

TRUST BUILDING AND INNOVATIVE BUSINESS CREATION OF STUDENTS IN SOUTH-SOUTH, NIGERIA.

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ABSTRACT

This study ascertains the relationship between trust building and innovative business creation of students in south-south, Nigeria. The population of the study consisted of 1538 Business Education lecturers and final year students in south- south universities, Nigeria, with a sample size of 306 respondents using Krejcie and Morgan formula for sample size determination. Questionnaire was formulated on four point rating scale to elicit data from the respondents. Pearson product moment correlation (PPMC) was used to answer the research questions and test the hypotheses. The findings of the study revealed that there is a positive relationship between trust building and innovative business creation of students in south-south, Nigeria with business environment having a positive moderating effect on the relationship. Based on the findings of the study it was recommended among others that Government and relevant concerned stakeholders should develop an effective and efficient mentorship programme which will enhance mentor-mentee skills competencies and entrepreneurial development in Nigeria thus enhance the economy positively; the products produced by the students should be used for their grading and graduation.

Keywords: Trust Building, Innovative, Business Creation, Students,

INTRODUCTION

Entrepreneurial Education seeks to provide students especially those in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting (Ubulom & Ogwunte, 2017). This means that entrepreneurship is the type of education that prepares the recipient to adequately acquire the needed skills that make him saleable to manage his business or to be relevant in a paid employment. Entrepreneurship education therefore is that education which assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. This would in turn produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development (Enuraton, 2008).

The more that the mentors and mentees trust themselves, the more committed they will be in partnership and the more effective they will be (Arnesson & Albinsson, 2017). This trust develops over time – if mentors and mentees observe certain appropriate behaviours on their parts. To become trustable, they must keep confidences shared by them, spend appropriate and quantitative time together; follow through on their promises, respect their boundaries admit their errors and take responsibility for correcting them; and tactfully tell each partner if and why they disagree or are dissatisfied with something so they will know they are honest with themselves.

Legendre, (1993) Trust between mentor and mentee is said to be the cornerstone of an effective mentoring relationship. It can take time and sometimes a little effort to build trust and rapport, but it's worth the trouble. The very nature of the relationship puts the mentor in a higher power position than the mentee, so whilst both members of the dyad are responsible for building a trusting relationship, it is incumbent on the mentor to work just that little bit harder. Erdem, and Aytemur, (2008) claims to have identified 13 common behaviours of trusted leaders: Talk Straight, Demonstrate Respect, Create Transparency, Right Wrongs, Show Loyalty, Deliver Results, Get

Better, Confront Reality, Clarify Expectation, Practice Accountability, Listen First, Keep Commitments and Extend Trust. One could easily substitute the word 'mentor' for 'leader'. Many of the behaviours on this list are behaviours we would expect of a masterful mentor. But which are the critical ones, and are there particular behaviours that mentors must display to foster trust with their mentees. Innovation, as a concept, refers to the process that an individual or organization undertakes to conceptualize brand new products, processes, and ideas, or to approach existing products, processes, and ideas in new ways. In the world of business, there are many different types of innovation that a company might pursue. Innovation is the practical implementation of ideas that result in the introduction of new goods or services or improvement in offering goods or services. ISO TC 279 in the standard ISO 56000:2020 defines innovation as "a new or changed entity realizing or redistributing value. Erasmus, (2015); Ayodeji, (2015); Ojukwu and Ojukwu as cited in Ubulom and Ogwunte (2017), undertook a study studies on mentor-mentee skills competences and entrepreneurial development, however none of this study was centered on business education students in south- south, Nigeria. It is in the light of the above that this study is carried out evaluate the relationship between trust building and innovation/new business creation of business students in south-south, Nigeria.

Objectives of the Study

1. the relationship between trust building and innovative/new business creation development of Business Education Students in South-South Nigeria

Research Question

- 1 To what extent does trust building relates innovative/new business creation development of Business Education students in South-South, Nigeria?

Hypothesis

1. There is no significant relationship between trust building and innovative/new business creation development of Business Education Students in South-South, Nigeria

Trust Building

Legendre, (1993) Trust between mentor and mentee is said to be the cornerstone of an effective mentoring relationship. It can take time and sometimes a little effort to build trust and rapport, but it's worth the trouble. The very nature of the relationship puts the mentor in a higher power position than the mentee, so whilst both members of the dyad are responsible for building a trusting relationship, it is incumbent on the mentor to work just that little bit harder. Erdem, and Aytemur, (2008) claims to have identified 13 common behaviours of trusted leaders: Talk Straight, Demonstrate Respect, Create Transparency, Right Wrongs, Show Loyalty, Deliver Results, Get Better, Confront Reality, Clarify Expectation, Practice Accountability, Listen First, Keep Commitments and Extend Trust. One could easily substitute the word 'mentor' for 'leader'. Many of the behaviours on this list are behaviours we would expect of a masterful mentor. But which are the critical ones, and are there particular behaviours that mentors must display to foster trust with their mentees. Lane, (2003) Given how important trust in mentoring seems to be, there are surprisingly few studies that examine exactly what mentors do to build trust. One qualitative study found that the trust mentees feel for their mentors is determined by the professional competence of the mentor, their consistency, their ability to communicate, their interest, and their readiness to share control. Evans, (2018) In a further study, mentees reported that there were attributes and behaviours on the part of their mentors that helped in building trust and respect. In interviews they spoke about "being

listened to” and “knowing the conversation was confidential” which helped them be honest and open. They also mentioned “not feeling judged”.

Evans (2018) In [mentor training](#) at Art of Mentoring, we focus on three key mentor behaviours to build trust. Sometimes, we get resistance, because they are not easy to do. **First, listen.** Novice mentors need to speak less and listen more. When a mentee knows their mentor is there to just listen, and they feel fully “heard”, then something magical opens up in the relationship. Many experienced managers find it hard to stop talking long enough to listen very intently, because they believe their role as mentor is to give advice and talk about themselves. **Keep your promises.** The most important promise is to do with confidentiality. When a mentee trusts that what they share will never become dinner table conversation for the mentor, they can open themselves up and become vulnerable – which is a window to their learning. **Don’t just be open, be vulnerable.** Mentors that are open about their mistakes, their weaknesses, their failures and foibles, immediately knock themselves off the pedestal and make themselves more approachable.

Evans, (2018) as a leader and mentor, it can be hard to be vulnerable. I had a recent experience of this in my own company, when I felt compelled to apologise to team members that we had not managed them well and allowed their high stakes project to be derailed. I did not want them to feel responsible for an outcome that was only partially of their making.

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Indicators of trust building

i. Commitment

Knowles, et al (2005) For mentorship growth and elevation there must commitment, otherwise the outcome will be a total failure. To be involved in a mentoring relationship is a privilege for both participants, and as a result it is important to be gracious and thoughtful towards each other. In addition to being prepared and committed the mentor-mentee relationship must be built upon certain factors including: Trust and respect, open and honest communication, flexibility and understanding of other perspectives, perseverance, especially to overcome obstacles, keeping in touch and maintaining regular contact, showing up on time to meetings with mentor and communicating in a timely way when plans have changed.

Evans, (2018) Mentoring is a partnership between two different individuals, the mentor and the mentee. The mentee will absorb the mentors knowledge and have the ambition and desire to know what to do with this knowledge. The mentee needs to practice and demonstrate what has been learned, measure how interactive the connection between the mentor and mentee will be, decides upon the amount of help and guidance he/she needs and the mentee should take the initiative to ask for help or advice. Generally, there are some CORE commitments that can help guide mentees to attract mentors and to develop a successful mentor-mentee relationship. CORE commitments refer to an acronym for basic responsibilities of a mentee like communication, openness, respect and engagement. The most successful mentees are those who are motivated and feel empowered to plan and manage the direction of their professional life. They take responsibility for their development, learning, and professional growth. Further, they come to the mentor/mentee relationship open to coaching, feedback, and guidance from the mentor.

ii. Confidentiality

Kent, et al (2003) Confidentiality is a critical component of a successful mentor mentee relationship. One of the primary reasons why confidentiality is so important is because it helps to build trust between the mentor and mentee. A trusting relationship allows for open discussions and helps toward progressing the mentee into achieving success. Confidentiality allows the mentor and the mentee to communicate with each other freely and without fear that the information discussed might somehow become common knowledge. Without confidentiality, there would always be some concern that the information discussed could be shared in some concern that the information discussed could be shared in an inappropriate manner. A breach of confidentiality or misunderstandings about confidentiality can be harmful to the mentor-mentee relationship and potentially to the faculty member's career. Below are strategies (Evans,2018) for minimizing conflicts of interest and protecting confidentiality that should be considered at the outset of the relationship. Identify conflict of interest: This should be openly discussed. Ideally, mentors would not serve on a mentee's review committee. However, in cases where this is unavoidable, the mentee

should be clearly informed of the mentor's dual role. The extent to which the mentor will be reporting to the committee should be discussed and clarified at the first mentor mentee meeting (Lumpkin, 2011).

Create a written agreement: Address confidentiality within a written mentor/mentee agreement. What sensitive issues are off-limits for discussion or those which will be held in confidence. Both parties should stay true to whatever agreement is made, written or not. Overtime, this will bind trust (Hibbard, 2006/2007). Have a no-fault exit plan: If the match is not working or worthwhile, for whatever reason, neither party should feel pressure to maintain the match. Discuss the situation as gainly as possible, including being clear about reasons for requesting a change. Both parties can then agree to a no fault conclusion", without penalty (Blan, et al 2009).

iii. Responsibility

Evans, (2018) The mentor's role in taking responsibility is to maintain a healthy mentor-mentee relationship, the mentor has the following roles and function which is (are) must for him: He/she must provide guidance and support in addressing identified development needs, Must act as sounding board, provide encouragement and source of knowledge, simulate in light, Must create new perspective and different ways of thinking, Must be a figure with whom mentees can discuss their operation and concerns: who will lean: provide constructive feedback, challenge as appropriate, Must see pastries in mentee they may be unaware , Support and encourage mentee to take posture action, Help mentee to individual how things operate in mentoring relationship and in organizational world of work including the unspoken norms and values, Introduce mentee to peers and colleagues on relevant to assent them become familiar with and integrate into the wider society, Prioritize the mentoring session. Mentee invest time preparing for these session, therefore, they to prevent other demands from bumping the section for the calendar, Set aside time and space the mentors should ensue that he is uninterrupted during the mentoring session, Give full attention to the mentee let go of other urgencies and stresses, clear his mind and four on helping the matter during the session, Communication through active listening focus fully on the mentee and show active verbal and non-verbal signs of listening, Share resources. Consider and collect any resource that might be useful the mentee, Share experience be open to sharing , failures and lessons learned, Wear multiple hats; Coach to advise the mentee on how to accomplish their goods, Sponsor or champion to provide guidance and help increase the mentee's exposure to new experience, Protect of provide a safe environment in which the mental can make mistake without losing credibility, Teacher to provide learning opportunities, Counselor to enhance the mentee's self –extern through supportive, non-judgmental discussion, A role model to walk the talk and demonstrate the behavior necessary for success.

Innovation/New Business Creation

Chrisman, and McMullan, (2000) Growth is associated with development and progress of the enterprise and people tend to be generally associated with any organization that makes progress. Programmed growth of a business enterprise serve as motivation too employees, employer and customers. In all, the entrepreneur requires some level of skills to control the business growth so that the variables of growth world not be a factor cause his business failure. To sustain and accelerate the business growth, the entrepreneur sought for people or staff who are innovative. Employees who are not creative would have to keep such an issue in view until the boss returns to proffer solution. Entrepreneurs who want their enterprises to grow must look for employees who can think, who are innovation, who can adapt to changing situations, who can attend to challenges, who are creative, and even put in extractive to ensue satisfactory delivery of jobs.

Innovation is the process of creating something new, which is central to the entrepreneurial process (Baumol, 2011). According to a 2010 Small Business Administration report, small forms (fever than

500 employees) are providers of a significant share of the innovations that take place in the United States. In addition, several studies funded by the office of Advocacy for the Small Business Administration have found that small businesses out perform their larger counterparts in terms of patent activity (issuance).

The Oslo Manual, an International reference guide from the OECD for collecting and using data on innovation, defined the concept of innovation as a new or improved product or process (or a combination thereof) that differs significantly from the units previous products or processes and that has been made available to potential users (product) or brought into use by the unit (process)". According to the 4th and most recent edition (2018) of the Oslo Manual, there are four main types of innovation: **Organizational Innovation:** This refers to the development of a new organizational strategy that will somehow change a company's business practices, as well as the way its workplace is organized and its relationship with external stakeholders. Examples are: the first companies adopting a four-day-work week working schedule of only 4 days per week. The first companies that started to use the power of digital and allowing employees to skip the office and work from home (depending on the role) (Chao,1997).

Process Innovation: Process innovation is about implementing a new or improved production or delivery approach, including changes in operational methods, the techniques used and the equipment or software (Bisk,2002). Examples: The first firms betting on Saas (software as a service) technology, and using, for instance, cloud contact centers from talk desk, changed the way their customer support processes used to be organized, The first hotels that decided to make decisions based on big data using, for instance, insights from the Clumber Hotel, made changes on their decision-making approach.

Innovation theory by Joseph A. Schumpeter (1934).

Schumpeter is regarded as one of the greatest economists of the first half of the twentieth century. According to Schumpeter (1934) cited by Amadi (2018), carrying out innovations is the only function which is fundamental in history. The author equally opined that it is entrepreneurship that replaces today's pareto optimum with tomorrow's different new thing" Schumpeter viewed that entrepreneurship as innovation has not been world economy is passing through an excruciating crisis. The Schumpeter's most distinctive contributions to economics (Amadi, 2018). One of the most common themes in Schumpeter's writings was the role of innovation (new combinations) and entrepreneurship in economic growth. Despite the fact that Schumpeter was among the first who lay out the clear concept of innovation his views on the topic changed over time.

Schumpeter highlighted the functions of entrepreneurs as we diligently working out new combinations. He viewed the occurrence of discontinuous and 'revolutionary' change as the core of 'economic development' which breaks the economy out of its static mode ('circular flow') and sets it on a dynamic path of fits and starts (Sledik, 2015 as cited in Amadi,2018). Schumpeter's innovation theory of entrepreneurship holds that an entrepreneur is such a one with the following three major characteristics; innovation, foresight, and creativity (Amadi, 2018). To Schumpeter innovation in entrepreneurship takes place when the entrepreneur: Creates a new Product: the new product could be a new programme, new leader among others (Nayabq & Scudder,2011). introduces a new way to make a product: This could be new ways of worship, a new way of organizing wedding programme, new ways of evangelization, a new and unique way of welcoming visitors and new formers, a "spectacular" miracle, a new way of worship and sings among others.

Schumpeter argued that anyone seeking profits must innovate as he believed that innovation is considered as an essential driver of competitiveness and economic dynamics. He also believed that innovation is the center of economic change causing gales of "creative destruction" which is a term created by Schumpeter in capitalism, socialism and democracy (Sledzik, 2015 cited in Amadi, 2018). According to Schumpeter. Innovation is a "process of industrial mutation that incessantly

revolutionizes the economic structure from within, incessantly destroying the old one, and continuously creating a new one. Schumpeter described development as historical process of structural changes, substantially driven by innovation. Schumpeter divided the innovation process into four domains: invention, innovation, diffusion and initiation. Then he puts the dynamic entrepreneur in the middle of his analysis. In Schumpeter's theory, the possibility and activity of the entrepreneurs, drawing upon the discoveries of scientist and inventors, create completely new opportunities for investment, growth and employment (Sledzik, 2015 as cited in Amadi, 2018).

METHODOLOGY

Research Design

A correlational survey design was used in the study.

Area of the Study

This study was carried out in South-South geo-political zone of Nigeria, in Federal and State universities offering Business Education. The South-South is one of the six geo-political zone of Nigeria representing both the geographic and political region of the country's eastern coast. It comprises six states namely Cross River, Akwa Ibom, Rivers, Bayelsa, Delta, and Edo.

Population for the Study

The population for this study consists of one thousand, five hundred and thirty eight (**1538**) Business Educators (Lecturers) and final year students of 2021/2022 academic session from ten (10) Universities in South-South region Nigeria which include University of Calabar (UNICAL), University of Uyo (UNIUYO), Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), University of Port Harcourt (UNIPORT), Niger Delta University(NDU), Federal University, Otuoke (FUOTUOKE), Delta State University (DELSU), University of Benin (UNIBEN), and Ambrose Ali University, (AAU).

Sample and Sampling Technique

The sample size of the study consists of three hundred and six (306) respondents used for the distribution and retrieval of instrument for data collection of the study. The sampling technique adopted by the researcher for the study is Krejcie & Morgan formula for sample size determination to arrive at the figure state above.

Instrumentation

The instruments for this study were researchers' structured questionnaires.

Validity of the Instrument

The instrument was subjected to face and content validity.

Reliability of the Instruments

The researcher used test-retest technique of reliability testing to determine the instruments' reliability. The two sets of instrument were administered to twenty (20) Students and eight (8) Lecturers at the Michael Okpara University of Agriculture, Umudike within two weeks. The Cronbach Alpha, a measure of internal consistency, was used in this study. In this case, the instruments' coefficient index of 0.89 and 0.84 were obtained, which indicates that the instruments were suitable for the investigation.

Method of Data Analysis

Data collected were processed with the use of Excel calculation. The data were organized and analyzed around the research questions and hypotheses formulated to guide the study. The research questions were answered with the use of weighted mean to determine the relationship between the dependent and independent variables. The hypotheses were tested with the use of Pearson Product Moment Correlation (PPMC) coefficient.

Results

Research Question 1:

To what extent does trust building skills competency relate to innovation/new business creation development of Business Education students in South-South, Nigeria?

Table 1: Relationship etween trust building skills and innovation/new business creation development of Business Education Students

		(n=300)			
Variable	ΣX	ΣY	ΣY^2	ΣX	r
Trust building skills		828.28	184.68	151.70	0.86
Innovation/new bus. dev.		877.04	169.34		

r-critical=0.179

Hypothesis 1:

There is no significant relationship between trust building skills competency and Business Education Students development of innovation and new business creation

Two variables were identified in this hypothesis as follows:

1. Trust building skills competency; and
2. Innovation/new business creation

Table 2: Relationship between trust building skills and innovation/new business creation of Business Education Students

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Variable	ΣX	ΣY	ΣY^2	ΣX	r
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Innovation/new bus. dev.		877.04	169.34		

r-critical=0.179

The above table shows that the calculated r-value of 0.86 is greater than the r-critical value of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states that trust building

skills competency has no significant relationship with business innovation/new business creation of Business Education students in South-South Universities is rejected, meaning that there is a significant relationship between trust building skills competency and Business Education Students innovation/new business creation development.

Trust building skills competency and innovation /new business creation development of Business Education Students

Correlation 9 reveals that there is a significant relationship between trust building skills competency and Business Education Students development of new business creation (where $r = 0.86$ and critical value = 0.179). This finding is supported by Ames (2017) who opined that mentoring strategies enhance entrepreneurs' development in Rivers State which implies that trust building skills competency being a mentoring strategy enhance Business Education Students development of new business creation.

CONCLUSION

This study found that there is a strong relationship between trust building and innovative/new business creation development. This study thus concluded that mentor-mentee skills competencies are strong antecedent and undisputable energetic for enhancing entrepreneurial development of Business Education students in south-south, Nigeria.

RECOMMENDATIONS

The following recommendations were drawn from the study, based on the findings:

1. Government should inculcate entrepreneurial skills development programs at all levels of education which positively enhance entrepreneurial development in the light of innovation/new business creation thus: reduce the social burden on the government.
2. Students should be motivated by government and multinational companies through scholarship.
3. Students should be grafted under the tutelage of a consultant for adequate mentoring of the vocation of their choice.
4. Students' projects for graduation should tilt towards practical that is what they can produce themselves.
5. Exhibition of products produced by students should attract scores for their grading and graduation.
6. Exhibition of products produced by students should attract huge financial reward to encourage them.
7. The Institutions in conjunction with the government should create a tripartite collaboration between the institution, government and industries to absorb the graduates as they leave school.

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