



**PRACTICE AND CHALLENGES OF PROJECT TEAM MANAGEMENT
IN SELECTED INTERNATIONAL NGOs IN ETHIOPIA**

By

NARDOS ENDALE

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

**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE**

SOLOMON MARKOS (PhD)

Research Advisor

JUNE, 2018

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

STATEMENT OF DECLARATION

I, the undersigned declare that this study titled '*Practice and challenges of Project team management in selected INGOs in Ethiopia*' is my original work and have never been submitted to any institution. All sources of information and reference materials used have been duly acknowledged.

Nardos Endale

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

LETTER OF CERTIFICATION

This is to certify that this research project, undertaken by Nardos Endale with the title *'Practice and challenges of Project team management in selected INGOs in Ethiopia'* is her own original work and have not been submitted to any institution.

Solomon Markos (PhD)
Research Advisor

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

LETTER OF CERTIFICATION

Members of Board of Examiners approve that this research project titled, '*Practice and challenges of Project team management in selected INGOs in Ethiopia*' undertaken by Nardos Endale 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

_____	_____	_____
Examiner	Signature	Date

_____	_____	_____
Examiner	Signature	Date

<u>Solomon Markos (PhD)</u>	_____	_____
Research Advisor	Signature	Date

Acknowledgement

My sincere gratitude goes out to our Lord God without whom I can do nothing. I am very much indebted to my advisor for his most valuable advice, encouragement and patience. I thankfully acknowledge all the 'SINCE' project managers and team members of People in Need (PIN), EDUKANS and International Rescue Committee (IRC) for their participation and incredible cooperation in this research project; and all those authors whose materials I have used in preparation of the thesis. I am also more than grateful to my family, classmates and colleagues for their input and support throughout the process.

Abstract

Project Management requires unique set of skills and techniques, different from those needed to manage other operations. Project managers face the challenges of working in a project environment characterized by high levels of uncertainty, cross-functional and multi-disciplinary teams, and where there is high competition for competent human resources. Most project managers agree that the real project management challenges are not found in the technical aspects of the project but rather in the behavioral and organizational aspects of projects. People are at the center of projects as they plan, organize, direct, coordinate, and monitor project activities.

Project human resources or Project team management is one of the most important tasks of project management. It is categorized as one of the ten project management knowledge areas which include the processes of acquiring, developing, managing, and leading the project team. Effective team management and leadership are fundamental for high team performance. Literatures on how to effectively manage project human resources in business or commercial projects exist extensively. However, a major area not being sufficiently covered in research is about project team management in non-governmental organizations.

This research project attempted to discover and describe how project managers in the selected INGOs, acquire, develop, manage and lead their project teams and the particular challenges they face. The results revealed that in most areas effective project team management practices are applied whereas in some areas further improvement and investigation is needed.

Key words: team, teamwork, team development, team management, team building, team leadership, INGOs.

Acronyms and Abbreviations

ChSA	Charities and Societies Agency
EUR	Euro
INGOs	International Non - Governmental Organizations
IRC	International Rescue Committee
NGOs	Non-Governmental Organizations
OKRs	Objective and Key Results
PIP	Praise-Improve-Praise
PIN	People in Need
PMI	Project Management Institute
PPP	Public Private Partnerships
SINCE	Stemming Irregular Migration from Northern and Central Ethiopia
SNNP	Southern Nations, Nationalities and People
SPSS	Statistical Package for Social Sciences
TVET	Technical and vocational Training

Table of Contents

Acknowledgement	iv
Abstract	v
Acronyms and Abbreviations	vi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	4
1.4 Objective of the Research	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Significance of the Study	5
1.6 Scope of the study.....	6
1.7 Limitations of the study	6
1.8 Organization of the study.....	6
CHAPTER TWO.....	7
LITERATURE REVIEW.....	7
2.1 Defining the Project Team	7
2.2 The Importance of project teams	8
2.3 Understanding the composition and structure of teams	9
2.4 Project Human Resource Management.....	12
2.4.1 Planning and acquiring project teams	12

2.4.2	Developing Project Teams	14
2.4.3	Managing Project Teams	20
2.5	Project Management and Project Leadership	22
2.6	Essentials of project team development and management	23
2.6.1	Project team building.....	23
2.6.2	Project team motivation	24
2.6.3	Project team communication	26
2.6.4	Project team problem solving and decision-making	28
2.6.5	Project team conflict management	29
2.6.6	Project team stress management.....	31
2.7	Summary of the major challenges in project team management	31
CHAPTER THREE		34
RESEARCH DESIGN AND METHODOLOGY		34
3.1	Research Design and Approach.....	34
3.2	Method of Data Collection and Sources of Data	34
3.3	Target Population.....	35
3.4	Data Analysis and Presentation	36
CHAPTER FOUR.....		37
RESULTS AND ANALYSIS		37
4.1	Response Rate	37
4.2	Demographic Profile.....	37
4.3	Results and Analysis	38
4.3.1	Team composition and structure.....	38
4.3.2	Practice and challenges of Planning and acquiring project teams	39

4.3.3	Practice and challenges of developing Project Teams	40
4.3.4	Practice and challenges of Managing Project Teams	42
4.4	Findings on the Essential Elements of Project team management	46
4.4.1	Project Team Building	46
4.4.2	Project Team Motivation	47
4.4.3	Project Team Communication	48
4.4.4	Team Problem Solving and Decision-Making	50
4.4.5	Project Team Conflict Management	51
4.4.6	Project Stress Management.....	52
4.5	Challenges to Project Team Management.....	53
CHAPTER FIVE.....		55
SUMMARY, CONCLUSION AND RECOMMENDATION		55
5.1	Summary of Major Findings	55
5.2	Conclusion	56
5.3	Recommendation.....	57
References		58
APPENDIXES.....		60
ANNEX I		60
ANNEX II		63

List of Tables

Table 1- Team composition and teamwork	38
Table 2- Procedures to acquire project team	39
Table 3- Tools and techniques to develop project team	41
Table 4 - Tools and techniques to manage Project teams.....	45
Table 5 - Project team building.....	47
Table 6 - Project team motivation	48
Table 7 - Project team communication	49
Table 8 - Project team problem solving and decision making.....	50
Table 9 - Project team conflict management	51
Table 10 - Project Team Stress Management.....	52
Table 11 - Challenges of Project Team Management.....	53

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Project team management is one of the most important tasks of project management. It is part of Project Human resource management knowledge area which includes the processes that organize, manage, and lead the project team (PMI, 2013). According to Burke and Baron (2014:1) Project management leadership can be defined as ‘a process by which a project manager can direct, guide and influence the behavior and work of the project team towards accomplishing the project objectives.’ The project team is comprised of the people with varied skill sets, who may be assigned full time or part time to carry out the roles and responsibilities for completing the project (PMI, 2013).

Project management is more than managing the resources, risks and changes, to ensure that the project meet its objectives within the expected quality, schedule, and budget (PMI, 2013). Evidence shows time and time again that project success can only be achieved through how project teams are managed and coordinated rather than planning the project schedule, budgeting or quality control (Adair, 2004).

Project managers who manage development projects in international Non - Governmental organizations face different challenges that make the project work difficult; from unsafe working regions with high security risks where projects are implemented to inconvenient environments where goods and services are limited which can put the project team or the project itself at risk of not meeting its goals. This complex project situation requires appropriate project management skills. It requires a leadership capability from project managers that exceeds a mere technical expertise. Maintaining the project on course is particularly critical in risky, uncertain, complex, and ambiguous environments (Pinto, Thoms, Trailer, Palmer & Govekar, 1998). Project management in NGOs is different because hierarchies tend to be less structured, forcing project managers to rely much more on influence and leadership (Trentim, 2016).

Effective team management and leadership are fundamental for high team performance. The objective of proper team management is to create a favorable environment where the project team members are professionally challenged, fully engaged, and valued for their contributions which lead to a high degree of mutual trust, understanding, better working relationships, increased motivation, and commitment to achieve project objectives (Verma, 1997). 'Teams fail when leaders fail to shape the right team experience' (Sidle, 2005:40).

Therefore Project managers have to know exactly what has to be done; exactly how it is going to be accomplished; who is going to do what; what the outcome will be and why it is important. They have to have to see the big or the whole picture; be able to delegate the work; to empower teams to achieve the objective; and inspire people to be responsible, accountable, efficient and effective (Bertocci, 2009).

By adopting appropriate project team management practices, Project Managers working on development projects in INGOs can design and implement project team management strategies and thus guaranteeing high team performance. It is, therefore, essential that the project manager understands the essentials of project team management and leadership to be able to apply it effectively.

Evidence based research on project team management in INGOs in Ethiopia are scarce. Most resources accessible online and or on publications are about the NGOs relations and dealings with Charities and Organizations Agency (ChSA).

Therefore, this research examines and describes how project teams are managed in selected INGO's currently operating in Ethiopia and evaluates if they acquire, develop and manage teams according to the appropriate project team management principles and processes.

1.2 Statement of the Problem

In November 30, 2017, People in Need (PIN), EDUKANS and International Rescue Committee (IRC) were among the 5 INGOs selected by the Embassy of Italy in Addis Ababa to implement projects to stem irregular migration from Northern and Central Ethiopia by establishing inclusive economic programs that create decent and meaningful employment opportunities for potential migrants, returnees and refugees, especially women and youths, in the most migration prone areas in Addis Ababa, Amhara and SNNPR through strengthening the capacities of local vocational training providers (TVET), promoting public private partnerships (PPPs) in strategic economic clusters and improving the capacity of selected industrial sectors. Each of the NGOs has been granted 2,493,750; 3,474,230; and 2,500,000 EUR respectively. The programme is funded by the European Union Trust Fund for Africa. The duration of the project is 2 years starting in December 2017 and ending in December 2019 (Rossetto, 2018).

Their overall project plan, budget, deliverables and outcome were effectively prepared and presented clearly in their project documents. However, there is no guarantee that the projects will succeed. According to Kerzner (2003); Adair (2004); Burke and 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.

Therefore, how project managers manage, and lead their team to operate successfully should be given significant attention. There are many literatures written that provide strategies for effective team management. Nevertheless, acquiring, developing and managing an effective project team is a very challenging task for these project managers due to various factors. Some of these factors include: the unavailability of competent personnel, the composition and structure of the team, the nature and duration of the project, the nature of the organization structure, the location of the team and other environmental factors.

Developing, managing and motivating individual team members with different background, different goals, and different interests is a major source of challenge for project managers and requires time, resources and most importantly leadership skills. Moreover, these organizations

implement several strategic projects concurrently; this means that some of the project team members are part of functional departments and provide support to more than one project at a time which often results in conflicting demands and priorities. In addition, these projects are implemented in different regions of Ethiopia and some of the project members are remotely located from the Head Office. How different and difficult is managing a geographically dispersed team? Certainly there will be additional considerations and challenges involved in managing a team dispersed in different regions (PMI, 2013).

Literature in Project team management in business or commercial projects is abundantly available. However, literature relevant to project team management in non-governmental organizations is scarce. It is difficult to find data and analysis about project management practices in Non Profit sector. It is even more difficult finding specific evidence based research about project team management in INGOs operating in Ethiopia.

In view of the above issues, this research attempted to find out and describe how project managers in the selected INGOs, acquire, develop and manage their relatively new project teams; the challenges they face and assess whether they apply Project team management theories.

1.3 Research Questions

1. What are the practices of acquiring, developing and managing project teams in the selected INGOs?
2. What are the major challenges for the project manager in project team management?

1.4 Objective of the Research

Based on the stated problems, this study has been conducted with the following objectives:

1.4.1 General Objective

Identifying and describing the practice and challenges of Project Team management in the selected organizations.

1.4.2 Specific Objectives

- i. To identify and describe the practices of acquiring, developing and managing Project team.
- ii. To identify and describe the challenges faced by the project manager in acquiring, developing, and managing project team.

1.5 Significance of the Study

There are plenty of articles and books written about the essential processes and challenges of project team management. However, the resources written in specific organizational context are limited. From Academic perspective, this research provides new Project Management graduates or new Project Managers with comprehensive information on current best practices of project team management in International Non – Governmental Organizations operating in Ethiopia with the emphasis to understand the processes to manage project teams. Moreover, it stresses the importance of the ‘human skill’ of a project manager in achieving project success and it serves as an additional source of information on the existing scarce resources of project team management practice in INGOs.

From managerial and organizational perspective, it helps the project managers in the target organizations in a way that the information gained from this study can be used by them to evaluate their practices, to identify gaps and consider taking corrective steps and help them make better decisions for the future.

1.6 Scope of the study

The scope of the study is limited to investigating and describing the practice and challenges of acquiring, developing and managing the project team in three selected INGOs which are PIN (People in Need), EDUKANS, and IRC (International Rescue Committee). Their head offices are located in Addis Ababa of which two of them, EDUKANS and IRC have Regional Project offices in Bahir Dar (Amhara Region) and Hawassa (SNNP Region) respectively. The process was investigated by interviewing project managers as well as using survey to obtain information from project team members and reviewing related literatures and human resources documents. In order to fully comprehend the practices and challenges of Project team management in non-governmental organizations, large sample size is required, however due to time constraints; the study was conducted only on three project teams in three organizations.

1.7 Limitations of the study

More sophisticated research design takes more time. Due to the short period of time given for this research, the study was conducted in only three project teams in three INGOs working on projects under a single programme to Stem Irregular Migration in Northern and Central Ethiopia (SINCE). Therefore, generalization cannot be made as all the findings and recommendations are based on these selected NGOs. Some internal information are exclusive and were not accessible therefore not all information can be fully presented.

1.8 Organization of the study

The paper consists of five chapters. Chapter one is an introduction, presenting the statement of the problem and the scope of the study. Chapter two presents review of related and selected literature. Chapter three discusses the methodology used in data collection and analysis. Chapter four presents the results and analysis from the research. Finally, on the basis of the findings, chapter five provides conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Project Management is about managing the people who will do the work of the project. This chapter reviews related literature and discusses some of the main areas that are relevant to effective project team management which include; acquiring, developing and managing teams through effective leadership. In order to fully understand the research, it is crucial to the reader to be aware of important dimensions of project team management processes.

Although this chapter does not encompass all theories developed for managing teams, it is organized in a way for the reader to grasp the important concepts related with the research by (i) defining the meaning of project team and its importance, (ii) discussing the processes and challenges involved in acquiring, developing and managing effective teams (iii) the role of leadership in all project team management processes (iv) the importance of team building, motivation, communication, participatory decision making, conflict and stress management to enhance team's performance and improve the overall team environment and (v) providing the summary of the inevitable challenges involved in all processes.

2.1 Defining the Project Team

A project team can be defined as 'a number of people who work closely together to achieve shared common goals' (Burke and Barron, 2014:160). Through interaction and collaboration the team makes every effort to develop its creativity, problem solving and decision making skills and increase its performance. Therefore, a team entails a number of people working together to achieve results, while a group of people can be just a group of individuals who, although they might be working on the same project but without the interaction which exists in teams. In this case, the project manager coordinates and manages the people individually (Burke and Barron, 2014). The PMI (2013) defines the Project Team as members of the project team who are directly involved and assigned with roles and responsibilities to complete the project.

The definition by Mohammed and Abi (2015) is more detailed. They defined project team as ‘a group of people with complementary skills and knowledge who work together through continuing communication, making joint decisions, accomplishing a set of tasks, and motivating each other to accomplish a particular goal.

2.2 The Importance of project teams

The most imperative resource to a project is its project team. Projects require specific expertise at each specific stage in the project schedule. For the success of any project, the skills, experience, and capabilities of the people who support the project is most significant. To complete the project on time the workload needs to be delegated and shared amongst the project team (Lutchman, 2011).

Teams are formed to bring together a set of balancing skills and capacities so that the project will have all the available competencies required to complete the task. The scope of work often necessitates a range of complementary skills, which one person cannot have, whereas a team of experts could have all the required skills. Teams are able to apply their different complementary skills with collaboration and brainstorming sessions to create a number of possible solutions and alternatives (Adair, 2004).

If faced with a number of possible alternatives, study has proven that teams often make better decisions than decisions made individually. This advantage is also related with the fact that the team jointly having a different set of skills and experiences can make better decisions. The best decisions are collective decisions. The logic behind this is once a project team has made a joint decision, members will be committed to carry out the course of action accordingly by joint peer pressure (Kerzner, 2003).

Teams improve motivation because teamwork is stimulating, and creates more energy than working alone (Sidle, 2005). The support and help provided to each other when facing problems produce endurance, reduces frustration. In addition, team rules or norms have positive effect on members to have appropriate behavior which all lead to collaboration and productivity (Burke and Barron, 2014).

People make projects succeed or fail since they make the plans, the decisions, and also monitor and control the progress. The people, and how they interact within the project environment, are one of the major factors in the success of projects. Project management practice is team-based. Project managers have to operate both as members and as leaders. The tools used for time, cost and quality management and control can only be effective if the project team operates properly (Mohammed and Abi 2015; Newton, 2015).

2.3 Understanding the composition and structure of teams

There are complex factors affecting team development, management and its overall performance that a project manager must understand. However, for the purpose of this research only a few specific concepts are discussed.

Heterogeneous Teams: Heterogeneous teams exist when members are different from each other in terms of qualifications, experience, personality, ethnic or cultural background or other various factors that could affect team performance. In general, it is said that the greater the degree of heterogeneity, the more effective the team will be at solving problems because they will collectively have more information and will brainstorm more effectively. However, it can also be the major source of conflict (Burke and Barron, 2014).

Cohesive Teams: Cohesive teams exist when members of the team wants to be members of that team, when their personal goals are well aligned to the team goals, and when there is unity, commitment to one another. If they work in close proximity, if they have similarity in values and attitudes and if they are few, then the team will more likely be cohesive (Adair, 2004). In general, the more cohesive the team, the better it will perform. However, it can lead to the dangers of group think when team members are highly cohesive. In this case, cohesiveness will be more important to the team rather than evaluating decision making process critically and objectively (Verma, 1997).

The higher the team is heterogeneous and cohesive, the more effective it will become. Therefore, multidisciplinary teams must be developed and managed appropriately to get the most out them. However, in order for the team to be effective in achieving the goals of the

project and ultimately the goals of the organization, the objectives of the individual and the team must be clearly aligned with those of the project's objective and the organization. If not, there is no reason in developing and motivating the team to commit and exert maximum effort to achieve unless the goals of the individual, team and organization are all aligned (Adair,2004).

Cross-Functional Teams: In matrix structured organizations teams are usually formed by combining multiple functional teams. These cross-functional teams are composed of experts from various functional areas like finance, information technology, communication, administration, logistics etc. and work in collaboration towards the project goal. Because these members are considered experts of their individual functional area, they are usually authorized to make decisions alone without often needing to consult the Project Manager. This is one of the key problems with the matrix organization structure, where the project manager coordinates staff individually from different departments (Burke and Barron, 2014).

The disadvantages of using cross functional teams are that more communication links are required to keep the different managers informed and consulted as they are involved in the administration and decision-making process. Some of the team members will have two managers from their functional department and the project manager therefore dual responsibility and authority leads problems over priorities, allocation of resources, divided loyalties, confusion, unclear responsibilities and conflicts (Burke and Barron, 2014). In this arrangement (Matrix structure) the project manager controls the technical decisions, and the functional managers control the administrative decisions. Division of power and responsibility usually leads to an overly complex situation and poor team performance. The lack of project commitment from a high number of tasks negatively affects efficiency (Verma,1997).

The responsibility is on the project manager to practice an appropriate leadership style towards the functional managers, team members through negotiation and practice more participative, consultative, negotiable style of leadership to secure resources, acquire teams and resources to address the trade-off between who controls the what, when, who and how. The project manager needs to coordinate and integrate specific resources located in the functional

departments. To achieve this, the project manager must have both fully integrated information and control system and the means of addressing the responsibility and authority gap (Kerzner, 2003).

The project manager should use team-building techniques to encourage the team members to work together effectively as it is multidisciplinary and as most teams are more comfortable in their own special area; must ensure that there are effective communication channels and effective information flow; must ensure to have mechanisms to resolve interpersonal team conflicts effectively and make it constructive to generate innovative ideas and solve challenging problems (Adair, 2004).

Virtual teams: Virtual teams are teams with a shared goal who perform their roles and work to achieve the project's goals in different geographical locations. Project managers and team members use communication technology such as e-mail, audio conferencing, and video conferencing to coordinate communication and activities. Virtual teams are necessary for projects where project sites are located in different regions (PMI, 2013).

There are some challenges related to managing virtual teams, there is often misunderstandings, feeling of isolation from team members, difficulties in sharing knowledge and experience between team members, and the availability or cost of internet connection in rural areas. Therefore, planning for effective communication, setting clear expectations, facilitating communications, developing procedures for resolving issues and conflict, participating people in decision making, understanding cultural differences in that area, and sharing credit in successes are some of critical steps a project manager must take to ensure effectiveness in managing virtual project teams (Burke and Barron, 2014).

Team member's role: In teams, roles must be clearly defined and assigned. Members will be productive if they understand the significance of their contribution; common goals and values must be established for the team to be committed; and they must be given control over the

work they perform, for them to have the feeling of usefulness and respect; and both progress and results must be recognized to create enthusiasm and motivate the team (Verma, 1997).

Characteristics of effective teams: According to Adair (2004) and Burke and Barron (2014) successful teams have the following characteristics: They have a small number of people (6–10) to offer a variety of skills; have complementary skills in terms of technical/functional expertise; problem solving and decision-making skills and interpersonal skills appropriate for the task; are committed to a common purpose and performance goals that are documented, agreed and shared; roles within the team are clearly defined and provide all that is needed to ensure team success; Members take shared responsibility and accountability to the project goal and to each other. If one member fails, the whole team fails.

2.4 Project Human Resource Management

According to PMI, (2013) Project Human Resource Management includes the processes of planning, acquiring, developing and leading the project team. The project team is composed of the people with assigned roles and responsibilities for implementing the project. Project team members may have complementary skill sets, may be assigned full or part-time, and may be added or removed from the team as the project progresses. Even though specific roles and responsibilities for the project team members are assigned, the participation of all team members in project planning and decision making is very important because their participation during planning phase adds their valuable expertise to the process and reinforces their commitment to the project.

2.4.1 Planning and acquiring project teams

Building the right team for the project is one of the highest priorities of a project manager. The planning and acquiring process of project team involves identifying and documenting project roles and obtaining the human resources needed to complete the project respectively (PMI, 2013). Building a project team requires that the manager must first consider the requirements of the project. Setting up a project team with people who are suitably competent is the first step in the project team management process. In selecting team members, technical and

professional competence, management skills, administrative skills and ability to work as a team member must be considered (Adair, 2004). If the project is to be managed within a matrix organization structure, this will mean negotiating with the functional managers for personnel.

Developing the human resources plan is the process of identifying and documenting Project roles and responsibilities which ensures that each work package is assigned clearly so that all team members have a clear understanding of their roles and responsibilities, required skills, and reporting relationships, and creating a staffing management plan. The output of this process is a human resource plan which includes roles, responsibilities, relationships and authority (PMI, 2013).

Acquiring Project Team is the process of confirming human resource availability and obtaining the team necessary to complete project activities (PMI, 2013). Acquiring the project team is often difficult because of the fact that the project manager does not have direct control over everyone they would like to have involved in the project. They may need to negotiate with others who are in a position to provide the right number of individuals with the appropriate level of knowledge, skills and experience. This usually is the case in projects that cut across functional departments and failure to obtain the necessary human resources can increase the risk of project success in terms of schedule, budget and quality. This risk must be considered in the planning stages of the project (Burke and Barron, 2014).

According to PMI (2013) there are generally two ways of acquiring project teams:

- 1) Assembling of in house talent: acquiring individuals who are already working in the organization through negotiation. This is advantageous because they may have knowledge related to the purpose of the project. The experience they possess will be transferred to the project task they will take upon and reduce salary cost.
- 2) Recruiting or contracting people from outside: when there is a need for additional human resources or if it is a necessity for an expert which is not available in the organization.

2.4.2 Developing Project Teams

‘Developing the Project Team is the process of improving competencies, team member interaction, and overall team environment to enhance project performance’ (PMI, 2013:255). Developing the project team results in improved team work, improved competencies, motivated employees with higher morale and trust among them, lower staff turnover, and increase overall project performance. It also creates an active, unified, and collaborative team culture to improve individual and team efficiency, team spirit, and cooperation to share knowledge and expertise among team members (Adair, 2004).

Tools and techniques to develop project teams: According to PMI (2013) tools to develop project teams include training, team-building activities, establishing ground rules for the team to be guided by, co-location, providing recognition and rewards.

Trainings: are designed to enhance the competencies of the project team members. It can be formal in classroom or online or informal on-job training from another project team member, mentoring or coaching

Establishing Ground rules: establish acceptable behavior by project team members. Early commitment to clear guidelines decreases misunderstandings and increases productivity. Discussing ground rules allows team members to discover values that are important to one another.

Co-location: Placing many or all project team members in the same physical location to enhance their ability to perform as a team.

Recognition and Rewards: According to Burke and Barron (2014) referring to Abraham Maslow’s motivation theory, reward will be effective if it satisfies a need which is valued by that individual therefore individual differences should be considered when determining recognition and rewards. People are motivated if they feel they are valued by the rewards given to them.

Verma (1997) in his book discusses that people feel motivated if they feel that they are valued in the organization and this value is demonstrated by the rewards given to them. In general, money (salary raise or bonuses) is regarded by most as a very important part of any reward

system. In a team environment, wide ranges in the pay structure can negatively affect employees' motivation. Team building may have some problems if team members feel that there is too much gap in payment. In addition, most project team members are motivated by an opportunity to grow, accomplish, and apply their professional skills to meet new challenges. He also proposed other ways that can be included into the total team reward package. Some types of rewards that are often can be mechanisms of a reward system include private office with a secretary, opportunity for training and further education, opportunity to attend symposiums and seminars, special rest and relaxation (R & R) and vacation benefits (Verma, 1997).

Bruce Tuckman's Theory of Team Development: In order to develop and lead the team appropriately, the project manager must understand how teams are formed and how they develop. Burke and Barron (2014); Kerzner (2003); and Verma (1997) in their books discussed Bruce Tuckman's model for team development that has been widely used and adapted. He described five stages of team development as forming stage, storming stage, norming stage, performing stage and adjourning stage which according to him are natural iterative stages that each team has to go through when its members are selected as a team. Therefore, the project manager must adopt situational leadership style to lead the team according to the readiness of the team.

In the forming stage, the Project Manager has identified individual members required for the project, in this stage, most team members will be anxious, as roles and responsibilities are often not clear, and will seek the project manager's guidance to lead them. The main problem for many project leaders is managing this anxiety that develops when a new team is formed which is normal and expected, however it is a barrier to getting the team quickly focused on the task. In addition to unclear roles, the cause of the anxiety could be about the leadership style of the project manager or the nature of the project whether it matches their capability, or career aspirations. Moreover, whether there will be an equitable distribution of the workload among team members and whether each member is capable of pulling his own weight. In some newly formed teams, members in addition to their own work must train other team members. When this becomes excessive, anxiety will be intensified (Kerzner, 2003).

In this stage, the role of the project manager is to clarify the roles and responsibilities and directing the team; and must explain for each member the objectives of the project, who will be involved and why, the importance of the project to the overall organization, why the team member was selected and assigned to the specific tasks, what role he/she will perform, the rewards, the problems and constraints that are likely to come across, the rules that need to be followed, the challenges the project will present to individual members and the entire team, why teamwork is so important to project management success and how it should work and finally requesting suggestions from the team members for achieving success (Kerzner, 2003).

In the storming stage, there will be potential differences of opinions and potential hostility among team members therefore, the Project Manager must manage differences of ideas and provide clarity on purpose of the task and task priorities. During this phase, the project manager should be prepared and looking for the signs of conflict, encourage the team members to air their views and opinions, encourage full participation in discussions and meetings, use team-building techniques to encourage team members to work together, so that the team can quickly pass through the storming phase. Open discussions will create an atmosphere of mutual trust and confidence and help build an effective team (Verma, 1997).

In the norming stage, individual roles, responsibilities and tasks are clear and accepted. Team members start to work together, show participative behavior, commitment, trust and unity. Therefore, the Project Manager in this stage must provide support to enhance better teamwork, and facilitate decision making. In addition, the Project Manager should chair a team discussion to clarify all the team roles, set up the Project Management Office as a conducive working environment; should encourage the team to discuss working arrangements; working procedures and values; should encourage the team to be more cohesive; should consider running team-building training courses to help the team members understand the principles of teamwork. In this phase the group is developing into a team (Verma, 1997).

In the performing stage, the team is focused on the goal; they have high knowledge, competence, independence and motivation; they know what to do, why they do it and how they are going to execute their task. At this stage, they expect the project manager to delegate instead of providing guidance or assistance. The Project Manager's role is to delegate tasks, to

keep the work environment conducive to achieving the project objectives, and to keep it challenging and fun; to empower the team through collaboration and participation to take more control on how they manage their work on a day-to-day basis so that the team become more self-directed (Burke and Barron, 2014).

In the adjourning stage, the project is completed and needs to be carefully managed. The Project manager's role in this stage is to recognize the contribution of each team member and celebrate the success of the project, with the aim of ending the project by keeping the motivation of people to be part of future project (Burke and Barron, 2014; Kerzner, 2003).

Kerzner (2003) stressed this model in his book by justifying the significance of this type of life-cycle approach to leadership by project managers, because this stages imply that effective leadership must be flexible not static or rigid. In addition, effective leaders should not be purely task nor relationships focused, but maintain a balance between them. Nevertheless, in time of crisis, a leader may be required to show a pure behavioral style or a pure task style.

The major challenge for Project Managers is that if the project's duration is short, then they do not have the luxury of time to build an effective team according to the team's natural development stages, hence they have to take the team through the different stages of team development as quickly as possible, so that team members understand the purpose of the project, have vision and plan to achieve the project's goal (Burke and Barron, 2014). This effort requires great attention to the personalities of team members, their approach, and potential for synergies within the team to improve efficiency (Sidle, 2005). Similarly, as the team go through a development lifecycle from forming to performing, individual members in the team may be at a different stage in development in terms of skills and experience and working within teams. A crucial people skill the project manager must have is the ability to spot that member and provide special coaching and support (Kerzner, 2003).

Major barriers to project team development: Understanding of obstacles to project team building can help in developing an environment conducive to effective teamwork. Kerzner (2003) identified the following barriers to team development which are common in project

team environment. He also added the leadership role of a project manager in developing the project team.

Conflicting outlooks, priorities, and interests: the main barrier exists when team members have professional objectives and interests that are different from the project objectives. Project managers must make all the effort in the beginning of the project life cycle to discover conflicting differences and must completely explain the scope of the project and the rewards on successful project completion. Responsibilities must be clearly explained.

Role conflicts: Team development efforts are frustrated when role conflicts exist among the team members, such as vagueness over who does what within the project team. Unclear project roles often lead to conflict, ambiguities, and power fights. Work breakdown structure must be prepared and roles must be assigned and negotiated. Regular status review meetings must be conducted to keep team informed on progress and control for unexpected role conflicts over the project's life.

Dynamic project environments: Many projects operate in a constant state of change. For instance, senior management may have to change the project scope and objectives. In another case, regulatory modifications or sponsor demands can significantly affect the internal operations of a project team. All stakeholders must understand the overall and interdisciplinary project objectives. Clear and regular communication with senior management and the sponsor is very important. Project team must work out an agreement on the principal project course of action. Senior management and sponsors must be fully informed on the negative consequences of unnecessary changes. Contingency plans must be developed.

Competition over team leadership: most possibly occurs in the early stages of a project or if the project encounters serious difficulties. Senior management need to establish the project manager's leadership role. The project manager needs to fulfill the leadership expectations of team members. Clear role and responsibility description often reduces rivalry over leadership.

Lack of team definition and structure: teamwork is severely compromised when there are no clearly defined task responsibilities and reporting structures. Moreover, problems will arise when a project is supported by different departments without interdisciplinary coordination.

Team personnel selection: when personnel feel unfairly treated or threatened during the staffing of a project or when project personnel are assigned to a team by functional managers and the project manager has little or no authority into the selection process. This can hinder team development efforts, particularly when the project leader is given available personnel rather than the suitable personnel, then it can result in low motivation levels, discontentment, and uncommitted team members. The more power the project leader has with regards to the selection of his team members, and their tasks, the more likely it is that team-building efforts will be successful.

Credibility of project leader: when the project leader loses credibility within the team or from other managers, team-building efforts are hindered. In this circumstance, team members will likely be unwilling to make a commitment to the project or the leader. Credibility problems may be a consequence of lack of experience relevant to the project, lack of managerial skills or poor judgment with regards to making decisions. Credibility of the project leader among team members is crucial. It grows with the image of a sound decision-maker in both general management and relevant technical expertise.

Lack of team member commitment: the team members having professional interests in a different place, the sense of insecurity that is related with projects, and strong interpersonal conflicts within the team can all result in lack of commitment. Project Managers must try to regulate lack of team member commitment on time and attempt to change possible negative outlooks toward the project. Resolving the team members' fears and intervening and mediating their conflicts quickly and discovering ways to fulfill part of their interests.

Lack of senior management support: if senior management support and commitment is unclear, if they cannot set the right environment for the project team from the beginning or if they do not provide the team timely feedback on their performance and activities, it can lead to low levels of enthusiasm and project commitment among project team members. Senior management support is an absolute requirement (Kerzner, 2003). Therefore, project managers must discuss and agree with senior management at the beginning of the program what resources are required and must maintain the interest and commitment of senior management in their projects. It is also critical for senior management to provide the proper environment for

the project to function effectively. The project manager's relationship with senior management and ability to develop senior management support is significantly affected by his own credibility and the priority or validity of his project.

Communication problems: communication is a major element in effective team development. Poor communication can occur among team members, between the project leader and the team members, the project team and top management, and the project leaders and the donor. The problem is often a result of team members not communicating the major project progress or developments. The problem can be caused by low motivation, poor morale, or negligence. If there are no effective communication practices, it will lead to poor coordination and work flow. The project leader should dedicate a significant amount of time communicating with the team their requests and concerns. Regular and systematic communications with the team, sponsor and senior management must be established.

Project managers who are effectively carrying out their role recognize these barriers and also identify when in the project life cycle they are most likely to occur. Furthermore, these managers take precautionary actions and create a work environment that is favorable to effective teamwork. The effective project Manager is usually someone who recognizes the interaction of organizational and behavior variables and can promote a peaceful environment with active participation. This necessitates skills in leadership, administration, organization, and technical expertise on the project. In addition, the project manager's sensitivity to the basic issues underlying each barrier can help to increase success in developing an effective and creative project team (Burke and Barron, 2014).

2.4.3 Managing Project Teams

'**Managing Project Team** is the process of tracking team member performance, providing feedback, resolving issues, and managing changes to optimize project performance' (PMI, 2013:279).

Managing Performance: Project managers must set goals and definite target dates of milestones to help achieve a smooth rate of progress. Key personnel who are responsible for key functions must be assigned on a full-time basis to avoid potential priority conflicts and

ensure they commit to their functions, goals and due dates. In order to increase team productivity, project managers must be the one to do the performance appraisals of team members for the duration of the project not functional managers (Verma, 1997).

If teams face an obstacle and become stuck and unable to make progress, performance will fail and might be accompanied by confusion, discouragement and conflict. Teams must have clearly established measures of performance that drives the team and clearly indicate how their effectiveness can be assessed (Burke and Barron, 2014).

According to Pinto, et al. (1998) accountability is effective when the performance assessment is effective. Accountability systems only work when the team has control over the results. When holding the project team accountable for its performance, the Project manager must take into consideration the accuracy of the performance assessment. If high accountability is enforced, using an invalid measure of the team's performance, this will lead to high levels of stress. As a result, the quality of work will be compromised, and the team's motivation to successfully complete the project will significantly suffer. Performance assessment must be relevant, precise and free of bias.

Providing feedback: Feedback on the progress made is important. It helps to increase motivation because if people feel that they are progressing forward, they tend to put on more effort and feedback on lack of progress is also important because it helps to inform the team to concentrate on what yet needs to be done (Adair, 2004). Effective Project managers provide performance feedbacks which are not focused on criticism or what went wrong. They understand that performance feedback must be clear, accurate, adequate, timely, and unbiased and must be on priority areas, and, must follow with providing alternatives to resolve the issue (Burke and Barron, 2014).

Managing Changes: All projects, particularly large and complex projects, involve unanticipated changes. Changes can be requested by stakeholders involved with the project and may be requested verbally; however, they should be recorded in written form and entered into the change management system (PMI, 2013). Project managers must evaluate the impact of these changes on project schedule and cost and design a strategy to manage them (PMI, 2013). There should be a change management plan that documents how changes will be monitored and

controlled The impact of changes on budgets and schedules differs based on the nature of the change, the number of parties involved, and the timing of the changes in a project life cycle. Project managers face the challenge of managing projects characterized by high levels of uncertainty, rapid changes and cross-cultural teams. They must seize change as an opportunity by optimizing team members' performance through building cohesive teams through effective communication, teamwork, leadership, which are all tools for inspiring high performance. Good planning and effective teamwork help in dealing with the uncertainty of project changes and resistance to change (Verma, 1997).

Managing multi-disciplinary team: Project teams tend to suffer from the inclination of members to identify with their own area of expertise rather than with the projects goal. For example a team member might request a very expensive material however the finance manager will consider the available budget and might reject the request. If each member work on its own particular area, then there will be communication breakdown among support staffs and specialists. Therefore, there is an absolute need for team-building activities if teams need to perform collaboratively. Teams need to be aligned with the organization's vision, requirements and the project's objective (Burke and Barron, 2014).

There is also the issue of interdependency where members have to depend on inputs from each other to complete activities. Integration mechanisms are a fundamental requirement for multidisciplinary teams composed of individuals with different professions. The Project Manager must define responsibilities and control and ensure that everyone must abide by them so that everyone knows exactly what they have to do in order to meet the objective (Adair, 2004; Verma, 1997).

2.5 Project Management and Project Leadership

The project manager must have emotional intelligence, interpersonal, communication, conflict resolution, negotiation, team building, and group facilitation skills which are valuable skills when developing the project team (Burke and Baron, 2014).

Both management skills and leadership skills are very important skills. Managers and leaders are often described as different types of people. A leader is described as someone who motivates, inspires and influences the team members to be successful, whereas a manager is described as someone who is more focused on planning, organizing and controlling the project tasks and team members. It suggests the predominant style of the manager as being task focused and that of the leader as people focused (Bertocci, 2009). However, an effective project manager must have both project management skills and project leadership skills. Without a project management system there will be confusion and disorder and without project leadership the team would be without direction and unmotivated. The two skills complement each other.

According to Adair (2004) great Project managers are strong people managers and team leaders, recognizing that they have to build a team and apply the right style of team leadership suitable to the type and maturity of the team. Obradovic, Mitrovica, Petrovica, Mihica & Jovanovicb, in their (2012) article discussed the importance of personal competence (self-management) and social competence (managing others). Self-awareness of one's own emotions is a necessity for guidance and control of the project team. Project managers who are empathic and attentive, capable of being able to understand and guide the project team will highly motivate their teams for maximum achievement. These skills also enable project managers to quickly earn respect and trust among team members. Managers, who are capable of teamwork, create flexible, friendly and collegial atmosphere. The project leader's task is to identify the team leadership techniques that will inspire the project team to work together and to tap the wisdom of the team towards achieving the project's objectives (Sidle, 2005).

2.6 Essentials of project team development and management

2.6.1 Project team building

Team Building is a tool and technique to develop project teams and involves activities designed to improve interpersonal relationships and trust among diverse mix of team members and increase team cohesiveness (PMI, 2013). While team building is essential during the initial stages of a project, a continued or a renewed team-building effort should be applied. The role

of a team builder is to lead the multidisciplinary, interdependent team to be cohesive and productive (Sidle, 2005).

Team-building approaches are particularly significant when team members operate from remote locations without the advantage of face-to-face contact. Informal communication, team outdoor activities and teambuilding games can help in building rapport and establishing good working relationships. Project managers should create an environment where all team members are personally and professionally satisfied and involved (PMI, 2013; Verma, 1997).

According to Sidle (2005) there is perhaps no other topic in management literature as popular as motivation and team building as it is well known that teambuilding and motivational skills are exceptionally crucial in team management. Managers and leaders must be effective team builders and motivators to be able to achieve their goals and get the best out of their teams (Storey, 2004). The skills needed in both these areas should be practiced and improved continuously to ensure they help build and maintain effective and efficient teams (Adair, 2004).

2.6.2 Project team motivation

According to Adair (2004) motivation is defined as the inner force that drives us to achieve our goals and is probably one of the most important aspects of team performance. Leadership and team building are important for good team performance, but the team has to be motivated, individually and collectively to be able to get the best out of them, and to maintain their high and consistent performance.

According to Wagner and Hollenbeck (2010) a motivated team is an effective and productive team. 'Effective teams enable innovative and coordinated action, most importantly, for organizations to succeed; they need involved and committed workers who are self-directed, creative, and inwardly driven to learn' (Sidle, 2005:138).

To motivate the project team, a manager must have a clear picture of what motivates others and provide incentives accordingly. Every individual is unique and will therefore respond to different incentives. Therefore the project manager must be aware of different dimensions of

motivation. Accomplishments or excellent work must be recognized with feedback and bonuses, or awards. Also, salaries must be reviewed if the budget allows. Adair (2004), Burke and Barron, (2014), Wagner and Hollenbeck (2010) in their books summarized the different theories of motivation with their implications for the project manager.

Applying theories of motivation on project teams: Maslow's hierarchy of needs: Abraham Maslow proposes that a person is motivated by an inner needs rather than by external motives such as rewards or punishments. When one of these needs is met they move to the next. That means, once a need is met, offering more to satisfy that need has no motivational value as it can no longer be a motivator. These needs include physiological needs, security needs, social needs (the need to belong and accepted), esteem needs (the need for recognition and respect); Self-actualization needs (the need for growth, achievement and personal development). Each person will have individual differences and unique needs which will change at different phases of their lives. The hierarchy can be useful to the leader in considering the needs of each of the team members and their motivational priorities (Adair, 2004).

McGregor's Theory X and Theory Y: the method in which managers manage their teams depends on the assumptions made about human behavior. These assumptions are grouped into Theory X and Theory Y.

Theory x – the traditional view of direction and control: Most people have a natural dislike of work and will avoid it if possible. Therefore most people must be pressured, controlled, directed or threatened with penalty to get their effort toward the achievement of goals; and most people prefers to be directed, want to escape responsibility, have little ambition and want security above all else.

Theory y – the integration of individual and organizational goals: this theory assumes that physical and mental effort in work for individuals is as natural as play or rest. Control and the threat of punishment are not the ways for getting individuals' effort to achieve objectives. Individuals will employ self-direction and control to achieve goals to which they are committed because of the reward associated with the achievement. Individuals under proper conditions accept and seek responsibility and they have untapped potential, energy, creativity and

intelligence. This theory implies that everyone is a potential success at something and to fulfill that potential, they depend on their motivation and the motivation of others around them (Wagner and Hollenbeck, 2010).

Herzberg's Motivation – hygiene theory: according to this theory, people who are happy with their jobs were motivated by the need for achievement, recognition and self-actualization. By reinforcing these motivators managers can allow their teams to have more enriched tasks.

There are several additional motivation theories developed by different behaviorists which are not included in this section. However, the overall implication of these theories is that Project Managers must understand that every individual's need is different. The point the project manager must take from these theories is that they must recognize the individual's need and influence each individual according to those needs.

According to the above theories, salaries and working conditions motivate only for a short period of time, once they are on acceptable level, they no longer truly motivate. The need for achievement, growth and development, is the highest need of all and are never satisfied. Therefore, leading and influencing individuals with genuine concern and helping them to develop and achieve their goals through providing opportunities within their value or belief system is what truly motivates (Adair, 2004; Wagner and Hollenbeck, 2010).

2.6.3 Project team communication

'Effective communication builds trust, partnership and collaboration. This is what creates synergy in teams' (Verma, 1997: 159).

According to PMI (2013) Project communications management consists of the process required for proper collection and dissemination of project information. It includes communication planning, distribution of information, project meetings and reporting of project progress.

Project managers must clearly communicate with their team about goals, responsibilities, expectations, individual and team performance. Communication is vital to effective team building. All project managers must understand the importance and objectives of communication, obstacles to effective communication and corrective actions, modes of

communication and roles and relationships between different communication channels (Burke and Barron, 2014).

Developing a communication plan - Project managers must establish methods for effective team communication by practical planning. Lutchman (2011) listed down different communication methods including several types of meetings, written status reports, memos, electronic mail or combination of these. Written communication is mostly advised because it addresses the problem of misinterpretation and forgetfulness specially when giving instructions and entering into agreement (Burke and Barron, 2014). Lack of information costs the team with poor decision and many unresolved problems. If communication system is well managed, it significantly affects project quality, efficiency and productivity (Lutchman, 2011)

The content, level of detail and the methods of communication must be planned. Meetings are mostly used to coordinate project activities. There should be proper planning to get the most out of project team meetings. Formal or informal communications must be determined in view of how often project goals and all communications related with the project are reviewed. The project manager must facilitate communications by responding to the information requirements (PMI, 2013).

The Impact of effective communication for project team members leads to several important outcomes for the project: Clear roles and expectations, improved team productivity, quality of work, job satisfaction, team collaboration and problem solving and better working relationships among team members (Adair, 2004).

Building effective team communications: Burke and Barron (2014) discussed in their book about effective system of communication and information management. As projects grow in size and complexity, managing the information and communication flows will be difficult. Therefore, there is a need for establishing a unified system to provide instructions, monitor performance and report progress. Without an effective system, the information overload will lead to confusion. Arranging the offices for all team members to be in one location or close proximity can improve communication and teamwork. It is also effective in facilitating timely input and feedback.

Meetings provide a means of exchanging information, ideas and resolving issues. Project managers and team members spend a considerable amount of time in meetings. Therefore, it is very important to develop practical ways to make team meetings more focused and effective. The leader's role is to stay focused and on track, and increase participation. Agenda must be distributed in advance so participants can prepare (Burke and Barron, 2014).

Project management meetings can be a helpful tool to keep all team members on the same page, however, holding too many meetings can actually lead to a decrease in productivity and can cause complaints for having to attend meetings when people could be working. Therefore, managers must determine if holding a meeting is truly necessary (Verma, 1997; Adair, 2004).

Project reporting is one of the fundamental project requirements. Project reports have standardized format. However, the user can modify when situations require. There are formal and informal project reporting format to report project progress, status, constraints, actual and planned activities and expenditure (Kerzner, 2003). Project reports must be properly used to inform current problem, its potential impact, and suggest corrective action. It must be timely, accurate and must be clear to be understood by all (Kerzner, 2003).

Effective communication is crucial to high team performance. Open communication environment must be created, roles and responsibilities of all team members must be clarified and genuine participation of all team members in planning, team activities, and decision making must be continually promoted (Adair, 2004).

2.6.4 Project team problem solving and decision-making

Projects are characterized by various disciplines, technological uncertainties, complex financing arrangements, international interactions, and multi project environments. Project managers are not experts in all areas to solve all problems and make all decisions therefore information from different sources becomes a necessity for team decision-making to become more effective (Adair,2004; Verma, 1997).

Team participatory problem solving and decision-making is also a practical technique for securing commitment and motivation from team members. Decisions made by teams integrate

more comprehensive information and knowledge and lead to increased acceptance of the solution and carry out the decision (Adair, 2004; Verma, 1997).

The classic and rational framework for problem-solving and decision-making according to Adair (2004) and Verma (1997) involves the following steps: first, the objective or problem must be defined systematically. Then information and data must be collected and reviewed. Next, Possible alternative solutions should be generated and the best courses of action must be selected. Finally, the project team must evaluate how well the problem was solved and if they have made the right decision. The findings from their evaluation might lead to redefining the problem and generating more alternatives, and reviewing and modifying the problem assessment procedure or their implementation plan (Verma, 1997).

Challenges of Participatory problem solving and decision making - The challenge of this process is, it is time consuming and may lead to inefficiencies. And the pressures to follow the crowd which is usually a common characteristics in teams, may lead to a desire to be accepted, and therefore not suggesting differing viewpoints which could be reasonable and worth considering. This is a decision made under the pressure of not disagreeing (Adair, 2004).

2.6.5 Project team conflict management

Conflict and disagreements among team members are normal and should be expected (Pinto, et al., 1998). Project teams are expected to be energetic, vibrant and show high performance. Since individuals in teams are different in terms of backgrounds, expertise and interests, conflict is natural and inevitable and is said to be beneficial as it improves creativity, learning and solving potential problems. However, it might get out of hand if it is not properly controlled or if preventive measures are not taken. The ability to resolve and manage conflicts effectively requires an understanding of why they occur in the first place (Verma, 1997).

Sources of conflict - Kerzner (2003); Bertocci (2009); Burke and Barron (2014) have identified several possible sources of conflict. The major sources include; differing views on project scope, work design, activities or plans of execution and activity scheduling; misunderstanding of poorly defined project goals and strategies, poorly defined reporting relationships and responsibilities;

lack of effective managerial and administrative procedures; disagreement on technical opinions and performance; disagreement and competition in personnel, material or equipment resource allocation; disagreements in communication resulting in poor information flow; disagreements on reward structure/performance appraisal; politics, ambiguous roles/structure, and interpersonal conflicts arising from selfish motives, prejudice or stereotyping.

Choosing appropriate mode of conflict resolution – There are different models of conflict resolution suggested by different authors. However, the most common approaches include; withdrawal through denial or avoidance, smoothing through suppression, compromising by negotiation or confrontation through integration or collaboration (Verma, 1997).

For the project manager, choosing from these approaches may lead to either positive or negative consequences. A withdrawal or team conflict avoidance approach may escalate the conflict in the future as it is neglected and left unresolved. A smoothing approach may have the same consequences but in this case, at least the conflicting parties identify some common ground in resolving the conflict. Choosing a forcing approach is not recommended unless it is a must resulting from urgency or other pressing issue. Before using this approach, a project manager should always assess the probable effects as it almost always leads to a win-lose situation and causing feelings of resentment among conflicting parties. The compromising approach can create solutions which to some degree can be accepted by the conflicting parties however, they most probably are not the ideal solutions as it would be very risky to take this approach to resolve disagreements over quality or technical performance issues (Adair, 2004)

In project team management, the most effective approach in resolving conflicts is the confrontation approach. In this approach, the problems are confronted and solved by means of a collaborative effort from all concerned parties by identifying the root causes of the problem, considering possible alternatives and choosing the best course of action through open discussion. Conflicts are resolved through openness and the resolution process must focus on issues not on personalities. Open discussions in a team can reveal the differences, present different alternatives, and provide necessary checks and balances (Verma, 1997).

2.6.6 Project team stress management

Sources of stress - the unique and dynamic nature of projects, uncertainty, workload pressures, deadline pressures, accountability pressures, real or perceived inequities, team member turnover and a number of other variables can cause stress even if there is an effective leadership, team-building and communications among the team (Verma,1997). Galvin, Gibbs, Sullivan, & Williams (2014) in their article listed down four major sources of stress referring from Meredith's (2013) book titled *Project Management: a Managerial Approach*. Some of the major sources include, not developing a reliable and consistent set of procedures and techniques for managing work; taking on too much work or having too much to do; having a great desire for continuous success; and when organizations go through major changes. Managing team stress is one of the fundamental aspects of project leadership since harmful stress affects performance and in the end the overall success of the project.

Managing Stress: the goal of the project manager is to plan ahead to avoid crisis and too much workload. Effective time management must be given priority. Problem must be addressed immediately, workload must be shared, plan of action must be set in advance to meet deadline on time. With proper planning, an understanding of the dynamics of change, open communications, and good teamwork, stress can be managed in a systematic and rational manner (Verma, 1997). A project manager must not show they are stressed; instead, they must be confident and positive to boost the team's morale. In addition, team retreat must be planned to have fun and relaxation once in a while to reduce stress and be energized (Burke and Barron, 2014).

2.7 Summary of the major challenges in project team management

Capacity and credibility of the project manager: The Project Manager lacks technical, administrative, and managerial and leadership skills required to implement the project and lead the project team. The Project Manager lacks support from senior management to have full authority for resources required to acquire and develop his/her team. The Project Manager lacks credibility (Kerzner, 2003).

Organization structure: The organization's structure negatively affects project team management process. The organization implements several projects and assigns team members resulting in conflicting priorities, dual responsibilities, competition for resources, divided loyalties, confusion, unclear responsibilities and conflicts (Burke and Barron, 2014).

Acquiring project team: According to Burke and Barron (2014), in a matrix structure, the Project manager does not have direct control over everyone they would like to have involved in the project. They may need to negotiate with others who are in a position to provide the right number of individuals with the appropriate level of knowledge skills and experience. Failure to obtain the necessary human resources can increase the risk of project success in terms of schedule, budget and quality

Composition of the team: Team members do not have balancing skills, balancing roles and the required competencies to complete the project. When the team is very large and highly heterogeneous conflict will result. When the team is small in size and highly cohesive, it will result in groupthink and decisions are not reached based on objectivity and critical thinking (Adair, 2004).

Developing project team: when the project's duration is short, it is very challenging to build a cohesive and effective team, according to the team development stages. Conflicting outlooks, priorities, and interests, role conflicts, dynamic project environments, competition over team leadership, lack of team definition and structure, lack of team member commitment, lack of senior management support, are some of the factors that are barriers to effective team development (Kerzner, 2003).

Managing Project Teams: managing virtual teams is costly and requires more communication effort. Managing multi-disciplinary team is challenging as members often identify with their own area of expertise rather than with the projects goal. Participatory problem solving and decision making is time consuming and may lead to inefficiencies. When there is lack of integrated and unified system of communication, coordination and control to manage teams, it is challenging to manage the team's performance effectively. It presents challenges when there is no effective accountability system for team members to produce strong and measurable

results and when there is a constant state of change in the project scope and objectives. In addition, the expectation from the Sponsor can be unrealistic to the extent that the team is discouraged (Burke and Barron, 2014).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design and Approach

This research is a descriptive type which enables the researcher to determine the practice and challenges of project team development, management and leadership in the case of selected INGOS for an in-depth understanding and attempt to elicit further information in that area by providing meaningful data. This design is selected and considered appropriate for the researcher to gather as much information to understand the issue under investigation and describe it to the reader (Sekaran and Bougie, 2009). It is one shot or cross-sectional study as data is collected only once within one month period. The major purpose of descriptive research is to describe the state of affairs as it currently exists from an individual and organizational perspective. In social science and business research, this method is often used. The main characteristic of this method is that the researcher has no control over the variables; he or she can only report what has happened or what is happening. In most cases the information gained by descriptive study can be useful to evaluate certain practices and considering corrective steps for the future; for instance, if the project manager must consider changing its practices based on the findings.

The approach used in this research was a mixed approach using both qualitative and quantitative approach as interviews and census survey was employed to address the research questions.

3.2 Method of Data Collection and Sources of Data

Methods of Data Collection - Data was collected through interviews and questionnaires. Before preparing the questions for the interview and the survey, preliminary interview was conducted through general unstructured interview questions. The purpose of using unstructured interview questions was to bring some major issues to determine what factors need further in-depth

investigation and in order to completely understand the process and issues (Sekaran and Bougie, 2009).

The Interview questions for Project Managers were broad for the participants to explain issues in detail so as to get an in depth information. Questionnaires were administered through email to facilitate data gathering and also for respondents to take their time and answer the questions.

Both methods were used as interviewing has the advantage of flexibility; questionnaires have the advantage of obtaining data more efficiently in terms of time (Kothari, 2004). Therefore, due to the time span of the study, data was obtained from project managers through interview and questionnaires was administered for project teams to verify the information gathered from project managers.

Sources of Data - The study used both primary and secondary sources. Primary data was collected from the study participants through interview and questionnaires. Secondary data were obtained by reviewing Project documents, Project Budget, human resources plans, policies, job descriptions and communication plan to supplement the information gained from the interview and responses from questionnaires and which is also useful for the purpose of triangulation and expand the findings from primary sources.

3.3 Target Population

The target population of the study is members of 3 project teams from three INGOS; People in Need (PIN), EDUKANS, and International Rescue Committee (IRC) to find out the practice and challenges of Project team management. Since the study is not a comparative study, the unit of analysis is individuals; 3 project managers, 21 different technical specialists, 17 administrative or support staffs with the total number of 41 individuals in selected INGOS who are currently part of the project team in Addis Ababa, Amhara and Southern Nations, Nationalities and peoples (SNNP) Regions. The purpose for selecting these INGOS is for the reason that on November 30, 2017, among 29 well established NGO grant applicants, they were awarded huge amount of grant from the Embassy of Italy in Addis Ababa to implement projects to reduce irregular migration from Northern and central Ethiopia (Rossetto, 2018). How they acquire,

develop and manage their relatively new project teams and the challenges they are facing was investigated and described in detail.

The three Project teams in the three INGOs were selected using purposive sampling technique based on their similarity in the objective and purpose of their projects which are implemented under a single programme framework and also based on their accessibility and willingness of the respondents to participate in the study. In this technique, the researcher uses his or her judgment to select cases to answer the research questions. This method is appropriate for small inquiries with the aim of explaining a phenomenon rather than making a generalization and it is also used for its time and cost advantages (Saunders, Lewis & Thornhill, 2009).

Due to ethical concerns and for confidentiality purposes, participants of the study were requested for consent about the whole process and a formal communication was conducted before data collection and the respondents' name is kept anonymous. The individual conducting the research, the outcomes and who will benefit from the result was also communicated for participants before any data collection begun.

3.4 Data Analysis and Presentation

Descriptive analysis procedure was used. The data obtained from the interview was recorded into text, organized, and summarized in order to find patterns and answer the research questions. According to Kothari (2004) and Berg (2001) processes involved include; editing, coding or categorizing of collected data to identify patterns of relationship that exist among data groups, or differences with the data collected from literature and presented in narratives.

Descriptive statistical method was used to summarize the data obtained from survey and was analyzed by calculating the frequency of the responses, the average/mean and percentages using statistical package for social sciences (SPSS) software, version 20 and the result is presented in tables.

CHAPTER FOUR

RESULTS AND ANALYSIS

This chapter presents data collected from respondents through interview and questionnaires. Data collected from the interview were analyzed qualitatively and presented in narratives. Data gathered from questionnaires were analyzed quantitatively and are presented in tables 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 highlighting 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. Response tables are divided into Variables, and with the symbols to denote the frequency of the responses of SA - Strongly Agree, A - Agree, U - Uncertain, D- Disagree, SD – Strongly Disagree, , T- Total, and M-Mean. The results are presented as follows.

4.1 Response Rate

For the purpose of this study, 38 questionnaires were distributed and 34 participants responded. All the questionnaires returned were completely done. The overall response rate to the survey was 89.5 %.

4.2 Demographic Profile

The demographic composition of the respondents include 20% female, 80% male, with the age category between (20-30) 8 %, (31-40) 85% and (41 and above) 6%. All respondents are Ethiopians, 56% of them have their first degree and 44% have their Master's degree. The above data clearly shows that young and educated men dominate the project teams.

4.3 Results and Analysis

4.3.1 Team composition and structure

The composition of the team member has a direct linkage with the project in terms of qualification and experience. Team is multi-disciplinary. 59% of the respondents involve in technical part of the project and 41% involve in administrative and support tasks. They have different skills composed of TVET specialists, Employment creation specialists, Education Advisors, Agro Economists, Economists, Accountants, Communication specialists, logisticians and Administrators.

The team is mostly virtual with 24 % stationed in Addis Ababa, 32 % permanently stationed in regions and 44% of the team have frequent field trips to regions of Amhara and SNNP, where two of the projects are being implemented.

Team members understand the importance of project teams and team work as demonstrated by their willingness to take on any tasks, roles, and responsibilities, the respect they have for each other and the willingness to discuss and resolve issues together and there is a lot of cooperation and compliance to the general guidance and cooperation from the project manager. The Project Manager is also part of the technical team in managing and contributing to the technical tasks.

Table 1- Team composition and teamwork

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
Each Team members Understand the importance of team work	25	73.53%	9	26.47%		0.00%		0.00%		0.00%	34	4.74
The Team is multidisciplinary and Heterogeneous	27	79.41%	7	20.59%		0.00%		0.00%		0.00%	34	4.79

The results from the above table indicate that all the respondents understand the importance of team work and they have different backgrounds and skills. No respondent disagreed or expressed uncertainties in these components. This implies that all members strive to achieve the team's goal.

4.3.2 Practice and challenges of Planning and acquiring project teams

Procedures to acquire project team - When planning to acquire 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 staffs which ensures that the staffs that will be recruited will have complementary skills. All vacant positions are advertised online and candidates are requested to apply online. For some positions, external vacancies are advertised only if there are no suitable or qualified personnel to fill that position from the organization.

The recruitment committee which involves the project manager is responsible for short listing, preparing written exams, interviewing and processing the recruitment as per the specified job profile and requirement of the job. There is a proper induction procedure; orienting and guiding the professionals towards the overall goal of the organization as well as the objectives of the project.

Table 2- Procedures to acquire project team

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
There is Human Resource Plan with descriptions of HR requirements, roles and responsibilities.	7	20.59%	27	79.41%		0.00%		0.00%		0.00%	34	4.21
In selecting team members, technical and professional competence, management skills, administrative skills and ability to work as a team is considered.	28	82.35%	6	17.65%		0.00%		0.00%		0.00%	34	4.82
Members have complementary skills technical/functional expertise problem solving and decision-making skills and interpersonal skills appropriate for the task.	29	85.29%	5	14.71%		0.00%		0.00%		0.00%	34	4.85

The results from the table shows that, the total average mean is 4.63 which implies that there is a proper planning and team acquiring procedure and processes which ensure that each member has the right competencies and skills for the job and that their skills complement each

other's to complete the activities of the projects. This result was also verified by reviewing the Human resource plan documents, vacancy advertisements and job descriptions.

Challenges in acquiring project team - For some key positions, it was very difficult to get qualified candidates who fulfill the requirements of the job immediately which resulted in delay in the recruitment of key staffs affecting project activity schedule. To receive applications from qualified candidates, the vacancies were re-advertised on different websites, and the deadline for application was postponed. This has cost and time implications in processing the advertisement, short listing and examining potential candidates. The delay in acquiring key staffs affected the project activity schedule.

4.3.3 Practice and challenges of developing Project Teams

Tools and techniques to develop project teams - In order to develop the project team, the following procedures are followed; Proper introduction to the project to create common understanding on the project goal, on the job training, timely and continuous guidance, regular communications, coaching and mentoring are provided. Through the subsequent stages, appropriate managerial support is provided and the gaps of team members are continuously identified and flexible management styles are applied to support and guide team members according to development stages of the team members.

Trainings: Introduction or orientations focus on objectives, strategies, stakeholders, beneficiaries and expected results of the project. Types of trainings currently available for teams include tailored technical and on the job trainings provided by 'in-house' trainers composed of project managers and specialists who are part of the project team, to build the capacity of the staffs in the delivery of the project. For example the Monitoring and Evaluation Coordinator provides trainings for Monitoring and evaluation Officers.

Ground rules: There are no specific written ground rules where project teams are guided by. However, the team follows the organizations policy and there are also some generally accepted unwritten ground rules that guide the project teams which include: punctuality, integrity, diligence, honesty; being respectful and supportive to others; observing deadlines; and focusing on common objectives.

Tools used to improve project team effectiveness: In order to improve the effectiveness of the project team, result based management is adopted. Roles and responsibilities are clearly defined; the right technical tools, equipment and materials related to the specific project activities are provided. Timely communications are conducted regularly; close follow-ups, monitoring, effective feedback, support and encouragement are provided for each team member. Relevant trainings to develop skills are adequately provided; teams are empowered to voice their opinions and offer suggestions and strategies to carry out the project activities.

Table 3- Tools and techniques to develop project team

Variables	SA	%	A	%	U	%	D	%	SD	%	T	M
Roles and responsibilities of team members are clearly defined and assigned with proper work breakdown structure.	17	50.00%	14	41.18%	3	8.82%		0.00%		0.00%	34	4.41
Various forms of Trainings are available to develop and improve team member's competencies.		0.00%	26	76.47%	8	23.53%		0.00%		0.00%	34	3.76
The Project Manager understands team development stages and lead the team accordingly (adapts Situational Leadership)	6	17.65%	26	76.47%	2	5.88%		0.00%		0.00%	34	4.12
Project Manager uses Team building techniques to increase cohesiveness.	1	2.94%	25	73.53%	8	23.53%		0.00%		0.00%	34	3.79
There is trusting and supportive relationships in the project team.	22	64.71%	12	35.29%		0.00%		0.00%		0.00%	34	4.65
Project Managers have a Retention plan to maintain the project team until the end of the project		0.00%	0	0.00%	30	88.24%	4	11.76%		0.00%	34	2.88
The team has clear rules, to guide behavior and activities.		0.00%	0	0.00%	19	55.88%	10	29.4%	5	14.71%	34	2.41

From the result, it can be observed that, 88% of respondents are uncertain with regards to the existence of a retention plan. It can be said that, there is no clearly defined reward system or benefit package to retain staffs until the end of the project. Moreover, there are no clear written rules to guide the behavior and activities of team members as 56% of them are uncertain and 44% completely disagree. It can be confirmed from the response of the project

managers and team members that the team is only guided by unwritten rules. For this category, the total average mean is 3.7. This implies that there are some gaps in the tools and processes used to develop teams.

Challenges in developing project teams - There will be a need to further develop the skills of some of the team members to fully achieve the project objectives. However, adequate budget for formal professional training by external trainers is not allocated for staff development. There is also a problem of time constraint to capacitate the whole team to enable them to deliver quality results as the project has tight schedule, there is no sufficient time to allocate to each individual.

4.3.4 Practice and challenges of Managing Project Teams

Managing Performance: To manage and follow up team members' performance, the practice adopted across the team is Objective and Key Results (OKRs) system. This method is also adapted at the individual level. Every week every team member shares their work plan and progress is evaluated based on the objectives and results. There is a common understanding that measuring team performance is essential to identify ways to improve and enhance the team's output. This method also allows the team to sufficiently plan and set goals and compare what they have actually completed against their forecast. For measuring performance, 360 degree performance evaluation method will be used. This method provides each team member the opportunity to receive performance feedback from his or her immediate supervisor, and team members. The results from 360-degree feedback will be used to plan future training and development needs. There is also a plan to use the results for salary increase or promotion.

Providing feedback: There is a common understanding among the teams that sharing and receiving feedback is highly significant for improvement. Constructive feedback is provided when needed using what is called feedback sandwich method or PIP, Praise - improve - Praise. In this method, the feedback starts by appreciating the staff's strengths and achievements or what they did right, then raising the areas for improvement and explaining the positive results if the constructive feedback is acted upon and closing the feedback by again praising the good job already accomplished by the individual.

This method is a good framework for providing constructive criticism because by starting with the positive comments, the team member would feel that the things they have done right is recognized and they would be more receptive to the constructive feedback provided to them.

Managing multi-disciplinary and heterogeneous team: multi-disciplinary teams bring together problem solvers and technical experts. To make the most out of them, there is a continuous effort for the teams to collaborate and work in unity. Not everyone in the team has similar views. Therefore, great effort was made to make all team members focus on the outcome of the project. The common norm developed from the beginning of team formation for the diverse mix of teams to operate harmoniously is celebrating diversity and work towards the common goal through mutual understanding. The unique role and contribution required from each team member is clearly defined and explained to them so that individuals understand what is expected from them. Since everyone clearly understands the project objectives the budget and expected outcome of the project, different solutions and ideas from specialists are accepted and integrated to implement project activities.

Managing cross-functional teams: Project Teams are comprised of experts from functional departments. Since they have to respond to different demands from projects concurrently implemented, and do not directly report to the Project Managers, priority is given to secure resources and their timely support therefore, regular meetings are often conducted which involves detailed discussion on the resources and support needed, detailed plan of the project activities is presented in advance to help them prioritize their task, allocate resources and coordinate activities for several projects.

Managing Changes: Change management is all about coping effectively to sudden changes in major project activity plan which results in delayed deadlines which affects project schedule and budget. Changes are inevitable and can be caused by different environmental factors which can be out of the control of the Project Manager. Following an adaptive methodology allows the team to quickly adapt to changes.

The general process applied to manage changes related with the project scope or objective include; receiving information about the nature and magnitude of the change; Evaluate its impact on project schedule, budget and how much workload it is going to cause; prepare a recommendation about whether it is worth the cost. Then securing a final decision or approval from the project donor and senior management about whether the changes should be implemented.

Managing virtual teams: In order to effectively communicate and coordinate activities with the teams in different regions the tools frequently used include; regular emails and phone calls, video conferencing using Skype. Some of the online collaboration tools often used to transfer and share project documents with heavy gigabytes include; We Transfer, Drop box and Google Drive.

In order to follow up the performance of teams who are remotely located from the regional project offices, remote field project management strategy is used by providing remote support whenever required. In addition, one focal person is assigned and makes frequent round trip to monitor and report the overall performance every two months. The teams also share weekly update and formal monthly report. Quarterly meetings are also organized to share information and to keep the team on track.

Table 4 - Tools and techniques to manage Project teams

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
The Project manager focuses on strategic and priority issues and each activity.	8	23.53%	21	61.76%	5	14.71%		0.00%		0.00%	34	4.09
There is clear process for goal setting.	17	50.00%	1	2.94%	16	47.06%		0.00%		0.00%	34	4.03
The mission and goals of the team are well aligned with the organization's mission and the project goals.		0.00%	26	76.47%	8	23.53%		0.00%		0.00%	34	3.76
There is integration of plans and activities.	12	35.29%	14	41.18%	7	20.59%	1	2.94%		0.00%	34	4.09
There is effective accountability system for team members to produce measurable results.	22	64.71%	1	2.94%	11	32.35%		0.00%		0.00%	34	4.32
There are clearly established and objective measures of performance that set expectations.	13	38.24%	17	50.00%	4	11.76%		0.00%		0.00%	34	4.26
There is regular performance evaluation.	8	23.53%	7	20.59%	19	55.88%		0.00%		0.00%	34	3.68
There is effective mechanism to coordinate activities of team members located in different regions.	15	44.12%	16	47.06%	3	8.82%		0.00%		0.00%	34	4.35
There are no overlapping responsibilities.		0.00%	3	8.82%	31	91.18%		0.00%		0.00%	34	3.09
There is a mechanism in place to monitor progress and results.	12	35.29%	22	64.71%		0.00%		0.00%		0.00%	34	4.35
Status review meetings are regularly conducted.	18	52.94%	13	38.24%	3	8.82%		0.00%		0.00%	34	4.44
The Project Manager and the project team are flexible to changing situations and needs.	10	29.41%	19	55.88%	5	14.71%		0.00%		0.00%	34	4.15
There is a change Management plan to monitor and control changes	25	73.53%	0	0.00%	9	26.47%		0.00%		0.00%	34	4.47
Feedbacks on performance and progress are clear, accurate, timely, and focus on priority areas.	15	44.12%	18	52.94%	1	2.94%		0.00%		0.00%	34	4.41
Project Managers Provide each team member constructive feedback.	19	55.88%	11	32.35%	4	11.76%		0.00%		0.00%	34	4.44

The above results from the questionnaires with the total average mean of 4.1 confirm that most of the information obtained through interviews is similar. However, some uncertainties can be observed in performance evaluation and roles. 56% of the respondents are uncertain

with regards to regular performance evaluation. It can be inferred that, the evaluation is scheduled to be implemented at a certain period, except that it has not yet started. Moreover, 91% of the respondents are uncertain with regards to overlapping responsibilities. This contradicts the results found from the definition of clear roles and responsibilities in another category; this might be the case that, even if each member has clearly defined roles and responsibilities in their job description, most members might perform similar roles while implementing the project.

Challenges in managing project teams - Major challenges include tight work schedule. Sometimes team members do not take initiative. There is a tendency to wait for request to come from their supervisor. Some of the project staff working in Administrative/support area (Including finance officers and logisticians) has competing priorities and responsibilities in other projects of the organization. When the agreed plan of action is neglected, and demands from other projects overlap, tasks mount up, schedules compromised and deadlines will not be respected. As a result, stress increases among team members affecting concentration and communication. Several errors are often made as a result of this.

Challenges of managing virtual teams include time constraints to provide on the job coaching and mentoring, communication challenges (frequent internet and telephone lines breakdown) and higher travel and accommodation costs related with monitoring and supporting the project from the Head Office.

4.4 Findings on the Essential Elements of Project team management

4.4.1 Project Team Building

To help the team to be a cohesive and integrated unit, there is a plan to have organized staff retreats to build team spirit and interpersonal relationships. However, from time to time, project managers use longer coffee breaks in the morning or a few happy hours in the afternoon to take away the stress from the team and allow team building games for the team to connect and bond with each other, have fun, recharge their energy and boost their interpersonal relationships.

Table 5 - Project team building

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
Project Manager has team building and facilitation skills	24	70.59%	10	29.41%		0.00%		0.00%		0.00%	34	4.71
Project Manager uses team building techniques to increase team members cohesiveness	1	2.94%	25	73.53%	8	23.53%		0.00%		0.00%	34	3.79
There is trusting and supportive relationships	22	64.71%	12	35.29%		0.00%		0.00%		0.00%	34	4.65

The table shows some interesting figures, 71% of the respondents strongly agree that their project manager has team building and facilitation skills. Although there were no organized outdoor activities until now, the team members recognized their Project Manager’s effort to make them bond with each other and be a cohesive team by any possible means.

Challenges to project team building - There is time and cost constraints to organize team retreat for all team members assigned in different regions. Moreover, team members are not willing to stay after work for a simple get together as they have family and other commitment to attend to.

4.4.2 Project Team Motivation

Team members have been motivated through the project Manager’s effort to create conducive work environment and acknowledgment of the individual effort and contribution. So far, there has not been any distinct and formal reward system developed and applied in these project teams. Generally, however, the organization has got some benefit package, like transportation allowance, medical insurance and pension fund. It is hoped that these benefit packages are likely to motivate the team in general. The project teams also have attractive salary and there is also a plan to annually increase salary based on performance.

Table 6 - Project team motivation

Variables	SA	%	A	%	U	%	D	%	SD	%	T	M
The Project manager has a clear picture of what motivates team members and provides incentives to maximize our efforts and commitment to the project's objective.	5	14.71%	29	85.29%		73.53%		17.65%		0.00%	34	4.15
Members are valued, recognized, appreciated and respected for their contribution.	8	23.53%	23	67.65%	3	8.82%		0.00%		0.00%	34	4.15
More responsibilities and challenging tasks are assigned according to members' ability and need.	4	11.76%	24	70.59%	6	17.65%		0.00%		0.00%	34	3.94
There is reward and recognition system which considers individuals aspirations and goals.		0.00%	2	5.88%	21	61.76%	11	32.35%		0.00%	34	2.74
There are prospective career opportunities through career development and trainings.		0.00%	1	2.94%	9	26.47%	11	32.35%	13	38.24%	34	1.94
Members are encouraged to commit to deadlines, meetings and other team activities.	23	67.65%	9	26.47%	2	5.88%		0.00%		0.00%	34	4.62

According to the results, 91 % of team members feel they are valued and appreciated for their contribution and are committed to the project activities. Nevertheless, 38 % strongly disagree that there are prospective career opportunities through career development and trainings. There is also a high uncertainty and disagreement with regards to formal reward and recognition system based on individual aspirations and goals. With 3.6 total average mean, this category also shows some signs of gaps in the practice of project team motivation.

4.4.3 Project Team Communication

There is a communication plan with clear objectives, defined stakeholders and definite time schedule to deliver the messages. Communication links and information flows have the following formal lines; donors directly share directives and guidelines either through Country Directors or through Consortium Coordinators; the latter mostly serves as a link between the

donors and the project managers, and the project managers pass information both ways, i.e., to the team members and Country Director, as well as to the Consortium Coordinator.

There are several types of meetings organized to share information, make plans, decisions, and resolve issues, and share project progress. There are several reporting mechanisms and each report has standardized format. Frequent reports include weekly field reports, monthly activity reports, quarterly, mid-term, annual reports to inform progress in relation with the actual plan, financial report which shows expenditure in relation to the budget. Weekly and monthly progress reports are made to inform the status and progress of the project to the project manager, and quarterly, mid-term and annual reports are prepared for senior managers, and for the donor (Sponsor).

Table 7 - Project team communication

Variables	SA	%	A	%	U	%	D	%	SD	%	T	M
There is effective communication plan in place	21	61.76%	4	11.76%	9	26.47%		0.00%		0.00%	34	4.35
The content, level of detail and the methods of communication is clear to all.	25	73.53%	0	0.00%	9	26.47%		0.00%		0.00%	34	4.47
There is a proper mechanism for collection and dissemination of project information.	10	29.41%	24	70.59%		0.00%		0.00%		0.00%	34	4.29
Meetings are well planned, participatory and productive.	9	26.47%	25	73.53%		0.00%		0.00%		0.00%	34	4.26
There is a unified system to provide instructions, monitor performance and report progress.	19	55.88%	10	29.41%	5	14.71%		0.00%		0.00%	34	4.41
The Project manager and team members are effective communicators.	27	79.41%	0	0.00%	7	20.59%		0.00%		0.00%	34	4.59
There is transparency in information flow.	13	38.24%	21	61.76%		0.00%		0.00%		0.00%	34	4.38
There is effective communication system to coordinate activities of team members located in different regions.	14	41.18%	20	58.82%		0.00%		0.00%		0.00%	34	4.41
There is clear and regular communication with senior management and the donor.		0.00%	13	38.24%	21	61.76%		0.00%		0.00%	34	3.38

From the above result, it can be observed that there is effective communication management with the total average mean of 4.3. There is a plan and a system that works well to keep all

team members informed, to integrate activities and share information among stakeholders. This result was also verified by reviewing the Communication plan document.

4.4.4 Team Problem Solving and Decision-Making

Within the project team, problems are solved through holding meetings and discussions as well as gathering information and ideas; including consulting various stakeholders. The type of leadership adopted is participatory leadership which is a leadership style that invites inputs from all team members for decision making. Decisions are mostly made in a consultative manner, after gathering all relevant information, consulting members for alternative courses of action, and weighing the pros and cons of the action. Decisions have often been made mainly on the basis of consensus; occasionally, however, decisions could be based on the voices of the majority of the team members. Decisions are also made if they seem reasonable and logical. On the other hand, situations are also analyzed to achieve harmony, by considering the needs of the people involved. Finally, the organization’s policies are taken into consideration before making any major decisions.

Table 8 - Project team problem solving and decision making

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
Team members are consulted on matters concerning them and the project.	11	32.35%	23	67.65%		0.00%		0.00%		0.00%	34	4.32
There is an agreed method for problem solving.	7	20.59%	22	64.71%	5	14.71%		0.00%		0.00%	34	4.06
The team uses logical problem solving and decision making by systematically identifying problems and seeking alternative solutions through brainstorming.	9	26.47%	16	47.06%	6	17.65%	3	8.82%		0.00%	34	3.91
Best courses of action are taken after evaluating all possible alternatives.	13	38.24%	8	23.53%	13	38.24%		0.00%		0.00%	34	4.00
Collective decisions are made objectively.	13	38.24%	21	61.76%		0.00%		0.00%		0.00%	34	4.38
Decision making is based on consensus.	9	26.47%	22	64.71%	3	8.82%		0.00%		0.00%	34	4.18
There is Participatory planning and decision making	18	52.94%	13	38.24%	2	5.88%	1	2.94%		0.00%	34	4.47

The information collected from the interview was consolidated by the results obtained from team members. The majorities of the team members agree on the practice of logical and participatory problem solving and decision making process. The challenge of participatory problem solving and decision making is time taking and not 100% of the team members are pleased about final decisions.

4.4.5 Project Team Conflict Management

There have not been notable conflicts until now. Most of the time, harmony and cooperation prevail. It appears that this might be due to the complementary and humble natures of the team members, as well as the good commitment of all to achieve the objectives of the projects. However, when disagreements occur, it is resolved immediately before it turns into major conflict by taking timely action through identifying the sources of the disagreement and facilitating constructive discussions between the disagreeing parties. To avoid or reduce the points of friction, the disagreeing parties are encouraged to focus on and value cooperation at workplace to achieve the common project goal and institutional objectives rather than their own individual interests.

Table 9 - Project team conflict management

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
There is an effective approach to identify and resolve conflicts.	23	67.65%	3	8.82%	8	23.53%		0.00%		0.00%	34	4.44
There are no conflicts which are avoided and left unresolved.	9	26.47%	16	47.06%	9	26.47%		0.00%		0.00%	34	4.00
Conflicts are resolved through a collaborative effort and open discussion and choosing the best course of action from alternatives.	15	44.12%	15	44.12%	4	11.76%		0.00%		0.00%	34	4.32

The results show that there is strong agreement in the existence of effective and collaborative method of identifying and resolving disagreements and conflicts. However, some conflicts are hidden from project managers as 26.4% of respondents confirm that there are some conflicts which still are not resolved.

4.4.6 Project Stress Management

Team members can be stressed due to work overload or unexpected difficulties in getting the key partners and stakeholders on board. Such individual stresses are managed by requesting for more support from within the teams; through sharing information and soliciting ideas on the most practical solutions, and sharing the workload.

Another mechanism used is through identifying member who shows signs of stress and identifying the cause of the stress. If it is related with workload, Job Analysis method is used to analyze what's most urgent and important, so that the stressed individual can prioritize tasks more effectively. This method helps to reduce stress, as time will be effectively used on the most important tasks, and not wasted on low-value activities. There is also a constant effort to quickly provide solutions to the challenges they face and promote positive and optimistic thinking among them.

In addition, to reduce work related stress , staffs are encouraged to have sufficient time with their families by allowing 7 days rest and relaxation leave every four months in addition to their annual leave. Work and Meetings are also avoided during the weekend.

Table 10 - Project Team Stress Management

Variables	SA	%	A	%	U	%	D	%	SD	%	T	Mean
Time is well managed with proper planning.	13	38.24%	20	58.82%	1	2.94%		0.00%		0.00%	34	4.35
Workload is shared.	19	55.88%	15	44.12%		0.00%		0.00%		0.00%	34	4.56
Problems are addressed immediately.	7	20.59%	22	64.71 %	5	14.71%		0.00%		0.00%	34	4.06
The Project Manager is calm and maintains confidence to encourage teams to overcome frustrating situations.	10	29.41%	19	55.88%	5	14.71%		0.00%		0.00%	34	4.15

From the above results, one can see that, there is greater agreement in the project manager's support to relieve individual team members' stress through proper planning and encouragement. Workload is also shared. On the other hand, there is hesitation from 15% of respondents regarding the immediate resolution of problems. It seems that, some issues or problems are left unresolved.

4.5 Challenges to Project Team Management

The major problems faced by the project manager in the project team management are delay in acquiring key staffs; time and cost constraints for organizing external trainings by external professional experts; higher costs associated with managing teams dispersed in regions and time constraints to provide them coaching and mentoring. Furthermore, frequent team member stress resulting from the complexity of the projects, changing situations, and workload and from the type of work which require extra efforts to establish a lot of networks and partnerships with Government Offices and private institutions in the capital city and regional towns.

Table 11 - Challenges of Project Team Management

Variables	SA	%	A	%	U	%	D	%	SD	%	T	M
The Project Manager has no experience in team development, management and leadership.		0.00%		0.00%		0.00%	5	14.71%	29	85.29%	34	1.15
The Project Manager lacks technical and administrative skills required to implement the project.		0.00%		0.00%		0.00%	13	38.24%	21	61.76%	34	1.38
The Project Manager has no support from senior management to have full authority for resources required to acquire and develop his/her team.		0.00%		0.00%		0.00%	30	88.24%	4	11.76%	34	1.88
The organization's structure negatively affects project team management process.		0.00%		0.00%	5	14.71%	26	76.47%	3	8.82%	34	2.06
There is no proper planning and acquiring of project team members.		0.00%		0.00%		0.00%	14	41.18%	20	58.82%	34	1.41
Team composition is not balanced (i.e. mix of skills and special strengths).		0.00%		0.00%		0.00%	9	26.47%	25	73.53%	34	1.26
Team roles and responsibilities are not clear.		0.00%		0.00%	4	11.76%	11	32.35%	19	55.88%	34	1.56
Team member's personalities are very conflicting.		0.00%	6	17.65%		0.00%	16	47.06%	12	35.29%	34	2.00
Team member's ideas and approaches to problem solving are very conflicting.		0.00%	1	2.94%		0.00%	9	26.47%	24	70.59%	34	1.35
There is high team member turn over.		0.00%		0.00%		0.00%	19	55.88%	15	44.12%	34	1.56
Most team members are part of other project teams within the organization resulting in conflicting priorities and lack of commitment to this team or the project's goal.	10	29.41%	4	11.76%		0.00%	7	20.59%	13	38.24%	34	2.74

Variables	SA	%	A	%	U	%	D	%	SD	%	T	M
The expectation from the donor (Project Sponsor) is unrealistic to the extent that the team is discouraged.		0.00%		0.00%	2	5.88%	24	70.59%	8	23.53%	34	1.82
Donor's strict demands affect internal procedures.		0.00%		0.00%	8	23.53%	21	61.76%	5	14.71%	34	2.09
There is lack of integrated communication and coordination system among team members assigned in different regions.		0.00%		0.00%	3	8.82%	17	50.00%	14	41.18%	34	1.68
The project is supported by different departments without interdisciplinary coordination.		0.00%		0.00%	9	26.47%	6	17.65%	19	55.88%	34	1.71
There is a constant state of change in the project scope and objectives.		0.00%	9	26.47%		0.00%	12	35.29%	13	38.24%	34	2.15
Stakeholders have limited understanding of the overall and interdisciplinary project objectives.		0.00%	4	11.76%	10	29.41%	9	26.47%	11	32.35%	34	2.21
There is limited or no senior management support.		0.00%		0.00%	2	5.88%	15	44.12%	17	50.00%	34	1.56

The results show that there are no major challenges related with the competencies of the project manager, communication and coordination systems, or conflict resulting from misunderstandings from role and responsibilities. Therefore, the major challenges currently faced are those described by the project managers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

The study identified that in these selected project teams, there is a human resource plan which documents the requirements of human resources needs, roles, and responsibilities, required skills, reporting relationships, and creating a staffing management plan. The recruitment process ensures that each member has the right competencies and skills to complete the activities of the projects.

In order to develop the project teams, staffs are introduced to the project objectives and goals; coached, mentored and provided with tailored, on the job trainings by the 'in house trainers'. Through the subsequent stages of the team development process, the gaps of team members are continuously identified and flexible management styles are applied to provide guidance and support. Roles and responsibilities are clearly defined; the right technical tools, equipment and materials related to the specific project activities are provided.

To manage and follow up team members' performance, result based management is adopted. For measuring performance, 360 degree performance evaluation method is in place to be implemented. Multi-disciplinary teams are managed by clearly defining roles and expectations from each member. Cross-functional teams are managed through communicating action plans and resource requirements in advance to secure resources and timely support. Changes are managed through adaptive methodology. Virtual teams are managed using online collaboration tools and by applying remote field project management strategy by assigning a focal person to monitor and report progress.

Project managers motivate their teams through acknowledging each individuals effort and contribution, and through providing challenging tasks. There is a communication plan with clear objectives, defined stakeholders and definite time schedule to deliver the messages. Decisions are made on consensus, considering the situation and the organization's policy.

The major challenges identified include, shortage of key staffs; time and cost constraints to effectively develop teams through the stages; higher costs and time constraints to develop and manage teams dispersed in regions as well as communication challenges (frequent internet and telephone lines breakdown).

The findings also implied some gaps in the practice of project team management which include; lack of clearly defined reward system or benefit package to retain staffs until the end of the project i.e., lack of employee retention plan; lack of clear written rules to guide the behavior and activities of team members; and overlapping responsibilities among team members.

5.2 Conclusion

In this research project, the practice and challenges of project team management in selected INGOs was examined. Based on literature on project team management, and objectives of the research, interview was conducted and questionnaires were administered.

The results obtained from 3 project Managers and 34 project team participants demonstrated that project managers apply generally accepted methodologies in all steps and processes of project team management. Project teams are acquired through objective planning and merit based recruitment process considering skills and competencies. Project managers have the required technical, managerial and leadership skills to manage their teams and make all the effort to develop and manage their teams to be cohesive and effective through applying the appropriate tools and procedures.

Based on these findings it can be concluded that the selected INGOs apply similar procedures and principles in acquiring, developing and managing their teams and there is no divergence from the information obtained from literature and project Management Body of Knowledge.

5.3 Recommendation

Based on the gaps identified from the findings, there is a need to motivate the team through effective reward and benefit package. Project Managers must give priority to this area as the findings clearly show that this is their major gap. For now the team is committed to completing the project activities and the overall objective of the project. However, as pressures develop, team member's enthusiasm might wear off, therefore, there should be a well-defined and attractive retention plan to maintain the team until the end of the project. As the cost of recruiting and training new member has great implication on project schedule and cost, retaining the existing staffs is the best alternative. The need for achievement, growth and development, is the highest need of all and are never satisfied. Therefore, leading and influencing individuals and helping them to develop and achieve their goals through providing opportunities within their value or belief system is what truly motivates.

There are no specific written ground rules where project teams are guided by, therefore, Project Managers, in consultation with all team members must prepare this written guideline. As one of the tools to develop team members is having a written guideline or as some call it team charter. It is a significant tool to decrease misunderstandings and increase productivity by providing clear rules to every member to abide by. In addition, having written ground rules allows team members to discover values that are important to one another.

Project managers must also make sure that there are no overlapping roles and must avoid duplication of efforts through effective collaboration and communication. They should also identify unresolved problems through consultation and coordination.

Finally, the results revealed that in most processes of team management, effective practices are applied. However, there are limitations to this research. First, it is solely based on a purposive sample of three project teams in three INGOs. Second, despite all the effort made to be comprehensive, there are some inconsistencies observed in the information obtained. As a result, generalizations cannot be made and further research is recommended.

References

- Adair, J. 2004. *Adair on Teambuilding and Motivation*. London: Thorogood Publishing Ltd.
- Berg, B. 2001. *Qualitative Research Methods for the Social Sciences*. 4th ed. Massachusetts: A Pearson Education Company.
- Bertocci, D. 2009. *Leadership in organizations: there is a difference between leaders and managers*. Maryland: University Press of America, Inc.
- Burke, R and Barron, S. 2014. *Project management leadership: Building creative teams*. 2nd ed. United Kingdom: John Wiley & Sons.
- Galvin, T., Gibbs, M., Sullivan, J & Williams, C. 2014. 'Leadership Competencies of Project Managers: An Empirical Study of Emotional, Intellectual, and Managerial Dimensions', *Journal of Economic Development, Management, IT, Finance and Marketing*, 6(1):35-60
- Kerzner, H. 2003. *Project Management: A Systems Approach to Planning, Scheduling and Controlling*. 8th ed. New Jersey: John Wiley and Sons, Inc.
- Kothari, C. (2004). *Research Methodology Methods and Techniques*. 2nd ed. India: New age International Publishers.
- Lutchman, C. 2011. *Project Execution: A practical approach to industrial and commercial project Management*. USA: CRC Press Taylor and Francis Group, LLC.
- Mohammed, A. and Abi, D. 2015. *Developing and Managing project teams*. Addis Ababa University. Addis Ababa.
- Newton, P. 2015. *Managing a project team: project skills* . www.free-ebooks.com
- Obradovica, V., Jovanovicb, P., Petrovica, D., Mihica, M. & Mitrovica, Z. 2012. 'Project Managers Emotional Intelligence - A Ticket to Success' *26th IPMA World Congress, Crete, Greece*.
- Pinto, J.,Thoms, P., Trailer, J., Palmer, T. & Govekar, M. 1998. *Project Leadership: from theory to practice*. Pennsylvania: Project Management Institute Headquarters.

- PMI, (2013). *A Guide to the Project Management Body of Knowledge*. 5th ed. Pennsylvania: Project Management Institute, Inc.
- Rossetto, E. (2018). *SINCE Programme: Contractors and Grant Beneficiaries* [online]. Addis Ababa: Embassy of Italy.
Available From <https://ambaddisabeba.esteri.it/ambasciata_addisabeba/it/ambasciata/news/dall_ambasciata/2018/01/since-programme-contractors-and.html> [Accessed 28 April, 2018]
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students*. 5th ed. England: Pearson Education Limited.
- Sekaran, U and Bougie, R. 2009. *Research methods for business: a skill building approach*. 5th ed. United Kingdom: John Wiley & Sons Ltd.
- Sidle, C. 2005. *The leadership wheel: five steps for achieving individual and organizational greatness*. New York: Palgrave Macmillan.
- Storey, J. 2004. *Leadership in Organizations: Current issues and key trends*. London and New York: Routledge Taylor & Francis Group.
- Trentim, M. 2016. *Is Non Profit Project management different [online]?* Pennsylvania: Project Management Institute.
Available From < [https://www.projectmanagement.com/blog-post/22290/Is-Non-profit-Project-Management-Different->](https://www.projectmanagement.com/blog-post/22290/Is-Non-profit-Project-Management-Different-) [Accessed 28 April, 2018]
- Verma, V. 1997. *The Human Aspects of Project Management: Managing the Project Team*. Pennsylvania: PMI Publications.
- Wagner, J. and Hollenbeck, J. 2010. *Organizational Behavior: Securing Competitive Advantage*. New York: Routledge

APPENDIXES

ANNEX I

Project team Management Interview Questions for project Managers

Dear Project Managers,

My name is Nardos Endale, I am a prospective graduate in Addis Ababa University School of Commerce for 2018. As a partial fulfillment of the requirement for the degree of Master of Arts in Project Management, I am researching the Practice and challenges of project team management in People in Need (PIN), EDUKANS and International Rescue Committee (IRC) on the team currently implementing projects under SINCE Programme. Your participation in this research is extremely valuable as your response will greatly help to improve the effectiveness of how your team will be managed in the future by evaluating current practices and gaps in developing, managing and leading your team. It also significantly contributes to the knowledge of Project team management in Non-Government Organizations. The results of the research will be provided to you; however, to maintain confidentiality, all your names will be kept anonymous.

I would like to take this opportunity to extend my sincere gratitude for your participation.

i. Unstructured Interview Questions

1. Tell me in general about your organization (i.e. mission, structure and size, number of employees, financial standing, and locations of regional project offices).
2. Can you briefly explain about the project you are currently managing?
3. What can you tell me about the team you are managing to implement the project?
4. What general challenges are you encountering?

ii. Structured Interview Questions

1. How do you characterize your team in terms of composition and structure?
2. Do teams understand the concept and importance of team work?
3. What are the procedures to acquire your project team?
4. What are the challenges associated with acquiring your project team?
5. What kind of implication does the structure of the organization has on acquiring your project team?
6. What tools do you use to develop project teams (to improve project team effectiveness)?
7. What types of training are available for teams?
8. What are the major challenges in developing your team?
9. How do you manage the performance of your team?
10. How is progress followed up and measured?
11. How is performance evaluated? Is there an effective performance evaluation and accountability system?
12. How do you manage cross functional team members who are concurrently implementing other project activities?
13. How do you manage team members assigned in different regions?
14. What are the challenges in managing teams dispersed in different regions?
15. How do you manage changes?
16. What are the major sources of problems in managing your team?
17. What leadership style is adopted in developing and managing your teams?
18. Are there tools you use to make virtual teams (your teams in regional offices or in the field) perform effectively?
19. What kind of feedback mechanism do you use?
20. How are changes managed?
21. What are the tools you use to build your team (to increase team cohesiveness)?
22. Are there ground rules where project teams are guided by?
23. What are the tools you use to motivate your team?
24. Is there a reward and benefit packages to motivate and retain team members?

25. How is project team communication managed?
26. What are the tools used to enhance effective communication?
27. How are decisions made within your team?
28. What kind of common problems do you have in your team and how are they solved?
29. What are the sources of conflicts in your team and how are they resolved?
30. What are the sources of stress in your team and how do you manage them?

ANNEX II



Project Team Management Survey

Dear Project Team members,

My name is Nardos Endale, I am a prospective graduate in Addis Ababa University School of Commerce for 2018. As a partial fulfillment of the requirement for the degree of Master of Arts in Project Management, I am researching the Practice and challenges of project team management in People in Need (PIN), EDUKANS and International Rescue Committee (IRC) on the Project team currently implementing projects under SINCE Programme. Your participation is very valuable to this research as your assessment and response will greatly improve the effectiveness of team management in the future by evaluating the current practices and gaps in team development, management and leadership by supplementing and consolidating the responses of your project manager. The results of the research will be provided to your team; however, your name will be kept anonymous.

You are kindly requested to assess the following statements and provide your opinion by circling or highlighting the choice that best describes your team and how it's managed. To maintain confidentiality, do not write your name on the questionnaire. Considering your busy project schedule, you are provided with 2 days to complete the questionnaire and to kindly send it to Nardosendale@gmail.com. If you have any questions, please do not hesitate to contact me through the email address provided above.

I would like to take this opportunity to extend my sincere gratitude for your participation.

Questionnaire

Code	Background Information				
BI 01	Gender	1. Female	2. Male		
BI 02	Nationality	1. Ethiopian	2. Foreigner		
BI 03	Age	1. 20 - 30	2. 31 - 40	3. 41 – 50	4. 51-60
BI 04	Educational Level	1. Diploma	2. Bachelor Degree	3. Master’s Degree	4. PhD
BI 05	Position	1. Technical 2. Administrative/Support staffs			
BI 06	Duty Station	1. Addis Ababa	2. Amhara Region	3. SNNP Region	4. Rotating

Code		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Understanding of Team Concept and Composition						
A001	Each team member understands the concept and importance of teamwork.	5	4	3	2	1
A002	Team members have different background in terms of qualifications, experience, personality, ethnicity and culture.	5	4	3	2	1
Practice of Acquiring, developing and managing project teams.						
1. Acquiring teams						
B101	There is a human resource plan with clear description of requirements, roles and responsibilities.	5	4	3	2	1
B102	In selecting team members, technical and professional competence, management skills, administrative skills and ability to work as a team is considered.	5	4	3	2	1
B103	Members have complementary skills technical/functional expertise problem solving and decision-making skills and interpersonal skills appropriate for the task.	5	4	3	2	1

2. Developing teams						
B201	Roles and responsibilities of team members are clearly defined and assigned with proper work breakdown structure.	5	4	3	2	1
B202	There are various forms of training available to develop and improve team member's competencies.	5	4	3	2	1
B203	The Project manager understands team development stages and lead the team accordingly (i.e. adapts situational leadership).	5	4	3	2	1
B204	There is trusting and supportive relationships in the project team.	5	4	3	2	1
B205	Project managers have a retention plan to maintain the project team until the end of the project.	5	4	3	2	1
B206	The mission and goals of the team are well aligned with organization's mission and the projects' goals.	5	4	3	2	1
B207	The project manager has emotional intelligence, interpersonal, communication, conflict resolution and negotiation skills.	5	4	3	2	1
B208	The team has clear rules, to guide behavior and activities.	5	4	3	2	1
3. Managing teams						
B301	The Project manager focuses on strategic and priority issues and each activity.	5	4	3	2	1
B302	There is clear process for goal setting.	5	4	3	2	1
B303	There is integration of plans and activities.	5	4	3	2	1

B304	There is effective accountability system for team members to produce measurable results.	5	4	3	2	1
B305	There are clearly established and objective measures of performance that set expectations.	5	4	3	2	1
B306	There is regular performance evaluation.	5	4	3	2	1
B307	There is effective mechanism to coordinate activities of team members located in different regions.	5	4	3	2	1
B308	There are no overlapping responsibilities.	5	4	3	2	1
B309	There is a mechanism in place to monitor progress and results.	5	4	3	2	1
B310	Status review meetings are regularly conducted.	5	4	3	2	1
B311	There is a change Management plan to monitor and control changes	5	4	3	2	1
B312	The Project Manager and the project team are flexible to changing situations and needs.	5	4	3	2	1
B313	Feedbacks on performance and progress are clear, accurate, timely, and focus on priority areas.	5	4	3	2	1
B314	Project Managers Provide each team member constructive feedback.	5	4	3	2	1
Essential elements of team development and management						
1. Team Building						
C101	The Project manager uses team building techniques to increase the team's cohesiveness.	5	4	3	2	1
C102	The project manager has team building, and group facilitation skills.	5	4	3	2	1

2. Team Motivation						
C201	The Project manager has a clear picture of what motivates team members and provides incentives to maximize our efforts and commitment to the project's objective.	5	4	3	2	1
C202	Members are valued, appreciated and respected for their contribution.	5	4	3	2	1
C203	More responsibilities and challenging tasks are assigned according to members' ability and need.	5	4	3	2	1
C204	There is reward and recognition system which considers individuals aspirations and goals.	5	4	3	2	1
C205	There are prospective career opportunities through career development and trainings.	5	4	3	2	1
C206	Members are encouraged to commit to deadlines, meetings and other team activities.	5	4	3	2	1
3. Communication Management						
C301	There is effective communication plan in place.	5	4	3	2	1
C302	The content, level of detail and the methods of communication is clear to all.	5	4	3	2	1
C303	There is proper mechanism for collection and dissemination of project information.	5	4	3	2	1
C304	Meetings are well planned, participatory and productive.	5	4	3	2	1
C305	There is a unified system to provide instructions, monitor performance and report progress.	5	4	3	2	1
C306	The Project manager and team members are effective communicators.	5	4	3	2	1

C307	There is transparency in information flow.	5	4	3	2	1
C308	There is effective communication system to coordinate activities of team members located in different regions.	5	4	3	2	1
C309	There is clear and regular communication with senior management and the donor.	5	4	3	2	1
4. Problem solving and decision making						
C401	Team members are consulted on matters concerning them and the project.	5	4	3	2	1
C402	There is an agreed method for problem solving.	5	4	3	2	1
C403	The team uses the classic framework for problem-solving and decision-making by systematically identifying problems and seeking alternative solutions through brainstorming.	5	4	3	2	1
C404	Best courses of action are taken after evaluating all possible alternatives.	5	4	3	2	1
C405	Collective decisions are made objectively.	5	4	3	2	1
C406	Decision making is based on consensus.	5	4	3	2	1
C407	There is participation of all team members in project planning and decision making.	5	4	3	2	1
5. Conflict management						
C501	There is an effective approach to identify and resolve conflicts.	5	4	3	2	1
C502	There are no conflicts which are avoided and left unresolved.	5	4	3	2	1
C503	Conflicts are resolved through a collaborative effort and open discussion and choosing the best course of action from alternatives.	5	4	3	2	1

6. Stress Management						
C601	Time is well managed with proper planning.	5	4	3	2	1
C602	Workload is shared.	5	4	3	2	1
C603	Problems are addressed immediately.	5	4	3	2	1
C604	The Project Manager is calm and maintains confidence to encourage teams to overcome frustrating situations.	5	4	3	2	1
Challenges and barriers to effective team development and management						
D001	The Project Manager has no experience in team development, management and leadership.	5	4	3	2	1
D002	The Project Manager lacks technical and administrative skills required to implement the project.	5	4	3	2	1
D003	The Project Manager has no support from senior management to have full authority for resources required to acquire and develop his/her team.	5	4	3	2	1
D004	The organization's structure negatively affects project team management process.	5	4	3	2	1
D005	There is no proper planning and acquiring of project team members.	5	4	3	2	1
D006	Team composition is not balanced (i.e. mix of skills and special strengths).	5	4	3	2	1
D007	Team roles and responsibilities are not clear.	5	4	3	2	1
D008	Team member's personalities are very conflicting.	5	4	3	2	1
D009	Team member's ideas and approaches to problem solving are very conflicting.	5	4	3	2	1
D010	There is high team member turn over.	5	4	3	2	1

D011	Most team members are part of other project teams within the organization resulting in conflicting priorities and lack of commitment to this team or the project's goal.	5	4	3	2	1
D012	The expectation from the donor (Project Sponsor) is unrealistic to the extent that the team is discouraged.	5	4	3	2	1
D013	Donor's strict demands affect internal procedures.	5	4	3	2	1
D014	There is lack of integrated communication and coordination system among team members assigned in different regions.	5	4	3	2	1
D015	The project is supported by different departments without interdisciplinary coordination.	5	4	3	2	1
D016	There is a constant state of change in the project scope and objectives.	5	4	3	2	1
D017	Stakeholders have limited understanding of the overall and interdisciplinary project objectives.	5	4	3	2	1
D018	There is limited or no senior management support.	5	4	3	2	1