peculiar features which may include special tasks, resources, history, physical setting, social structure and availability of resources. The situation may be the ministry of education, primary education board, a school or, even the home. Followers may be regarded here as staff, colleagues or subordinates. These are individuals who are led by the leader. They contribute their expectations, competencies, motivations as well as personality characteristics. The three leadership elements of leader; followers and situation must show positive correlation otherwise the efficiency of the process will be in jeopardy (Nwufo, 2014). The several elements or characteristics of leadership could be summarized as follows:

1. **Leadership implies the existence of followers:** We appraise the qualities of a leader by studying his followers. In an organisation, leaders are also followers, e.g., a supervisor works under a branch head.
2. **Leadership involves a community of interest between the leader and his followers:** In other words/the objectives of both the leader and his men are the same.
3. **Leadership involves an unequal distribution of authority among leaders and group members:** Leaders can direct some of the activities of group members, i.e., the group members are compelled or are willing to obey most of the leader’s directions.
4. **Leadership is a process of influence:** Leadership implies that leaders can influence their followers or subordinates in addition to being able to give their followers or subordinates legitimate directions.
5. **Leadership is the function of stimulation:** Leadership is the function of motivating people to strive willingly to attain organisational objectives.
6. **A leader must be exemplary:** In the words of George Terry - "A leader shows the way by his own example. He is not a pusher, he pulls rather than pushes".
7. **A leader ensures absolute justice:** A leader must be objective and impartial. He should not follow unfair practices like favouritism and nepotism. He must display fair play and absolute justice in all his decisions and actions.
8. **Leadership styles and patterns:** Tannenbaum and Schmidt (2003) have described the range of possible leadership behaviour available to a manager. Concerted efforts should be made to ensure congruence of the foregoing elements

**Leadership Styles**

According to Armstrong (2019), a leadership style is an approach used by managers to exercise their leadership function. It is said to be a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Ng’ethe et al., 2016). Leadership style plays an important role in the organisations of today. Leadership style is the way and manner in which a leadership manager or supervisor chooses to act towards his followers, employees or subordinates and the way the leadership function is being carried out by them (Mullins, 2015). Armstrong (2012) suggests that no one leadership style is better than the other but that styles are dependent on some factors. Such factors include the organisation type, nature of the task, characteristics of the individuals in the leader’s team, the group the leader leads as a whole and more importantly the personality of the leader. Adair (2013) also states that it is dangerous to suggest that one leadership style is more appropriate than another in a given situation. He suggests that the leadership style adopted will be concerning the situation at hand. This suggests that no one leadership style is considered the best. Leaders should be able to know how their leadership skills influence the followers as it has an impact on the followers being supportive of them or not (Sethuraman and Suresh, 2014).

According to Drucher (2007) and Mohammed & Hassein (2016), the styles of leadership include (1) autocratic or task-management style, (2) democratic or participative style, (3) Laissez-faire or free-rein style, (4) charismatic style, and (5) paternalistic style. The foregoing style is widely recognized as traditional leadership styles. Besides, current leadership theories have recently identified two additional styles of leadership to include (1) transitional style and (2) transformational style (Bass, 2015; Yeh & Hong, 2014). According to Burns (2017), these two styles are distinct from “mere power-holding and the opposite brute force” (p. 94).

1. **Autocratic or Task Management Leadership:** The autocratic leader gives orders which he insists shall be obeyed. He determines policies for the group without consulting them and does not give detailed information about plans, but simply tells the group what immediate steps' they must take. In other words, an autocratic leader is one who centralizes the authority in himself and does not delegate authority to his subordinates.

An autocratic leader operates on the following assumptions:

(a) An average human being has an inherent dislike for work and will avoid it if he can.

(b) If his subordinates were intelligent enough, they would not be in subordinate positions.

(c) He assumes that unintelligent subordinates are immature, unreliable and irresponsible persons. Therefore, they should be constantly watched in the course of their work.

(d) As he has no regard for his subordinates, he gets the work done by his subordinates through negative motivation, that is, through threats of penalty and punishment.
Types of Autocratic Leadership
The following types of autocratic leadership style exits:

(a) **Strictly autocratic leaders:** A strictly autocratic leader relies on negative influence and gives orders which the subordinates must accept. He may also use his power to dispense rewards to his group.

(b) **Benevolent Autocrat:** The benevolently autocratic leader is effective in getting high productivity in many situations and he can develop effective human relationships. His motivational style is usually positive.

(c) **Manipulative Autocrat:** A manipulative autocratic leader is one who makes subordinates feel that they are participating in the decision-making process even though he has already taken the decision.

2. **Participative or Democratic Leadership:** A democratic leader is one who consults and invites his subordinates to participate in the decision-making process. He gives orders only after consulting the group, sees to it that policies are worked out in group decisions and with the acceptance of the group.

A participative leader operates on the following assumptions:

(a) Subordinates are capable of doing work independently and assuming the responsibility for proper execution if they are given opportunities and incentives.

(b) Subordinates are supervised, guided and aided rather than threatened and commanded to

(c) Mistakes are not viewed seriously. The assumption is that disciplinary action breeds discontent and frustration among employees and creates an unhealthy work environment.

3. **Laissez-faire or Free-rein Leadership:** A free-rein leader does not lead, but leaves the group entirely to itself. The leader avoids using power and entrusts the decision-making authority to his subordinates. He does not direct his subordinates, thereby giving them complete freedom of operation. Groups of members work independently and provide their motivation. The manager exists as a facilitator and buffers contact man between the team and. outsiders, while bringing for his group the information and resources it needs to accomplish its job. This mode of direction can produce good and quick results if the subordinates are highly educated and brilliant people who have a sincere need to go ahead and discharge their responsibilities.

4. **Paternalistic Leadership:** Under this type of leadership, the leader assumes that his function is fatherly. His attitude is that of treating the relationship between the leader and his groups as that of the family with the leader as the head of the family. The leader works to help guide protect and keep his followers happily working together as members of a family. He provides them with good working conditions fringe benefits and employee services. It is, said that employees under such leadership will work harder out of sheer gratitude as well as emotional bondage.

5. **Charismatic leadership style**
The charismatic leadership style is one of the most traditionally valued leadership styles (Ojokuku et al, 2016). According to Annstrong and Stephens (2015), charismatic leaders are leaders who lead based on their personality qualities. The charismatic leaders have charisma, vision and a personality that compels and motivates followers...
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6. Transformation Style

Daft (2017) described transformational leadership as a style where the leader uses intangible incentives to control transactions with followers or employees rather than tangible incentives. Such intangible incentives include vision, shared values and ideas to build the relationship, to give larger meaning to different activities, and the follower or employees involved in the change process. Podsakoff, MacKenzie, Moorman and Fetter (2016: 625) ”validated six transformational factors for the Transformational Inventory (TLI): (1) articulating a vision, (2) providing an appropriate model, (3) fostering the acceptance of group goals, (4) high performance expectations, (5) providing individualized support and (6) individualized consideration”, While Daft (2015: 428) identified four different areas to distinguish the transformational leadership from the transactional leadership style- “the transformational leadership develops followers into leaders, transformational leadership raises follower’s concern from a lower level physical needs (safety and security) to a higher-level psychological needs (self-esteem and self-actualisation), transformational leadership inspires the followers to go beyond their own self-interest for the good of the group and transformational leadership paints a vision of a desired future state and communicates it in a way that makes the pain of change worth the effort”. Transformational leaders encourage a sense of belongingness and pride to the organisation and communicate the importance of each member of the organisation to them Peachey (et al., 2014). This sense of belongingness can make an employee committed to an organisation. Transformational leadership affects the level of employee commitment to an organisation (Bycio, Hackett and Allen, 2017; Rehman and Waheed, 2016). This is to say that transformational leadership impacts employee commitment According to Applebaum et al, (2013) employees who are committed to their work will be more likely to remain in an organisation. This suggests that the transformational leadership style aids employee commitment which in turn encourages retention.
7. The Transactional Style

The transactional style also known as the managerial style of leadership focuses on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers. The transactional style of leadership is based on a system of rewards and punishments (Charry, 2016). In other words, on the notion that a leader’s job is to create structures that make it abundantly clear, what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2015). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2016). Managerial or transactional style is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2015). According to Bass and Bass (2018), the transactional leadership style is composed of or is subject to two factors. They identified the factors as contingent rewards and management by exception. For contingent rewards, the leader assigns a task to a follower and provides a psychological or material reward in exchange for satisfactory execution of the task. Management by exception is referred to as "a corrective transaction" (Bass and Bass 2018: 624). It could be either passive or active. If active, the leader monitors the mistakes, errors and then employs some corrective measures; if passive, the leader takes no corrective action. Corrective actions could come in the form of negative feedback, reproof, disapproval, or disciplinary action.

Leadership Skills

The leader is expected to play many roles and, therefore, must be qualified to guide others to organisational achievement. Although no set of absolute traits or skills may be identified, individuals who; would be leaders must possess abilities to lead others. They must have certain attributes to help them in performing their leadership role. Broadly speaking, the skills that are necessary for an industrial leader may be summarized under four headings: human skill, conceptual skill, technical skill, and personal skill.

**Human Skill:** A good leader is considerate towards his followers because his success largely depends on the co-operation of his followers. He approaches various problems in terms of people involved more than in terms of the technical aspects involved. A leader should have an understanding of human behaviour. He should know people; understand their needs, sentiments, emotions, as also their actions and reactions to particular decisions, their motivations, etc. Thus, a successful leader possesses a human relations attitude. He always tries to develop a social understanding with other people. Human skill involves the following:

(a) **Empathy:** A leader should be able to look at things as objectively as possible. He should respect the rights, beliefs and sentiments of others.

(b) **Objectivity:** A good leader is fair and objective in dealing with subordinates. He must be free from bias and prejudice while becoming emotionally involved with his followers.

(c) **Communication Skills:** A leader should have the ability to persuade, to inform, stimulate, direct and convince his subordinates.
(d) **Teaching Skill**: A leader should have the ability to demonstrate how to accomplish a particular task.

(e) **Social Skill**: A leader should understand his followers. He should be helpful, sympathetic and friendly.

2. **Conceptual Skill**: In the words of Chester Barnard in Udurna (2017), "the essential aspect of the executive process is regarding of the organisation as a whole and the total situation relevant to it". Conceptual Skill includes:
   (a) An understanding of the organisational behaviour,
   (b) Understanding the competitors of the firm, and
   (c) Knowing the financial status of the firm.

A leader should have the ability to look at the enterprise as a whole, to recognize that the various functions of an organisation depend upon one another and are inter-related, that changes in one affect all others. The leader should have the skill to run the firm in such a way that the overall performance of the firm, in the long run will be sound.

3. **Technical Skill**: A leader should have a thorough knowledge of, and competence, in, the principles, procedures and operations of a job. Technical skill involves specialized knowledge, analytical skill and a facility in the use of the tools and techniques of a specific discipline. Technical competence is an essential quality of leadership.

4. **Personal Skill**: The most important task of the leader is to get the best from others.
   (a) **Intelligence**: Intellectual capacity is an essential quality of leadership. Leaders generally have a somewhat higher level of intelligence than the average of their followers.
   (b) **Emotional Maturity**: A leader should act with self-confidence, avoid anger take decisions on a rational basis and think clearly and maturely. A leader should also have high frustration tolerance. According to Koontz and O'Donnell (2015), "Leaders cannot afford to become panicky, unsure of themselves in the face of conflicting forces, doubtful of their principles when challenged, or amenable to influence".
   (c) **Personal Motivation**: This involves the creation of enthusiasm within the leader himself to get a job done. It is only through enthusiasm that one can achieve what one wants. Leaders have relatively intense achievement type motivational drive. He should work hard more for the satisfaction of inner drives than for extrinsic material rewards.
   (d) **Integrity**: In the words of F.W. Taylor, "integrity is the straightforward honesty of purpose which makes a man truthful, not only to others but to himself; which makes a man high-minded, and gives him high aspirations and high ideals".
   (e) **Flexibility of Mind**: A leader must be prepared to accommodate others' viewpoints and modify his decisions if need be. A leader should have a flexible mind, so that he may change in obedience to the change in circumstances. Thomas Carlisle (1998) has said, "A foolish consistency is the hobgoblin of a little mind". In sum, a leader must have a dynamic personality, intellectual and amiable disposition, unassuming temperament and knowledge of how to deal with his followers.
Importance of Leadership
Importance of leadership in an organisation cannot be denied. People working in an organisation need individuals (leaders) who could be instrumental in guiding the efforts of ups of workers to achieve the goals and objectives of both the individuals and the organisation. The leader guides the action of others in accomplishing these tasks. A good leader motivates his ordinates, creates confidence and increases the morale of the workers. In the words of Peter Drucker, "Good leadership is a must for the success of a business but the business leaders are the scarcest resources of any enterprise". The following points highlight the importance of leadership:

1. Leadership is the process of influencing the activities of an individual or a group towards the achievement of a goal.
2. An effective leader motivates subordinates for turning in a higher level of productivity.
3. Leadership promotes team-spirit and team-work which is essential for the success of any organisation.
4. Leadership is an aid to authority. Dynamic and enlightened leadership helps in the effective use of formal authority.
5. Leadership creates confidence in subordinates by giving them proper guidance and advice.

The history of business is full of instances where good leaders led their business concerns to unprecedented peaks of success. To quote George Terry" "The will to do is triggered by leadership, and lukewarm desires for achievement are transformed into a burning passion for successful accomplishments by the skilful use of leadership skills".

Human Capacity Building
According to the World Bank (2017:42), human capacity building or empowerment is “the process of increasing the capacity of individual or groups to make choices and to transform those choices into desired outcomes and desires”. But then, the outcomes and desires being envisioned should, however, be capable of transforming our individual and collective poverty and, or squalor (i.e. economic and, or knowledge) inclination to actual innovations by every standard. When individuals are empowered, particularly positively, they can initiate and propel the opportunity to exercise personal discretion and or choice that contributes to individual's growth and personal wellbeing in the workplace. Empowerment, as summarized in Page and Czuba (2018), leads the individual with the following options:

- ability to learn skills for improving one’s personal or group power,
- ability to change others’ perceptions by democratic means,
- involving the growth process and changes that is never-ending and self-initiated,
- increasing one’s positive self-image and overcoming stigma,
- decision-making power on his/her own,
- access to information and resources for making the proper decision,
- a range of options from which to make informed choices,
- ability to exercise assertiveness in collective decision-making, and
- positive thinking on the ability to make changes
Reeves (2016: 43) defines capacity building as the “improvement in organizational citizenship behaviour, commitment teams, collaborations, facilitation, human resources, and reporting system”. According to Ebrahim (2018), employee capacity building relates to several areas of work including improved human resources, collaboration, evaluation, advocacy, positioning, and planning. Tuggle & Peebles (2013:19) state that employees’ capacity building directly relates to “training/speaking abilities, technical skills, organizing skills, and other areas of personal and professional development”. The European Centre for Development Policy Management (ECDPM) defines its perspective on capacity based on five core capabilities:

- capability to act and self-organize,
- capability to generate development results,
- capability to relate,
- capability to adapt and self-renew, and
- capability to achieve coherence

(Fowler and Ubels, 2018: 18-21). Capacity development is very much related to the ways organizations operate (Fowler and Ubels, 2018). Culture bears an understanding of the way an organization operates, its procedures, beliefs and values; it is usually affected by the people employed in it, the past incidents, present influences, and the type of work it undergoes (Handy, 2019). New skills, competencies, and training are important features to be acquired in an organization for capacity development; material resources such as equipment and capital assets are also imperative for this purpose (Fowler and Ubels, 2018). Capacity development and its impacts should be continuously assessed in an organization so that existing gaps could be filled to ensure constant progress. Disregarding capacity building programs would probably lead to lack of growth and possible failure. An important dimension, and as inferred from Page and Czuba’s (2018) study, is that learning is an unending, abstract and invisible process that permeates everyone’s life, whether young or old, rich or poor, educated or illiterate where the individuals are influenced and within the cyclic order, also influence others meaningfully. Sometimes, employees (i.e. whether in the civil service or academic, especially HE; and, or learners often engage in learning encounters, sometimes deliberately or inadvertently (i.e. the direct consequence of creativity), to learn new things or to unlearn old and unprofitable ideas (i.e. the consequence of empowerment) with the implication on how we live and should be living. Real and apparent learning is an embodiment of education that transcends the four walls of the classroom and can be categorized as a lifelong phenomenon that is results-oriented and overall academic breakthrough and professional maturity. This is the essence of learning, being the consequence of empowerment, which functions as a process, adds to or updates the reservoir of individual’s knowledge and or group existing knowledge base, which of course, is expected to lead to some form of behaviour modification on the part of the education as well as a collective commitment that simultaneously, instigates performance efficiency and the orientation of world-view which, consequently, improve positively (Rogers, 2014; World Bank, 2017).

Effect of Leadership Styles on Human capacity Building
The growth of any state or organisation is a function of its leadership and leadership influence. The etymology for the style of leadership approach believes that effective leadership influence utilizes a particular style to lead individuals and the nations towards attaining its basic tasks. Hence, leadership is essential for the survival of organizations (Okpata, 2014; Onah, 2015).
Leadership influence is a central element of a group of union-management. It is one of the indispensable parts of the management approach in directing the members of that organization and utilizing their potential towards the accomplishments of group goals and objectives. The degree to which organizational memberships utilize their aptitudes and abilities in the relationship is predicated on how the group’s leadership and leadership influence appreciate the presence of various labour unions and organizations in the society, thereby averting cases of industrial disputes and strikes over wages and conditions of service (Okene, 2015).

Hartnett (2016) asserts that participative leadership influence devoid of all kinds of restrictions on grounds of race, sex and religion and co-operative labour management relations enhance effective service delivery in the public sector. Effective leadership influence in institutional management emphasized the process of utilizing the potential of the workforce in efficiency and effective manner aimed at achieving the goals and objectives of that institution Silins (2014), that transformational leadership approach facilitates collaboration among the groups and changes the structural processes of the institution and thus contributes to its performance.

This implies that group leadership is concerned with structural relationship that brings about institutional coherence in a systematic process that gains maximum cooperation and enhances participation between the employer and workers in the organization. This process of change can only be achieved by adopting good and result-oriented leadership influence, identifying, opportunities setting strategic directions, and investing resources to enhance human capabilities and improve institutions goals and objectives.

"Why some companies leap… and others don’t” is the sub-title of Jim Collin’s latest book Good to Great (Collins, 2018:1). This leap is a particularly relevant concern for small and entrepreneurial businesses. Starting up is one thing and surviving the changes that accompany rapid growth provides different challenges and can require very different skills.

The survival rate of start-up businesses is quite small, and the proportion of those surviving that go on to success and long-term sustainability is even smaller. Gasse (2015) states:

"Most authors agree that one of the principal causes of small business bankruptcy is the lack of management skills. In effect, management skills are important to the survival of the new firm “ (p. 103)

Collins and his team undertook extensive research into the differences between companies that achieved sustained success over those that didn’t. His companies are largely in North America, are large, and have been in existence for at least 15 years. So, how are his findings relevant to start-ups and other entrepreneurial companies? All the successful companies were at start-up or entrepreneurial stage at one time. What they did at this and so much greater degree than competitors in a similar situation. The message is: begin as you mean to continue.
Although most businesses fail due to a variety of reasons, a problem that is often cited as a major contributor to failures are managerial incompetence and lack of entrepreneurial skills (Bekker and Staude, 2018; Marx et al., 2017). More than 90 percent of entrepreneurial failure is attributed to lack of abilities to perform managerial functions (Glueck, 2014), while Wright (2015) concurs that poor management ranks among the main reasons for the failure of many businesses. It is, therefore, apparent that small business owner-managers require certain managerial competencies to succeed (Kyambalesa, 2016). This will allow small business owner-managers to better manage their businesses and solve problems, resulting in improved chances for success and the ability to be a better contributor to the economy.

Leadership and administration are crucial to the development of any sound productive system like the enterprises. Consequently, for effective management of business organizations certain essential leadership styles are required. This is because without an appropriate leadership style, the basic start-up or corporate firms are bound to go under sooner or later. Several studies on personnel management in organizations have identified two broad approaches to employee capacity building to include traditional or classical approach and modern or open approach (Mullins & Christy, 2015; Analoui, 2016; Pindur et al., 2018).

**Traditional or Classical Approach:** Not surprisingly, the classical principles of management focus on principles for enhancing productivity and increasing efficiency by designing a coherent organization structure (Mullins and Christy, 2015). Emphasis is placed on the division of work, and designation of responsibilities and duties for promoting the functional principle (Mullins and Christy, 2015). Personnel management is one of the significant principles incorporated in traditional organizations, whereby training and development programs, welfare programs, salary incentive programs, and upgraded working conditions are implemented (Analoui, 2016; Pindur et al., 2018). Higher work output and above-average performance is measurable and awarded with higher wage rates as a motivational incentive since it is assumed that the employee’s only purpose is to increase his/her income (Pindur et al., 2018, Kakabadse et al., 2017). Coordination between management and staff is considered crucial for improving productivity in terms of quality and quantity (Mullins and Christy, 2015). The role culture is a dominant feature in classical organizations, whereby the emphasis is mainly concentrated on the tasks allocated by senior management; the activities are well-coordinated and planned (Handy, 2019). From this perspective, the organizational structure is a formal hierarchy characterized by an authoritarian leader’s style where the primary focus is on the organization and its needs; the interaction is only vertical and knowledge exists at the top management level (Pindur et al., 2018; Mullins and Christy, 2015). It’s obvious here that organizational capacity development is supported through these classical management processes since they focus on improving organizational operations and promote division of tasks. However, these processes do not advocate organizational learning, development of employee skills, job satisfaction, social interactions and effective communication among all hierarch levels which are essential for human capacity building.

**Modern or Open Approach:** The management process in modern organizations characterized by their open systems (Analoui, 2016; 2017), is considered a circular continuous cycle consisting of people working in groups aiming to reach specific objectives and focusing on human relations/behaviours and social needs (Pindur et al., 2018; Mullins and Christy, 2015).
Employees perform better and are more satisfied when they are treated by senior managers as people, and when their innovative ideas are taken into account and encouraged by the senior managers (Kakabadse et al., 2017). The open system is more prevalent (Analoui, 2016) in modern organizations; it involves an informal structure where tasks are non-monotonous, knowledge exists at all levels of the organization, and interaction among employees is vertical and horizontal (Pindur et al., 2018). Communication can be both formal and informal; informal communication encourages different departments and hierarchy levels to interact more easily and share knowledge, and it is especially useful for team building (Analouei, 2016). Organizations can be informal and flexible, thus characterized by more efficient communication and somewhat indeterminate relationships (Mullins and Christy, 2015).

Human capacity building is mainly enhanced by encouraging the participation of employees in decision making and by maintaining close relationships with the employees (Pindur et al., 2018). Senior managers in modern organizations advocate human capacity building through the development of employees' professional skills and promotion of teamwork (Pindur et al., 2015). This is enhanced through the applied leadership style which is considered democratic; hence the power is more widespread (Mullins and Christy, 2015). The task culture is mostly incorporated in modern management organizations which sponsor change and adaptation; it is characterized by being a team culture where employees can exercise more control over his/her work (Handy, 2019) Professionalism, respect and good relationships thrive in this type of culture (Handy, 2019). Effective communication and coaching from the senior managers to their subordinates can promote knowledge sharing, organizational learning, and effective leadership capacity building (Roddy, 2014). Continuous feedback and performance appraisal by senior managers are important for the employees' performance enhancement and motivation (Keegan and Den Hartog, 2014). When the characteristics are viewed with Rae’s (2016:6) findings of five broad career stages, we can begin to see how the needs for learning change through the life cycle and appear to be dependent upon the individual mentee’s stage at any given time, thus the learning is circular with previous stages being revisited when entrepreneur moves into new ventures. This is further supported with Boyatzis's theory of self-directed learning, Goleman, Boyatzis & McKee (2011:110), based on the principles of open-loop learning, which implied that to understand the learning styles and needs of mentor/mentee, it is necessary to attune to their immediate and long-term goals.

Theoretical Framework
This study is anchored on the leadership theory known as Relationship/Transformational Leadership Theory and the Human Capital Theory. The postulates of the two theories are briefly discussed below.

Relationship/Transformational Theory
Relationship Theory also is known as Transformational Theory focuses on the connections formed between leaders and followers. In this theory, leadership is the process by which a person engages with others and can “create a connection” that results in increased motivation and morality in both followers and leaders, Relationship theory is often compared to charismatic leadership theory in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group
members see the importance of a higher good of the task. These leaders are focused in the performance of group members, but also on each person fulfilling his or her potential. Leaders of this style often have high, ethical and moral standards (Chatty, 2016).

**Human Capital Theory**

Human Capital Theory was proposed by Schultz in 1961 and later developed extensively by Becker (1964). Human capital definition is the combination of personality attributes, habits, knowledge, social life, and creativity considered in labour performance to contribute to economic value. This theory was developed by Becker and Mincer and can trace its origin to macroeconomic development theory. Gary Stanley Becker developed Human Capital Theory based on Schutlz's research on return-on-investment. Human Capital Theory suggests that education or training increases the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. Researchers have long understood that human capital, especially one's education and training, plays a key role in both employee and firm performance (Becker, 1993: Mincer, 1974).

Much of the contemporary literature on training and development find a positive relationship between individual performance (Schmidt, 2007; Jones, 2012; Bapna, 2013) and firm performance (Hatch and Dyer, 2004; Vidal-Salazar, 2012; Georgiadis and Pittelis, 2016). Human Capital Theory asserts that human capital is a key determinant of economic success in all industries. An organisation is often said to be as good as its staff. Directors, leaders and employees that make up an organization's human capital are critical to its success. The importance of human capital in an organization is underscored by the fact that among all the three factors that have been identified as being at the core of the management function in an organisation known as the 5ms (man, materials, money, machine and method), human capital (proxy, of course, by man) plays the lead role as it is the factor that seeks to effectively combine the rest of the other four factors to ensure the success of the organization (Wilson, Gilling and Pearsia, 1991; Stonar, Freeman & Gilbert, 2002).

According to Becker and Mincer, human capital is typically managed by an organization's human capital management (HCM) department, which is now commonly referred to as the human resources (HR) department. A HRM department oversees the organization’s workforce acquisition, management and optimization. The HRM department’s other directives include workforce planning and strategy, recruitment, employee training and development and reporting and analysis. Hence the theory shows the role of human resource management in providing education and training which in turn increases performance of the organization. Human resource management must play its pivotal role in the acquisition, development and retention of human capital for an organization. The staffing function of human resource management must also be effective in the search, recruitment and acquisition of the employees with the human capital necessary for the organization's needs.

**Methodology**

The methodology adopted by this study was survey research that used validated questionnaire to collect data from five sample units: SMEDAN, Enugu Zonal Office, Bank of Agriculture (BOA), Enugu, SME Centre, Enugu, SME Cluster, New Haven Enugu, and Emene Industrial Layout SME Cluster, Enugu. The population for the study was 4,252, out of which...
a sample of 353 was drawn using Cochran’s finite population correction factor (fpcf) technique. This special formula is given by:

\[
n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}
\]

Where,

- \(n\) = adjusted sample size
- \(n_0\) = correction factor \(n_0 = \left[\frac{Z^2pq}{e^2}\right]\)
- \(N\) = Population size for the study

To determine the sample size for this study, we assume the following:

- \(z\) = 1.96 (i.e 95% confidence level)
- \(p\) = Estimated proportion of an attribute that is present in the population (estimated at 50% or 0.5)
- \(q\) = \(1-p\) (the proportion of an attribute that is not present in the population (100% - 50% or 0.5)
- \(e\) = desired level of precision (estimated at 5% or 0.05).

To obtain \(n_0\) (finite population correction factor), we substitute in \(n\) as follows:

\[
n_0 = \frac{1.96 \times 1.96 \times 0.5 \times 0.5}{0.05 \times 0.05} = 384.16 = 384
\]

Therefore, \(n_0\) (finite population correction factor) is 384.

\(N\) is already given as 4,252 above.

Substituting in the formula \(n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}\) above, we obtain:

\[
= \frac{384}{1 + \frac{384 - 1}{4.252}} = \frac{384}{1.090075} = 352.269339 = 353 \text{ (rounded up)}.
\]

Therefore, the sample size for the study was 353.

Purposive sampling technique which favoured only senior officers in the sample units who were adjudged to possess good knowledge of the public administration and entrepreneurship was used in selecting the 353 respondents that participated in the study. Results of the Cronbach’s Alpha test showed a reliability index of 0.82. Descriptive statistics comprising frequency units, tables and percentages was used in analyzing the data, while the three hypotheses of the study were tested using Multiple Regression Analysis, all with the aid of SPSS software. Descriptive statistics comprising frequency counts, tables and percentages was used in analyzing the data. The three hypotheses put forward by the study were tested by use of One-Way Analysis of Variance (ANOVA) and Student t-test. All the tests were conducted...
with the aid of Excel Spreadsheet and Statistical Package for Social Scientist (SPSS), respectively.

**Findings**
Out of the 352 copies of the questionnaire administered on the respondents at the sample units for study, 301 (85.5%) were not returned well completed, 30 (8.5%) were returned but badly completed and, therefore, rejected. While 21 (6.0%) were not returned at all. It was, therefore, the responses borne by these 301 questionnaires that were used for the analysis and tests whose results are presented below.

**Test of Hypotheses**

**Hypothesis No. 1**

i: Autocratic leadership style had no significant positive effect on the stock of technical skills, knowledge and competencies possessed by employees of SMEs

**Table 1: One Way ANOVA Test of Hypothesis No. 1**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F*</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>8,882</td>
<td>3</td>
<td>2,960.67</td>
<td>2.9</td>
<td>.061</td>
</tr>
<tr>
<td>Within Group</td>
<td>63,514</td>
<td>298</td>
<td>213.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72,396</strong></td>
<td><strong>301</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2018; SPSS Output

The ANOVA Table 1 shows that the calculated F* value is less than the tabulated F value and its probability is 0.03 (i.e F*2.9 < F 2.6; p= 0.061 > .05). This means that the null hypothesis should be accepted and alternate type rejected.

**Decision:**
We, therefore, conclude that the autocratic leadership style had no significant positive effect on the stock of technical skills, knowledge and competencies possessed by employees of SMEs

**Hypothesis No. 2**

ii: Laissez-faire leadership style had no significant positive effect on the stock of entrepreneurship managerial skill possessed by employees of SMEs

**Table 2: One Way ANOVA Test of Hypothesis No. 2**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F*</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group</td>
<td>25,020</td>
<td>3</td>
<td>834.00</td>
<td>3.6</td>
<td>.079</td>
</tr>
<tr>
<td>Within Group</td>
<td>212,948</td>
<td>298</td>
<td>717.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237,968</strong></td>
<td><strong>301</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2018; SPSS Output

The ANOVA Table 2 shows that the calculated F* value is greater than the tabulated F value and its probability is 0.03 (i.e F*2.9 > F 2.6; p= 0.079 > .05). This means that the null hypothesis should be rejected and alternate type accepted.
The ANOVA Table 2 shows that the calculated $F^*$ value is greater than the tabulated $F$ value and its probability is 0.029 (i.e $F^* 3.6 > F 2.6$; $p=0.079 > 0.05$). This means that the null hypothesis should be accepted and alternate type rejected.

Decision:
We, therefore, conclude that the laissez-faire leadership style had no significant positive effect on the stock of entrepreneurship managerial skill possessed by employees of SMEs.

Hypothesis No. iii
iii: Transformational leadership style had no significant positive effect on the efficiency or output levels of employees of SMEs.

TABLE 3: ONE–SAMPLE STATISTICS

<table>
<thead>
<tr>
<th>Source: SPSS Output, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different</td>
</tr>
</tbody>
</table>

Table 3 shows that the means difference of the sample of 301 for the study is 2.0500, the standard deviation is 2.83725, while its standard error of the mean difference of the said sample is 0.63443

TABLE 4: ONE–SAMPLE STUDENT T-TEST

<table>
<thead>
<tr>
<th>Source: SPSS Output, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different</td>
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</tbody>
</table>

Table 4 displays the output of student t-test performed on the sample using SPSS software to determine the observed t-value ($t^*$) and the probability ($p$) of the sample which are used for comparing with the critical (theoretical) t-value ($t$), and the study’s significance level of 0.05 or the confidence interval (level of confidence). The table shows the probability of Type 1 Error is 0.004 (i.e $t=3.231$; $p=0.004$) at 300 degree of freedom (df). In the critical t-value distribution table, the t-value of the sample at 300 df and 0.05 level of significance is 2.576 (i.e. $t=2.576$; $p=0.05$). When this critical t-value ($t$) is compared with the observed t-value ($t^*$), the result shows that the latter is greater than the former, while its probability of committing Type 1 Error in the case of the latter is less than that of the former. That is, $t^*3.231>t2.576;p<0.05$.

Decision:
Since the observed t-value is greater than the critical t*-value at a probability that is less than 0.05, we, therefore, conclude that the transformational leadership style has a significant positive effect on the efficiency or output levels of employees of SMEs.

Implications of the Finding of this Study
The findings of this study, no doubt have profound implications for the success of the organization. By and large, entrepreneurs, employers and managers in the organization will...
need to pay special attention to all the factors that provide incentives for quality leadership and human capital building (Aladejebi, 2018). Such incentives include enabling environment, dedicated followership, good conditions of service, quality retention plan, formulation and diligent implementation of the quality succession plan, education and training, and quality mentoring plan, among other factors.

Again, policymakers and leaders of the organized private sector will need to pay particular attention to the provision of the enabling environment that can pave way for businesses to thrive in general and for leaders or managers of firms to discharge their responsibilities effectively (Ikupolati, Medubi, Obafunmi, Adeyeye & Oni, 2017). They should also rally the needed resources to periodically organize training workshops, conferences and seminars for both business leaders and line staff of organizations. In addition to establishing training institutes for businesses, they can also make funds available for formal education to the benefits of managers and their subordinates.

With the findings of this study, managers of firms all need to critically re-examine the efficacy of their traditional leadership styles. This is so because as the findings of this study show, except the democratic leadership style, other types of traditional styles of leadership, particularly the autocratic and laissez-faire leadership styles have proved to be disincentives to organizational success. In their place, managers will need to look into the new or modern leadership styles such as transformational and transactional styles to see if they can adopt such in these days of heightened competition, globalization and increasing democratization of the management space.

**Conclusion**

There is no doubt that leadership has become the pivot upon which the success of most organizations, particularly SMEs in this ever-changing and highly competitive business environment rests. In addition to the foregoing, another factor that plays a significant and critical role in the success story of any business is that of human capacity in the form of skills, knowledge ad competencies on the part of managers and their subordinate staff.

It is against the backdrop of the foregoing that this paper agrees with previous studies that it is poor leadership denoted, of course, by management incompetence, on one hand, and lack of adequate human capacities among employees, on the other hand, that are responsible for the high failure rate of that presently characterizes the SME sector in Nigeria. Finally, it is also the conclusion of this study that autocratic leadership style and laissez-faire leadership style had no significant positive effects on human capacity building efforts among SMEs in Enugu, South-east Nigerian, and that transformational leadership style had a significant positive effect on the efforts at human capacity building among SMEs in the study area.

**Recommendations**

Leaders in organizations, especially SMEs in Nigeria should, therefore, strive to shun the use of those traditional leadership styles in the management of their organizations. This is because, in this increasingly changing world and highly competitive business environment, such traditional leadership styles have irredeemably proved to be ineffective, anachronistic and counter-productive. In their place, the modern leadership styles, particularly the
transformational style, are highly recommended. What is more, arguably because they place a high premium on motivation and participatory decision-making, these modern styles have been found to promote efficiency, growth, profitability and overall performance of the organization.

Again, as modern managers, leaders of SME should place greater emphasis on training and human capacity building among their workforce toward greater productivity. Greater investment of funds into sponsorship of regular training programmes, through workshops, seminars and conferences should be embarked upon regularly; more efforts and resources should also be devoted to the provision of opportunities for formal education to employees.

Finally, organizations should always encourage the practice of mentoring. Thus, the organisation’s human resource policy on mentoring must embrace a holistic approach other than the traditional perspective and should be an integral part of the organisation’s life. Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted professionally with consideration and respect for both individuals. Problems with mentoring may be minimized when both parties have clear expectations of what the professional relationship can do and what it should not do.

References


