



**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
GRADUATE STUDIES**

**ASSESSMENT OF TEAM BUILDING PRACTICES: THE CASE
OF ADDIS ABABA BOLE INTERNATIONAL AIRPORT
EXPANSION PROJECTS**

By:
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A RESEARCH PROJECT SUBMITTED TO ADDIS ABABA
UNIVERSITY SCHOOL OF COMMERCE IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN PROJECT MANAGEMENT

Advisor
Zegeye Muluye (PhD)

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Addis Ababa, Ethiopia

**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT
GRADUTE PROGRAM
(MAPM)**

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ABABA BOLE INTERNATIONAL AIRPORT ECPANSION PROJECTS,
ADDISABABA, ETHIOPIA.**

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Statement of Declaration

I, the undersigned, declare that this study titled ‘Assessment of Team Building Practices: The Case of Addis Ababa Bole International Airport Expansion Projects’ is my original work and has never been submitted to any institution. All sources of information and reference materials used have been duly acknowledged.

Gemechisa Amenu Gerbi

Letter of Certification

This is to certify that this research project, undertaken by Gemechisa Amenu Gerbi with the title "Assessment of Team Building Practice in Addis Ababa Bole International Airport Expansion Projects under China Communications Construction Company Ltd.," is his own original work and has not been submitted to any institution.

Zegeye Muluye (PHD)

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Approval by Board of Examiners

Members of the board of examiners approve that this research project titled ‘Assessment of Team Building Practices: The case of Addis Ababa Bole international Airport Expansion Projects.’ undertaken by Gemechisa Amenu fulfills the requirements for the degree of Master of Arts in Project Management and is acceptable with regards to the standards and regulations of the university.

Board of Examiners

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Abstract

Team building refers bringing all the team members to work together towards one common goal. The integrity and creativity of all the team members lead to a successful project. Even though effective team management is essential for high team performance, building such a great team is not an easy task. It is agreed that the challenge of managing the project team is more difficult than the technical aspects of the project. Thus, this research is done to assess team building practices in Addis Ababa Bole International Airport expansion projects under China Communications Construction Company Ltd. The objectives of the study are to identify team building practices, team dimensions and Assessment of Team Building Practice in two selected projects under this company. To conduct this study, a descriptive research design was applied, and to collect data for this research, a five-point Likert scale questionnaire was used. This research project attempted to discover and describe how project team building was practiced in the selected project, including team acquisition, development, management, leading, team performance, team productivity, team innovation and efficiency, team decision-making, team conflict, team communication, team coordination, cooperation, and cohesion, team climate, and team challenges. The result revealed that there is a gap in team building practice, mainly in team development, team acquisition, and team decision areas. This result implies that the organization needs to work for the improvement of these areas so that it can build a great team for better performance and productivity to achieve the project goal. The researcher suggests that the Addis Ababa Bole International Airport expansion project requires a clear ground rule for acquiring qualified and experienced team members, regular performance evaluations, and feedback to mitigate difficulties. Proper team development practices should be implemented, and decision-making should involve team members to increase commitment and encourage their ideas. The project management should give more attention to team building since building a great team will improve team performance and productivity and ensure the success of the project.

Key Words: Team Building, Team Development, Team Management, Team Acquisition, Challenges of Team Building.

Abbreviations

AABIA: Addis Ababa Bole International Airport

A: Agree

CCCC: China Communications Construction Company

D: Disagree

HRM: Human Resource Management

M: Mean

PLC: Private Limited Company

PMI: Project Management Institute

PMBOK: Project Management Body of Knowledge

SA: Strongly Agree

SD: Strongly Disagree

Std.D: Standard Deviation

SPSS: Statistical Package for Social Sciences

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Chapter one

Introduction

1.1 Background of the Study

As firms look to team-based structures to promote additional improvements to their productivity, profitability, and service quality, team building is a crucial topic in the present business environment (Fapohunda, 2013).

Since construction projects require the input of different professionals' skills, knowledge, and expertise, like architects, site engineers, design engineers, quality control engineers, material engineers, safety engineers, quantity surveyors, logisticians, contract engineers, planning engineers, and the like. Therefore, for the successful accomplishment of the project, effective team building is mandatory to integrate and use these inputs effectively.

According to (Fapohunda, 2013), 'Team building involves a wide variety of activities, presented to organizations and aimed at improving team performance. It is a philosophy of job design that sees employees as members of interdependent teams rather than as individual workers. Team building is an important factor in any environment; its focus is to specialize in bringing out the best in a team to ensure self-development, positive communication, leadership skills and the capacity to work closely together as a project team to solve problems.'

To be successful companies need to employ and train qualitative staff, provide human resources, and develop the organizational structure all as a part of Human Resource Management (HRM), states (Abuhantash, Dokras, & Lewin, 2019). According to (PMI, A guide to the project management body of knowledge PMBOK guide, 2013) the procedures for, leading, organizing, and managing the project team are included in project human resource management. There is a distinction between HRM in normal organizations and organizations with projects. As an outcome, creating an efficient project team helps a business achieve its strategic goals.

In the case of the selected airport expansion projects contracted to China Communications Construction Company Ltd. when the project begins, one of the issues the contractor faces is building successful team working towards the same objective. Poor communication, lack of team

leadership, lack of trust, conflict, an unmotivated team, etc., can all be problems.

This research studied team-building practices in two Addis Ababa Bole International Airport Expansion projects under China Communications Construction Company Ltd. Ethiopia branch. Two projects located in Addis Ababa Bole International Airport contracted to China Communications Construction Company Ltd.

1.2 Statement of the Problem

According to (Kerzner, 2017), the people and leaders in charge of the important functions are what make a project successful, independent of the organizational structure. The accomplishment of a specified objective requires a team of people; project management is a team effort. Team building skills, leadership, dispute resolution, technical proficiency, and resource management are all necessary for project management. Managing people in the project management process entails having the right people available at the right time with the appropriate skills. Additionally, it requires motivating the project employees to take ownership of the project by ensuring that they are aware of what needs to be accomplished, when, and how.

The necessity of a project team is described by (Newton, 2015), as nothing is more crucial to a project's success than the team of individuals working on it. All other plans will be rapidly rendered unless there are good people who have the skills, motivation, and ability to get the task done.

The importance of an efficient project team is described by (Okoronkwo, 2017), a well-trained and effective project team ensures the accurate and timely completion of tasks assigned to them. This highlights the significance of efficient project teams. Without needing to hire more people, this enables the organizations to take on more projects and increase revenue. Therefore, in order to ensure the success of a project, project managers should concentrate on creating, leading, and managing successful project teams. Building a strong team will therefore be extremely beneficial to the firm as a whole.

There is no assurance that the projects will be successful, despite the fact that the overall project plan, budget, deliverables, and outcome were well planned and presented in their project documents. According to (Burke & Barron, 2014), the tools for planning time, cost, and project

quality management and control have no effect on the success of the projects if the project team does not operate effectively.

Project management has traditionally focused on cost, time, and quality, neglecting people as a crucial criterion. However, this approach has not been successful for entire projects, as many managers overlook this crucial factor.

The importance of team building is stated by (Bubshait & Farooq, 1999), as project managers have usually focused on the three criteria: cost, time, and quality. What many project managers fail to realize is that people are just as important. Personnel management is vital to a successful project, but team building is not an easy task, especially in a multicultural environment.

The building and managing effective team is a challenging but very important factor for the successful accomplishment projects in the Addis Ababa Bole International Airport Expansion projects contracted to China Communications Construction Company Ltd. this is seen as one of the issues that is causing the company's projects to be delayed. Accordingly, the researcher decided to assess the practices of team building and management in this study site, because there is no adequate research in relation with team building practices in the construction sector operated in Ethiopia. Therefore, this study examines and describes project team building practice in the selected projects and difficulties encountered. Thus, this study will convey new insight into this field.

1.3 Research Questions

1. How is team building practiced in AABIA Expansion project?
2. What components does the team have in AABIA projects?
3. What are the difficulties encountered when building teams for AABIA expansion projects?

1.4 Main Objective

The primary purpose of the study is the assessment of the team building practice and identifying the team dimensions of the team in the selected projects of at Addis Ababa Bole International Airport expansion project contracted to CCCC (China Communications Construction Company Ltd.).

1.5 Specific Objectives

The following specific objectives of this research project:

- To assess how is the team building is practiced in AABIA expansion projects.
- To identify the components of team, have in AABIA expansion projects.
- To identify the difficulties encountered when building for AABIA expansion projects.

1.6 Significance of the Study

There have been many studies conducted on the subject of team building in Ethiopia; however, most of them are company-specific. Additionally, studies on Ethiopian construction firms are highly uncommon from an organizational standpoint. This study enables the Addis Ababa Bole International Airport (AABIA) Expansion project by providing gaps in project team building practice and proposing ways of improving the current practice. Therefore, Addis Ababa Bole International Airport (AABIA) Expansion project's project managers, department managers, team leaders, and other team members benefit from understanding the current gap identified and implementing corrective steps as a result of this research. This analysis will also be helpful for similar construction projects in the future. Additionally helpful to individuals who desire to pursue additional research in this area.

1.7 Scope of the Study

This study's focus is restricted to assessing the practice, components, and difficulties of team building in just two expansion projects of Addis Ababa Bole International Airport under Chaina Communications Construction company Ltd. Located in Addis Ababa Ethiopia. The study was done by administering questionnaires to the project team members and reviewing related documents. This study made an effort to address related topics regarding team building, such as project human resource management and the procedures involved, team recruitment, team development, team management, and team leadership; the significance of teams; the traits of an effective team; the dimensions of a team; and the challenges encountered in team building practice

1.8 Limitations of the Study

The limitations of the available literature that are directly connected with the study theme will be pointed out, as they have a significant impact on achieving the study goal. This study was

conducted only on two selected expansion projects of Addis Ababa Bole International Airport, contracted to China Communications Construction Company Ltd.. Because all of the findings, conclusions, and recommendations are based on this project, generalizations cannot be made.

1.9 Organization of the study

There are five chapters in the research. The study is introduced in chapter one. A survey of related literature is presented in Chapter Two. The approach utilized for data gathering and analysis is covered in Chapter Three. The research's findings and analyses are presented in chapter four. Chapter five concludes with conclusions and recommendation based on the findings.

Chapter Two

Literature Review

2.1 Introduction

In this chapter, the related literature review of the study, including both theoretical and empirical components relevant to the study topic, which is project team building, is provided to make the research more understandable for the reader. Therefore, in order to give the reader a clear concept of the study, this chapter is organized according to the following: (i) Defining project teams (ii) Defining team building (iii) discussing project human resources, (iv) providing an overview of the project human resource management (HRM) procedures, and (v) acquiring, developing, and managing effective teams. (vi) The importance of project teams (vii) Discussing different dimensions of the team; quantitative and qualitative dimensions.

2.2 Project Team Definition

According to (Gabrea, Lascaie, Popescu, & Tucmeanu, 2017), project team is defined as a group of people with different backgrounds, skills, abilities, and knowledge, who complement each other, work together and cooperate, have the same goals, support each other, and communicated within the team. Project team is also defined by (PMI, A guide to the project management body of knowledge PMBOK guide, 2013), as a set of individuals who support the project manager in performing the work of the project to achieve the project objective.

2.3 Defining Team Building

According to (Arrey, 2014) Team building is the process of helping a work group become more effective in accomplishing the task and in satisfying the needs of the group members. Team building is conducting activities that enhance the team's social relations and build a collaborative and cooperative working environment. (PMI, A guide to the project management body of knowledge (PMBOK guide), 2017). Team building is defined by (PMI, A guide to the project management body of knowledge PMBOK guide, 2013) as the process of helping a group of individuals, bound by a common purpose, to work with each other, the leader, external stakeholders, and the organization. Team building is also defined by (Fapohunda, 2013) as a course of developing the capacity of a team towards the achievement of defined goals, including

clear communication of the team goal, identification of challenges, and taking necessary and proper measures to solve the challenges for the assurance of achieving the team goal.

2.4 Project Human Resource Management

Project Human Resource Management refers to the processes that organize, manage, and lead the project team, including acquiring, developing, managing, and leading a project team. As stated in (PMI, A guide to the project management body of knowledge PMBOK guide, 2013), a project team is a team of employees with different roles and responsibilities who contribute to the on-time completion of the project. To reinforce their commitment to the project team members must be take part in the planning as well as decision-making processes. The human resource management process includes developing a human resource management plan, acquiring a project team, developing a project team, and managing the project team. These processes interact with each other and with processes in other knowledge areas.

2.5 Project Team Acquisition

Acquiring project team is defined according to (PMI, A guide to the project management body of knowledge PMBOK guide, 2013) as the process of confirming human resource availability and obtaining the team necessary to complete the project activities. The significant benefit of this process comprises of outlining and guiding the team selection and responsibility assignment to obtain successful team.

In the process or obtaining project team the following are used as an input for the acquiring process; human resource management plan, enterprise environmental factors, and organizational process assets. The tools and techniques employed are pre-assignment, negotiation, acquisition, and multi-criteria decision analysis. The out puts of this process are project staff assignments, resource calendrs, and project management plan updates.

2.6 Project Team Development

Developing a project team, as defined by (PMI, A guide to the project management body of knowledge PMBOK guide, 2013), is the process of improving competencies, team member interaction, and the overall team environment to enhance project performance. The decisive benefit of developing project team is that it results in improved teamwork, enhanced people skills and

competencies, motivated employees, reduced staff turnover rates, and improved overall project performance.

The inputs, tools and techniques, and outputs of the team development process are as follows: the inputs are a human resource management plan, project staff assignments, and resource Calendars; the tools and techniques are interpersonal skill, training, team-building activities, ground rules, colocation, recognition and rewards, and personnel assessment tools.

Developing an effective project team is among the primary responsibilities of the project manager; therefore, the project manager is required to acquire skills in identifying, maintaining, motivating, leading, and inspiring the team to achieve a highly performing team towards the project objective.

As stated in (PMI, A guide to the project management body of knowledge PMBOK guide, 2013) the objective of developing a project team includes, but is not limited to, the following: improving the knowledge and skills of team members in order to increase their ability to complete project deliverables while lowering costs, reducing schedules, and improving quality; Improve feelings of trust and agreement among team members in order to raise morale, lower conflict, and increase teamwork; and create a dynamic and cohesive team culture to improve individual and team productivity, team spirit, and cooperation, and to allow cross-training and mentoring between team members to share knowledge and expertise.

2.6.1 Tuckman's model

According to (Newton, 2015) even if you are able to assemble a perfect team for your project, there is still work to be done in terms of bringing that team together. It is vital to shape the team to perfectly fit what you are aiming to achieve when you begin a project that is fresh to your firm. One of the most influential studies in this area is Tuckman's 1965 model, Tuckman's Stages, which outlines four essential phases for a team: forming, storming, norming, and performing, enabling growth, problem-solving, planning, and delivering results.

According to (Jones, 2019), this Model is a development model created in 1965 by Bruce W. Tuckman and modified in 1977 in collaborative efforts of Tuckman and Mary Ann Conover Jensen. The new model is referred to as Tuckman and Jensen of 1977 revised model of team development (Bonebright, 2010). The original model started with four stages: forming, storming,

norming and performing. The updated model now includes the fifth stage, adjourning. The model's overall focus is on how well groups work in two areas: interpersonal interactions and task activity. (Bonebright, 2010).

- I. **Forming.** The team meets to discuss the project and their roles and responsibilities during this initial phase. In this phase, team members are more likely to be independent and less open. According to (Bonebright, 2010), This first stage of the model is 'testing and dependence'. In this stage, the team becomes oriented to the task, creates ground rules, and tests the boundaries for interpersonal and task behaviors. Additionally, this is a stage when team members start to form ties with organizational standards, leaders, and one another.
- II. **Storming.** In this stage, the team starts to discuss the project's tasks, technical decisions, and project management strategy. Unless team members work well together and are open to differing ideas and perspectives, the environment can become counterproductive. According to (Bonebright, 2010) This phase is characterized by a lack of unity and polarization around interpersonal issues. Team members resist moving into unknown areas of interpersonal relations and seek to retain security.

According to (Jones, 2019) This is the second stage of the model. During this stage participants will experience the agent of change of experiencing something new. This is due to the nature and complexity of the task. In this case, the negotiation case study plays the role of the agent of change due to the nature of it based on the description provided. The storming part happens in this stage is associated with emotions and behavior and conflict might arise as a result of such.

- III. **Norming.** During the norming phase, team members start cooperating and adjust their work routines and behaviors in order to help the team. The team gains mutual trust over time. According to (Jones, 2019), this is where team members find ways to create harmony among each other. At this stage, team members try to accept each other's ideas and suggestions. A significant factor in this section is the influence of time constraints. When disputes arise among the team at this point, a group member will appear out of nowhere and settle them by reminding them that time is running out and a solution needs to be offered. That's where we notice the most effective ways to work with each, come up with

the best strategies, and seal the deal on the case negotiated. During this phase, there is less dispute and more streamlining of ideas and thinking. There, harmony and cohesion are dominant.

- IV. **Performing.** Teams that reach the performing stage function as a well-organized unit. They are interdependent and work through issues smoothly and effectively. According to (Jones, 2019), in this phase, team members begin the real negotiation process in an effort to create a win-win scenario. At this point, the actual implementation work is done. 'Functional role relatedness' is the term used to describe it (Tuckman, 1965).

- V. **Adjourning.** In the adjourning phase, the team completes the work and moves on from the project. This typically occurs when staff is released from the project as deliverables are completed or as part of carrying out the Close Project or Phase process. According to (Jones, 2019), This is a development stage in the new Tuckman model of 1977. It is the fifth stage of the model. The focus of this stage is on the development of the team. Although you would find the usability of such a stage to be less on a class level, it is quite popular on an organizational level. This is where things are taken to the next stage after achieving the desired goals and objectives of the task assigned to the group. This is essentially used when organizations undergo restructuring.

2.7 Project Team Management

Team management includes the processes required to make the most effective use of the people involved with the project. The project team includes the project manager and the project staff, who have been assigned the responsibility of working on the project. Managing a project team is quite different from managing other types of staff; the project team has a start and an end in terms of duties assigned to the project. Team members come to the project with different skills and experiences, and in many cases, it is the first time that they are working together. Due to the high level of uncertainty about roles and responsibilities, changes occur more frequently, and the team needs to be flexible enough to adapt to new challenges. (pm4dev, 2019)

Managing a project team is defined by (PMI, A guide to the project management body of knowledge PMBOK guide, 2013) as the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance. The main

benefits of this process are that it influences team behavior, manage conflict, resolves issues, and appraises team member performance.

The inputs of the project team management process are: a human resource management plan, which is a road map for how project human resources need to be defined, staffed, managed, controlled, and release; project staff assignments, which are documentation including the list of project teams; team performance assessments, which is the continuous evaluation of teams performance; an issue log, which records and monitors the responsible team for specific issues; work performance reports; and organizational process assets. The tools and techniques of this process are observation and conversation, project performance appraisal, conflict management, and interpersonal skills. The outputs of the project team management processes are change requests, project management plan updates, project document updates, enterprise environmental factors updates, and organizational process asset updates.

2.8 Leading Project Team

According to (Reichel, 2009), to achieve the goals of the project, leadership entails directing others and inspiring them to take on their responsibilities. It is an essential skill for a project manager. The project manager should reward team members who perform well and seek to provide underperforming team members with development opportunities. His or her team should have a positive relationship with them. Additionally, the project manager ought to set an example.

According to (pm4dev, 2019), leadership can be defined as the ability to influence the project team to help achieve the goals of the project, and it is also a critical skill that a project manager must possess. A project manager needs to be a team leader instead of a team supervisor since the supervisory role is traditional authority based on only power and respect. The project manager can earn real respect and trust by understanding the personal work preferences and motivation of the project team members instead of through their supervisory position.

2.9 Importance of Project Team

According to (Newton, 2015), there is nothing more important than the project team, which makes the project successful by using the team members knowledge, experience, and motivation to get the project work done. Unless the project team puts the skills, knowledge, experience of the individual team members together, all other planning will be wasted.

2.10 Characteristics of Effective Teams

An effective project team is described in (Gabrea, Lascaie, Popescu, & Tucmeanu, 2017) as a group of individuals working together towards a common goal and producing a high-quality, effective result. The following are common characteristics of effective project teams: clear objectives, effective communication, mutual trust, a sense of belonging, expressed recognition, maximum productivity, optimal flexibility, and common values.

According to (Mickan & Rodger, 2000) Members of a team must have self-knowledge, develop trust with one another, be adaptable to change, and feel individually committed to attaining the goal in order for the team to be successful.

2.11 Team Dimensions

As stated by (Sudhakar, 2013) team dimensions are divided into quantitative and qualitative dimensions. Team communication, team coordination, team cooperation, team cohesion, team climate, team creativity, and team leadership are among the qualitative aspects of teams. Team performance, productivity, innovation, effectiveness, efficiency, and team decision-making are among the quantitative aspects of teams.

Current day organizations are looking at the performance and productivity of teams for better organizational outcomes, results and customer satisfaction.

2.11.1 Team Communication

According to (Muszynska, 2015), effective project communications make sure that the appropriate information reaches the appropriate person at the appropriate time and in a way that is both efficient and cost-effective. Communication is the key to keeping team members, managers, and stakeholders informed and on track to pursue the project objectives, as well as to identifying issues,

risks, misunderstandings, and all other challenges to project completion.

Effective communication is very important for project success. According to (Sudhakar, 2013), there is $n*(n-1)/2$ number of communication channels in the team if there are 'n' team members. For a team to succeed, communication must be both effective and frequent. Complex project development necessitates ongoing team communication.

2.11.2 Team Coordination

The term coordination is defined by (Malone & Crowston, 1994) as managing dependencies. According to (Wittenbaum, Sandra, & Garold, 1998) team coordination is the way in which team members synchronize their actions in order to complete successfully the group task. In other words, team coordination involves who among the members does what, as well as when, where, and how they complete their designated tasks. Team coordination is defined as the way team members synchronize their actions to successfully complete group tasks (Wittenbaum, Sandra, & Garold, 1998). Coordination is described as the orderly interpersonal actions required to perform complex tasks (Pearce & Revlin, 1987). Teams need to harness the variety and minimize the differences of members, to ensure that expert skills and knowledge are well utilized. Throughout a team's development and evolution, its coordination needs will vary.

2.11.3 Team Cooperation

According to (Sudhakar, 2013) Project tasks depend on one another; hence team member cooperation is crucial. Lack of team cooperation results in decreased team performance and delayed projects. Team cooperation is vital for the success of any team. Team cooperation also determines the climate of the team. When dependent tasks are there, cooperation plays vital role in team success.

2.11.4 Team Cohesion

According to (Sudhakar, 2013), there are two types of cohesion: task cohesion and social cohesion. Social cohesion may not have any impact on team performance when task cohesion is beneficial. Cohesion is generally beneficial to team performance to some extent, but excessive cohesion hinders innovation and causes resistance to change. According to (Salas, Grossman, Hughes, & Coultas, 2015) describe team cohesion as the shared bond/attraction that drives team members to stay

together and to want to work together. Team cohesion acknowledges members' personal attraction to the team and the task. Members cooperate interdependently around the team's task in order to meet team goals (Pearce & Revlin, 1987).

2.11.5 Team Climate

According to (Thayer, Petruzzelli, & McClurg, 2018) Climate refers to the set of norms, attitudes, and expectations that individuals perceive to operate in a specific social context. (Anderson & West, 1998), states that the concepts of vision, task orientation, support for innovation, and participative safety are all parts of the team climate construct. To make a team more inventive, support for innovation is essential. Participative safety is required for quality decision making, conflict resolution and team performance. Task orientation is positively related to team productivity and vision is positively related to team performance.

2.11.6 Team Creativity

(Sudhakar, 2013) states that team creativity is creating new ideas and it is required for team innovation. High levels of team creativity will also result in high levels of team innovation, productivity, and performance.

2.11.7 Team Leadership

Effective team performance is influenced by team leadership. The efficacy of the team is influenced by the direction, planning, and management skills of the leader. Most teams have individuals who establish team goals, develop teams, and organize teams to complete a mission. (Zaccaro, Rittman, & Marks, 2001).

2.11.8 Team Performance

According to (Nurrochmawardi, Subyantoro, & Wahyuni, 2018) performance of the team can be seen from work productivity outcome efficiency product quality and performance of organization's financial system. According to (Sudhakar, 2013) team performance is different at different stages of team development. The team's performance is at its lowest level during the team development's forming stage, and it reaches its highest performance after passing through the storming and norming stages. For teams, performance is typically measured in a variety of ways.

These measurements can be divided into objective and subjective categories.

2.11.9 Team Productivity

According to (Sudhakar, 2013), team productivity is the quotient of output divided by the input. That is; Team productivity = Output/Input which is team productivity is the number of units produced per unit time of input or per unit input resources. For example, in construction team productivity can be measured in terms of cubic foot constructed per man hour or man day. And in manufacturing it can be measured in terms of unit produced per man hour.

2.11.10 Team Innovation

As stated by (Sudhakar, 2013), Innovation is the number of creative ideas implemented. Creativity is the generation of ideas and thoughts in new ways of doing things. Whereas, innovation is implementation of the generated ideas into product, service, process, intermediate product or work deliverable. Usually, innovative teams perform better because team innovation is positively correlated to team performance. Similarly, team productivity is positively associated with team performance.

2.11.11 Team Effectiveness

Effectiveness can be measures in terms of performance, productivity and customer satisfaction. For example, a senior manager may ask “Is the training given to team is effective?”. That is the percentage growth in terms of performance and productivity of the team after training was given. To measures the effectiveness, one has to take the samples at different intervals of the time and has to make note of the input or training given to the team. Team performance or the productivity has to be measured before change and after change and the difference gives whether the team is effective or not. If the difference is positive growth, then we can say that the team is effective. If the difference is negative growth, then the team is ineffective (Sudhakar, 2013).

2.11.12 Team Efficiency

For the input resources given, is there any improvement in productivity or performance. Or for example, what is the performance of an engine per liter of fuel. Thus, team efficiency can be measured by per unit of money spent or unit of time spent on team. Team efficiency is also a

quantitative measure of team. At one point of time team may be efficient or at another point of time team may be inefficient. It is basically the reaction from team for the input given.

2.11.13 Team Decision Making

As stated by (Sudhakar, 2013), team decision making is basically a collective effort from the team. Individuals, teams, organizations, customers, suppliers, and other stakeholders can all be impacted by a team's decisions. Using decision trees, team decision-making may be measured. A decision could be financial or not. Participative safety is crucial for a team to take unbiased decisions. Team decision-making is impacted by the team's vision as well. It is basically a team process which can result into monetary or non-monetary activities or tasks. Decisions can lead to change management in the team or in the overall organization. In order to attain high performance in teams, collective decision-making is necessary.

2.11.14 Team Conflicts

According to (Sudhakar, 2013), conflict is a state of disagreement with other party because of several reasons. The reasons for conflicts in teams can be shared or common resources, schedules, costs, technical opinions, administrative issues, personality issues, technical procedures, management decisions, cultural issues, and tasks sharing. Team communication can lead to conflicts in teams. Conflicts are of three types (Jehn & Mannix, 2001). They are

- Task conflicts: arise because of technical tasks or activities in picture. Educational diversity in team leads to task conflicts. This task conflict is good for team performance.
- Relationship conflicts: come because of demographic diversities such as age, gender, language, and culture etc. Relationship conflicts reduce the team performance.
- Process conflicts: arise due to differences of opinions in doing things Up to certain level of process conflict is good for team performance.

2.12 Empirical Review

There have been few studies on the difficulties of building teams. The majority of the research is about virtual teams rather than project teams. This demonstrates a gap in the literature and the need for further research on the difficulties of team building. One of the few studies on the aforementioned subject that sheds light on the typical difficulties in team development is the one that follows.

The six challenges in managing a construction crew were determined to be: poor management abilities, divergent motivating interests, coordination issues, inflexibility related to a lack of trust, communication issues, and bureaucratic barriers. (Dansoh, Oteng, & Frimpong, 2017).

The hurdles of forming a team include employee resistance while working with other unknown employees, not sharing clear goals and purposes, group thinking, dispute over decision-making, insufficient team preparation and training, lack of communication, and personal conflict. (Fapohunda, 2013).

According to the empirical research done by (Wu & Chen, 2014), the statistical analysis showed that knowledge-sharing improved team performance. Team conflict, on the other hand, had a negative effect on the team's performance.

Effective project team building is hampered by divergent perspectives, priorities, and interests, role conflicts, dynamic project environments, competition for team leadership, a lack of team definition and structure, a lack of team member commitment, a project leader's poor credibility, communication issues, and a lack of senior management support (Kerzner, 2017).

2.13 Conceptual Framework

The ultimate goal of building a great project team is to have an effective project accomplishment. Effective team building practices start with team acquisition practices, team development practices, team management practices, and team leadership practices. Based on the literature review for this research project, the following conceptual steps can be defined to build an effective team: The first step is developing a human resource plan; the second step is acquiring team members which is the process of confirming human resource availability and obtaining the team necessary to complete the project activities; the third is developing team members which is the

process of improving competencies, team member interaction, and the overall team environment to enhance project performance; the fourth is managing the team members which includes the processes required to make the most effective use of the people involved with the project; and the fifth is leading team members which involves directing others and inspiring them to take on their responsibilities to achieve the goals of the project leadership. These are based on Tuckman's five team development stages: forming, storming, norming, performing, and adjourning for an effective team-building process, and this model is vital to shaping the team to perfectly fit what is aimed to be achieved at the beginning of the project. The effective team will be characterized by high team performance, high productivity, high team innovation and creativity, high effectiveness and efficiency, better team decision-making, fewer conflicts, better team communication, better coordination, cooperation, and cohesion, and a good team climate. This conceptual relationship for this research is described in the following framework:



FIGURE 1 : FRAMEWORK FOR TEAM BUILDING PROCESS

Chapter Three

Research Design and Methodology

3.1 Introduction

The methodology section of the study explains how the research was conducted. The main objective of this section of the study is to give a thorough explanation of the research methodology that was used to specify how the research was conducted in relation to the study's objective. It provides a description of the data collection method, sampling strategy, and sources, tools, and processes used during the study.

3.2 Research Design and Approach

The descriptive method of this research enables the researcher to analyze the methods, aspects, and difficulties of project team building in the two Addis Ababa Bole International Airport Expansion projects that were chosen and contracted to China Communications Construction Company Ltd. Descriptive research is primarily used to comprehend the apparent state of the current situation. Descriptive research is primarily used to comprehend the apparent state of the current situation. Most of the time, the data collected from the descriptive study can be used to evaluate specific practices and think about future corrective actions. The approach used in this research was a quantitative approach using census survey was employed to address the research questions

3.3 Target Population

The key staff and project team members of the two projects mentioned above made up the study's target population. The number of people working on these projects ranges from 70 to 80, and 70 of them are expected to be involved in data collection. Purposive sampling was the method used. The reason for focusing on key staff members of the project is that the majority of the project's workforce consists of low-level technicians and other laborers, who are unsuitable for this study since they cannot understand the questionnaire. Participants in the study were asked to consent to the research, and respondents' names are withheld for ethical and confidentiality reasons.

3.4 Data Source

Both primary and secondary sources were used in the study. Participants in the study completed questionnaires using a five-point Likert scale to provide the primary data. In order to supplement the information gleaned from questionnaire responses, secondary data were gathered by reading project documents such as contract documents and the monthly report to get the number of project workers. Additionally, it was helpful for expanding the findings from primary sources and triangulating them.

3.5 Data Collection Method

The two selected projects of Addis Ababa Bole International Airport Expansion projects under China Communications Construction Company Ltd. located in Addis Ababa which are Addis Ababa Bole International Airport Passenger terminal 2 East Pier Expansion Project and Ababa Bole International Airport T1 Expansion Project are selected for this research. Data were collected through five-point Likert scale questionnaires.

All the questions were briefly explained to the respondents and respondents are encouraged to take their time. Statistical procedures were carried out using SPSS software version 27 to evaluate the data gathered with questionnaires in accordance with the research's overall objective.

3.6 Analysis and Presentation of Data

A descriptive analysis procedure was used for data analysis and presentation. To identify patterns and respond to the research questions, the researcher will record the data into text, arrange it, and summarize it. Version 27 of SPSS (Statistical Package for the Social Sciences) was used to conduct the quantitative analysis. Frequency and percentiles, as well as pie charts and bar charts, were used to describe the organized data.

In this study the questionnaire, to measure the participants' assessment, a Likert Scale (a five-point scale), which is used to allow the individual to express how much they agree or disagree with a particular statement, was used. In this research, a five-point scale, which is strongly agree, agree, uncertain, disagree, and strongly disagree, was particularly used. Then the response rate and demographic scale were calculated and presented in tables and bar graphs along with the response

rate.

3.7 Reliability and Validity

Reliability

According to (Bhattacharjee, Social Science Research: Principles, Methods, and Practices, 2012), reliability is the extent to which a construct's measure is reliable or consistent. To put it another way, if we measure the same construct on different occasions using a specific scale, we will essentially always get the same outcome, assuming the underlying phenomenon is stable. The internal consistency reliability test known as Cronbach's alpha, which was developed by LEE Cronbach in 1951, has been used in this study. Reliabilities less than 0.6 are regarded as poor, those in the 0.7–0.8 range as acceptable, and those over 0.8 as good, according to (Sekaran & Bougie, 2016). Better is a reliability coefficient that is nearer to 1. As a result, SPSS version 27 was used to calculate the pilot study's Cronbach's alpha coefficient, which is shown below. The final survey's result is 0.94 overall.

TABLE 3.1 RELIABILITY STATISTICS

RELIABILITY

SCALE: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	56	100.0
	Excluded ^a	0	.0
	Total	56	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.941	100

Validity

It was determined how valid the content was. It speaks to how representatively distributed the questionnaire's items are. In this study, all constructs and the items that go with them were developed in accordance with the pertinent literature.

3.8 Ethical Issues

This study also took into account the ethical concerns that must be taken into account in scientific research. The findings of the study are dependent on the information given by the respondents and the qualitative information gathered; the methodology was realistic and free of bias. Additionally, the researcher requested permission from the interview subjects and the questioner agreed to maintain the confidentiality of the data gathered for this study.

Chapter Four

Results and Analysis

4.1 Introduction

This chapter presents data collected from respondents through questionnaires. The quantitative analysis of the survey data resulted in tables showing the frequency of respondents, percentages, and averages.

The criteria to measure each variable ranges from participants assessment of each variable and varies from strong agreement to strong disagreement by marking tick (√) in the box provided under each number. The number with the range of (5) who strongly agree, (4) if agree, (3) if uncertain, (2) if disagree, and (1) if strongly disagree. Mean is calculated out of 5 and the percentage is calculated out of 100.

4.2 Response Rate

The response rate was 86.15%; that is, 56 people answered the 65 questionnaires that were given out for this study. All of the completed survey responses were received. The survey received 86.15% of the total responses.

4.3 Demographic Profile

TABLE 1: RESPONDENTS BACKGROUND INFORMATION

Background Information			
Variable	Category	Frequency	Percent (%)
AGE	41-50	8	14.3
	31-40	14	25.0
	20-30	34	60.7
	Total	56	100.0
GENDER	FEMELE	26	46.4
	MALE	30	53.6
	Total	56	100.0
EDUCATIONAL BACKGROUND	MASTERS DEGREE	9	16.1
	BACHELOR DEGREE	45	80.4
	DIPLOMA	2	3.6
	Total	56	100.0
EXPERIENCE	>20	2	3.6

	11-20	13	23.2
	6-10	19	33.9
	1-5	22	39.3
	Total	56	100.0
POSITION IN THE PROJECT	OTHER	9	16.1
	SITE ENGINEER	7	12.5
	OFFICE ENGINEER	40	71.4
	Total	56	100.0
NATIONALITY	NON-ETHIOPIAN	11	19.6
	ETHIOPIAN	45	80.4
	Total	56	100.0

The demographic breakdown of the respondents is as follows: 46.4% female, 53.6% male, with the age category between (20-30) 60.7%, (31-40) 25% and (41 and above) 14.3%. 80.4% of the respondents are Ethiopian and 19.6% Non-Ethiopians. The educational background of the respondents includes master's degree 16.1%, Bachelor degree 80.4% and diploma 3.6%, with work experience (>20) 3.6%, (11-20) 23.2%, (6-10) 33.9%, and (1-5) 39.3%.

According to the above-mentioned data, it is very evident that the project teams are dominated by young, educated men. Most of the respondents are between the ages of twenty and thirty and have experience ranging from one to five years. This demonstrates that the majority of the working force is young and less experienced. Additionally, the majority of these responders have a bachelor's degree. Most of the responders to this study are site and office engineers because it focuses on construction projects. The table below includes the background information as an attachment.

4.4 Results and Analysis

According to (Pimentel, 2019) the table below is for a five point Likert scale in which an intervals were created with majority of the differences are similar except for one which is wider and has slighter difference of 0.1 among the rest. This interval was used for the five point Likert scale analysis.

TABLE 2: FIVE-POINT LIKERT SCALE

Likert Scale	Interval	Difference	Description
1	1.00-1.79	0.79	Strongly Disagree
2	1.80-2.59	0.79	Disagree
3	2.60-3.39	0.79	Uncertain
4	3.40-4.19	0.79	Agree
5	4.20-5.00	0.80	Strongly Agree

4.4.1 Acquiring Team Members

Procedures to acquire a project team: When planning to acquire a project team, the project managers focus on the major objectives and activities of the project and make decisions on the critical competencies or expertise required and the key positions to be filled. There is a human resources plan that guides the recruitment of all project staff, which ensures that the staff that will be recruited will have complementary skills. For some positions, external vacancies are advertised only if there are no suitable or qualified personnel available within the project to fill the vacant position.

The recruitment is through project human resource management, which involves the department managers and project manager in the recruitment of key staff members for short listing, preparing written exams, interviewing, and as per the specified job profile and requirements.

4.4.2 Acquiring Project Team Members

As stated in the theoretical literature review part, acquiring is the process of determining human resource availability and assembling the team required to carry out project operations is known as the project team.

In this part, to assess the practice of project team member acquisition, five questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 3: RESPONSE TABLE FOR ACQUIRING PROJECT TEAM MEMBERS

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
When hiring team members, technical skill and experience are taken into consideration.	Freq.	9	27	11	8	1	56	3.63	0.98
	Perc.	16%	48%	20%	14%	2%	100%		
A detailed human resources plan with descriptions of the criteria for each job is available.	Freq.	8	20	22	6	0	56	3.54	0.87
	Perc.	14%	36%	39%	11%	0%	100%		
The process for recruiting team members is transparent	Freq.	0	15	22	10	9	56	3.27	1.02
	Perc.	0%	27%	39%	18%	16%	100%		
Team members' roles and tasks are clearly specified	Freq.	10	18	14	10	4	56	3.36	1.18
	Perc.	18%	32%	25%	18%	7%	100%		
Along with technical proficiency, ability for teamwork is taken into consideration.	Freq.	7	19	22	7	1	56	3.43	0.93
	Perc.	13%	34%	39%	13%	2%	100%		
GRAND MEAN								3.44	

As depicted in Table 3 above, the result shows that there is some uncertainty about whether there is a clear procedure for acquiring team members. The grand mean (3.44) indicates that there is an agreement with some uncertainty which indicates some gap in the practice of acquiring project teams. These gaps are mainly of lack of transparency in acquiring process and the lack of clearly specified roles and responsibilities of each team member. This indicates the weakness of the team acquiring process of team building practice and affects the team building practice for the subsequent achievement of the project goal.

4.4.3 Developing Team Members

As stated earlier in the literature review part, developing team members refers to the procedure of enhancing team member interaction, team performance, and the overall team environment. The status of the team members needs to be known through regular performance evaluations, and based on the evaluation results, training must be given to the underperforming team members so that their technical skills are updated. These trainings can be On-Job trainings, including show-do-repeat mode, where they go through the process once more to boost their skills. Training, setting ground rules for the team to follow, co-location, and offering recognition and rewards are all methods for developing project teams.

In this part, to assess project team members development practices, six questions are provided

for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 4: RESPONSE TABLE FOR DEVELOPING TEAM MEMBERS

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Regular evaluations of performance are conducted by the immediate supervisor.	Freq.	3	18	17	17	1	56	3.09	0.96
	Perc.	5%	32%	30%	30%	2%	100%		
The team's capacity is frequently assessed by the project manager.	Freq.	3	14	22	17	0	56	3.05	0.88
	Perc.	5%	25%	39%	30%	0%	100%		
Team members receive a variety of types of training that improve their effectiveness	Freq.	3	3	20	21	9	56	2.46	1.01
	Perc.	5%	5%	36%	38%	16%	100%		
Team members have the opportunity to help one another	Freq.	5	21	17	13	0	56	3.32	0.94
	Perc.	9%	38%	30%	23%	0%	100%		
Rewards are given to motivate team members	Freq.	3	19	17	15	2	56	3.11	0.98
	Perc.	5%	34%	30%	27%	4%	100%		
Members of the team are encouraged to use their maximum ability	Freq.	4	22	10	19	1	56	3.16	1.04
	Perc.	7%	39%	18%	34%	2%	100%		
GRAND MEAN								3.03	

As depicted in Table 4 above, the result shows a grand mean of 3.03; the response of the respondents is uncertain, which indicates poor practice in developing team members for better performance on the project. The subsequent results of these affect the productivity of the team members and the achievement of the project goal.

Among the questions provided to the respondent for assessment of team development is whether there is training given to the team to improve its productivity. The mean of the response is 2.46, which is disagree, which indicates there is no training provided for the team.

As depicted in Table 4 above, the result shows that there is uncertainty about whether performance evaluation is conducted regularly by the immediate supervisor and whether the project manager periodically assesses the team members' capacity. Team members have the opportunity to help each other. Team members are encouraged through rewards. Team members are urged to maximize their abilities and grow personally.

Once the team is acquired and starts working, the following procedures need to be followed to develop the team: The project is properly introduced to ensure that everyone involved understands its objective. Additionally, on-the-job training, prompt and ongoing advice, regular communications, coaching, and mentoring are offered.

The performance evaluation needs to be conducted regularly by the immediate supervisor, and based on the result, if it is good, team members will be rewarded to be motivated for better performance. On the other hand, if the result is not satisfactory, the team members will be given different training to increase their productivity.

But in the case of the project under study, the result shows poor practice in developing team members.

4.4.4 Managing Team Members

As defined in the literature review, monitoring team member performance, giving feedback, resolving problems, and managing changes are all steps in the management of project team members. The project manager must possess technical and leadership abilities, be familiar with the team members' backgrounds and skill sets, and hold frequent meetings to assess the team's performance, and provide both individual and team feedback.

In this part, to assess project team members management practices, nine questions are provided for the respondent to give their assessment. The response of the study is tabulated as follows:

TABLE 5: RESPONSE TABLE FOR MANAGING TEAM MEMBERS

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev.
To manage the team, the project manager has a plan and strategy in place.	Freq.	8	19	23	6	0	56	3.52	0.87
	Perc.	14%	34%	41%	11%	0%	100%		
The process for evaluating the output of team members is transparent.	Freq.	4	15	19	17	1	56	3.07	0.97
	Perc.	7%	27%	34%	30%	2%	100%		
Meetings are regularly held to discuss team member performance, and remedial actions are offered as a result	Freq.	5	19	10	22	0	56	3.13	1.05
	Perc.	9%	34%	18%	39%	0%	100%		
The project manager occasionally provides each team member with feedback.	Freq.	7	17	18	13	1	56	3.29	1.02
	Perc.	13%	30%	32%	23%	2%	100%		
	Freq.	7	27	18	4	0	56	3.66	0.79

To overcome challenges, the entire team collaborates	Perc.	13%	48%	32%	7%	0%	100%		
Each team member is aware of the project's significance, scope, plan, and objective.	Freq.	7	27	17	5	0	56	3.64	0.82
	Perc.	13%	48%	30%	9%	0%	100%		
Each team member is accountable for their individual responsibility	Freq.	14	32	9	1	0	56	4.05	0.70
	Perc.	25%	57%	16%	2%	0%	100%		
Team members work diligently to accomplish the project's goal.	Freq.	11	30	13	2	0	56	3.89	0.76
	Perc.	20%	54%	23%	4%	0%	100%		
Team members are adept at resolving problems together.	Freq.	5	25	18	7	1	56	3.46	0.89
	Perc.	9%	45%	32%	13%	2%	100%		
GRAND MEAN								3.52	

As depicted in Table 5 above, the result shows that the grand mean (3.52) and the responses of the respondents agree with some uncertainty, which indicates there is good practice in the project in managing team members.

It shows a good result that each team member is responsible for their individual actions (mean of 4.05) and that team members provide the project with their utmost effort to accomplish the goal (mean of 3.89), which is good.

The result also shows that there is a good result, with some uncertainty, that the project manager has a strategy and plan for leading the team, the project manager gives feedback to each team member at times, all team members work together to mitigate challenges they face, each team member is aware of the project's significance, scope, plan, and aim, and the team works well together to solve problems.

On the other hand, the results show that there is no established method for evaluating the work of team members; with a mean of 3.07, there is no regular meetings are held to discuss team member performance, and appropriate corrective actions are taken.

4.4.5 Leading Team Members

As stated in the literature, leading team members is an essential skill for the project manager and entails giving guidance and inspiring others to carry out their roles or tasks in order to achieve the project's goals. He should reward team members who do well, seek to provide underperforming team members with development opportunities, and maintain an excellent

working relationship.

In this part, to assess project team members leading practices, seven questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 6: RESPONSE TABLE FOR LEADING PROJECT TEAM MEMBERS

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
The project manager effectively and efficiently manages the team.	Freq.	8	31	14	2	1	56	3.77	0.81
	Perc.	14%	55%	25%	4%	2%	100%		
The project manager worked on improving his or her leadership abilities.	Freq.	7	28	20	0	1	56	3.71	0.76
	Perc.	13%	50%	36%	0%	2%	100%		
Every team member is led by the project manager based on their position and background.	Freq.	4	19	24	8	1	56	3.30	0.87
	Perc.	7%	34%	43%	14%	2%	100%		
The project manager is aware of the state of each team member's personal life.	Freq.	4	8	24	17	3	56	2.88	0.97
	Perc.	7%	14%	43%	30%	5%	100%		
Roles and duties are assigned based on a person's ability and expertise.	Freq.	5	17	22	9	3	56	3.21	1.00
	Perc.	9%	30%	39%	16%	5%	100%		
Each team member is urged to develop their leadership abilities.	Freq.	4	16	19	16	1	56	3.11	0.97
	Perc.	7%	29%	34%	29%	2%	100%		
Members of the team receive recognition for their contributions to the project.	Freq.	2	22	21	10	1	56	3.25	0.86
	Perc.	4%	39%	38%	18%	2%	100%		
GRAND MEAN								3.32	

As depicted in Table 6 above, the result shows that the grand mean (3.32) and the responses of the respondents uncertain, which indicates there is a gap in leading the project team.

The result shows that most respondents agree that the project manager leads the team effectively and efficiently and that the project manager makes an effort to improve his or her leadership skills.

On the other hand, the result shows that the response has a mean of 2.88, which is uncertain for the question that asks whether the project manager understands the personal life status of the team members or not.

The result of the question Roles and responsibilities are assigned as per the individual's capability and skill, with a mean of 3.21, which shows that most respondents are uncertain that the roles and

responsibilities are assigned as per the individual's capability and skill.

The result of the question provided if team members are encouraged to develop their leadership skills was a mean of 3.11, which shows that most respondents are uncertain that team members are encouraged to develop their leadership skills.

This result indicates that the grand mean (3.32) indicates that most of the respondents are uncertain, and this shows that there is a gap in team-leading practice in the project.

4.4.6 Team Performance

As discussed in the literature work productivity, output efficiency, product quality, and the effectiveness of the organization's financial system are all indicators of a team's performance.

In this part, to assess project team performance, five questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 7: RESPONSE TABLE FOR TEAM PERFORMANCE

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Each team member contributes to the project's overall objective.	Freq.	9	36	11	0	0	56	3.96	0.60
	Perc.	16%	64%	20%	0%	0%	100%		
Team members understand the value of collaborating as a unit.	Freq.	8	28	15	5	0	56	3.70	0.83
	Perc.	14%	50%	27%	9%	0%	100%		
Team members work hard to develop their technical skills.	Freq.	12	23	16	5	0	56	3.75	0.90
	Perc.	21%	41%	29%	9%	0%	100%		
Team members receive training in order to improve the performance of their team.	Freq.	5	5	16	23	7	56	2.61	1.11
	Perc.	9%	9%	29%	41%	13%	100%		
Team members are held responsible for their duties after evaluating the group's performance.	Freq.	5	20	20	11	0	56	3.34	0.90
	Perc.	9%	36%	36%	20%	0%	100%		
GRAND MEAN								3.47	

As depicted in Table 7 above, the result shows that the grand mean (3.47) and the responses of the respondents agree with some uncertainty, which indicates there is a good with some gaps in the performance of the project team.

Among the questions provided to the respondent for assessment of team performance is whether

the team receives training to improve its performance, and the mean of the response is 2.61, which is uncertain and indicates there is almost no training provided for the team.

As depicted in Table 7, most respondents respond that all team members make an effort to work together toward the project's common goal and are well aware of the value of doing so to improve their technical skills.

4.4.7 Project Team Productivity

As discussed in the literature part team productivity is the quotient of output divided by the input which is team productivity is the number of units produced per unit time of input or per unit input resources. In this part, to assess project team productivity, seven questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 8: RESPONSE TABLE FOR PROJECT TEAM PRODUCTIVITY

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Team members utilize their work time wisely and effectively.	Freq.	6	35	13	2	0	56	3.80	0.67
	Perc.	11%	63%	23%	4%	0%	100%		
Team members perform to the best of their potential	Freq.	9	26	21	0	0	56	3.79	0.71
	Perc.	16%	46%	38%	0%	0%	100%		
Team members can cope with the stress they encounter.	Freq.	7	28	21	0	0	56	3.75	0.67
	Perc.	13%	50%	38%	0%	0%	100%		
To increase productivity, team members always stay up to date with the latest technologies.	Freq.	11	28	14	3	0	56	3.84	0.80
	Perc.	20%	50%	25%	5%	0%	100%		
To improve their technical skills, team members could take lessons from their seniors.	Freq.	13	26	15	2	0	56	3.89	0.80
	Perc.	23%	46%	27%	4%	0%	100%		
Team members' productivity is evaluated by the team leaders.	Freq.	5	21	20	10	0	56	3.38	0.89
	Perc.	9%	38%	36%	18%	0%	100%		
Team leaders assist team members in increasing their productivity.	Freq.	6	25	14	10	1	56	3.45	0.97
	Perc.	11%	45%	25%	18%	2%	100%		
GRAND MEAN								3.70	

As depicted in Table 8, above, the result shows that the grand mean (3.70) and the response of the respondents agree, which indicates there is good team productivity among the team members to make appropriate use of their time, take advice from more experienced members, and work

hard to produce results. But the respondents are uncertain that the team leaders assess team members' productivity and work with them to improve it.

4.4.8 Project Team Innovation and Creativity

In order to accomplish individual, team, and organizational goals, team innovation entails demonstrating interest in and making an attempt to bring new operational systems and processes to improve the existing ones. Team members are strongly driven to constantly look for better ways to complete work in an environment where new ideas are welcomed and there is room for creativity and innovation.

In this part, to assess project team innovation and creativity, five questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 9: RESPONSE TABLE FOR PROJECT TEAM INNOVATION AND CREATIVITY

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
To ensure the project's success, team members are encouraged to bring new ideas.	Freq.	4	30	15	4	3	56	3.50	0.93
	Perc.	7%	54%	27%	7%	5%	100%		
Team members that are innovative are rewarded	Freq.	1	19	21	11	4	56	3.04	0.95
	Perc.	2%	34%	38%	20%	7%	100%		
The project manager and top management are open to receiving new ideas.	Freq.	5	14	25	9	3	56	3.16	0.99
	Perc.	9%	25%	45%	16%	5%	100%		
Team performance is improved by introducing new ideas and creative methods.	Freq.	20	23	12	0	1	56	4.09	0.86
	Perc.	36%	41%	21%	0%	2%	100%		
Team members are usually open to receiving new ideas from their colleagues	Freq.	6	31	17	2	0	56	3.73	0.70
	Perc.	11%	55%	30%	4%	0%	100%		
GRAND MEAN								3.50	

As depicted in Table 9, above, the result shows that the grand mean (3.50) and the response of the respondents agree, which indicates there is good practice in team innovation and creativity.

The results obtained show that team members are encouraged to bring new ideas for the best outcome of the project. Team members are constantly willing and flexible to embrace new ideas from their colleagues, which improves team effectiveness.

The respondents are uncertain that rewards are given to team members who are creative, and

that the project manager and upper management are open to fresh ideas.

4.4.9 Team Effectiveness and Efficiency

As stated in the literature, effectiveness can be measured in terms of performance, productivity, and customer satisfaction, whereas team efficiency is about whether there is an improvement in productivity or performance for the input resource given. In this part, to assess project team effectiveness and efficiency, eight questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 10: RESPONSE TABLE FOR PROJECT TEAM EFFECTIVENESS AND EFFICIENCY

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Team members deliver tasks assigned for them on time	Freq.	9	38	8	1	0	56	3.98	0.62
	Perc.	16%	68%	14%	2%	0%	100%		
Team members perform their job efficiently	Freq.	10	32	11	3	0	56	3.88	0.76
	Perc.	18%	57%	20%	5%	0%	100%		
To prevent rework, team members complete tasks correctly the first time	Freq.	6	18	22	9	1	56	3.34	0.94
	Perc.	11%	32%	39%	16%	2%	100%		
Project completion is significantly impacted by the effectiveness and efficiency of the team members.	Freq.	21	25	8	2	0	56	4.16	0.80
	Perc.	38%	45%	14%	4%	0%	100%		
There is evaluation of team members' effectiveness and efficiency	Freq.	5	16	23	11	1	56	3.23	0.93
	Perc.	9%	29%	41%	20%	2%	100%		
Team members receive support to improve their effectiveness and efficiency.	Freq.	4	16	21	12	3	56	3.11	1.00
	Perc.	7%	29%	38%	21%	5%	100%		
Team members learn from each other	Freq.	10	35	6	4	1	56	3.88	0.85
	Perc.	18%	63%	11%	7%	2%	100%		
Task completion is compared to the project's plan and schedule.	Freq.	5	26	17	8	0	56	3.50	0.85
	Perc.	9%	46%	30%	14%	0%	100%		
GRAND MEAN								3.63	

As depicted in Table 10, above, the result shows that the grand mean (3.63) and the response of the respondents agree, which indicates there is good practice in team effectiveness and efficiency.

The result shows that the majority of project team members agree that effectiveness and efficiency have a significant impact on the project's completion; they agree that they do duties

as assigned on time and accurately the first time to prevent rework; and team members learn from each other.

They are uncertain that the effectiveness and efficiency of team members are evaluated and that team members are supported to increase their effectiveness and efficiency.

4.4.10 Project Team Decision Making

In this part, to assess project team decision making, five questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 11: RESPONSE FOR TEAM DECISION MAKING

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Team members participate in the decision-making process	Freq.	4	10	19	19	4	56	2.84	1.04
	Perc.	7%	18%	34%	34%	7%	100%		
Through delegation, the project manager exposes team members so they can develop their decision-making skills.	Freq.	4	15	17	18	2	56	3.02	1.02
	Perc.	7%	27%	30%	32%	4%	100%		
Team members discuss the issue before making a decision, and the solution that is most persuasive to everyone wins.	Freq.	7	11	17	15	6	56	2.96	1.19
	Perc.	13%	20%	30%	27%	11%	100%		
When there are problems with the project, the team is consulted.	Freq.	5	23	7	14	7	56	3.09	1.24
	Perc.	9%	41%	13%	25%	13%	100%		
Team members' decision-making skill is evaluated	Freq.	3	12	19	19	3	56	2.88	0.99
	Perc.	5%	21%	34%	34%	5%	100%		
GRAND MEAN								2.96	

As depicted in Table 11, above, the result shows that the grand mean (2.96) and the response of the respondents uncertain, which indicates there is a gaps practice in team decision-making.

The result shows that team members are not participating in the decision-making process; the project manager does not give exposure to team members via delegation so they may practice making decisions; before a decision is made, team members do not discuss the topic and the idea that convinces all will win; team members are not consulted about the problems the project faces; and team members' decision-making skills are not evaluated.

This indicates that there is a gap in the team decision-making participation of the project team

members in the project under study.

4.4.11 Project Team Conflicts

As stated in the literature, conflict is the state of disagreement with another party for several reasons. The reasons for conflicts in teams can be shared resources, schedules, costs, technical opinions, administrative issues, personality issues, technical procedures, management decisions, cultural issues, and task sharing. In this part, to assess project team conflict, six questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 12: RESPONSE TABLE FOR TEAM CONFLICTS

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Conflicts occur frequently	Freq.	2	16	26	9	3	56	3.09	0.90
	Perc.	4%	29%	46%	16%	5%	100%		
Conflicts are always resolved on time	Freq.	4	25	22	4	1	56	3.48	0.81
	Perc.	7%	45%	39%	7%	2%	100%		
The appropriate conflict-resolution technique will be used to the specific conflict.	Freq.	4	23	24	5	0	56	3.46	0.76
	Perc.	7%	41%	43%	9%	0%	100%		
Sources of conflict are well known	Freq.	1	21	32	1	1	56	3.36	0.64
	Perc.	2%	38%	57%	2%	2%	100%		
Team members tolerate dispute and take lessons from it.	Freq.	5	21	22	7	1	56	3.39	0.89
	Perc.	9%	38%	39%	13%	2%	100%		
Conflicts at work are solely professional and not personal.	Freq.	9	32	13	2	0	56	3.86	0.72
	Perc.	16%	57%	23%	4%	0%	100%		
GRAND MEAN								3.44	

As depicted in Table 12, above, the result shows that the grand mean (3.44) and the response of the respondents agree, which indicates there is good practice in team conflicts.

As the result indicates that job conflicts are strictly professional, not personal, and are resolved on time, even if the sources of conflict are well known. Conflicts frequently arise, but they are quickly and effectively resolved when they are handled properly.

4.4.12 Project Team Communication

For a project to succeed, effective project communication is crucial. When there is effective communication, the right information gets to the right person at the right time in a way that is both efficient and economical. In this part, to assess project team communication, six questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 13: RESPONSE TABLE FOR TEAM COMMUNICATION

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
The team uses effective communication	Freq.	6	25	8	14	3	56	3.30	1.13
	Perc.	11%	45%	14%	25%	5%	100%		
Team members utilize different media of communication	Freq.	8	32	14	2	0	56	3.82	0.72
	Perc.	14%	57%	25%	4%	0%	100%		
Team members are clearly communicated about their responsibility	Freq.	5	23	11	12	5	56	3.20	1.15
	Perc.	9%	41%	20%	21%	9%	100%		
The team has a platform in place that allows for timely issue escalation.	Freq.	6	19	20	11	0	56	3.36	0.92
	Perc.	11%	34%	36%	20%	0%	100%		
Team members communicate using the most convenient and relevant technology.	Freq.	7	27	16	6	0	56	3.63	0.84
	Perc.	13%	48%	29%	11%	0%	100%		
Regular team meetings are held to discuss common problems.	Freq.	2	20	16	15	3	56	3.05	1.00
	Perc.	4%	36%	29%	27%	5%	100%		
GRAND MEAN								3.39	

As depicted in Table 13, above, the result shows that the grand mean (3.39) and the response of the respondents are uncertain with some agreement, which indicates there are gaps and some good practices in team communication.

As the result depicts, team members utilize appropriate and user-friendly technology for communication and use a variety of communication channels. The team has a platform in place to escalate problems promptly, and members often get together to discuss larger problems.

The result shows the respondents were uncertain about whether there are regular meetings to discuss common problems and whether the team members are clearly communicated about their responsibilities.

4.4.13 Project Team Coordination, Cooperation and Cohesion

As discussed in the literature, coordination refers to managing dependencies and is the way in which team members synchronize their actions in order to complete the team work successfully. Team cooperation and cohesion are vital for team tasks. In this part, to assess project team coordination, cooperation, and cohesion, six questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 14: RESPONSE TABLE FOR TEAM COORDINATION, COOPERATION AND COHESION

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Team members are supportive of each other	Freq.	9	31	12	4	0	56	3.80	0.80
	Perc.	16%	55%	21%	7%	0%	100%		
Team members get along well	Freq.	7	29	18	2	0	56	3.73	0.73
	Perc.	13%	52%	32%	4%	0%	100%		
Team members consider themselves as one team and are competitive as a team	Freq.	5	25	17	9	0	56	3.46	0.87
	Perc.	9%	45%	30%	16%	0%	100%		
Team members cover for each other	Freq.	6	26	20	4	0	56	3.61	0.78
	Perc.	11%	46%	36%	7%	0%	100%		
When required, the project manager works cooperatively to assist the team.	Freq.	8	19	22	7	0	56	3.50	0.89
	Perc.	14%	34%	39%	13%	0%	100%		
Despite the fact that team members come from various backgrounds, differences are accepted	Freq.	4	39	10	3	0	56	3.79	0.65
	Perc.	7%	70%	18%	5%	0%	100%		
GRAND MEAN								3.65	

As depicted in Table 14, above, the result shows that the grand mean (3.65) and the response of the respondents agree, which indicates there is good practice in team coordination, cooperation and cohesion

As shown in the result table, team members are supportive of each other; they consider themselves one team and are competitive as a team; they stand in for one another, and the project manager works cooperatively to assist the group as needed; and although team members have different backgrounds, differences are tolerated.

4.4.14 Project Team Climate

It is stated in the literature part that the team climate refers to the set of customs, values, and

expectations that people believe govern a particular social setting. In this part, to assess the project team climate, five questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 15: RESPONSE TABLE FOR PROJECT TEAM CLIMATE

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Each team member is aware of the project's vision and mission.	Freq.	8	21	10	12	5	56	3.27	1.21
	Perc.	14%	38%	18%	21%	9%	100%		
Team members have different background	Freq.	17	35	3	1	0	56	4.21	0.62
	Perc.	30%	63%	5%	2%	0%	100%		
Team members care for quality of work	Freq.	8	28	16	3	1	56	3.70	0.85
	Perc.	14%	50%	29%	5%	2%	100%		
Team members feel valued	Freq.	5	22	11	15	3	56	3.20	1.10
	Perc.	9%	39%	20%	27%	5%	100%		
Team members have a high sense of trust in one another.	Freq.	5	21	22	8	0	56	3.41	0.85
	Perc.	9%	38%	39%	14%	0%	100%		
GRAND MEAN								3.56	

As depicted in Table 15, above, the result shows that the grand mean (3.56) and the response of the respondents agree, which indicates there is good generality in the team climate.

As the result indicates, team members have different backgrounds, they care about quality of work, they are respected, there is a high level of trust, and everyone is aware of the project's goals and objectives.

4.4.15 Challenges of Project Team Building

In this part, to assess the challenges of team building, twenty questions are provided for the respondent to give their assessment. The result of the study is tabulated as follows:

TABLE 16: RESPONSE TABLE FOR CHALLENGES OF PROJECT TEAM BUILDING

Questions		SA	A	U	D	SD	Total	Mean	Std. Dev
Interaction amongst team members is challenging.	Freq.	6	16	14	17	3	56	3.09	1.12
	Perc.	11%	29%	25%	30%	5%	100%		
	Freq.	2	17	15	18	4	56	2.91	1.03

Team background difference is a barrier to build the team	Perc.	4%	30%	27%	32%	7%	100%		
Between team members, there is a communication gap.	Freq.	4	24	10	11	7	56	3.13	1.19
	Perc.	7%	43%	18%	20%	13%	100%		
Team members lack mutual trust.	Freq.	0	11	21	18	6	56	2.66	0.92
	Perc.	0%	20%	38%	32%	11%	100%		
Team members lack technical proficiency.	Freq.	2	21	10	15	8	56	2.89	1.17
	Perc.	4%	38%	18%	27%	14%	100%		
There is no regular team performance evaluation	Freq.	9	23	13	7	4	56	3.46	1.13
	Perc.	16%	41%	23%	13%	7%	100%		
There is high team member turnover	Freq.	2	14	27	12	1	56	3.07	0.83
	Perc.	4%	25%	48%	21%	2%	100%		
The job's requirements are not clearly stated.	Freq.	13	15	10	16	2	56	3.38	1.23
	Perc.	23%	27%	18%	29%	4%	100%		
Roles and responsibilities are not clearly defined	Freq.	18	9	10	15	4	56	3.39	1.37
	Perc.	32%	16%	18%	27%	7%	100%		
The importance and scope of the project were not understood by the team.	Freq.	2	13	12	22	7	56	2.66	1.08
	Perc.	4%	23%	21%	39%	13%	100%		
The team's recruitment is not under authority of the project manager	Freq.	1	5	14	28	8	56	2.34	0.90
	Perc.	2%	9%	25%	50%	14%	100%		
Trainings are not provided to improve the efficacy, efficiency, productivity, and performance of teams.	Freq.	7	20	12	11	6	56	3.20	1.21
	Perc.	13%	36%	21%	20%	11%	100%		
Team members did not comprehend the organization's vision.	Freq.	3	13	15	20	5	56	2.80	1.07
	Perc.	5%	23%	27%	36%	9%	100%		
Team member conflicts are not adequately handled	Freq.	2	16	12	21	5	56	2.80	1.07
	Perc.	4%	29%	21%	38%	9%	100%		
Members of the team do not feel that their contributions are valued.	Freq.	5	10	20	18	3	56	2.93	1.04
	Perc.	9%	18%	36%	32%	5%	100%		
Team members prioritize their own success more so than the success of the team	Freq.	3	10	16	23	4	56	2.73	1.02
	Perc.	5%	18%	29%	41%	7%	100%		
The project manager does not provide assistance to the team.	Freq.	2	10	25	15	4	56	2.84	0.93
	Perc.	4%	18%	45%	27%	7%	100%		
Team members are not involved in decision making	Freq.	7	24	14	10	1	56	3.46	0.99
	Perc.	13%	43%	25%	18%	2%	100%		
Creativity and innovation aren't encouraged among team members	Freq.	4	22	18	10	2	56	3.29	0.97
	Perc.	7%	39%	32%	18%	4%	100%		

To discuss the team's progress and implement remedial steps, regular meetings are not held.	Freq.	4	21	14	15	2	56	3.18	1.03
	Perc.	7%	38%	25%	27%	4%	100%		
GRAND MEAN								3.01	

As depicted in Table.16, the above result shows the six major challenges found in team building, which are: there is no regular team performance evaluation; team members are not involved in decision making; roles and responsibilities are not clearly defined; there is no clear description of job requirements; team members are not encouraged to be creative and innovative; training is not given to increase team performance, productivity, effectiveness, and efficiency

Chapter Five

Summary, Conclusion and Recommendations

5.1 Introduction

In this chapter the major findings of the data analysis part is summarized in this chapter. Based on the data analysis, conclusions on the team-building practices in Addis Ababa Bole International Airport expansion project contracted to China Communications Construction Company is drawn. The necessary recommendations are given to improve project team-building practices of the project.

5.2 Summary of Findings

The study identified that there is a gap in team acquisition practice in the project teams; in the team acquisition practice, there is no clear procedure for acquiring the team. It also shows that there are no clearly defined roles and responsibilities for the team members which makes difficult to measure the performance of the team member.

There is a gap in team development practice. Trainings are not given to the project team members in order to improve their performance. This result indicates that there is poor practice in developing team members for better performance on the project. The subsequent results of these affect the productivity of the team members and the achievement of the project goal.

In managing team practice, there is lack of clear procedure for measuring the output of team members. There is the lack of consistent meetings to discuss project team members performance and to take corrective actions according to the results obtained. At times, the project manager does not give feedback to each team member.

In team-leading practice, the result shows that the project manager does not understand the individual life status of project team members. This result shows a gap in leading team members.

The result also reveals that there is a gap in the team decision-making practice; team members do not participate in the decision-making process; before a decision, team members do not discuss the topic among themselves so that the idea that convinces all win; team members' decision-making skills are not evaluated. The project manager does not give exposure to project team members through delegation in order to improve their decision-making skill.

5.3 Conclusion

The success of a project is highly dependent on the project team; building an effective project team is mandatory in today's business environment to meet the project's time schedule, cost, and quality of the project deliverable. It is therefore of significant importance to build an effective team for the successful achievement of the project goal. In this study, how the project under study is practicing team building is assessed. And the components of a team are identified, and the difficulties of team building in the project are assessed.

The study reveals that in acquiring team members, there is good practice, but there is a gap in the lack of clarity in the acquiring process and the lack of specified roles and responsibilities for each team member. There is a gap in the practice of developing team members, which is vital for the team-building process, which refers to the process of enhancing team members interaction, performance, and overall team environment. These gaps are caused by a lack of regular performance evaluation, assessment of team capacity, training, rewards given to motivate the team, and encouragement. These gaps greatly affect the performance of the team.

In this study, managing team members is one of the team building processes assessed, and the study result shows that there is good practice even though there is a lack of regular meetings to discuss the team members performance so that corrective action can be taken. The other aspect is leading team members, which is an essential skill for the project manager because it entails giving guidance and inspiring other team members to carry out their roles to achieve the project goal. The result shows that there are some gaps in team leadership practice because the project manager doesn't know the team members personal lives and team members are not urged to develop their leadership abilities.

5.4 Recommendations

Based on the study findings and the gaps identified, the project manager needs to take the necessary measures to establish awareness of the project's mission and vision among the project team members. The project needs to establish ground rules and procedures for acquiring team members so that the right person with the right qualifications and experience can be recruited for the right position.

On the contrary, in order to improve team performance, productivity, effectiveness, and

efficiency, project managers must establish a clear procedure for regularly evaluating the performance of the team and providing feedback to mitigate the challenges encountered. Regular meetings should also be scheduled to measure the progress of the team and identify any gaps among its members. Different trainings must then be provided to team members in accordance with the gaps found in them.

Since the team acquisition stage determines the team building process of the project by selecting the right personnel to fit the required position in the team project human resource management have great role. Therefore, the project needs to set clear rules, procedures, and human resource plan for the team acquisition function. The qualifications required, the experience, the job specification, job description, and the roles and responsibilities for the vacant position should be clearly identified. During the course of acquiring the project team, the project manager needs to be involved mainly when acquiring for the key positions to make decision on their competencies and proficiency required for the position.

Following the right procedure in acquiring team members is important since it helps get the right team member in the right position, which subsequently contributes to the building of an effective team for better performance and productivity.

Based on the finding on the data analysis part the following is recommended to the project management to implement and practice all proper team development practices to using different techniques to empower the team members for better achievement towards the goal and overall objective and increase their productivity of the team by developing their skills and motivating them for better performance. The project team development can be in the following ways; by briefing the project goal, the objective, and the scope of the project to make the project team members understand the project and be familiar with the project; based on the result of regular performance appraisal training need to be given to increase the team member's productivity and performance. And for those good performing team members the project manager needs to motivate them through reward for better performance.

Based on the gap identified in team decision-making, the result indicates the project needs to involve the team member in decision-making, since when they feel esteemed and this increases the team member's commitment in their tasks and also encourages the team feel like they have their own ideas.

Finally, the project management should give more attention to team building since building a great team will improve team performance and team cohesion for more productivity, and the subsequent result will be the project's success.

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APPENDIXES

Annex 1



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF PROJECT MANAGEMENT GRADUATE STUDIES PROGRAM

Assessment of Team Building Practice Questionnaire

Dear Project Team members,

I am a prospective graduate of Addis Ababa University School of Commerce in 2023. As a partial fulfillment of the requirement for the degree of Master of Arts in Project Management, I am doing my MA project work entitled Assessment of Team Building Practice in Project *Management: The Case of Addis Ababa Bole International Airport Project*.

Introduction

The effectiveness of teamwork in project management is an important task if there is commitment to building a winning team both at the organizational as well as at the project leadership level. In any development project, team building needs to be incorporated into the project management plans and addressed at both the organizational and project levels. This tool is therefore designed and used to collect data that is used to assess the team-building practice: The Case of the Addis Ababa Bole International Airport Expansion Project.

This questionnaire examines a number of issues relating to the AABIA Expansion Project team-building practice. Your participation in this research is very appreciated, as your assessment and response will greatly improve team building in the future by evaluating the current practices and gaps in the field. ***You are kindly requested to assess the following statements and provide your opinion by marking the tick (✓) in the box for the choice that best describes your team.***

To maintain confidentiality, do not write your name on the questionnaire. If you have any questions, please do not hesitate to contact me. Finally, I would like to take this opportunity to extend my genuine gratitude for your participation.

The questionnaire consists of fifteen parts:

- | | |
|-----------------------------------|--|
| A. Background Information | I. Team Effectiveness and Efficiency |
| B. Acquiring Team Members | J. Team Decision Making |
| C. Developing Team Members | K. Team Conflicts |
| D. Managing Team Members | L. Team Communication |
| E. Leading Team Members | M. Team Coordination, Cooperation and Cohesion |
| F. Team Performance | N. Team Climate |
| G. Team Productivity | O. Challenges of Team Building |
| H. Team Innovation and Creativity | |

THANK YOU VERY MUCH FOR YOUR COOPERATION!

A. Background Information

Code	Variable				
A01	Age	20-30	31-40	41-50	51-60
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Gender	Male		Female	
		<input type="checkbox"/>		<input type="checkbox"/>	
A03	Educational Background	Diploma	Bachelor Degree	Master's Degree	PhD
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Experience	1-5	6-10	11-20	>20
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Position in the project	Office Engineer	Site Engineer	Adminis- trator	Others
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Nationality	Ethiopian		Non-Ethiopian	
		<input type="checkbox"/>		<input type="checkbox"/>	

B. Acquiring Team Members

Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
B01	In acquiring team members their technical skill and experience is considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B02	A detailed human resources plan with descriptions of the criteria for each job is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	The process for recruiting team members is transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Team members' roles and tasks are clearly specified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Along with technical proficiency, an ability for teamwork is taken into consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Developing Team Members

Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
C01	Regular evaluations of performance are conducted by the immediate supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	The team's capacity is frequently assessed by the project manager.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Team members receive a variety of types of training that improve their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Team members have the opportunity to help one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Rewards are given to motivate team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Members of the team are encouraged to use their maximum ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Managing Team Members

Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
D01	To manage the team, the project manager has a plan and strategy in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	The process for evaluating the output of team members is transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Meetings are regularly held to discuss team member performance, and remedial actions are offered as a result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D04	The project manager occasionally provides each team member with feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	To overcome challenges, the entire team collaborates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Each team member is aware of the project's significance, scope, plan, and objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Each team member is accountable for their individual responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Team members work diligently to accomplish the project's goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Team members are adept at resolving problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Leading Team Members						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
E01	The project manager effectively and efficiently manages the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	The project manager worked on improving his or her leadership abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Every team member is led by the project manager based on their position and background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	The project manager is aware of the state of each team member's personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Roles and duties are assigned based on a person's ability and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Each team member is urged to develop their leadership abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Members of the team receive recognition for their contributions to the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Team Performance						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1

F01	Each team member contributes to the project's overall objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Team members understand the value of collaborating as a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Team members work hard to develop their technical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Team members receive training in order to improve the performance of their team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Team members are held responsible for their duties after evaluating the group's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Team Productivity						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
G01	Team members utilize their work time wisely and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Team members perform to the best of their potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Team members can cope with the stress they encounter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	To increase productivity, team members always stay up to date with the latest technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G05	To improve their technical skills, team members could take lessons from their seniors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G06	Team members' productivity is evaluated by the team leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G07	Team leaders assist team members in increasing their productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Team Innovation and Creativity						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1

H01	To ensure the project's success, team members are encouraged to bring new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Team members that are innovative are rewarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	The project manager and top management are open to receiving new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H04	Team performance is improved by introducing new ideas and creative methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H05	Team members are usually open to receiving new ideas from their colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Team Effectiveness and Efficiency						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
I01	Team members deliver tasks assigned for them on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I02	Team members perform their job efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I03	To prevent rework, team members complete tasks correctly the first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I04	Project completion is significantly impacted by the effectiveness and efficiency of the team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I05	There is evaluation of team members' effectiveness and efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I06	Team members receive support to improve their effectiveness and efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I07	Team members learn from each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I08	Task completion is compared to the project's plan and schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Team Decision Making						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1

J01	Team members participate in the decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Through delegation, the project manager exposes team members so they can develop their decision-making skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J03	Team members discuss the issue before making a decision, and the solution that is most persuasive to everyone wins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J04	When there are problems with the project, the team is consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J05	Team members' decision-making skill is evaluated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. Team Conflicts						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
K01	Conflicts occur frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Conflicts are always resolved on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	The appropriate conflict-resolution technique will be used to the specific conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Sources of conflict are well known	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Team members tolerate dispute and take lessons from it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Conflicts at work are solely professional and not personal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Team Communication						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
L01	The team uses effective communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Team members utilize different media of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L03	Team members are clearly communicated about their responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L04	The team has a platform in place that allows for timely issue escalation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L05	Team members communicate using the most convenient and relevant technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L06	Regular team meetings are held to discuss common problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Team Coordination, Cooperation and Cohesion						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
M01	Team members are supportive of each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Team members get along well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Team members consider themselves as one team and are competitive as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Team members cover for each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	When required, the project manager works cooperatively to assist the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Despite the fact that team members come from various backgrounds, differences are accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. Team Climate						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
N01	Each team member is aware of the project's vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Team members have different background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Team members care for quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Team members feel valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Team members have a high sense of trust in one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O. Challenges of Team Building						
Code	Variable	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
		5	4	3	2	1
O01	Interaction amongst team members is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O02	Team background difference is a barrier to build the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O03	Between team members, there is a communication gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O04	Team members lack mutual trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O05	Team members lack technical proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O06	There is no regular team performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O07	There is high team member turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O08	The job's requirements are not clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O09	Roles and responsibilities are not clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O10	The importance and scope of the project were not understood by the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O11	The team's recruitment is not under authority of the project manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O12	Trainings are not provided to improve the efficacy, efficiency, productivity, and performance of teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O13	Team members did not comprehend the organization's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O14	Team member conflicts are not adequately handled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O15	Members of the team do not feel that their contributions are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O16	Team members prioritize their own success more so than the success of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O17	The project manager does not provide assistance to the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O18	Team members are not involved in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O19	Creativity and innovation aren't encouraged among team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O20	To discuss the team's progress and implement remedial steps, regular meetings are not held.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for taking your time to complete this questionnaire!

Annex 2

Summary of Descriptive Statistics

Statistics

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Acquiring Team Members	56	0	3.4429	3.4000	3.20 ^a	.82481
Developing Team Members	56	0	3.0327	3.0833	2.33 ^a	.72224
Managing Team Members	56	0	3.5238	3.4444	3.44	.57197
Leading Team Members	56	0	3.3189	3.2857	3.71	.68863
Team Performance	56	0	3.4714	3.4000	3.40	.66653
Team Productivity	56	0	3.6990	3.7143	3.86	.55874
Team Innovation and Creativity	56	0	3.5036	3.4000	3.20	.59328
Team Effectiveness and Efficiency	56	0	3.6339	3.6250	4.00	.55640
Team Decision Making	56	0	2.9571	3.1000	3.40	.93007
Team Conflicts	56	0	3.4405	3.5000	3.50	.48558
Team Communication	56	0	3.3929	3.5000	4.00	.79673
Team Coordination, Cooperation and Cohesion	56	0	3.6488	3.6667	3.67 ^a	.57969
Team Climate	56	0	3.5571	3.8000	4.00	.69566
Challenges of Team Building	56	0	3.0107	3.0750	2.10 ^a	.65274

a. Multiple modes exist. The smallest value is shown













