



FACTORS AFFECTING MENTORING AND ORGANIZATIONAL LEARNING IN EMERGING AFRICAN ECONOMIES: A THEORETICAL REVIEW

Sunday Alewo Omale^{1*}, Idodo Momodu Daniel², and Bukar Ali Bularafa³

^{1&3}Department of Business Administration, Federal University Gashua, Yobe State, Nigeria.

²Department of Business Administration, Dorben Polytechnic, Garam, Niger State Nigeria.

*Corresponding Author's Email: drsaomale@gmail.com

Cite this article:

Omale, S. A., Idodo, D. M., Bularafa, B. A. (2025), Factors Affecting Mentoring and Organizational Learning in Emerging African Economies: A Theoretical Review. British Journal of Education, Learning and Development Psychology 8(2), 22-33. DOI: 10.52589/BJELDP-GSWLXR5V

Manuscript History

Received: 11 Mar 2025

Accepted: 17 Apr 2025

Published: 26 May 2025

Copyright © 2025 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *While several mentors and learners end their relationships prematurely, many flourish and continue mentoring and learning till retirement. Understanding how these mentors and learners (mentees) maintain their enthusiasm can help identify the resources they need for their professional and personal growth. Nevertheless, research into the characteristics that drive sustained learning and mentorship is scarce. The primary objective of this research was to investigate the factors influencing mentoring and organizational learning in developing African economies over multiple decades, as well as how these aspects can be leveraged for organizational benefit. The pertinent research has been examined to provide greater detail and clarify the reasons for these characteristics. Mentoring and organizational learning were associated with various good outcomes, notably, enhanced performance, promotions, wage increases, work satisfaction, talent retention, and employee growth. Despite these benefits, issues like corporate culture, ineffective communication, mentor-mentee pairing, an absence of trust, and stated objectives and requirements continue to influence how effectively it operates in an organizational or social setting. The findings indicate that company culture should encourage development, learning, and knowledge exchange. These are critical for successful mentoring and organizational productivity. An organization that does not value or prioritize mentoring is bound to fail. Furthermore, businesses should encourage open and honest communication between mentors and mentees. This is vital for building trust and developing a positive learning relationship.*

KEYWORDS: Mentoring, mentor, mentee, organizational learning, and emerging African economies.



INTRODUCTION

Mentoring and organizational learning are gaining popularity worldwide due to their positive impact on corporate success. However, recently, there has been growing concern about the effects of corporate culture, interaction, mentor-mentee pairing, and established objectives and standards (Omale et al., 2017; Omale, 2016b). Conduct among workers in the workplace has a substantial impact on the entire atmosphere (Agjebule et al. 2021). At the same time, Mishra and Tikoria (2021) asserted that the culture of an enterprise affects its efficiency through the behavior it develops as a result of its setting. Mentoring entails someone with greater expertise (mentor) guiding a novice (mentee) to promote their personal and professional growth, whereas organizational learning is the process by which organizations evolve and enhance via knowledge and expertise exchange (Onyia, Iweka & Asonye, 2019; Omale et al., 2025).

Learning how to cope with disagreement and manage people is an important part of mentorship and one of the most useful productivity tools (Omale & Idodo, 2016; Omale, 2016a). In reality, when applying organizational learning, the pattern of employee resiliency and attitudes can have a huge impact on the performance of corporate, professional, and individual interactions. When conflicts and/or organizational learning are dealt with firmly, people are more likely to be inspired to communicate their concerns, which boosts self-esteem, efficiency, and confidence in subsequent encounters (Omale & Ojo, 2025).

Mentoring applies the theory of transformation to impartial critical thinking and tackles the andragogical concept that exposure is the most valuable means of learning for adults (Klinge, 2015). Growth for adults is supported in a learning organization through an open and mutually beneficial interaction between the mentee and mentor. According to Klinge (2015), expected outcomes from a mentoring initiative in a learning organization include the integration of novel information in everyday activities, individual and collaborative assessment of challenges and potential solutions, the appraisal of novel tools, and the development of novel company plans for the learning organization.

Mentoring covers actions that are frequently organized and promoted by a company to nurture its employees and guarantee that they enhance and retain the organization's competitive advantage. Because of their interest in mentoring, Omale et al. (2017) concluded that organizations are social systems in which human capital is the most significant aspect for their efficacy and effectiveness. Organizations require excellent, sustainable managerial skills of managers and staff to fulfill objectives, and they wouldn't be successful without their employees' efforts and improved performance (Omale, Madu, & Idris, 2025).

Several investigations have indicated that mentoring has a positive impact on worker productivity, especially for those employed in private institutions (Malik & Nawaz, 2021; Mnasi et al., 2022). Based on a research study carried out by Chaudhry et al. (2020), mentorship has been shown to enhance workforce satisfaction and organizational commitment, which leads to better performance. The study found that mentoring increases job satisfaction by improving employees' understanding of their jobs and responsibilities, as well as providing them with a clear path for their career advancement.



Furthermore, mentoring offers individuals vital assistance, evaluation, and advice as they overcome obstacles and gain new abilities, resulting in enhanced job performance. Mentoring boosts employee performance by giving workers the support and direction they need to grow their skills and competencies (Vidyasagar & Sujatha, 2021). Mentoring assists people in identifying areas for improvement and provides valuable feedback and guidance on how to develop new skills and competencies (Ojeaga & Okolocha, 2020).

While numerous academics, such as Agjebule et al. (2021) and Omale and Gurin (2025), have published works on the management of knowledge and mentorship, there has been little research on the role of mentoring on employee performance in Africa, particularly the issues that inhibit its effective implementation. The few research studies that exist in the field of management have explicitly examined mentoring in a diverse workforce as a mechanism of knowledge transmission between individuals (Omale, Mohammed, & Shettima, 2025).

Effective mentoring and adaptation can improve the effectiveness of an organization, creativity, and resilience, resulting in enhanced efficiency, productivity, and competitive advantage. Organizations that prioritize learning have a greater capacity to adapt to new conditions and client needs, leading to improved performance. Sessa and London (2015) define organizational learning as the shared knowledge of individuals and groups, which extends or transcends personal development.

There are numerous methods to gain knowledge; however, among the most popular organizational learning approaches is to correct inaccuracies. Using the remediation procedure, organizations attempt to identify areas in which they fall short of meeting customer expectations. After discovering mistakes, the next stage is mistake rectification, in which businesses attempt to adopt or apply new solutions to the recognized faults. Detecting and correcting errors involves the entire company. Once the identification and corrective procedure becomes an ongoing endeavor, it drives the organization to continuous learning, advancement, and creativity (Jiménez-Jiménez & Sanz-Valle, 2011).

Farrell's (2000) study suggests that organizational learning is crucial for achieving desired outcomes. Organizational learning improves overall performance. Organizational learning improves performance by enabling staff to adapt to changing consumer demands (Chien & Tsai, 2012; Giniuniene & Jurksiene, 2015). Meeting the continually shifting requirements of the environment and clients necessitates innovation.

Scholars have investigated mentorship and organizational learning from a variety of perspectives. According to Malik and Nawaz (2021), mentoring increases productivity among employees. Omale et al. (2017) investigated the effect of mentoring on employee retention via knowledge transfer. Jiménez-Jiménez & Sanz-Valle (2011) investigated the impact of mentorship on organizational performance. In contrast, Omale et al. (2024) addressed organizational learning in the post-COVID-19 era. A condition for satisfied stakeholders. Mishra and Tikoria (2021) highlighted the relevance of an organization's ethos and how it influences its productivity. Nevertheless, little study has been undertaken on the factors influencing mentorship and



organizational learning, particularly in emerging African economies. This study fills a vacuum and adds to the literature in underdeveloped countries, particularly Africa.

THEORETICAL VIEWPOINT AND LITERATURE REVIEW

Theoretical View Point

This research is based on self-determination theory and organizational learning theory. Edward Deci and Richard Ryan created self-determination theory, an aspect of motivation theory, in the 1980s. At its foundation, SDT holds that humans have innate dispositions to seek out and participate in endeavors that encourage their development and self-esteem. These inclinations are motivated by three behavioral needs: autonomy, competence, and relatedness. Once these three demands (autonomy, competence, and relatedness) are met, people are more inclined to be inspired, involved, and productive. In the framework of mentoring, SDT may prove a useful instrument for both mentors and mentees. Mentors can assist their mentees in creating an atmosphere of control over their objectives and activities by emphasizing their independence and their role in the process. Mentoring can boost spirits and self-esteem by empowering mentees to take responsibility for their development.

Organizational learning theory, however, is a complete theory that addresses individuals and organizational elements that influence organizational learning. Scholars contend that acquiring knowledge, whether personal, collective, or corporate, is an interpersonal procedure that involves humans and cannot occur in solitude. Consumers, suppliers, and rivals are all sources of learning for them. These stakeholders collaborate to create significance and understanding regarding action-outcome links and the impact of the organization's context. According to Berta's (2015) theory, organizational learning enables organizations to investigate, acquire, and apply new knowledge to improve performance through creative procedures and practices.

Literature Review

Mentorship is critical for business owners who want to build long-term, job-creating enterprises. To ensure the survival of firms, sufficient assistance mechanisms must be offered at all stages of their development (Omale et al., 2017). This is when mentorship comes into play. To stay viable and successful, entrepreneurs must seek external counsel or mentorship when faced with challenges such as poor performance and inefficiency (Ayebuga et al., 2016).

Contemporary organizations' mentoring has been considered a potential solution to global financial suffering, organizational failure, and inadequate business leadership succession planning (Oyenuga et al., 2024). Several performers ride on the shoulders of exceptional people thanks to mentorship; however, currently, many young people and businesses disregard the commands and counsel of those mentoring them, resulting in poor performance in attitude, career, and organizations.



Consequently, organizational learning is one component that addresses the firm's internal and external characteristics. Organizational learning has evolved as an outcome of the realization that knowledge is critical to an organization's success (Werlang & Rossetto, 2019). The COVID-19 outbreak has led to an upsurge in organizational learning and novel concepts. Two successful approaches to improve organizational learning are to foster an organizational culture that values knowledge growth, encourages innovation, and provides a venue for sharing ideas (Querol et al., 2014).

Dibrell, Craig, and Neubaum (2014) define learning as the act of making assumptions from the external environment and transforming the organization to meet those expectations. Research suggests that organizational learning improves company performance (Farrell, 2000; Baker & Sinkula, 1999; Gonzalez-Padron, Hult, & Calantone, 2008). Zhao, Y. (2011) discusses the relationship between organizational learning and organizational performance. They contended that organizational learning fosters fresh relationships that assist firms in meeting the constantly evolving economic and consumer demands. Researchers have put this forward based on the research reviewed above.

Learning allows organizations to expand their knowledge resources and improve the cognition of their people in the face of disasters. Organizational learning helps to monitor outside company specifications, which promotes the growth of an organization's ability to adapt (Alerasoul et al. 2022). In their enduring practices, building-related organizations demonstrate two types of learning behaviors: acquisitive learning and experimental learning. Acquisitive learning is defined as the process by which businesses acquire and integrate new information and technology from other entities and the outside world. External knowledge is integrated during the learning process, ultimately improving the organization's competencies. This procedure frequently ends in the depreciation, amnesia, or replacement of pre-existing knowledge with newly acquired information (Morgan & Berthon, 2008; Shen, Mihalache, & Yu, 2019).

Acquisitive learning allows the company to pull managerial expertise and theoretical assets from other organizations and apply them domestically in a "hired" fashion, built on its peculiar needs and present circumstances for knowledge re-creation (Keil, 2004). It can swiftly address the organization's knowledge gaps, improve prevailing know-how, and restructure present competences, decreasing uncertainty in the deployment of new technologies and reducing the dangers of finding different solutions. This enables the organization to steer clear of diversions, prevent conformity of existing knowledge, and respond quickly to changes in the outside environment. Experiential learning, on the other hand, refers to the practice of learning via doing. Practical lessons and reflection allow learners to integrate academic theories and knowledge with real-world circumstances.



Factors that affect mentoring and organizational learning

Mentoring and organizational learning have been linked to several positive outcomes, including improved performance, pay increases, promotions, job fulfillment, talent retention, and employee growth. Notwithstanding all these advantages, factors such as corporate culture, communication, mentor-mentee pairing, and established objectives and standards continue to influence how well it performs in an organizational or group environment.

According to Peterson (2007), the success of mentorship and learning is related to the cultural context, particularly the peculiarity of the nation where mentoring is delivered. The peculiarities of the sector where mentoring services are delivered may also influence the factors that determine mentoring efficacy (Gibson, 2004). A culture that promotes growth, education, and information sharing is essential for effective mentorship and corporate learning (Omale, Oyenuga & Oriaku, 2021). An organization that does not appreciate or prioritize mentoring is bound to be unsuccessful.

Open and truthful interaction between mentors and mentees remains critical for establishing trust and cultivating a constructive relationship. Poor communication, divergent goals, and a lack of awareness of individual situations can all contribute to a negative mentoring experience, while an absence of trust can harm the mentoring relationship and severely affect the mentee's learning and growth (Omale 2016a; Omale et al. 2024).

According to Afolabi (2021), the most important characteristics and traits of a good mentor are teaching, careful listening, and productive communication. The following traits of a successful mentor were identified as critical: the ability to educate, pay close attention and communicate effectively, adaptability and willingness to listen to recommendations, encouragement, outstanding management skills, supportiveness, and so on. The following negative elements influencing communication were considered: personality clashes, excessive expectations, disagreements and confrontations, too much workload on a single individual, and injecting personal issues into the relationship.

In addition, organizational learning and mentoring connections (mentorships) are fluid and rely on the mentor's knowledge and abilities to help overcome obstacles (Rosselot-Merritt & Bloch, 2020; Omale et al., 2024). Poor mentor-mentee pairing can result in irritation, disinterest, and an ineffective mentoring experience (Omale et al., 2017). Mentors and mentees should be paired based on their talents, experience, and professional objectives to guarantee a fruitful relationship.

Similarly, uncertainty in the roles and duties can cause confusion and a lack of participation. Establishment of a mentoring relationship is dependent on both mentor and mentee having established goals and actions (Omale et al., 2017). If one party chooses not to participate proactively, the relationship will be less effective (Rosselot-Merritt and Bloch, 2020).

Attitudes and beliefs are also important considerations. As defined by Borg (2001), faith is "a notion that may be either intentionally or unintentionally held, is evaluative in that it is recognized to be accurate by the person in question, and thus infused with emotional attachment; further, it serves as a guide to thought and actions."



In a nutshell, human traits such as drive, existing expertise, learning techniques, and context are both internal and external influences on mentorship and organizational learning tactics. A learner's motivation and interest in the subject matter have a substantial impact on their readiness to learn and be mentored, while prior knowledge and experiences serve as a basis for novel learning, impacting how individuals engage and analyze information.

METHODOLOGY

The study adopted critical evaluations to evaluate and analyze existing literature on mentorship and organizational learning in emerging African countries. Critical reviews use evaluation tools or critical interpretative techniques to provide a reflective account of previous research in a specific aspect of interest and assess its reliability. Critical evaluations try to enlighten other scholars about the flaws of earlier research and strengthen knowledge creation by emphasizing and directing investigations for future progress (Kirkevold, 1997).

A critical evaluation synthesizes existing literature and points out gaps in knowledge that the empirical investigation fills (Sylvester, Tate, and Johnstone, 2013). It could also act as a theoretical basis for the proposed study, justify the existence of the research challenge, justify the research as adding a fresh perspective to the body of knowledge (Omale & Gurin, 2024), or validate the proposed research's methods and approaches (Levy & Ellis, 2006).

Usually properly done, literature reviews are helpful resources for professionals seeking cutting-edge research in various workforces to influence how they make decisions and work practices (Paré et al., 2015; Omale & Gurin, 2024).

RESULTS AND DISCUSSION

The study's findings revealed that mentorship and organizational learning are associated with a variety of good outcomes, including improved efficiency, promotions, higher wages, job satisfaction, talent retention, and staff development. Previous research by Agjebule et al. (2021), Malik & Nawaz (2021), and Mnasi et al. (2022) demonstrated that mentorship and organizational learning had a considerable impact on organizational growth and performance.

Findings further revealed that variables such as organizational culture, poor communication, mentor-mentee pairing, and established objectives and standards continue to influence how well an organization or group performs. According to Omale et al. (2017), a poor mentor-mentee pairing can lead to discomfort, disengagement, and inefficient mentorship.

Alerasoul et al. (2022) and Omale et al. (2024) discovered that organizational learning promotes employees' senses of ability, trust, and success in their jobs, resulting in positive mentor-mentee interactions. The conclusion implies that organizational learning helps individuals enhance their productivity and integrate individual goals with corporate goals, making it vital for company development.



PRACTICAL IMPLICATIONS AND CONTRIBUTION TO KNOWLEDGE

Though this study focuses specifically on factors influencing mentorship and organizational learning, the findings apply more widely to organizational culture and other dynamic systems, enriching the scope of scholarship. This study showed how bad mentor-mentee pairing and trust deficit can harm African economies. According to academic research, good mentorship and adaptability can boost an organization's efficacy, innovation, and resilience, resulting in increased efficiency, production, and competitive advantage. Learning also enables firms to grow their expertise and improve their employees' perceptions of difficulties. This research can help practitioners and organizations improve mentor/mentee relationships and support sustainable organizational learning by guaranteeing that all employees, regardless of experience, are ready to collaborate. The study's findings can help organizations develop a positive image while improving efficiency and effectiveness, resulting in better performance.

CONCLUSION AND RECOMMENDATIONS

This study offers essential insights into the complex aspects influencing mentoring and organizational learning in growing African countries. The difficulties stem from cultural background, poor communication, different aims, and a lack of awareness of individual circumstances. This study's key findings include that mentoring provides individuals with critical support, evaluation, and guidance as they overcome hurdles and learn new skills, resulting in improved job performance. Second, businesses that value learning are better able to adapt to changing situations and customer needs, resulting in enhanced performance. Third, a culture of growth, knowledge, and information sharing is required for effective mentorship and corporate learning. Four, poor communication, different goals, and lack of awareness of particular situations can all contribute to a negative mentoring experience, whilst a lack of trust can undermine the mentoring relationship and severely impair the mentee's learning and development. This study provides conceptual frameworks and practical instruments for effective organizational learning and mentor-mentee relationships. However, many unanswered concerns remain about how organizational learning fosters long-term mentor and mentee interactions while navigating unintended consequences. A learning organization is a developing one. Therefore, mentorship and organizational learning should be the foundational principles for organizational members' personal and organizational progress. A learned professional should also be properly and actively paired with a mentee to ensure efficient collaboration. Similarly, counselling should be considered as a method of creating desired habits in individuals to attain an expected level of productivity. Finally, for a mentor and mentee relationship to be long-lasting, good communication and trust-building mechanisms are required.



LIMITATIONS AND DIRECTION FOR FUTURE STUDIES

Because of funding constraints and a limited scope, the present research only focuses on theoretical data. As a result, academics are encouraged to conduct an empirical study on the issue 'Factors influencing mentorship and organizational learning' to provide a more comprehensive understanding. This will aid in broadening the breadth and comprehension of the intended demographic to maximize the benefits of organizational learning as well as mentee and mentor relationships.

Acknowledgments

The success of this article can be attributed to the efforts of the editor-in-chief, reviewers, and authors who provided reference material for the study's conclusions. We appreciate you all.

Conflicting objectives

We have no competing goals to disclose.

REFERENCES

- Afolabi, A. O., & Akinola, A. (2021). An empirical investigation of the mentor-mentee relationship among female architects and female architectural students. *International Journal of Emerging Technologies in Learning*, 16(13), 168-185. doi: 10.3991/ijet.v16i13.21971
- Agjebule, A., Rapo, J. & Saarikoski, L. (2021). Vertical and Horizontal Trust and Team Learning: The Role of Organizational Climate. *International Journal of Managing Projects in Business*. Vol. 14(7), 1425-1443.
- Alerasoul, S.A.; Afeltra, G.; Hakala, H.; Minelli, E.; Strozzi, F. (2022). Organisational Learning, Learning Organisation, and Learning Orientation: An Integrative Review and Framework. *Hum. Resour. Manag. Rev.*, 32, 100854.
- Ayegba, O. & Omale, S. A. (2016). A Study on Factors Affecting Entrepreneurship in Nigeria. *European Journal of Business and Management*, 8 (12), 43-51.
- Baker, W.E. & Sinkula, J.M. (1999). The synergistic effect of market orientation and learning orientation on organizational performance. *J. Acad. Market. Sci.*, 27 (4), 411-427.
- Berta, W. (2015). Why (we think) facilitation works: insights from organizational learning theory
- Borg, M. (2001). Key concepts in TLT: Teachers 'beliefs. *ELT Journal*, 55 (2). Oxford University Press. <https://doi.org/10.1093/elt/55.2.186>
- Botha, M., & Esterhuyzen, E. (2012). The perceived capabilities and willingness of South African small business owners to act as business mentors. *African Journal of Business Management*, 6 (51), 1210112113.
- Chaudhry, A. Q., Javaid, A., & Javaid, M. (2020). Impact of mentoring on job satisfaction and organizational commitment: Mediating role of learning goal orientation. *Pakistan Journal of Psychological Research*, 35(1), 287-306.
- Chien, S.-Y. & Tsai, C.H. (2012). Dynamic capability, knowledge, learning, and firm performance. *J. Organ. Change Manag.*, 25 (3), pp. 434-444.



- Dibrell, C.; Craig, J.B. & Neubaum, D.O. (2014). Linking the formal strategic planning process, planning flexibility, and innovativeness to firm performance. *J. Bus. Res.*, 67 (9), pp. 2000-2007.
- Farrell, M.A. (2000). Developing a market-oriented learning organization. *Aust. J. Manag.*, 25 (2), 201-222
- Gibson, S. K. (2004). Mentoring in business and industry: the need for a phenomenological perspective. *Mentoring & Tutoring: Partnership in Learning*, 12(2), 259-275. doi: 10.1080/1361126042000239974
- Giniuniene, J. & Jurksiene, L. (2015). Dynamic capabilities, innovation, and organizational learning: interrelations and impact on firm performance. *Procedia Soc. Behav. Sci.*, 213 (2015), pp. 985-991
- Gonzalez-Padron, T.; Hult, G.T.M. & Calantone, R. (2008). Exploiting innovative opportunities in global purchasing: an assessment of ethical climate and relationship performance. *Ind. Market. Manag.*, 37 (1), 69-82.
- Herrington, M., Kew, J., & Kew, P. (2015). GEM South Africa 2013 Report. *Implement. Sci.*, 10 (1) p. 141
- Jiménez-Jiménez, D. & Sanz-Valle, R. (2011). Innovation, organizational learning, and performance. *J. Bus. Res.*, 64 (4) (2011), pp. 408-417.
- Keil, T. (2004). Building External Corporate Venturing Capability. *J. Manag. Stud.*, 41, 799–825.
- Kirkevoid, M. (1997). Integrative nursing research — an important strategy to further the development of nursing science and nursing practice. *Journal of Advanced Nursing*, 25(5), 977–984.
- Klinge, C. M. (2015). A Conceptual Framework for Mentoring in a Learning Organization. *Adult Learning*, 26(4), 160-166. <https://doi.org/10.1177/1045159515594154>
- Levy Y., Ellis T.J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science*, Vol. 9, 181–211.
- Malik, M. S., & Nawaz, M. K. (2021). The Relationship between Mentoring Functions and Employee Performance: Mediating Effects of Protégé Relational Self-Efficacy. *Annals of Social Sciences and Perspective*, 2(2), 187204. <https://doi.org/10.52700/assap.v2i2.50> .
- Mishra, B. & Tikoria, J. (2021). "Impact of ethical leadership on organizational climate and its subsequent influence on job commitment: a study in hospital context, " *Journal of Management Development*, Vol. 40 No. 5, pp. 438-452.
- Mnasi, H. M., Matoka, C., & Raphael, G. (2022, November 2). Mentoring Practices and Performance of Government Employees in Local Authority, Tanzania. *Asian Research. Journal of Arts & Social Sciences*, 58–68. <https://doi.org/10.9734/arjass/2022/v18i4403>.
- Morgan, R.E.& Berthon, P. (2008). Market Orientation, Generative Learning, Innovation Strategy and Business Performance Inter-Relationships in Bioscience Firms. *J. Manag. Stud.*, 45, 1329–1353.
- Ojeaga, S. M., & Okolocha, C. C. (2020). The influence of mentoring on employees' job satisfaction, commitment, and retention in the Nigerian banking sector. *Journal of General Management*, 45(4), 228-240.
- Omale, S. A. & Idodo, D. (2016). Strategic Management of Government Public Policy: Key for Economic Stability. *European-American Journals of Business & Management*, Vol. 4, (8), 56-65.



- Omale, S. A. & Ojo, S. S. (2025). Assertive Employees Behaviour: A Theoretical Analysis of Conflict Management on Firms' Productivity. *International Journal of Asian Business and Management (IJABM)*. Vol. 4, No.1, 2025: 69-80. <https://doi.org/10.55927/ijabm.v4i1.11>.
- Omale, S. A. (2016a). Impact Assessment of Inter-organizational Trust on Virtual Organizations' Performance in Nigerian Service Firms. *Cscanadian Journal of Business & Management*, 12 (1), 6-19. <https://doi.org/10.3968/8199>
- Omale, S. A. (2016b). The Effect of Cultural Norms and Values on Virtual Organizations' Performance in the Nigerian Banking Sector. *Canadian Journal of Business & Management*, 12 (2), 18-28. <https://doi.org/10.3968/8241>
- Omale, S. A., Gurin, M. I. (2024). Knowledge Management and Its Effect on Firms' Competitive Strategy and Efficiency in the Service Sectors of Nigeria's Economy. *African Journal of Economics and Sustainable Development*, 7(4), 336-350. DOI: 10.52589/AJESDLQ92SU34
- Omale, S. A., Madu, I., & Idris, A. A. (2025). Factors Affecting Green Human Resources Management Practices (GHRMP) in Contemporary Organizations: A Theoretical Review. *Zhongguo Kuangye Daxue Xuebao*, 30(1), 173-180. <https://zkdx.ch/journal/zkdx/article/view/298>
- Omale, S. A., Mohammed, A. A., Shettima, M. B. (2025). Workplace Diversity: Is it Jinx? A Theoretical Analysis of the Impact of Inclusivity on Organizational Performance. *British Journal of Management and Marketing Studies*, 8(1), 156-166. DOI:10.52589/BJMMSP98MH36G
- Omale, S. A., Oguiche, D., Duru, E.C. & Idodo, M.D. (2017). Impact of Mentoring on Staff Retention through Knowledge Transfer: An Empirical Evaluation of Four Private Universities in the North Central Zone of Nigeria. *Global Journal of Human Resources Management*, Vol. 5 (2), 14-24.
- Omale, S.A., Oyenuga, M.O. & Oriaku, C. (2021). Effect of Organizational Culture on the Performance of Hospitality Industry in Covid-19 Era. *Abhigyan Journal of Management Schools in India*, Vol. 39 (3), 24-32.
- Omale, S.A.; Yusufu, S.O.; Oyenuga, M.O.; Madu, I.; Ojo, S.S. & Idodo, D. (2024). Organizational Learning in the Post-COVID-19 Era: A Prerequisite for Stakeholder Satisfaction. *TWIST Journal*, Vol 19 (3), pp.265-272 <https://doi.org/10.5281/zenodo.10049652#228>
- Onyia, O. P., Iweka, M. O., & Asonye, C. C. (2019). The Role of Higher Education in National Development in Nigeria: A Reflection. *Journal of Education and Learning*, 8(3), 185-191.
- Oyenuga, M.O.; Omale, S.A. & Abuh, A.I. (2024). Fostering Technological-Enhanced Training and Development for Business Survival and Performance in the New Normal. *Tuijin Jishu/Journal of Propulsion Technology*, Vol. 45 (3), 1858-1869
- Paré G., Trudel M.-C., Jaana M., Kitsiou S. (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information & Management*, 52(2), 183–199.
- Peterson, D. B. (2007). Executive coaching in a cross-cultural context: Practice and Research. *Consulting Psychology Journal*, , 59(4), 261-271. doi: 10.1037/1065- 9293.59.4.261



- Querol, M. A. P., Cassandre, M. P., & Bulgacov, Y. L. M. (2014). Teoria da Atividade: contribuições conceituais e metodológicas para o estudo da aprendizagem organizacional. *Gestão e Produção*, Vol.21(2), 405-416. <http://dx.doi.org/10.1590/0104-530X351>
- Rossellot-Merritt, J., & Bloch, J. (2020). Mentoring in business and professional communication: Case study of a multi-year dynamic. *Business and Professional Communication Quarterly*, 83(1), 5-33. doi: 10.1177/232949061988589
- Sessa, V.I., & London, M. (2015). Continuous Learning in Organizations: Individual, Group, and Organizational Perspectives. *Psychology Press*.
- Shen, H.; Mihalache, O.; Yu, C. (2019). The Influence of Acquisitive Learning on Management Innovation: Role of Organizational Contingencies. *Acad. Manag. Proc.*, 16313.
- Sylvester A., Tate M., Johnstone D. (2013). Beyond synthesis: re-presenting heterogeneous research literature. *Behaviour & Information Technology*, 32(12), 1199–1215.
- Vidyasagar, M. S., & Sujatha, M. (2021). The Impact of Mentoring on Employee Performance: A Literature Review. *International Journal of Innovative Technology and Exploring Engineering*, 10(7), 6513-6518.
- Werlang, N. B., & Rossetto, C. R. (2019). The effects of organizational learning and innovativeness on organizational performance in the service provision sector. *Gestão & Produção*, 26(3), e3641. <https://doi.org/10.1590/0104-530X3641-19>
- Zhao, Y. (2011). Entrepreneurial orientation, organizational learning, and performance: evidence from China. *Entrep. Theory Pract.*, 35 (2), 293-317.