Factors Influencing Staff Performance in Project Activities in Governmental and Non-Governmental Organisations in Sierra Leone

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ABSTRACT

Staff performance has been a critical sensation and posed several challenges in competitive environments. Investigating and discovering elements that constitute effective performance encompass a whole lot of issues bothering around staff encouragement. The construct of this study stemmed from experience gain from projects implementation which led to unfruitful outcomes. This study was constructed on the influential factors of staff performance in project activities in governmental and non-governmental organisations in Sierra Leone. For effective assembly of the structure of this study, mixed method of data collection was employed so that theories can be examined, coupled with first-hand information to establish objective conclusion. For the secondary method, information was extracted from published work, journals, books and other relevant materials that are meaningful for the construct of this study. Extracted materials were critically reviewed and thoroughly analysed to set the pace for further actions. Primary data was generated with the aid of questionnaires to obtain first-hand information from participants who availed satisfactory data that led to the discussion of results. The data was analysed using cross tabulation of variables to determine percentages or respondents actions in the survey process with the aid of statistical package for social sciences (SPSS). From the analysis conducted, relevant information disclosed how important the conduct of this study is, and outlined the following factors influencing staff performance in governmental and non-governmental organisations: Training and development, coaching and mentoring, high employee engagements, financial rewards, employee satisfaction and promotion. The aforementioned factors will aid practising project management specialists in the execution of their responsibilities. It is noteworthy to know that this study is not only relevant to the case studies, but also to all sectors of development since achieving strategic objectives emanates from staff performance. The relevance of this study will also help large scale and multinational organisations to position themselves for staff retention strategies.

Keywords: Factors, Staff Performance, Implementation, Project Activities, Governmental and Non-Governmental Organisations, Retention Mechanisms, Sierra Leone.

1.1 STUDY BACKGROUND

Private sector development has been a main government focus during the last decade to help nurture the country's recovery following the civil war. One project aimed at increasing private sector involvement in the public sector is the Private Sector Development Project. This aims to support the country's efforts to improve investment, generate foreign and local investment and build government capacity for public-private partnerships. The government also voted in the Public-Private Partnerships Act of Sierra Leone, which is currently awaiting full implementation. The United Nations Development Programme (UNDP) has been heavily involved in providing private sector development assistance to the government with the aim of helping the country achieve its development goals. As a result of this assistance, the Government of Sierra Leone made the decision in the third quarter of 2013 to establish the Public Private Partnership Unit under the Office of the President to provide technical support for potential public-private partnership initiatives. In November 2013, the international development consultancy IMC Worldwide announced that it would be involved in the management of a new programme funded by the Department for International Development. The project involves the implementation of a Public-Private Partnership Support Unit, which was launched in November 2013. The overall objective of the programme is to develop infrastructure through private sector financing. Since this announcement, IMC Worldwide has begun carrying out feasibility studies for infrastructure projects, with the power, water and transport sectors currently the government's key priorities for development and, as such, potential sectors for the involvement of PPPs (Nexus Partnerships Limited, 2017).

The World Bank Group (2017) describe one of Government's projects on pay and performance. It states that the objective of the Pay and Performance Project is to improve competitiveness in pay, performance management and accountability of, and increase staffing of middle and senior staff in, the civil service in Sierra Leone. There are two components to the project. The first component of the project is a support to the Government of Sierra Leone's (GoSL's) Reform Program. This component supports the three reform areas (pay reform, recruitment and staffing and performance management) identified in the GoSL's flagship Public Sector Reform Program 'improving productivity through management and pay reforms' (the GoSL Program) which was approved by the President on May 1, 2012. The GoSL's pay strategy approved by Cabinet in February 2011 sets out a comprehensive approach to reforming public sector pay over a five-year period. It recognizes that remuneration should be commensurate with the responsibilities of the job, which will require that a comprehensive job evaluation and grading exercise is completed before enhanced pay is introduced into a new pay structure. In addition, the strategy envisages significant

decompression of the pay structure, which will allow professionals and managers to be remunerated more competitively while maintaining an affordable and sustainable public service wage bill in relation to GoSL's recurrent revenues. The second component of the project is technical assistance (TA). The TA component will complement the first component by financing selected inputs for which the GoSL has requested more intensive supervision by the Association or for which resources may not be readily available in the GoSL budget. This component will finance goods, consultancy services, non-consulting services, monitoring and evaluation, training, study tours and workshops (The World Bank Group (2017).

According to World Bank Group (2017), the Integrated Public Financial Management Reform Project for Sierra Leone received a moderately satisfactory outcome with moderate risk to development outcome. Both the Bank and Borrowers performances were moderately satisfactory. There were four restructurings that took place during this project and concerned reallocations of funding within components of the project and they occurred retroactively. Reallocations were introduced mainly for unintended administrative expenditures. Two of the four restructurings pushed the closing date of the project back for a total of eight months. Some key lessons learned can be drawn from the implementation of IPFMRP in Sierra Leone. The following lessons could be useful for developing public sector projects in post-conflict countries. A) The need to clearly understand the political economy and authorizing environment in the country and therefore adequately sequence the interventions. Conditions of this lesson include fragile domestic conditions, comprehensive planning framework, institutional weaknesses, adherence to proposed implementation plans, mainstreaming of LTAs, and effective and efficient leadership. B) The need to focus on capacity development during reform implementation in order to secure adequate sustainability, which includes knowledge of financial and procurement arrangements and capacity building of NSAs. C) The need to look at technical complexities particularly in the ICT aspects of the reform program (specifically comprehensive and targeted medium-term capacity building strategy and work plan and combining PEFA based indicators with other relevant dimensions). D) The need to build well-articulated coalitions both within stakeholders in government, beneficiaries and donor community including more frequent joint meetings, integrated legislative agenda, and Medium-term expenditure framework (The World Bank Group, 2017).

1.2 Governmental Organisations (Bonbali District Council and Tonkolili District Council)

Sierra Leone is a constitutional parliamentary republic with three spheres of government: central government, local councils and chiefdom councils. There is no constitutional provision for local government and the Local Government Act 2004 provides the main legal framework for local councils. The Ministry

of Local Government and Rural Development (MLGRD) has responsibility for implementing decentralisation and local governance reforms. There are 19 local councils, made up of five city councils and one municipal council in the urban areas, and 13 district councils in the predominantly rural areas. The Local Government Act 2004 gives both the local councils and the chiefdom councils powers to raise revenue including local taxes, property rates, licences, fees and charges, and to receive mining revenues, interest and dividends etc. Transfers from central government include recurrent and development components. There are three broad types of transfers: administrative grants, grants for devolved functions and local government development grants. Under the Local Government Act 2004, 80 functions were devolved to local councils. To date, 56 of the 80 have been devolved in practice. Statutory responsibility for inspecting and monitoring the 19 local councils rests with the MLGRD. The ministry does this by investigating matters that give rise to concern over a council's performance, regular monitoring visits and coordination of monitoring. A comprehensive local government performance assessment system (known as CLoGPAS) was designed in 2006 to serve as a sustainable mechanism for monitoring compliance and performance accountability for councils, devolving ministries, departments, and agencies (MDAs) and civil society. The CLoGPAS results determine high performing and low-performing councils, and guide the provision of capacity-building support to

local councils (MLGRD communication with CLGF, 2004).

1.3 Non-Governmental Organisations (Goal Sierra Leone and World Hope Sierra Leone)

The overall objective for GOAL's humanitarian function is to provide effective humanitarian response to rapid and slow onset emergencies within countries of operation, while strengthening on-going programming in humanitarian contexts. GOAL's humanitarian responses include health; nutrition; water, sanitation and hygiene (WASH); child protection and refugee and Internally Displaced Persons (IDP) responses, as well as on-going disaster preparedness and early recovery livelihood programmes. In 2016, GOAL supported health, nutrition and Water, Sanitation and Hygiene (WASH) programmes across 13 countries. GOAL operates in many varied contexts, from acute emergency or chronic crisis to stable development contexts. Where feasible, the organisation works in collaboration with government ministries and local authorities, local partners, local communities and the private sector to help ensure sustainable results. GOAL's key approaches to improving health include health, nutrition and WASH systems strengthening, governance and accountability, social and behaviour change, as well as emergency humanitarian health, nutrition and WASH responses. GOAL's livelihoods programme helps some of the world's most disadvantaged communities to increase their resilience by improving food security and creating opportunities for income generation. To achieve this, GOAL

employs a holistic approach that focuses on the forging of partnerships between multiple constituents, including non-governmental organisations (NGOs), the private sector and the public sector. GOAL supports this approach by enabling communities to gain increased access to markets and technology, and thereby lift themselves out of poverty (Goal Ireland 2018).

World Hope International works throughout Africa to combat human trafficking, extreme poverty, disease outbreaks, as well as food and water insecurity though various programs that address economic development, education, nutrition, health, clean water and sanitation, and agriculture. WHI's work in Sierra Leone began with war and food relief programs in partnership with The Wesleyan Church but quickly expanded to include initiatives that address the country's stagnant economic growth, crippled infrastructure and poor health and education resources. It's grassroots development and aid programs include:
*Provides 24-hour, year-round emergency care and recovery services for survivors of sexual violence through the World Hope International Trafficking in Persons
*Recovery Center. Additionally, public education and outreach to at-risk populations is core to WHI's human trafficking and sexual violence prevention initiatives.
*Boosts agricultural sustainability and food security. Through Affordable Greenhouses, Village Partnerships and an extensive Outgrowers Project for pineapple and mango cultivation, WHI is

able to help over 5000 small holder farmers gain access to resources and technologies that improve agricultural productivity and maximize profits.
*Alleviates the burden of dirty water through training in well drilling and maintenance, latrine construction, and community and school education around hygiene and sanitation practices.
*Improves public health through quality wellness and childhood education resources, including a children's scholarship fund, nutrition screenings, and community counseling around HIV/AIDS and the benefits of breastfeeding. Specific health programs include: training and equipping Sierra Leonean health workers in new-born resuscitation based on the Making Babies Breathe curriculum. Through the Enable the Children (ETC) program, WHI also provides physical therapy, occupational therapy, care, and support services to approximately 580 children living with disabilities (World Hope International 2017).

1.4 Statement of the Problem

Managing performance in public organizations is a critical phenomenon and posed several challenges particularly with the issues of equipping employees with the required tools to enhance outstanding performance. In the perspective of non-governmental organizations, this element could be somehow less critical since most NGOs are empowered with sufficient funds, which incorporates training and effective motivation machinery to improve employees' performance levels. Nevertheless, criticalities are also identified in the NGO domain regarding

the complexity of employing the right tools to stimulate performance. Performance management requires lots of consideration if satisfactory results are to be achieved. Factors influencing performance are key determinants towards outstanding performance and should be the major concerns that organizations should manage in order to address challenges faced in the implementation and successful achievement of project objectives in governmental and non-governmental organizations. Achieving sustained competitive advantage requires diligence in the workforce and certain driving forces that inspire employees to actually stimulate such diligence. Many schools of thought identified training and staff capacity building as one of the factors influencing staff performance but the cost attached to the conduct of trainings stifles its implementation since organisations, particularly public, may not be financially strong to finance such projects. Organising on-the-job and off-the-job training programmes should be of paramount concern towards equipping employees for better performance. In this regard, if keen attention is not paid towards its relevance and significance, it restrains employees from outstanding performance and stagnate the progress of organisations.

1.5 Significance of the Study

Every organisation is looking forward towards achieving targets set and such targets requires diligent employees whose pleasant countenance ignites the intrinsic motivation towards fulfilling task objectives. In this regard, a careful examination of the elements that stimulate performance can be ascertained for effective implementation and successful achievement of projects objectives. This study will aid practising managers and their corporations on the assessment of key determinants, which influences employees' commitment and performance indicators, to formulate strategic plans for effective implementation of firms' activities and staff retention for sustained competitive advantage. With the increasing challenges firms are facing in retaining highly skilled employees, understanding the elements that stimulate such outstanding performers should be the focus of organisations if they are to continue to thrive in competitive environments

1.6 General Research Objective

The identification of the determinants of outstanding performance is the key towards unleashing creativity for sustained competitive advantage and organisations must ensure constant investigation towards identifying such factors, to aid the effective and efficient implementation of projects activities. Managing performance entails a lot of consideration in order to attain outstanding results. Intrinsic and extrinsic motivations are contributing factors towards effective and efficient performance of employees. In consideration of the above facts, the study seeks to assess the factors influencing staff performance in project activities with specific focus on governmental and non-governmental organisations in Sierra Leone. Segments of this general objective will be descriptively organised in the further section to establish the various

components that constitute the relevance of this study.

1.6.1 Specific Research Objectives

In this section, the general objective is segmented into descriptive elements that warrant the collection and review of relevant literatures, which will enable the identification of research gap so that further actions can be taken to address the gap identified. This section also helps to identify key components that will help to develop questionnaires for quantitative information. Focus group discussion can be guided by the elements outline in this section so that the research will have specific concentration in order to prevent deviation. The specific objectives are outline as follows:

*Describe the characteristics, developments, concerns and guiding principles of performance management and how these elements contributes towards enhancing outstanding performance in profit making and non-profit making organisations

*Discuss the relationship between performance appraisal and performance management, explain the views, processes and activities of performance management in modern large scale enterprises

*Explain performance and development planning, role profiles, objective setting, performance measures and assessment, agreements and checklists as tools towards maintaining consistencies between organisations stated objectives and performance outcomes

*Discuss the role of effective communication in identifying performance problems, facilitating the improvement of performance at organisational levels, improving individual and team performance and managing underperformers

*Explain the contributions of training and staff development towards increasing employees' performance level through skills and competencies attained during the conduct of training programmes

*Describe the significance of strategic training and development, transfer of training and knowledge sharing for non-profit making organisations

*Descriptively explain the role of financial and non-financial rewards in motivating employees to unleash creativity and effect transformation in the implementation and successful achievement of organisations objectives.

1.7 Research Questions

Investigating determining factors for performance requires answers to certain questions that revolve around the subject matter. This study seeks to unravel issues bothering around the following questions:

*What are the basic requirements that enable employees to engage effectively in employment?

*What is the role of training and development in enhancing staff performance?

*How do financial rewards stimulate employees' performance?

*Does coaching and mentoring contribute to staff performance?

*How does motivation lead to employee engagement and commitment?

*How do supervisors' engagements with supervisees influence performance?

1.8 Scope of the Study

The scope of this study is limited to four selected governmental and non-governmental organisations in Sierra Leone. The study seeks to critically examine the factors, which influence staff commitment and performance with specific focus on governmental and non-governmental organisations in Sierra Leone. Theoretical concepts regarding determinants of performance management and how these factors may influence employees' performance level in organisations will be descriptively discussed to ascertain the relevance of this study. Key elements such as staff capacity building, which increases skills and competencies and empowers organisations workforce for effective and efficient execution of duties and responsibilities, the effects of financial and non-financial compensation as motivating components towards enhancing outstanding performance which leads to firms competitive advantage, is the strategic focus of this study.

2.0 LITERATURE REVIEW

This section critically examines and review theoretical concepts and published information regarding the subject matter. It set the pace for relevant materials to be assembled and analysis drawn from available pieces of literature, which enables the identification of a research gap that will be addressed in subsequent chapters. Data included in this section is termed as secondary since it is not first-hand information but also contribute towards setting the pace for successful completion of the study. Elements that constitute the review of literature in this study are outlined below:

2.1 Characteristics, Developments, Concerns and Guiding Principles of Performance Management and how these Elements Contributes towards Enhancing Outstanding Performance in Profit-making and non-profit making Organisations

2.1.1 Definition of Performance Management

Investopedia (2017) defines performance management as the management of employees, departments, and organizations to ensure that objectives are being reached efficiently and effectively. Performance management involves defining what effective performance looks like, as developing the tools and procedures necessary to measure performance. According to Investopedia (2017), Performance management involves the way managers evaluate employees, how employees evaluate their managers and fellow employees, and how individual workers evaluate themselves. The ultimate goal of performance management is to improve the quality of work in the most efficient manner possible. According to Management Study Guide (2017), performance management can be regarded as a systematic process by which the overall performance of an organization can be improved by improving the performance of individuals within a team framework. It is a means for promoting superior performance by communicating expectations, defining roles within a

required competence framework and establishing achievable benchmarks.

2.1.2 Characteristics of an Ideal Performance Management System

According to Armstrong (2006), Performance management is a scheduled procedure of which the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue. It is concerned with measuring outputs in the shape of delivered performance compared with expectations expressed as objectives. In this respect, it emphases on objectives, standards and performance measures or indicators. Armstrong (2006) however accentuates that, it is based on the agreement of role requirements, objectives and performance improvement and personal development plans. It provides the setting for on-going dialogues about performance, which involves the joint and continuing review of achievements against objectives, requirements, and plans. The characteristics are further described below:

Job Descriptions: An accurate job description is a fundamental characteristic of an ideal performance management system. Without a clear understanding of job duties, it is impossible to know what the employee is supposed to be doing. The job description is not a laundry list of tasks for each title or position; however, it contains the essential functions of each job and the qualifications necessary to perform those tasks (Mayhew, 2017).

Training: An ideal performance management system provides training for supervisors who conduct employee evaluations. The training consists of techniques for giving complimentary as well as constructive feedback to employees, learning how to determine when the disciplinary review is warranted and how to write up employees for disciplinary action. In addition, supervisors learn how to evaluate employees objectively. Training for employees explains how their performance will be measured and evaluated, as well as what actions are subject to disciplinary review and the policies for receiving disciplinary counseling and notices (Mayhew, 2017).

Timeliness: Performance appraisals – the annual evaluation of employee performance – must be timely. Although supervisors and employees alike may dread the appraisal season, they may also look forward to knowing how well their performance ranks when compared to the employer's expectations. A timely performance appraisal works to address problems and deficiencies before they become too serious. Likewise, employee performances worthy of commendation should be immediately recognized to reinforce the positive behavior and action (Mayhew, 2017).

Compensation: Employees generally want to know how their performance is connected to pay. This question often comes up during the interview stage, so it is an important factor for employees, especially workers who have become accustomed to extra rewards for their efforts. An ideal performance management system has a tie-in with compensation,

whether it is a certain percentage raise or wage hike based on the employee's level, effort or actual performance and productivity. Money isn't everything, but management consultant and HR expert Dick Grote recognize the ideal performance management system as being able to mobilize the energy of every employee in the enterprise to accomplish planned objectives (Mayhew, 2017).

2.1.3 Developments in Performance Management

Concurrently with the emergence of management by objectives, consideration was being given to avoiding the misguided use of traits in performance assessment. The critical incident approach developed by Flanagan (1954) changed the focus to the observation of behavior. Behaviorally anchored rating scales (Smith and Kendall, 1963) and behavioral observation scales (Latham and Wexley, 1977) provided for the quantification of behavioral performance. Much research was carried out later on rating, for example, by Bernardin and Buckley (1981), Sulsky and Balzer (1988) and Murphy and Balzer (1989). Such activity reflected the preoccupation of some American academics with rating techniques. This still persists today, in contrast to the UK approach, which has become more concerned with developing performance than rating it. Rating source research led to the emergence in the early 1990s of multi-source or 360-degree feedback that provided for upwards and lateral assessments as well as the traditional top-down rating (Hedge, Borman and Birkeland, 2001).

Performance management is always a forward planning process, which is developmental and facilitative in nature as it involves the team leaders and the employees in a joint process of decision making for fixing smart targets. It aims at breeding performance orientation in the employees for developing high-performance organizations. The entire process involves identification, evaluation, and development of the work performance of the employees through effective management practices like continuous coaching, feedback, and regular communication. The process includes the following stages: work planning and defining expectations, monitoring performance, developing the weak performance areas, performance rating, rewarding good performance (Management Study Guide (2017).

2.1.4 Concerns of Performance Management

Tutorials Point (2017) describe following as the main concerns of performance management:

•**Concern for communication:** Performance management is concerned with communication. This is done by creating a climate in which a continuing dialogue between managers and the members of their teams takes place to define expectations and share information on the organization's mission, values, and objectives. It establishes a common thoughtful consideration of what is to be achieved and a framework for managing and developing people to guarantee it achievement.

•**Concern for stakeholders:** Performance management is concerned with satisfying the needs and expectations of all the organization's stakeholders, management, employees, customers, suppliers and the general public. In particular, employees are treated as partners in the enterprise whose interests are respected, whose opinions are sought and listened to, and who are encouraged to contribute to the formulation of objectives and plans for their team and for themselves.

•**Concern for transparency:** Four ethical principles that should govern the operation of the performance management process. These are – Respect for the individual, mutual respect, procedural fairness, and transparency of decision making.

2.1.5 Guiding Principles of Performance Management

Egan (1995) proposes the following guiding principles for performance management: Most employees want direction, freedom to get their work done, and encouragement not control. The performance management system should be a control system only by exception. The solution is to make it a collaborative development system in two ways. First, the management process of performance – coaching, counseling, feedback, tracking, recognition, and so forth – should encourage development. Ideally, team members grow and develop through these interactions. Second, when managers and team members ask what they need to be able to do to do bigger and better things, they move to strategic development.

2.2. The relationship between Performance Appraisal and Performance Management, the Views, Processes, and Activities of Performance Management in Modern Large-scale Enterprises

2.2.1 Performance Appraisal and Performance Management

The terms 'performance management' and 'performance appraisal' are sometimes used synonymously, but they are different. Performance management is a comprehensive, continuous and flexible approach to the management of organizations, teams, and individuals, which involves the maximum amount of dialogue between those concerned. Performance appraisal is a more limited approach, which involves managers making top-down assessments and rating subordinates performance at an annual performance appraisal meeting (Mayo nd. online source). Performance Appraisal implies a rational assessment of the individual's performance, based on pre-determined standards. On the other hand, performance management alludes to the supervision of performance of the manpower working in an organization. While Performance Appraisal is a yearly system while if we talk about Performance Management, it is a continuous process that does not occur eventually (Subhi 2015).

2.2.2 Views of Performance Management

The research conducted by the CIPD in 2004 (11) elicited the following views from practitioners about performance management:

•We expect line managers to recognize it [performance management] as a useful contribution to teams' management rather than a chore' (Centrica).

•Managing performance is about coaching, guiding, motivating and rewarding colleagues to help unleash potential and improve organizational performance. Where it works well it is built on excellent leadership and high-quality coaching relationships between managers and teams' (Halifax BOS).

•Performance management is designed to ensure that what we do is guided by our values and is relevant to the purposes of the organization' (Scottish Parliament).

2.2.3 The Process of Performance Management

In order for the performance management process to be efficient and effective, supervisors must master the process and apply it consistently. The Federal Competency Assessment Tool-Management (FCAT- M) assesses whether, and to what degree, supervisors have specific competencies. One of these competencies understands performance management process and practices. A supervisor equipped with this competency will be able to better focus employee efforts on achieving organizational and individual goals The US Office of Personnel Management described performance management process as follows:

Planning: The supervisor should meet with employees to create their performance plans. The supervisor should establish measurable goals that align with the agency's strategic and operational plans and consult with his/her employees when creating these goals. It is in this planning stage that the supervisor has an opportunity to explain to employees how their performance directly impacts how the agency and work unit will achieve their goals.

Monitoring: The supervisor should monitor employee progress, not only when there is a progress review due, but on a continuous basis throughout the appraisal period. Monitoring gives the supervisor an opportunity to make a course correction or adjust a timeline if it is needed so that employees will produce the desired outcome of successfully achieving the agency's or work unit's goals. It also provides the opportunity for the supervisor to make employees aware of their progress, whether favorable or unacceptable. Should the supervisor determine the employee has unacceptable performance on any critical element; monitoring performance enables the supervisor to identify the problem early and get an opportunity period in place well before the rating of record is due.

Developing: The supervisor should be able to determine from continuous monitoring whether employees need additional development to achieve their assigned responsibilities. It is important to remember that employee development includes not only remediation but enhancing good performance as well. Types of development could include formal training (classroom), informal training (online), coaching or mentoring,

new work assignments (additional responsibilities), details (within the current agency or to an outside agency).

Rating: The supervisor will use the knowledge gained from monitoring the employee's performance during the appraisal period to compare that performance against the employee's elements and standards and assign a rating of record. The final rating should not be a surprise to the employee, particularly when the supervisor and the employee have had numerous performance discussions during the rating period.

Rewarding: The supervisor must make meaningful distinctions when granting awards. Award amounts should be clearly distinguishable between different performance levels that are fully successful or above. Performance management should support compensation decisions.

2.2.4 Activities of Performance Management

Nieuwoudt (2017) describe the Key performance management activities to make your job easier as follows:

Set goals: This entails setting goals and measurable targets. Define the accountabilities and span of control to get the job done properly and set timeframes for delivery. It is also the time to agree what support and assistance your employee will need going forward to get their job done. The more detailed the goal setting, the easier it is to manage performance and measure the deliverables against the desired goal(s). Spend at least 40% of your performance management effort here.

Have quarterly performance reviews: When you review your employees' performance, you need to focus only on the timeframe under review. So, for example, at the end of Q1, you will assess whether your employee has achieved the deliverables for Q1 that were detailed during the goal-setting phase. At the end of the performance review cycle (usually 12 months), it's acceptable to not only assess the deliverables for Q4 but also to assess the overall delivery for the past 12 months (always in light of what was set during the goal setting phase). Spend at least 20% of your performance management effort here.

Manage poor- or non-performance: Ideally, besides the formal performance review, you should hold informal performance discussions with your employee as often as required but usually on a 6-week basis. This will allow you to see if problems are developing and nip them in the bud before they become debilitating to your employee's performance and your organization. Managing poor- or non-performance can include counseling, training, mentoring, coaching, etc. and extend as far as disciplinary action for misconduct or for incapacity. The key to managing performance is to quickly identify the problem(s) and then take decisive action to deal with it. Spend at least 30% of your performance management effort here

Reward and recognize superior performance: This important performance

management step is often overlooked – with dire consequences for retaining your good performers. Keeping your superior performers happy is a crucial step to ensure they stay with you and those good performance standards are maintained and serves as an example to others who may not yet be delivering at the desired level. Reward and recognition come in many forms besides the traditional money-based bonuses, so get to know what drives each of your superior performers and implement a 'basket' of reward options that suit a range of lifestyles. Spend about 10% of your performance management effort here.

2.3 Performance and Development Planning, Role Profiles, Objective Setting, Performance Measures and Assessment, Agreements and Checklists as Tools towards Maintaining Consistencies between Organisations stated Objectives and Performance Outcomes

Management Study Guide (2017) state that, Performance and individual development plans are derived from an analysis of the following factors:

2.3.1 Role Profiles: A role profile defines a role in terms of behavioral and technical or job-related competencies. The key result areas are jointly developed by the line manager and the employee and are updated after a formal performance agreement is established.

2.3.2 Objective Setting: Objectives are directly linked to the overall mission and vision of an organization and the work, which an employee performs. Objectives

cannot be dictated by the bosses rather are determined through discussions, negotiations, agreements and a compromise. Objectives help in planning for results and not only just the activities, thereby improving the overall departmental effectiveness and efficiency. An example of a performance objective could be, reduce the administrative expenses by 15% by the end of the financial year

2.3.3 Performance measures and assessment: The performance assessments summarize the contributions of an employee over the entire period of assessment. The major goal of a performance assessment is to recognize the degree to which an employee successfully delivered his performance and the degree at which the standards and objectives were achieved.

2.3.4 Performance planning: Performance plans are an outcome of a joint agreement between the individual and the line manager regarding what they are expected to do and know and how they are expected to behave for realizing the role objectives. These can be also regarded as work plans set for achieving targets and meeting the project deadlines

2.3.5 Development planning: A personal development plan is a learning action plan which is formulated with the support of the supervisor and the organization which may take the form of a formal training, coaching, mentoring, job enrichment, project work, and job enlargement. The plan aims at adhering to the requirements

of the policy of continuous development and developing the potential of individuals for higher positions.

2.3.6 The performance agreement: performance agreements define the corporate core values, objectives, role requirements, performance measures, knowledge, skills and abilities, a performance plan and an individual's development plan

2.4 The Role of Effective Communication in identifying Performance Problems, Facilitating the Improvement of Performance at Organisational levels, Improving Individual and Team Performance and Managing Underperformers

2.4.1 Effective Communication in Performance Management

Brilliant communication skills are essential for good performance management. They are important proficiencies used in the whole performance management process, from planning and communicating work expectations to recognizing employees for their successful achievements. To communicate effectively with employees, performance managers must: establish strong working relationships with employees, promote easy access to information and feedback, promote employee involvement in planning and development activities, and recognize and praise top performers (US Office of Personnel Management – online source nd).

2.4.2 Identifying Performance Problems

Nielsen (2009), discuss the following ways of identifying performance problems in project teams

•**Excessive absenteeism:** one or more of the team will be absent for two or more days per month. We are talking about casual days off here, not a genuine long-term illness or injury. Mondays and Fridays are particularly popular days to "phone in sick" as they extend the weekend.

•**A team member consistently missing deadlines:** this team member simply cannot complete their work on time. They assure you they can complete the work in the time allotted, commit to delivery, and then disappoint you on the due date.

•**A team member consistently delivering poor quality:** this team member has their name on the lion's share of the trouble tickets issued by the QA group. They frequently claim to have fixed a bug and either has not, or have fixed it but caused two others.

•**A team member is always asking for help from the team:** this team member will always be seen at their neighbors' workstation getting help with their work. They may also get the help delivered to their workstation.

•**The team**, or individuals on the team, complain about a team member who is interfering with their productivity: the team member they are complaining of is dragging performance down because s/he is always asking for help.

•**Conflicts on the team:** one individual on the team always seems to be involved in a dispute with someone else on the team.

•**Conflicts between a team member and stakeholders external to the team:** this

team member always seems to be involved in a dispute with someone external to the team. These are frequently the same people that are involved in the intra-team conflicts.

2.4.3 Facilitating the Improvement of Performance at Organisational levels

Performance Improvement (PI) is a method for analyzing performance problems and setting up systems to ensure good performance. PI is applied most effectively to groups of workers within the same organization or performing similar jobs. Organizations seeking to solve a performance problem frequently implement a specific intervention, such as training, without fully understanding the nature of the problem or determining whether or not the chosen intervention is likely to succeed. Just as often, professionals with a high level of expertise in a specific intervention area see every problem as an opportunity to ply their trade. As Abraham Maslow once said, "To the person who only has a hammer in the toolkit, every problem looks like a nail." In fact, there are a number of methods for improving the performance of organizations, teams, and individuals. Organizational development, industrial engineering, training and development, quality assurance, and human resources development address performance gaps in particular ways. Performance Improvement differs from these approaches by using a systematic methodology to find the root causes of a performance problem and then implement an intervention (or "fix") that applies to that specific performance deficit

(Performance Improvement stages, steps, and tools, online source nd).

2.4.4 Individual and Team Performance

Duggan Tara (online source nd) descriptively distinguishes individual and team performance in the following segments:

Individual Criteria: An individual typically meets annually with his manager to establish goals for the coming year. By establishing a clear performance improvement plan in specific, measurable, attainable, realistic and time-constrained terms, the manager sets a clear path. The manager helps the employee link his personal goals to the company's overall strategic plan. She identifies training courses, workshops and self-paced materials that allow the employee to develop needed skills. Then, she evaluates his progress toward achieving his goals as the year progresses

Team Criteria: A project manager typically establishes a comprehensive project plan at the beginning of the project. This defines the project purpose, deliverable requirements, assumptions, risks, budget, resources, and milestones. Checkpoints may be scheduled so that sponsors and stakeholders can evaluate the team's quality management strategy and productivity. When milestones and other criteria are met, such as quality and quantity, the project manager rewards the team with recognition, bonuses or other financial compensation.

Accountability: Traditionally, employees have been evaluated on an individual basis. An effective performance management program assigns accountability to each employee. By providing continuous feedback, distinguishing levels of performance, rewarding good performance and addressing poor performance, managers ensure they have the right employees in the right place at the right time. On the other hand, by evaluating an entire team's performance, the whole team's activities come under scrutiny by the project manager or other superiors. Team dynamics, such as effective communication, decision-making, and cultural awareness, get evaluated by both the team members and sponsors and stakeholders

Leadership: Historically, individual evaluation leads to promotions, bonuses or salary increases. Rewarding teams, in the same way, may result in some employees feeling demoralized and working more than their peers do. On the other hand, reaching for a common goal motivates and inspires a team to achieve strategic goals. Leaders differ their strategy for guiding individuals versus teams based on skill levels and experience. By taking an autocratic approach and making all the decisions regarding performance evaluation, individual and team, a leader tends to discourage creativity and innovation. By taking a democratic approach and including both individuals and teams in the decision-making process, he fosters a more positive atmosphere for performance evaluation.

2.4.5 Managing Underperformers

Tutorials Point (2017) describes how under-performers could be managed. It, however, states that everyone's performance is improbable. When managing underperformers, this should be about 'applauding success and forgiving failure' needs to be remembered. Mistakes should be used as an opportunity for learning – 'something only possible if the mistake is truly forgiven because otherwise the lesson is heard as a reprimand and not as an offer of help.

Identify the problem: Analyze the feedback and, as far as possible, obtain agreement from the individual on what the shortfall has been. Feedback may be provided by managers but it can in a sense be built into the job. This takes place when individuals are aware of their targets and standards, know what performance measures will be used and either receive feedback/control information automatically or have easy access to it. With proper feedback, the employees will then be in a position to measure and assess their own performance and, if they are well-motivated and well-trained, they can take their own corrective actions. In other words, a self-regulating feedback mechanism exists. This is a situation that managers should endeavor to create on the grounds that prevention is better than cure

Establish the reason(s) for the shortfall: When seeking the reasons for any shortfalls, the manager should not crudely be trying to attach blame. The aim should be to the manager and the individual jointly to identify the facts that have

contributed to the problem. It is on the basis of this factual analysis that decisions can be made on what to do about it by the individual, the manager or the two of them working together. It is necessary first to identify any causes that are external to the job and outside the control of either the manager or the individual.

Decide and agree on the action required: Whatever action is agreed, both parties must understand how they will know that it has succeeded. Feedback arrangements can be made but individuals should be encouraged to monitor their own performance and take further action as required.

Resource the action: Provide the coaching, training, guidance, experience or facilities required to enable agreed actions to happen.

Monitor and provide feedback: Both managers and individuals monitor performance, ensure that feedback is provided or obtained and analyzed, and agree on any further actions that may be necessary.

2.5 Contributions of Training and Staff Development towards Increasing Employees Performance level through Skills and Competencies Attained during the Conduct of Training Programmes

2.5.1 Definition of Training and Development

According to Noe (2010), training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. Cartwright (2003) describes development as a process in which learning occurs through experience and where the results of the learning enhance not only the task skills of the individual but also his or her attitudes. Whereas training does not necessarily encompass the why, development most certainly does. The development provides the individual with skills and attributes that can be changed to fit new circumstances.

2.5.2 Approaches to learning and development

Learning and development can be formal or informal and can use computer, networked and web-based technology (e-learning). Its effectiveness is increased by joining up different methods of learning and development (blended learning) and by encouraging self-directed learning. Approaches to learning and development are underpinned by theories of how individuals learn and the concept of organizational learning (Armstrong 2009).

Formal Learning: Formal learning refers to a type of learning program in which the goals and objectives are defined by the training department, instructional designer, and/or instructor. Formal learning is also called structured learning or synchronous learning. Examples of formal learning include classroom instruction, web-based

training, remote labs, e-learning courses, workshops, seminars, webinars, etc. (Training Industry Inc. 2017). Formal learning programs are typically synonymous with full-scale learning management systems (LMS), with courses and curricula mapped in a very structured way. As a result, content is generally created by a specified group of instructional designers and trainers (Cournoyer 2012),

Informal Learning: Informal learning programs, on the other hand, provide a lot more flexibility in the way content is both created and consumed. By removing the formality of a full-scale LMS, companies are usually able to create more content quickly and deliver it to their audiences in the way that makes the most sense (Cournoyer 2012). Informal learning content is also more easily shared and distributed via social channels like Facebook or Twitter, and more adaptable to mobile devices for "on-the-go" viewing. In other words, a well-developed informal learning program provides information to learners anytime, anywhere (Cournoyer 2012).

2.5.3 The contribution of learning and development to organizational performance

Studies on the relationship between learning and development activities and organizational performance have included those by Benabou (1996) and Clarke (2004). The research by Benabou examined the impact of various training programmes on the business and financial results at 50 Canadian organizations. The

conclusion reached was that in most cases, a well-designed training programme can be linked to improvements in business results and that return on investment in training programmes is very high. A national survey of training evaluation in specialized healthcare organizations (hospices) conducted by Clarke (2004) showed that while there appeared to be some links between training and performance it was not possible to reach firm conclusions about causality. However, the study reached the important finding that where organizations undertake assessment of their training and development (both formal and informal learning) then there is a greater belief in the positive impact training and development has in the organization. While it is possible and highly desirable to evaluate learning, establishing a link between learning and organizational performance is problematic. It may be difficult to distinguish between cause and effect. Hendry and Pettigrew (1986) warn that it is risky to adopt simplistic views that training leads to improved business performance because it is more likely that successful companies will under certain conditions increase their training budget.

2.6 Significance of Strategic Training and Development, Transfer of Training and Knowledge Sharing for Non-profit making Organisations

2.6.1 Strategic Training and Development

In an increasingly competitive world, which is the reality for most organizations today, few would disagree with the view that a link should exist between the

training and development that the organization undertakes and the business strategy of that organization. Personnel are now widely regarded as 'human resources' with the implication that, like other resources, they are to be valued and carefully managed (Wilson1999). An alignment between strategy and training and development is now commonly regarded as good business sense in all corners of the globe (Harrison, 1997; Mabey and Salaman, 1995; Storey, 1991). Despite this, there is some evidence from both Europe and the United States (Harrison, 1997; Holden 1992; Salaman, 1992) that, while at an intellectual level this link is recognized, the practice may be considerably different in many countries. Harrison (1997:25) points out that 'research has failed to reveal any significant connection between HRD and business strategy across UK organizations at large'. Beaumont (1992) reports that studies in the United States found that only 22 percent of companies had high levels of integration of human resource and business strategy. Training and development, if it is to be regarded as a strategic activity aligned to corporate strategy, should as a minimum feature in the second order whereby it supports the overall strategic direction. Harrison calls this 'business-led HRD'. However, there is also a case to be made that in an ideal situation it should play a role in the first order – termed 'strategic HRD' (Harrison, 1997). Unfortunately, in many cases training and development is relegated to an operational activity, disconnected from or only loosely connected to any of the strategic activities of the organization, or responding to the immediately pressing or a current fad.

2.6.2 Transfer of training

Training transfer means that learners are able to "transfer" their knowledge and skills learned in a training session back to their jobs. The importance of training transfer cannot be overemphasized. Organizations spend billions of dollars each year on training, yet only a fraction of that investment results in improved performance if training transfer is not supported by stakeholders (i.e. any individual or group that has a "stake" in the transfer of training). These include managers, peers, customers and the employer. Stakeholders also assume responsibility for supporting transfer. The goal of training is not simply to gain knowledge and skills but to transfer learning into performance, which in turn leads to improvements in agency results. Training transfer is not an event; it is a dynamic and complex process that requires planning (Training Transfer online source nd). Training transfer enables employees to apply the skills learned in training on the job. Training transfer is performing certain activities before, during, and after a training session that enables employees to more effectively and quickly apply the skills learned in training back on the job. Training transfer is the goal when employees are involved in any internal or external training activity, session, seminar, or on-the-job training. The goal of training is to enhance the skills, knowledge, and the thinking and learning ability of employees. Nevertheless, even more, important is the capability to apply the

new information, skills, or knowledge in the employee's job (Heathfield 2017).

2.6.3 Knowledge Sharing

Knowledge sharing is the disclosure of viable information and experiences. The purpose of knowledge sharing is to contribute to knowledge continuity within an organization where employees have mutual trust and are willing to communicate, consult, and exchange information. Leaders, who infuse the knowledge-sharing component, understand the dynamics of an ever-changing global environment, the importance of inaugurating a proactive commitment to foresee potential threatening patterns of concerns, problem-solving, and implementing policies and procedures that are affiliated with change, and create new innovations aligned to the vision. This will ultimately position an organization to maintain a competitive advantage. While the knowledge shared can be tactic and/or explicit, it can challenge the delivery of information depending on the contexts and intersubjectivity (IGI Global 1988-2017).

2.7 The role of Financial and Non-financial Rewards in Motivating Employees to unleash Creativity and Effect Transformation in the Implementation and Successful Achievement of Organisations Objectives

2.7.1 Definition of Reward Management

Reward management deals with the strategies, policies, and processes required ensuring that the contribution of people to the organization is recognized by both financial and non-financial means. It is about the design, implementation, and maintenance of reward systems (reward processes, practices, and procedures), which aim to meet the needs of both the organization and its stakeholders. The overall objective is to reward people fairly, equitably and consistently in accordance with their value to the organization in order to further the achievement of the organization's strategic goals (Armstrong 2007).

2.7.2 Characteristics of the Rewards Systems for Teams

Defining the characteristics of your reward system for teams helps you set expectations and promote productivity. Creating a comprehensive reward system for team behaviour allows you to acknowledge the benefits of setting goals for the entire team, not just one individual. While some team members may resent doing more work than other team members may, over time each member should contribute to the effort in proportion to their compensation. Characteristics influencing reward system design decisions include individual factors, team size, organizational structure and environmental factors (Duggan Tara online source nd).

2.7.3 Financial Rewards

Employees receive financial payment from employers in the form of a salary or commission. This payment is expected as a result of the work the individual was hired to complete. In addition to regular compensation, financial rewards are monetary incentives that an employee earns as a result of good performance. These rewards are aligned with organizational goals. When an employee

helps an organization in the achievement of its goals, a reward often follows. All financial rewards are extrinsic. Extrinsic motivation is based on tangible rewards, such as pay raises, bonuses, and paid time off (Mckinney 2003-2017).

2.7.4 Non-financial Rewards

Non-financial rewards can have an even more substantial impact on employee satisfaction and motivation than traditional financial rewards. A study by the Hay Group involving around four million employees found that employees listed work climate, career development, recognition and other non-financial issues as key reasons for leaving a job. Even well-compensated employees may leave a company if dissatisfied with these aspects. Companies with excellent non-financial incentive plans can attract, motivate and retain talented people (Thompson 2017). The relative importance of nonfinancial rewards can vary considerably throughout the employee population, so determine what appeals to which employee groups. For example, the employee population of a business unit that is fast-paced and entrepreneurial might focus on work environment, while employees at a slower-growing business unit might be more interested in career development. "What motivates, retains and energizes a research and development group is likely to be very different than what works for employees in a sales organization," noted McMullen. "Breaking down the employee population into logical segments can make a lot of sense as the organization determines what engages employees (Sammer 2011).

2.7.5 Motivation

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way (Business Dictionary 2017). Mullins (2006) describes the two types of motivation as intrinsic and extrinsic. Extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers (Mullins 2006).

According to Mullins (2007), a person's motivation, job satisfaction, and work performance will be determined by the comparative strength of these sets of needs and expectations and the extent to which they are fulfilled. For example, some

people may make a deliberate choice to forgo intrinsic satisfaction and social relationships (particularly in the short term or in the earlier years of their working life) in return for high economic rewards. Mullins (2007) however notes that other people are happy to accept comparatively lower economic rewards in favour of a job that has high intrinsic satisfaction and/or social relationships. Social relationships would appear to be an important feature for many people, especially, for example, for those working in the hospitality industry where interactions with other people and the importance of supportive working relationships and good teamwork can be strong motivators at work

3.0 METHODOLOGY

This study was conducted in 2 selected governmental and 2 non-governmental organizations in Sierra Leone.The conduct of this study was constructed on a quantitative and qualitative perspective; using published theories and concepts, administered questionnaires and engaged participants on focus group discussions to establish first-hand information.The study employedboth primary and secondary data collection. For secondary data collection, information was extracted from articles, books, journals and other relevant published academic documents which was

reviewed and established satisfactory facts. In the collection of primary data, structured questionnaires were administered, followed by focus group discussions which ascertained first-hand information that provided adequate facts, which aided the process towards a reasonable conclusion.This study used a simple random sampling with 200 participants as a sample size which represented the total population. Raw data collected from the survey was processed, using statistical package for social sciences (SPSS). The information is presented in a cross tabulation manner which assessed the relationship between variables.

4.1 Table 1: Sex and Age Group
4.0   DATA   PRESENTATION ANALYSIS AND INTERPRETATION

This section presents, analyze and interprets data obtained from primary sources. The composition of this section descriptively explains the views of respondents regarding the various components or variables tested in this study. The construct of this section assembles tables, which outlined details of processed data and categorize the information for practical significance.

			Age Group			Total
			20-35	36-45	46+	
Sex	Male	Count	28	43	49	120
		% within Sex	23.3%	35.8%	40.8%	100.0%
		% within Age Group	50.9%	49.4%	84.5%	60.0%
		% of Total	14.0%	21.5%	24.5%	60.0%
	Female	Count	27	44	9	80

% within Sex	33.8%	55.0%	11.2%	100.0%
% within Age Group	49.1%	50.6%	15.5%	40.0%
% of Total	13.5%	22.0%	4.5%	40.0%
Count	55	87	58	200
% within Sex	27.5%	43.5%	29.0%	100.0%
% within Age Group	100.0%	100.0%	100.0%	100.0%
% of Total	27.5%	43.5%	29.0%	100.0%

(Total row label spans the last three rows)

Table 1 describes gender and age group of participants in the different organizations used as case studies. The 200 questionnaires distributed were retrieved with vital information which revealed that among the participants, who took part in the survey process, 120 are male with 60% of the total population and female are 80 which classified them as 40%. Considering the age range, respondents of age between 20-35 years are 55 inclusive of 28 male (23.3%) and 27 female (33.8%). Age 36-45 are 87 with a classification of 43 male (35.8%) and 44 female (55.0%). Participants above 46 are 58 including 49 male (40.8%) and 9 female (11.2%). The total percentage of male and female participants between the ages of 20-35 is 27.5%, 36-45 is 43.5% and above 60 years is 29.0%. This shows that more male participated in the survey than female even though the sample was randomly done. **Source:** Primary Data (September-December 2017).

4.2 Table 2: Description * Staff Experience

			Staff Experience			Total
			1-2yrs	3-5yrs	Above 6yrs	
Description	Public Sector	Count	23	43	34	100
		% within Description	23.0%	43.0%	34.0%	100.0%
		% within Staff Experience	51.1%	49.4%	50.0%	50.0%
		% of Total	11.5%	21.5%	17.0%	50.0%
	Private Sector	Count	22	44	34	100
		% within Description	22.0%	44.0%	34.0%	100.0%
		% within Staff Experience	48.9%	50.6%	50.0%	50.0%
		% of Total	11.0%	22.0%	17.0%	50.0%
Total		Count	45	87	68	200
		% within Description	22.5%	43.5%	34.0%	100.0%
		% within Staff Experience	100.0%	100.0%	100.0%	100.0%
		% of Total	22.5%	43.5%	34.0%	100.0%

Table 2 shows the description of organizations and staff experience. 100 participants were drawn from the private sector and 100 from the public sector. Public sector participants are classified as follows: employees whose experience ranges between 1-2years are 23 (23.0%), 3-5years are 43 (43.0%) and above 6 years are 34 (34.0%). For the private sector, employees whose experience is between 1-2years are 22(22.0%), 3-5years are 44(44.0%) and beyond 6years are 34(34.0%).

The total number of participants from the public and private sectors with 1-2years of experience is 45 with 22.5%, 3-5years is 87 with 43.5% and above 6years is 68 with 34.0%. The above information shows that the number of employees with 3-5years of experience in both sectors outweighed those above 6years of experience, followed by those with 1-2years. **Source:** Primary Data (September – December 2017).

4.3 Table 3: Method of performance appraisal * Process influence performance

			Process influence performance				Total
			Coaching	Career management and development plans	Employees job requirements	Succession planning	
Method of performance appraisal	Critical incident assessment	Count	17	0	0	0	17
		% of Total	8.5%	0.0%	0.0%	0.0%	8.5%
	Behavioral assessment	Count	50	0	0	0	50
		% of Total	25.0%	0.0%	0.0%	0.0%	25.0%
	Ranking methods	Count	63	30	7	0	100
		% of Total	31.5%	15.0%	3.5%	0.0%	50.0%
	360-degree appraisal	Count	0	0	15	0	15

		% of Total	0.0%	0.0%	7.5%	0.0%	7.5%
		Count	0	0	3	15	18
	Self-appraisal	% of Total	0.0%	0.0%	1.5%	7.5%	9.0%
		Count	130	30	25	15	200
Total		% of Total	65.0%	15.0%	12.5%	7.5%	100.0%

Table 3 discusses different methods used to appraisal employees' performance and factors that influence staff performance in both sectors of organizations. Regarding the methods of performance appraisal, 17 (8.5%) participants mentioned critical incident assessment whereas 50 (25.0%) stated behavioral assessment and 100 (50.0%) identified ranking methods. 15 (7.5%) participants describe 360-degree appraisal and 18(9.0%) specified self-appraisal. Among the different methods outlined in this study, ranking method is classified as the most effective method used to appraisal employees performance in both sectors. Aspects of influential factors were also examined by participants which classified the components in the following ways: 130 (65.0%) participants specified coaching, 30 (15.0%) stated career management and development plans, 25(12.5%) mentioned employees job requirements and 15(7.5%) indicated succession planning. From the description of the various influential factors, coaching is classified as the most preferred method that influences staff performance as indicated above as the greatest percentage of participants' responses. **Source:** Primary Data (September-December 2017).

4.4 Table 4: Who set performance/requirements for individuals * What inspires employees to perform

			What inspires employees to perform				Total
			Training and development	Promotion and transfer decision	Identifying barriers to performance	Organisational strategies	
Who set performance/requirements for individuals	Senior managers	Count	48	0	0	0	48
		% of Total	24.0%	0.0%	0.0%	0.0%	24.0%
	Line managers/team leaders	Count	72	22	0	0	94
		% of Total	36.0%	11.0%	0.0%	0.0%	47.0%
	HR Professionals	Count	0	18	15	25	58

	% of Total	0.0%	9.0%	7.5%	12.5%	29.0%
Total	Count	120	40	15	25	200
	% of Total	60.0%	20.0%	7.5%	12.5%	100.0%

Table 4 discussed the elements that inspire employees to perform and personnel responsible for setting performance requirements for individuals. The table above-identified participants' decision about personnel who set performance criteria. 48 (24.0%) participants acknowledged senior managers, whilst 94(47.0%) mentioned line managers/team leaders and 58(29.0%) stated HR professionals. For the elements that inspire employees to perform, 120(60.0%) participants mentioned training and development, whereas 40(20.0%) stated promotion and transfer decision. 15(7.5%) of the participants selected identifying barriers to performance while 25(12.5%) indicated organizational strategies. For the classification of personnel who set performance requirements for individuals, 94 participants which are 49.0% of that representative sample asserted that line managers/team leaders are more responsible for the aforementioned task than the other segments in the organizations. Regarding the inspirational factors for outstanding performance, 60.0% affirmed that training and development has been the most effective instrument that influences employee performance. **Source:** Primary Data (September – December 2017).

4.5 Table 5: Most important influence on staff performance * The success of employee performance depends on

			The success of employee performance depends on		Total
			Financial rewards	Choosing the right method of performance appraisal	
Most important influence on staff performance	Employee commitment	Count	40	0	40
		% of Total	20.0%	0.0%	20.0%
	Creating instrument	Count	25	0	25
		% of Total	12.5%	0.0%	12.5%

	Employee competence	Count	75	55	130
		% of Total	37.5%	27.5%	65.0%
	Flexibility	Count	0	5	5
		% of Total	0.0%	2.5%	2.5%
Total		Count	140	60	200
		% of Total	70.0%	30.0%	100.0%

Table 5 discussed the most important influence on staff performance and issues that depend on the success of employee performance. The survey disclosed that 40(20.0%) participants identified employee commitment as the most influential factor of staff performance whilst 25(12.5%) mentioned creating instrument. 130(65.0%) participants proclaimed employee competence and 5(2.5%) stated flexibility. Regarding what the success of employee performance

depends on, 140(70.0%) mentioned financial rewards whereas 60(30.0%) of the participants stated choosing the right method of performance appraisal. From the analysis in the table above, employee competence has been identified by 65.0% of participants as the most influential factor of staff performance in both sectors of the organizations. Also, 70.0% of the participants disclosed that the success of employee performance depends on financial rewards. **Source:** Primary Data (September – December 2017).

4.6 Table 6: How is performance-linked pay related to performance management * Determinant of employee performance

			The determinant of employee performance			Total
			Employee satisfaction	Business plans newly developed	Annual performance and development review	
How is performance-linked pay related to performance management	Performance-linked incentives	Count	62	0	0	62
		% of Total	31.0%	0.0%	0.0%	31.0%
	Promotion coupled	Count	88	6	0	94

	with salary increase	% of Total	44.0%	3.0%	0.0%	47.0%
	Provision of fringe benefits	Count	0	9	35	44
		% of Total	0.0%	4.5%	17.5%	22.0%
		Count	150	15	35	200
Total		% of Total	75.0%	7.5%	17.5%	100.0%

Table 6 describe how performance-linked pay related to performance management and also outlined the determinants of employee performance. From the participants interviewed, 62(31.0%) disclosed that performance-linked incentives are related to performance management. 94(47.0%) participants mentioned promotion coupled with salary increases and 44(22.0%) mentioned provision of fringe benefits as a link to performance management. Regarding determinants of employee performance, 150(75.0%) mentioned employee satisfaction whilst 15(7.5%) indicated business plans newly developed. 35(17.5%) mentioned annual performance and development review. Concerning how performance-linked pay related to performance management, 94 (47.0%) participants disclosed that promotion coupled with salary increase is more linked to performance management than the other components mentioned in the table above. 150 participants, which is 75% of the participants asserted that employee satisfaction is the most paramount determinant of employee performance in the sectors of the organizations. **Source:** Primary Data (September – December 2017).

4.7 Table 7: Relevance of motivation to employee performance * Which of the following encourages employees to perform

			Which of the following encourages employees to perform			Total
			Promotion	Additional task	Constant supervision	
The relevance of motivation to employee performance	Highly relevant	Count	130	30	10	170
		% of Total	65.0%	15.0%	5.0%	85.0%
	Not too relevant	Count	0	0	10	10
		% of Total	0.0%	0.0%	5.0%	5.0%

	Has no place in competency-based performance management	Count	0	0	20	20
		% of Total	0.0%	0.0%	10.0%	10.0%
Total		Count	130	30	40	200
		% of Total	65.0%	15.0%	20.0%	100.0%

Table 7 described the relevance of motivation to employee performance and factors that encourage employees to perform. From the survey data gathered, 170(85.0%) participants disclosed that motivation is highly relevant towards employee performance whilst 10(5.0%) stated that motivation is not too relevant. 20(10.0%) of the participants mentioned that motivation has no place in competency-based performance management. Concerning what encourages employees to perform, 130(65.0%) participants stated that promotion plays a

additional task and 20(10.0%) mentioned constant supervision as factors that encourages staff performance. 130 participants, which is 65.0% of the sample asserted that promotion is the most important component that encourages employees to perform and also, 170 participants whose percentage is 85.0% proclaimed that motivation is highly relevant towards employee performance. **Source:** Primary Data (September – December 2017).

key role in encouraging staff performance, whereas 30(15.0%) participants identified

4.8 Table 8: What attracts employees performance * Supervisory role that motivates employees to perform

			The supervisory role that motivates employees to perform			Total
			Praise and encouragement	Concern for employees output	Additional responsibility without adequate financial rewards	
What attracts	Increased	Count	98	10	0	130

employees performance	responsibilities and additional rewards	% of Total	55.1%	5.6%	0.0%	60.7%
	Relationship with supervisors	Count	0	40	0	40
		% of Total	0.0%	22.5%	0.0%	22.5%
	Communication with colleagues	Count	0	10	20	30
		% of Total	0.0%	5.6%	11.2%	16.9%
Total		Count	120	60	20	200
		% of Total	55.1%	33.7%	11.2%	100.0%

Table 8 explains the role of supervisors in influencing performance and outlined the various elements that attract employees to unleash creativity. Facts from the survey data unravel the significance of both variables tested and disclosed that 130(60.7%) participants mentioned increased responsibilities and additional rewards as an attractive element towards employee performance. 40(22.5%) stated relationship with supervisor and 30(16.9%) identified communication with colleagues. For the motivating component, 120(55.1%) participants mentioned praise and encouragement whilst 60(33.7%) stated

concern for employees and 20(11.2%) identified additional responsibility without adequate financial rewards. From the disclosure of the outlined facts, 60.7% of participants asserted that increased responsibilities with additional rewards are emphasized as the major factor that attracts performance. Also, 55.1% disclosed that the supervisor's role in giving praise and

encouragement to employees is the most effective method of motivating employees towards outstanding performance.

Source: Primary Data (September – December 2017).

4.9 FOCUS GROUP DISCUSSION

Considering the construct of this study which encompasses qualitative and quantitative perspectives, details of the quantitative aspect has been thoroughly analysed and presented in this chapter. In this regard, facts that were gathered from the focus group discussion are assembled and presented below to ascertain participants view about the subject matter. The conduct of the focus group discussion was segmented into 20 groups/teams, each group/team containing 10 participants for effective and interactive sessions. Several questions regarding factors influencing staff performance were presented to participants for discussion. Among the components discussed, training and staff

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development, coaching and mentoring, financial and non-financial rewards, high employee engagement and commitment, supervisors' engagement with supervisees were thoroughly debated among the 20 groups. For effective discussion, the questions were interpreted to each group for clarify and objective analysis of critical issues, and they were allowed to debate the various questions concerning the subject matter. Each group was given one hour thirty minutes to discuss the issues and at the conclusion, they were asked to present analysis of the outcome of their discussion. The whole process was done in twenty days since employees were busy and all of them cannot be interviewed or discussed with during working hours. At the completion of the groups' discussions, the outcome of the issues debated emphasised the aforementioned components as key factors influencing staff performance. The groups emphasised that, if the aforesaid influential factors are considered by both sectors of organisations, employee performance will create tremendous growth for such organisations. Also, they mentioned that negligence towards the effective management of such components will restrain the progress of organisations and will disable them from gaining competitive advantage. The time allotted for the discussion was not enough but participants were able to present constructive facts about their discussion and the relevance of such information has contributed towards the development of this study's report.

5.0 SUMMARY AND CONCLUSION
5.1 Summary of major findings

This investigation is constructed on the factors influencing staff performance in the implementation of project activities in governmental and non-governmental organizations. Its construct led to the collection of primary and secondary data in order to develop its elements. The collection of secondary data warranted the extraction of information from published work from a wider array of management and academic perspective. The reviewed data contributed towards the general development of this study and moulded its shape for objective conclusion. Primary data collected for this study was done with the use of questionnaires which obtained first-hand information and data obtained was analyzed using statistical package for social sciences (SPSS). Processed data revealed the following factors identified by participants as influential towards staff performance in governmental and non-governmental organizations in Sierra Leone. Table 5 mentioned coaching and mentoring, table 6 describes training and development, table 7 stated high employee engagements, table 8 disclosed financial rewards, table 9 asserts employee satisfaction, table 10 identified promotion and table 11 discussed praise and encouragement. The aforementioned factors were identified by respondents in the survey conducted and this discloses that the investigation has made fruitful achievement in addressing objectives generated and questions posed in identifying factors influencing staff performance.

5.2 Conclusion and Innovative Points

The endeavor to undertake a research of this nature has been interesting since its focus is relevant to all sectors of life. The engagement with participants in four organizations of which two are government own and two are non-governmental, created a balanced idea about employee performance from a wider spectrum of investigation. Unraveling issues around the factors influencing staff performance is a critical sensation which requires conscious thought and careful assessment of relevant theories and practices of concepts for thorough analysis and objective presentation of facts regarding the subject matter. This investigation led to the retrieval of secondary information from published sources and also the collection of primary data from participants employed in organizations used as case studies. The mixed method of data collection aided the research process to identify the following factors influencing staff performance: Training and development, coaching and mentoring, high employee engagements, financial rewards, employee satisfaction and promotion. The aforementioned factors were identified through first-hand information and the relevance of this study has made such factors as key elements organizations should consider if they are to survive and succeed in competitive environments. The significance of the disclosed information is not only relevant to governmental and non-governmental organizations in Sierra Leone but to all sectors of employment ranging from small-scale, medium scale to large scale enterprises.

5.3 Innovative Points

Undertaking a study of this nature requires lots of efforts and commitment in order to gather satisfactory results that will inform readers about the significance of the subject matter. Establishing determinants of performance management or factors influencing employee performance is a critical phenomenon and modelled several challenges. Preliminary facts have been identified which serves as innovative points that will contribute to the body of knowledge. The innovative points are outlined as follows:

*This study will inform readers, public and private organizations handling projects implementation about the significance of factors influencing staff performance and how such factors should be taken into consideration as determinants towards the success of such organizations.

*The role of training and development in improving staff capacity and efficiency to enhance outstanding performance for sustained competitive advantage.

*The equitable distribution of financial and non-financial rewards as strategic motivation towards accelerating the extrinsic motivation.

*Human resource management practitioners have been informed about the effective management of organizations workforce through the required motivating tools to enhance outstanding performance for the achievement of strategic objectives.

*Finally, this study will serve as corrective measure for government and non-governmental organizations in Sierra Leone who are engaged in project implementation

5.4 Limitation and Future Research

This study is limited to Sierra Leone community and specifically in four organizations i.e. two governmental and two non-governmental. The conduct of this research would have been extended beyond this scope but certain limiting factors prevented the expansion of its process. Assessing determining or influential factors for staff performance is a critical sensation that warrants thorough investigation, extraction, and discussion of relevant theories underpinning the relevance of the subject matter. The research focuses only on identifying factors influencing staff performance but did not consider retention mechanisms for high-quality performers for sustained competitive advantage. In consideration of the limitations of the study, further research could be conducted on staff retention mechanisms as a source of competitive advantage. Also, future research approach may consider expanding the case study used in this study for thorough discovery of facts related to the subject matter. Interested researchers may, if deem necessary, study individual components identified as influential factors. Topics such as the role of financial motivation towards enhancing performance, coaching for performance, training, and development as a tool towards accelerating performance in organizations, can be investigated.

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APPENDIX

Questionnaire on Factors Influencing Staff Performance in Non-Governmental Organsations in Sierra Leone

Disclaimer: the data gathered through this interview schedule would be used exclusive for the purpose of academic research only

Section A: General profile of respondents

1. Gender: () Male   () Female

2. Age group: () 20-35 () 36-45   () 46+

3. Experience: () 1-2 years () 3-5years

() more than 6 years

4. Which of the following economic sector best describe your organization?

()   Public Sector () Private Sector-manufacturing () Private Sector-service

5. Approximately how many people are employed in your organization?
() Less than 100 () 101-500   () 501-1000

Section B: Characteristics, concerns and guiding principles of performance management

1. Does your organization operate a formal performance management system?
 () Yes   () No

2. If yes, which of the following category of employees does the process apply to?
()   Senior   Managers   ()   Other Managers/Team   Leaders
()Technical/Clerical   () Professionals

3. What are the techniques used for assessing employees in your organization
 () Observation () Assessment and Development Centres   () Checklists

4. Which of the following methods of performance appraisal form a part of your system?
() Critical incident assessment
() Behavioural assessment
() Ranking method
() 360-degree appraisal   () Self-appraisal

Section C: Relationship between performance   appraisal   and performance   management   views, processes and activities

1. Which of the following processes influence performance in your organisation?
() Coaching   () Career management and Development plans () Employee's job requirements () Succession planning

2.Who set performance goals/requirements for individuals?
 () Senior managers
() Line managers/Team leaders
() HR professionals

() Others (pls. specify) ………………
3What inspire employees to performance in your organisation?
() Training and Development
() Promotions & transfer decisions
() Identifying barriers to performance
() Organisational strategies

4. What creates a performance culture in your organisation?
() High Employee Engagement
()   Employees   contribute   to   the   overall objectives of the organization
() Comparing employee performance with workgroups

5. What do you have to say about performance appraisal and performance management?
() They are the same   () Performance management has a wider scope

Section D: Performance development planning and outcomes

1. According to you, what is the most important influence of staff performance?
 () Employee Commitment   () Creating instrument () Employee competence
 () Flexibility

2. The success of employee performance depends on?
 () Finance rewards () Choosing the right method of performance appraisal

3. How is performance-linked pay related to   performance   management   in   your organization?
 () Performance-linked incentives
 ()   Promotions   coupled   with   salary increase () Provision of fringe benefits

4. Which of the following determine employee   performance   in   your organization?

() Employee satisfaction

() Business plans are newly developed

() Annual performance and development review

5. How relevance is motivation to employee performance?

() Highly relevant

() Not too relevant

() Has no place in competency-based performance management

Section E: Non-financial and financial rewards consideration in motivating employees for performance

1. Which of the following encourages employee performance in your organisation (Please tick one)

() Promotion   () Additional task

() Constant supervision

2. What attract employees' performance in your organization?

() Increased responsibility and additional rewards () Relationship with supervisors

() Communication with colleagues

3. Which retention mechanisms that makes employee perform in outstanding ways

() Financial compensation () Prospect for promotion () Technical advice

4. Which of the following supervisory role motivate employees to perform?

() Praise and encouragement

() Concern for employees output

() Additional responsibility without adequate financial rewards