

Management Development and Corporate Resilience: A Review of Literature

Ibunye Idayingi Fubara^{1*}, Amah, Edwinah², Nkasiobi Otuonye Okocha¹

¹Department of Management, Ignatius Ajuru University of Education, Nigeria

²Ph.D, Department of Management, University of Port Harcourt, Nigeria

***Corresponding Author:** Ibunye Idayingi Fubara

Department of Management, Ignatius Ajuru University of Education, Nigeria

Article History

Received: 14.09.2022

Accepted: 23.10.2022

Published: 27.10.2022

Abstract: The paper examined the connection between management development and corporate resilience. The business environment is so dynamic with external forces far beyond manager's control. Managers are trying persistently to increase the performance of their organizations irrespective of the type and purpose of an enterprise, its managers or leaders seek to enhance the way an enterprise conducts its business by adopting management practices which aim to improve effectiveness, efficiency, safety, including resilience. Any organization's capacity for resilience can be judged by its ability to uphold its standards and persevere in the face of numerous agitations nowadays. One way to mitigate this seemingly fast changing business environment is through management development. Corporate resilience, on the other hand, is the capacity of an organization to endure, and perhaps even prosper, during times of adversity. On the other hand, management development is the process of educating and training staff members to become effective managers while also tracking the development of those talents through time. Management development has its dimensions such as on- the -job training, job rotation and understudy position while the corporate resilience has it measure as adaptive capacity, situation awareness and keystone vulnerability. Research findings shows that management development significantly affects corporate resilience (adaptive capacity, situation awareness and keystone vulnerability) in the organization. The article comes to the conclusion that businesses today, which are an essential element of society, are faced with a wide range of risks that they must recognize, assess, and manage in order to stay in operation. This paper recommends that management should accentuate the factors that positively impact on their corporate resiliency such as training on the job, job rotation and understudy position. We also recommend for further studies should be carried out to gain more insight into corporate resilience in the organization.

Keywords: Management development, on- the - Job training, Job rotation, Understudy position, corporate resilience, Adaptive capacity, Situation awareness and Keystone vulnerability.

INTRODUCTION

The corporate environment is so dynamic with external forces far beyond manager's control. Managers are trying persistently to increase the performance of their organizations irrespective of the type and purpose of an enterprise, its managers or leaders seek to enhance the way an enterprise conducts its business by adopting management practices which aim to improve effectiveness, efficiency, safety, including resilience. Organizations must be aware of and comprehend their operating environment, be able to control vulnerabilities, and be able to quickly adjust in the face of change if they are to be resilient. Any organization's capacity for resilience can be judged by its ability to uphold its standards and persevere in the face of numerous agitations nowadays. This is supported by Umoh's (2009) argument that social organizations must adapt to environmental disturbances of all kinds in order to accomplish their objectives. According to him, a subsystem's ability to regulate itself is only as diverse or complex as it is.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

CITATION: Ibunye Idayingi Fubara, Amah, Edwinah, Nkasiobi Otuonye Okocha (2022). Management Development and Corporate Resilience: A Review of Literature. *South Asian Res J Bus Manag*, 4(5), 203-211. 203

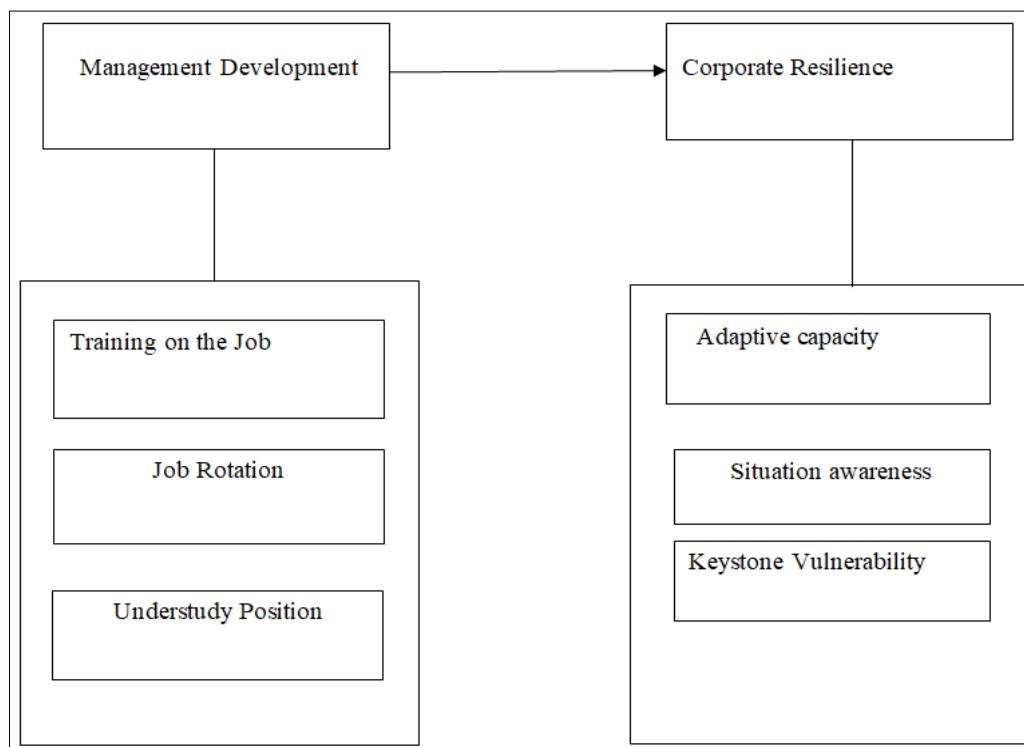
The regular must generate higher variety than that of the situation being regulated, otherwise it is impossible to bring and keep the situation within the set of desirable states. When considering a system's resilience, the idea of viability can be considered. The viability of a company can be determined by how proactive and ready its managers are in handling emergencies. One way to mitigate this seemingly fast changing business environment is through management development. Resilience, according to Stephenson (2010), is now a prerequisite for companies and ought to be acknowledged as an institutional competency and a distinguishing ethos in its everyday operations. This actually suggests that resilience employees' behaviour not only enhance organizational performance outcome but would also reduce the turnover rate of employees in an organization. Henceforth, resilient employees are people with great tenacity to face any work pressure and stress without giving-up until success is achieved and sustained.

However, management development is a crucial component of organizational development that includes hiring, evaluating, and training executives so they are prepared for leadership roles at higher levels. This process often entails the development of cognitive (thinking, idea production, and decision making) behavioural (choosing appropriate attitude and values), environmental (adopting management style according to situation), and behavioural (choosing appropriate attitude and values) abilities (Business Dictionary.Com, 2014). According to Mullins (1999), management is the foundation of organizational effectiveness and the study's contribution to social requirements. The use of management development as a technique to achieve organizational objectives is growing.

According to Raza, (2015), argued that education and employee development is currently among the primary issues or challenges faced by establishment, because it helps organizations in different ways. The establishment's daily operations and protection must be managed skilfully by a small number of people. And doing this is made easiest if personnel receive proper training and development advice. Training and improvement will surely boom worker overall performance. It's like a root to a higher result or achievement.

CONCEPTUAL FRAMEWORK

Conceptual framework is a structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed (American Heritage Dictionary, 2016). Therefore, a way of seeing reality in a society is made up of a collection of expectations or assumptions, conceptions, values, or standards, and practices. The imagined relationship between the factors that are being understudied or researched is thus shown by this framework.



Source: Researcher's Conceptualization (2021) adopted from Khan, Tayal & Khalique, (2015); Gabriel & Zeb-Obipi (2019); Umoh, Amah and Wokocho (2014).

LITERATURE REVIEW

Theoretical Foundation

Resource-Based View

The underpinning baseline theory for this paper is anchored on the Resource Based View theory developed by Penrose in the year 1959. The resource-based strategy paradigm emphasizes distinctive, firm-specific, valuable, imperfectly inimitable and rare resources and capabilities confer competitive advantage on the firm that possesses them (Wernerfelt, 1984). Its basic tenet is that in order for a company to achieve a position of sustained competitive advantage, it must acquire and control valuable, rare, inimitable, and non-substitutable (VRIN) resources and capabilities, as well as have companies nearby that can utilize and apply them. While capabilities are the means of carrying out firm activities based on the availability of resources, resources refer to the intangible assets of the company (Wernerfelt, 1984; Barney, 1991).

The revision of Grant (1995) explained that the Resource-Based View is becoming more conventional as more and more writers deals with innovation and organizational learning theories and also their numerous benefits to organizations. Grant's approach, however, goes against Max Webber's notion of bureaucratic theory from 1968, which holds that information is stored at the organizational strategic level. The majority of authors of the knowledge-based view did not adequately treat knowledge, unlike earlier theories like the resource-based theory, which acknowledges the role of knowledge in the enterprise for achieving competitive advantage.

Due to knowledge's heterogeneity, originality, and immobility, the ability to produce and use it will help small and medium-sized businesses gain a durable competitive advantage. The theory holds that resources available or acquired by an establishment are the basic drivers of its performance or growth outcome. Consequently, which is the organization's resources that give it competitive power and advantage (Prime & Butler, 2001; and Hunt, 1991).

Hence, Santamaria (2018), argued that ever since Penrose (1959) pioneering works of firm growth has been among the central themes in the strategic management research. Prior research has extensively explored different growth tactics companies can pursue in addition their relative advantages. The relationship between managerial advancement and corporate resilience in a company is then explained using the theory.

The Concept of Management Development

According to Mullins (1999), management is the cornerstone of an organization's effectiveness and its ability to contribute to the social demands of the community. The goal of development is to prepare the management for the task at hand, any anticipated changes to the position, or any jobs that are anticipated in the future. Therefore, management development is the process by which managers grow and enhance their talents in order to benefit both themselves and the businesses, according to the web dictionary. Managers must possess a balance of technical, social, and conceptual knowledge and abilities that they can only get through a combination of education and experience, therefore both current and upcoming managers must continually pursue managerial development. The goal of development is to get the manager ready for upcoming changes to their current position or for a potential future position or role. But training is supposed to be a part of managerial growth. Management development was defined by Walker, Caepenter, Anderies, Cumming, Janssen, Label, Norberg, Peterson, and Pritchard (2002) as the process of educating and training employees to become effective managers and their monitoring of the development of their managing skills through time.

Management development, according to the Management Development Institute of India, is the advancement of management done beyond its science and theory, of its practice and application in organizations, corporations, and institutions, alike in relation to the organization and manager, in order to re-equip both to fulfill their purposes more effectively and in harmony with each other and both with the environment in which they function, have their being, and hope to thri (Khan, Tayal and Khalique, 2015).

According to Nakkiran and Karthikeyan (2007), management development is intended to increase managers' general effectiveness in their current roles and to prepare them for more responsibility when they are promoted. They define training as an organization's effort to boost its members' productivity. Training is beneficial for preserving and enhancing current job performance. The options open to any manager who wants to guarantee their own growth and the development of those around them (Dale, 1998).

Training exercises have a place in development and can be beneficial for developing new and existing skills. He claims that in order for learning to take place fully, those skills must be used, and his main priority is the continued growth of skills in the workplace. According to Fee (2001), management development is a key factor in commercial organizations' performance. He describes management development as a subset of employee development which itself is a subset of human resource management. Henry (2006) claimed that as staff members gain more power and knowledge

changes more quickly, development becomes more and more crucial. He talks on the connection between growth, creativity, and happiness.

In William, James, and Susan (2002), Umoh, Amah, and Wokocha described management development as the process of educating and training staff members to become effective managers and observing the development of those skills through time. More and more businesses are using management development as a strategy to achieve their goals. They contend that management training programs also incorporate a number of the following: on-the-job training, off-the-job training, understudy positions, job rotation, etc. The goal of management development, according to Amah (2010), is to ensure that the men designated as future executives are appropriately taught and prepared for action by the time they are scheduled to take their designated position within the overall plan. Amah (2010) further recommends that these can be achieved through programs such as (i) Student Scholarship (ii) Professional and Technical Qualification (iii) General Management Development and (iv) Diploma in Management Studies.

Training on the Job

This is the process utilized to learn a specific skill while the person is working. When a staff member was hired expressly in a scenario of severe manpower shortage, he or she lacked the academic qualifications necessary for the work performance, so on-the-job training was necessary to increase his or her performance. This is also regarded as training within industry or training within organizational policy (Richard and Johnson, 2001). The concept also implies that on-the-job training is a particular kind of workplace instruction. It only transmits the skills necessary for a person to carry out a specific task competently. Due to this, it is typically carried out in a plant. It can also be done outside of the plant, though. Both formal and informal education can be provided in this particular field. formal in the sense that the material to be taught is arranged, ordered, or structured in a particular order (Malaolu and Ogbuabor, 2013).

The education of managers and professional employees the broader abilities necessary for their current and future positions is referred to as development. It is a learning exercise more focused on future requirements than on present performance (Amah and Gabriel, 2017). As a result, development is focused on advancing employee careers and meeting future organizational personnel needs. Development is thought to encompass the following elements: formal education, classroom instruction, a variety of work experiences, and on-the-job training. Again, Malaolu and Ogbuabor,(2013), further argued that on - the-job training is the technique used to learn specific skills while a man or a woman is employed.

Onasanya (2005) defined training as a type of specialized education intended to provide the trainee with a specific or specialized knowledge, skill, and attitude that he must possess to effectively perform in a given position. Development, on the other hand, is concerned with particular programs designed to groom a worker with particular education and training for higher responsibilities. According to Sanusi (2002), creating capacity requires investing in the human capital, institutions, and practices required to improve systems, procedures, and human abilities (Onasanya, 2005). Malaolu and Ogbuabor (2013) cited Sanusi (2002), who further defined capacity building as internalizing the knowledge, skills, and processes that allow the formulation, implementation, monitoring, and evaluation of set goals in an effective manner; however, Anyanwu (2002) saw it as a series of activities that an organization, enterprise, or even a nation needs to engage in to continuously supply itself with skilled manpower to meet its needs (Sanusi, 2002).

Job Rotation

Job rotation has been identified as an applied approach and aggrandize job related task. Job rotation is scheduled during the position training phase because it is beneficial when moving employees from one job to another so they can gain more experience and knowledge by performing a variety of occupations. Staff performance is positively impacted as a result of increased employee productivity. Job rotation, according to Tamunomiebi and Zeb-Obipi (2013), is the routine switching of a worker's tasks or jobs in order to enhance their experience.

Employment rotation, according to Khan *et al.*, (2015), is the process of moving a worker or individual from one job position or plan to another for educational objectives. The organization rotates the trainees through several tasks within a department or unit prior to their promotion to manager. It aids individuals in developing a larger perspective and a variety of talents, both of which are crucial at higher organizational levels. The fact that it enables a thorough grasp of the numerous activities within an organization is its most significant benefit. It aids in preparing people to take on more responsibility. Their capabilities are also known, allowing for the greatest possible use of them.

A method called "job rotation" enables workers to move between jobs in a specified order (Durai, 2010). However, four elements need to be taken into account in order to complete this procedure. They are (a) the employee's gender, (b) the physical requirements of the job, (c) the employee's knowledge, ability, and capacity, and (d) the amount of time required to complete other tasks (Carnahan, Red and Norman, 2000). Job rotation enables employees to obtain a deeper understanding of their position and the workings of the company, according to Ali and Aroosiya (2012).

Understudy Position

An understudy is a person who is given all of his senior's tasks so that he might be trained for the future or other purposes. By using these methods or procedures, it is possible to guarantee that, in the event of an employee's illness, retirement, transfer, or secondment, a replacement manager is always ready to take over. An understudy is chosen or appointed by the department's head or higher-up. The understudy makes an effort to resolve problems and challenges since they are aware of their intricacy. Giving him the supervisory chores would help him build his leadership abilities as well. The fact that this method is practical and maintains the learner's interest and motivation levels high is its main benefit. This strategy or process relieves the senior staff of some of the duties that they must complete, and it also benefits the trainee by allowing him to get ongoing advice and instruction from the superior manager (Khan, *et al.*, 2015; Umoh, *et al.*, 2014).

The Concept of Corporate Resilience

The word 'Resilience' according to Noel (2010) was seen as being sketched or derived from different fields which include material science, ecology, organizational studies, developmental psychology and the broader social science. According to Sutcliffe and Vogue (2002), events that improve competences, restore the ability to have the desired effect, and foster growth as well as the structures and activities that support these events or processes are what lead to the development of resilience. According to Seville, Brunsdon, Dantas, Lemasurier, Wilkinson, and Vargo (2008), corporate resilience refers to an organization's capacity to endure—and perhaps even prosper—in the face of disasters. According to Madni (2007), resilience refers to the capacity to anticipate disturbances, to resist by adapting, and to recover to the greatest extent possible. McManus, Seville, Vargo and Brunsdon (2008) posit that some concepts emerged from defining corporate resilience, including familiarity with the environment, length of preparation, prediction of perturbations, adaption, recovering capacity etc.

Alstir (2010) argues that managers of resilient businesses should be aware of changes that may pose a risk to their people, facilities, activities, services, and supply chains, as well as have a board-level understanding of the environment in which their companies operate. He continued by saying that managers must comprehend or study the increasingly complex cultural, political/legal, regulatory, natural, economic, technological, and competitive context in which they operate and keep an eye on important issues, challenges, and trends that could have an impact on the organization's goals and the perceptions and values of external stakeholders or investors.

Similar to this, Madni (2007) defines resilience as the capacity to foresee a perturbation, to resist by adapting, and to recover by mostly reverting to the pre-perturbation state. Organizational resilience is discussed by Smith (2002), who is cited by Umoh *et al.*, (2014), in the context of being concerned with crisis prevention. Smith distinguishes between two key elements of crisis prevention. The first area focuses on creating a culture of crisis readiness, while the second area is concerned with the ethical dimensions of corporate behaviour and the development of resilience as a result of questionable ethical behaviour.

Adaptive Capacity

Adaptive capacity as described by Dalziel and McManus (2004), it simply means including and involving the staff or workers of a company to making sure they become responsible/accountable and engage them with developing the resilience of a corporation by their performance because they have a better understanding of the links between the business's endurance and long-term growth. They defined adaptive capacity, however, as the system's power to adjust to changes in its uncontrollable or external environment and to recover from harm to internal system structures that impair the system's ability to achieve its objectives. In the context of socio-institutions, Armitage (2005) explained that or tried to adopt the four dimensions of socio-institutions, adaptive capacity lies on the characteristics of individuals, firms, and institutions that might improve learning when faced with change and uncertainty, such as being prepared or willing to learn from mistakes or previous experiences, involve in collaborative decision-making plans, and support institutional diversity. The key to an establishment's capacity to exhibit resilient traits is their capacity to adapt. Amah and Baridam (2012) talk about the value of adaptation and point out that the goal is to gain an advantage over less adaptable competitors. This argues or posits that competitiveness and adaptive capacity are interconnected.

Situation Awareness

The phrase "situation awareness" was initially used in reference to pilots serving in the military, who must comprehend, process, and take action on a vast amount of information (Endsley, 1995). Again, Endsley, Bolte, and Jones (2003) explained or viewed the term situation awareness as being aware of what is taking place around you and understanding what that information means to you and in the future. According to Roth, Multer and Raslear (2006) also discussed the significance of shared situation awareness as an informal cooperative strategy between railroad workers which facilitates work, and contributes to the overall efficiency, safety, and resilience of railroad operations.

In a nut shell, this informal cooperative strategy, which occurs within the organization's culture, is the mechanism through which the organization shares or communicates their situation awareness. Situation awareness is defined by McManus (2007) as the ability of an organization to comprehend and perceive its whole working environment. It is the capacity of a company to anticipate possibilities or routes, precisely pinpoint crises and their effects, and consequently comprehend the crisis trigger elements. The capacity of an organization to anticipate opportunities, recognizes crises and their effects, and comprehends the crisis-triggering variables (Gabriel, 2015). The capacity of an organization to be aware of its available resources, its minimal operational requirements, and the obligations and expectations of its external and internal surroundings are also included in situation awareness.

Keystone Vulnerability

Keystone vulnerability is those important aspects of the organization that by their loss could negatively impact the organization. In their study, Chang and Falit-Baiamonte (2003) identified a variety of other vulnerabilities that occur before, during, and after floods, hurricanes, earthquakes, etc. These vulnerabilities include; disruption in infrastructure, difficulties with supplies and shipments drop in demand, and pre-disaster economic health. The effective management of these components is the main focus. In a similar vein, experts such as McManus (2008) have saw keystone vulnerabilities as parts of the organizational system whose loss or degradation has the potential to produce exceptional consequences throughout the system, linked parts of the system depend on them for support. Therefore, keystone vulnerabilities are those significant organizational components whose removal could have a detrimental impact on the company.

Accordingly, Keystone vulnerabilities are further described as being parts of an executive or managerial system that, in the event of their loss or impairment, have the potential to have exceptional or out-of-the-ordinary effects on other parts of the system; these parts are dependent on them for support. Using the information above as a foundation, we define keystone vulnerability as essential and necessary units, roles, or elements that support the organization and have the capacity to cause its destabilization if disturbed. According to this perspective, a system or an organization may be heavily dependent on the stability of its core vulnerabilities or its capacity to manage them in order to sustain survival and achieve other business goals (Gabriel & Jaja, 2014).

EMPIRICAL REVIEW

By educating and keeping employees, enhancing and expanding job opportunities, and rotating job duties, management asserts that we are prepared to endure any sort of stock. This means that by offering employees of company relevant programs, they will become better equipped with the skills and knowledge necessary to manage both their specific duties and prepare for higher positions. Therefore, every business that adopts this concept is guarding against a potential trap. Agulanna, Edward, and Awujo (2005) made the case that when people have the necessary training, they will be more effective and efficient in acquiring money, using material resources, establishing economic and political institutions, and achieving or achieving national progress.

George, (2015) conducted a study to determine why experts stay in their organizations. He concluded that training and development are intently related to employee retention, amongst other factors. In his study, Rastogi (2000) looked at the impact of training and development on workers' productivity in Nigerian public and private enterprises. The shortcomings of personal manager and human resource management were also highlighted by the study. The study came to the conclusion that an organization's long-term and highly sensitive role of training and development is this. But their research or study suggested that effective training implementation boosts individual performance and productivity.

In the same vein, Thang (2009) conducted a study on human resource training, organizational strategy and firm performance in Vietnam. First, the study reaffirms that training and firm performance is positively correlated, not only at the level of the individual employee, as was shown in earlier studies, but also at the level of the organization. More specifically, training will enhance employees' knowledge, talents, skills, and behaviour, resulting in improved organizational performance. The main conclusions show that businesses that adopted training in 2006 saw an improvement in sales and productivity of manufacturing firms of 0.18 percent (Malaolu & Ogbualor, 2013).

According to Staber and Sydow's study from 2002, two strategies for organizational success and survival in a hypercompetitive environment are "adaptation" and "adaptive capability." They contend that the foundation of adaptive ability is ongoing learning, together with a mindset and environment that are supportive of learning. This is not surprising because literature on organizational learning and adaptation is among the sources that focus on understanding organizational resilience (Sutcliff and Vogus, 2003). To avoid failure in terms of knowledge loss in businesses, managers must be developed through learning.

The literature on organizational learning also emphasizes how information is successfully acquired, shared, and used inside organizations to meet organizational objectives. The creation of "knowledge for action," as opposed to knowledge for its own sake, is strongly emphasized (Agyris, 1993). Additionally, it acknowledges that organizations are

a part of intricate social systems that are beyond their control. Another feature of the pragmatic orientation is that, unlike many of their academic colleagues, learning organization theorists have also created a variety of techniques and instruments for conducting diagnostics, evaluating organizational behavior patterns, and engaging in "transformative thinking" (Wycoff, 1995). The literature also emphasizes the importance of "self-improvement," where members of a learning organization constantly seek out information not only about their jobs but also about themselves. Understanding one's own "mental models"—firmly entrenched presumptions about how the world functions, what drives individuals, and cause-and-effect relationships—and being open to questions questioning these presumptions is one component of this (Umoh, *et al.*, 2014).

CONCLUSION

The article comes to the conclusion that businesses today, which are an essential element of society, are faced with a wide range of risks that they must recognize, assess, and manage in order to stay in operation. The effects of climate change highlight the necessity of managing structural risk as a whole. A resilience agenda for business organizations takes human-induced interactions into account and attempts to stop the system from shifting into harmful configurations.

As a result, the "supply chain" and the absolute necessity or domineering maintenance of the supply chain are essential components of any company. The organization's product or service that the firm sells to the customer, however, is the essential component in any firm or industry of any size. The ability of an organization to sell a designated/specific product or service, or a range of products or services to customers/clients is the entirety of an organization and is necessary for it to remain in business and to maintain that business.

Additionally, the current state of organizations necessitates the use of management development approaches such as job rotation, on-the-job training, and understudy positions. On the other hand, some studies also include organizational learning as a gauge of corporate resilience. To improve the conceptual knowledge and practical application of their employees' expertise, many businesses adopt a variety of techniques. Employee skill development is aided by management development, which ultimately increases workers' productivity and effectiveness. This raises their level of productivity, or more simply, the organization's level of production. The key goals of management development are giving employees stress-free working environments so that they may produce their best work, as well as giving organizations managers with strong leadership skills who can meet the organization's future expectations.

The literature on organizational learning also emphasizes how companies can successfully gather, distribute, and apply knowledge to accomplish their objectives. A lot of emphasis is placed on developing "knowledge for action," rather than knowing for its own sake. The literature makes it abundantly evident that management development has a major impact on organizational corporate resilience (adaptive capability, situation awareness, and cornerstone vulnerability).

RECOMMENDATIONS

Achievement, sustainability, and expansion of the organizations, such as those where studies have shown, are based on the literature that has been studied thus far. The ensuing suggestions are given:

1. Management should concentrate on elements like on-the-job training, job rotation, and understudy positions that have a beneficial impact on their organizational resilience.
2. Organizations should match or support their HR programs and initiatives with the demands of the present and, via careful environmental assessment, hire the best individuals capable of outperforming rivals or challengers in a timely manner.
3. Management should also implement or create plans that can stop and set up the company to survive other types of business disruptions.

REFERENCES

- Agulanna, C. E., & Awujo, C. A. (2005). *Human resource management: A graphic approach*. Imo State: Career Publishers.
- Agyris, C. (1993). *On organizational learning*. Cambridge, MA: Blackwell.
- Alastir M. (2010). Organizational resilience. *Understanding the concept and its application*. Australia: Torrens Resilience Institute.
- Ali, H., & Aroosiya, M. (2012). *Impact of job design on employees' performance*. Retrieved September 9th 2021, from <http://www.kln.ac/fcms/icbi2012/images/icbm/dccs/Microsoft%20word%20-%20hrm013.pdf>.
- Amah, E (2010). *Human resource management*. Port Harcourt: Amethyst & Colleagues Publishers.

- Amah, E., & Baridam, D. (2012). Adaptability and organizational effectiveness. A study of the Nigerian Banking Industry. *International Journal of Business Management Tomorrow*, 2(3), 122-13.
- Amah, E., & Gabriel, J.M.O. (2017). *Industrial/organizational psychology*. Nigeria: Tema & T. Press.
- American Heritage Dictionary. (2016). *English language*. (5th eds.). Houghton: Mifflin Harcourt Publishing Company.
- Anyanwu, U. (2002). Productivity and capacity building. *Proceedings of the 9th Annual Conference of the Zonal Research Units*. Gateway Hotel, Abeokuta, 12-16 June.
- Armitage, D. (2005). Adaptive capacity and community-based natural resource management. *Environmental Management*, 35(6), 703–715.
- Barney, T. (1991). Firms resources and sustained competitive advantage. *Journal of Management Science*, 17(1), 99-120.
- Carnahan, B. J., Redfern, M. S., & Norman, B. (2000). Designing safe job rotation schedules using optimization and heuristic search. *Ergonomics*, 43(4), 543-560.
- Chang, S. E., & Falit-Baiamonte, A. (2003). Disaster vulnerability of businesses in the 2001 Nisqually Earthquake. *Environmental Hazards*, 2 (3), 59-71.
- Dale, M. (1998). *Developing management skills: Techniques for improving learning & performance*. London: Kogan Page.
- Dalziell, E. P., & McManus, S. (2004). *Resilience, vulnerability, and adaptive capacity: Implications for Systems Performance*. University of Canterbury. New Zealand.
- Durai, P. (2010). *Human resource management*. New Delhi: Pearson Education.
- Endsley, M. R. (1995). Measurement of situation awareness in dynamic systems. *Human Factors*, 37, 65-84.
- Endsley, M. R., Bolte, B., & Jones, D. G. (2003). Designing for situation awareness: *An approach to user-centred design*. London: Taylor and Francis.
- Fee, K. (2001). *A guide to management development techniques: What to use when*. London: Kogan Page.
- Gabriel, J. M. O. (2015). Organizational citizenship behaviour and corporate resilience. *Published Doctorate Thesis*. Port-Harcourt: University of Science and Technology.
- Gabriel, J. M. O., & Jaja, S. A. (2014). Executives' conscientiousness and effective keystone vulnerability management: An empirical survey. *International Journal of Management Sciences*, 4(10), 445-454.
- George, C. (2015). Retaining professional workers: What makes them stay? *Employee Relations*, 37, 102-121.
- Grant, R. (1995). *Contemporary strategy analysis: Concepts and techniques, application*. Cambridge, M. A: Blackwell.
- Henry, J. (2006). *Creative management and development*. London: Sage Publications.
- Hunt, S. D. (1991). *Modern marketing theory: Critical issue in the philosophy of marketing science* (Cincinnati, OH: South-Western publishing).
- Khan, N., Tayal, S., & Khalique, F. (2015). Understanding management development techniques for organization and employee growth: A conceptual study. *Advances in Economics and Business Management (AEBM)*, 2(8), 800-804.
- Madni, A. M. (2007). Designing for resilience. *ISTI lecture notes on advanced topics in systems engineering*.
- Malaolu, V. A., & Ogbuabor, J. E. (2013). Training and manpower development, employee productivity and organizational performance in Nigeria: An empirical investigation. *International Journal of Advances in Management and Economics*, 2(5), 163-177.
- McManus, S. (2007). Organisational resilience in New Zealand. *Unpublished Doctor of Philosophy Thesis*. University of Canterbury, Christchurch.
- McManus, S. (2008). Organisational resilience in New Zealand. *Unpublished Doctor of Philosophy Thesis*: University of Canterbury, Christchurch.
- McManus, S., Seville, E., Vargo, J., & Brundsdon, D. (2008). Facilitated Process for improving organization Resilience. *Natural Hazards Review*, 9(2), 81-90.
- Mullins, L. J. (1999). *Management and organisational behaviour*. (5th eds.). London: Financial Times Pitman.
- Nakkiran, S., & Karthikeyan, M. (2007). *Training techniques for management development*. New Delhi: Deep & Deep Publications.
- Noel, J. (2010). Lapps and Labyrinths: *Saami prehistory, colonization and cultural resilience*. London: Amazon, Com.
- Onasanya, C. M. D. (2005). *Effective personnel management and industrial relations*. Retrieve 9th September 2021, from <http://www.managementjournal.info>.
- Penrose, E. (1959). *Theory of the firm*. New York: John Wiley & Sons.
- Priem, R. L., & Butler, J. E. (2001a). Is the resource-based view a useful perspective for strategic management research? *Academy of Management Review*, 26(1), 22-40.

- Raza, I. (2015). Impact of training and development on employee performance. *European Journal of Business and Management*, 5(28), 4-9.
- Richard O. C., & Johnson. (2001). Strategic human resource management effectiveness and firm performance. *International Journal Human Resource Management*, 12(2), 299-310.
- Roth, E. M., Multer, J., & Raslear, T. (2006). Shared situation awareness as a contributor to high reliability performance in railroad operations. *Organizations Studies*, 27(7),967-976.
- Santamaria, S. (2018). Company growth or business growth? *Business group formation as an entrepreneurial growth strategy*. Italy, Department of Management and Technology, Bocconi University.
- Sanusi, J. O. (2002). *Key note address at the PGDPA and CPA Graduation Ceremony of the Administrative Staff College of Nigeria*: 13th December.
- Seville, E., Brunson, D., Dantas, A., Le Masurier., Wilkinson, S., & Vargo, J. (2008). Organizational resilience: Researching the reality of New Zealand organization. *Journal of Business and Continuity and Emergency Management*, 2(2), 258-266.
- Smith, D. (2002). Crisis management. Retrieved September, 9th, 2021, from [http:// www.216.239.53.100/search?q=cache:RQzGXuasmh0C:www.shef.ac.uk/~mcn/6810/reading/crisisessay.pdf](http://www.216.239.53.100/search?q=cache:RQzGXuasmh0C:www.shef.ac.uk/~mcn/6810/reading/crisisessay.pdf).
- Staber, U., & Sydow, J. (2002). Organizational adaptive capacity. A structuration perspective. *Journal of Management Inquiry*, 11 (4), 408-424.
- Stephenson, A. (2010). Bench marking of organizations. *A PHD Thesis in the Department of Civil and Natural Resources Engineering, Faculty of Engineering*. University of Canterbury.
- Sutcliff, K., & Vogus, T. (2003). *Organizing for resilience (draft)*: Ann Arbor Michigan: University of Michigan, Department of Management and organizations.
- Tamunomiebi, M. D., & Zeb-Obipi, I. (2013). *Managing human resources: Basic principles*. (3rd eds.). Nigeria: Richmond's Printing Press.
- Thang, N. N. (2009). Human resource training, organizational strategy and firm performance in emerging economies: The case of Vietnam. *Faculty of Economics and Business Administration, Ghent University (PhD Thesis)*.
- Umoh, G. I. (2009). *Management information system with practical studies*. Port-Harcourt: Blue Print Limited.
- Umoh, G. I., Amah, E., & Wokocha, H. I. (2014). Management development and organizational resilience. A case study of some selected manufacturing firms in Rivers State, Nigeria. *IOSR Journal of Business and Management*, 16(2), 07-16.
- Walker, B. H., Carpenter, S. R., Anderies, J. M., Abel, N., Cumming, G. S., Janssen, M. A., Lebel, L., Norberg, J., Peterson, G. D., & Pritchard, L., (2002). Resilience management in social–ecological systems: A working hypothesis for a participatory approach. *Conservation Ecology*, 6, 14-21.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5(2), 171-180.
- William, M. L., Malos, S. B., & Palmer, D. K. (2002). Benefit system and benefit level satisfaction: An expanded model of antecedents and consequences. *Journal of Management*, 28(2),195-215.
- Wycoff, J. (1995). *Transformation thinking*. Penguin Group (USA) Incorporated.