



**THE ASSESSMENT OF PROJECT TEAM MANAGEMENT
PRACTICES: A CASE OF ADDIS ABABA UNIVERSITY
COLLEGE OF HEALTH SCIENCE**

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

**A Research Project Submitted in Partial Fulfillment of the
Requirements for Obtaining the Degree of Masters of
Project Management**

By:

Dansure Debere

**Jun 2017
ADISS ABABA
ETHIOPIA**

**THE ASSESSMENT OF PROJECT TEAM
MANAGEMENT PRACTICES: A CASE OF ADDIS
ABABA UNIVERSITY COLLEGE OF HEALTH SCIENCE**

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

BY:

Dansure Debere

Advisor:

Temesgen Belayneh (PhD)

**Jun 2017
ADISSABABA
ETHIOPIA**

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

**THE ASSESSMENT OF PROJET TEAM MANAGEMENT
PRACTICE:A CASE OF ADDIS ABABA UNIVERSTY COLLEGE
OF HEALTH SCIENCE**

Approved By Board of Examiners

Temesgen Belayneh(PhD)	_____	_____
Thesis Advisor	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date
_____	_____	_____
External examiner	Signature	Date

Statement of Declaration

I, Dansure Debere, have carried out independently a research work on the topic entitled ‘Assessment of project team management practice of AAU, CHS in partial fulfillment of the requirement for the Degree of Master program. This study is my own work that has not been submitted for any degree or Master program in this or any other institution.

Dansure Debere

Signature _____

Date _____

ACKNOWLEDGMENT

First and for most, I would like to give my praise to the Almighty God and His Mother for invaluable care and support throughout my life.

Next, to Temesgen Belayneh (PhD) for his guidance, support, constructive comments, correction and suggestion from the beginning of this project work to the end.

My sincere thanks to my family who have always been helpful- their love and support has contributed a lot to the accomplishments of this paper.

My gratefulness also goes to all AAUCHS project members and who in support of giving information on the study.

Finally, I would like to express my gratitude to all my friends who participated in providing me information throughout the lesson.

Table of Content

ACKNOWLEDGMENT	1
List of Acronyms	V
Abstract	VI
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2 Background of Projects under AAU College of Health Science	5
1.3 Statement of the problem	5
1.4 Objectives of the Study 1.4.1 General Objectives of the Study	7
1.4.2 Specific Objectives	7
1.5 Research Questions	8
1.6 Significance of the Study	8
1.7 Scope of the Study	8
1.8 Organization of the Study	9
1.9 Limitation of the Study	9
CHAPTER TWO	10
2.1 LITERATUREREVIEW	10
2.1.1 What is a project?	10
2.1.2 Project Success	10
2.1.3 Project, Managers	10
2.1.4 Project Management	11
2.1.5 Project Management Office	12
2.1.6 Organizations and Project Management	12
2.1.7 Project Management Process	13
2.2 Project Team Management	13
2.2.1 Acquire project Team	15
2.2.2 Develop Project Team	18
2.2.3 Managing Project Team	21
2.3 Related Empirical Studies	22
2.4 Conceptual Framework	28
CHAPTER THREE	29
3 RESEARCH METHODOLOGY	29
3.1 Study Area and Population	29
3.2 Research Design	29

3.3 Sample Size Determination.	30
3.4 Sampling Technique	30
3.5 Study Variables.....	31
3.6.1 Questionnaires	31
3.6.2 Interview	32
3.7 Method of Data Analysis	32
3.8 Reliability and Validity.....	33
CHAPTER FOUR.....	35
4 DATA PRESENTATION, ANALYSIS ANDPRESENTATION	35
4.1 Description of Socio Demographic Characteristics	35
4.2 Acquisition of project team members.	39
4.3 Project Team-Development	42
CHAPTER FIVE	51
5. SUMMARY COCLUSION AND RECOMMENDATION.....	51
5.1 Major Findings of the Study	51
5.1.1 Project Team Acquisition	51
5.1.2 Project team Development.....	52
5.1.3 Project Team Management	52
5.2 Conclusions.....	52
5.3 Summery	53
5.3.2 Team Development.....	53
5.3.3 Project Team Management	54
5.4 Recommendations.....	54
Appindex	i

List of Tables

Title	Page
Table 3.1 Reliability Statistics for pilot test and final survey	34
Table 4.1 Descriptive of socio Demographic Characteristics of Team	35
Table 4.2 Descriptive of socio Demographic Characteristics of Project managers	37
Table 4.3 Distribution of Team acquisition practice of participants.....	45
Table 4.5 Descriptive Statistics on Project Team development practice	43
Table 4.6 Descriptive Statistics on Project Team development practice	44
Table 4.7 Descriptive Statistics on Project Team development practice	44
Table 4.8 Project Team Managing Practices	45
Table 4.9 Project Team Managing Practices	47
Table 4.10 Project Team Managing Practices	47

List of Figure

Title	page
Figure 1 category of team members' gender	36
Figure 2 category of employees' service year on the project.....	37
Figure 3 project managers' gender.....	38
Figure 4 category of project managers' educational status.....	38

List of Acronyms

AAUCHS	Addis Ababa University College of Health Science
AAU	Addis Ababa University
CHS	College of Health Science
GTZ	German Technical Cooperation
HCWE	Health Care Work Force in Europe
HR	Human Resource
HRM	Human Resource Management
MEPI	Medical Education Partnership Initiative
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PMP	Project Management Principle
PMO	Project Management Office
PMS	Project Managers
SNNPR	South North People Region
UK	United-Kingdom

Abstract

Addis Ababa University College of Health Science has gone through a series of reforms to alleviate the country's health related problem; consequently the university hunt to conduct highly impacting researches and undertakes different projects. This study was conducted to assess the project team management practices and to identify possible gaps of project team management practices of Addis Ababa University College of Health Science. Exploratory and Descriptive research design were applied for this research. For data collection semi-structured and open –end interview were prepared and conducted to those purposively selected 14 project managers and 1 human resource manager. Self-administrative questionnaires also prepared and conducted for 59 project team members who were drawn through stratified sampling method with the combination of simple random sampling technique. The finding of the study identified the problems and the practices of the project team management in the study area. The team managing practices were encouraging with some limitation: the team had regular meeting; the team was available on the time needed regardless of the influence from functional units; and also the team was evaluated for their performance even-if it had poor feedback. In practices of team development there were good relationships within the team; and between the team and project manager. But the practices of reward and benefit schemes were poor, and also practices of motivating the team were insufficient. The team acquiring practices were very poor; the team was not hired in a required time, required number and the source of vacancy method also not sufficient. The study concludes that the practices of team acquiring were not effectively practiced, team developing practices were insufficient and the team managing practices were effectively practiced. Based on the finding, recommendation provided for Addis Ababa University College management towards and effective project tam management. The project team acquiring policy, procedure and structure should be revised. Furthermore developing project coordinating office would help to get a fast and facilitated administrative and functional unit services for the success of projects while creating a smooth work environment for the team and project manager.

Key word; project, practice, team management, recruit, training, motivating, development, incentive and reward

CHAPER ONE

1. INTRODUCTION

1.1 Background of the study

Human beings undertake project-like activities for thousands of years. Production system was also more project-like until 18 century, the artisans made each product “by hand”, mainly product by product. As human society accumulates knowledge, creates instruments and organizes themselves to execute different tasks, projects perceived as complex turned to trivial activities, and new complex challenges arrived. Contradictorily, it is with the industrial revolution and the change from project to mass production that project management developed the basic tools and ideas known and used until today (Geraldi, 2007).

In Australia Civil & Civic (C&C) in 1950, which later became a recognized leader in project management in the Australian building industry, was formed as a construction company in 1951, and broadened into design-and construct (1953) and property developer (1954). It came into project management in a somewhat and at that time in Australia there were no established concepts or practice of modern project management (Stretton, October 2007). As recorded from a later seminar (Civil & Civic, 1976), Consultants, particularly architects, enjoyed a powerful almost God-like position. Team work and performance to time and cost criteria were virtually ignored (Stretton, 2007).

The development of the project management ideas were born in the taylorism, based on the principles of increasing efficiency by division of work and control. Up to the 70s, project management reemerged as part of the organic organizational and management paradigm, where project management increasingly recognized the relevance of human being; team building, motivation. Lately, project management has been used by several organizations in all sectors as a form to enhance flexibility and to cope with discontinuous work flow, expert labour, and turbulent environment (Geraldi, 2007).

Thus, project management reappears in the organization theory as a way of managing the organization that almost combines the three streams in the of organization theory and one of the

three stream is Human Resources, as a tool for motivation; participation; development of dynamic capabilities(Geraldi, 2007). Professionalization of project management, and associated issues, had been frequently discussed within PMI (project management institution) during the 1970s. However it was not until 1981 that a formal proposal to pursue the topic in a systematic way was presented and endorsed by the PMI Board. The Project Management Quarterly of August, 1983, as a special report the early version of the PMBOK essentially comprised six project management (PM) "functions", namely the management of project cost, time, quality, scope, human resources and communications (Stretton,2007).

The PM "functions" project human resources is interesting additions. It is certainly significant components of the project management task. However, unlike the management of project time, cost, quality, and scope, there does not appear to have been any comprehensive development of specifically project-oriented tools, techniques or concepts in project human resources in the project management literature. Generally speaking, the attributes which are particular and/or unique to projects appear to be treated as an "addon" to more general non-project knowledge and practices in these areas. Although perhaps implicit in human resources management, the question of leadership in the project situation has received little systematic attention (Stretton, 2007).

From the perspective of the evolution of modern project management, ‘human relations’, and ‘human resources’ management phases were then incorporated into two key philosophies; Liberalism and Newtonianism. Liberalism included the ideas of capitalism (Adam Smith), the division of labor, industrious lifestyle would lead to wealthy societies. In the ‘Wealth of Nations’ Smith advocated breaking the production of goods into tiny tasks that can be undertaken by people following simple instructions. An overall benefit for all was assumed, based on the concept that doing good and sympathy for others created happiness whilst rejecting them created misery. Therefore the ‘self-interest’ of the factory owner was synonymous with benevolence, and as a consequence, directs his ‘selfish interest’ to the benefit of society as a whole(Pinnacle, 2007).

Robert Owen (1771-1858) and Charles Babbage (1792-1871) were two of the early management thinkers. Owen recognized people should not be considered as if they were simple machinery and introduced improved working conditions into his Scottish cotton mill. He used

observation and rewards to encourage sustained, motivated production. Babbage was interested in work specialization and motivation. He developed systems to measure production and paid bonuses based on performance (Pinnacle, 2007).

Early 1900s was the time when the scientific management was developed in United States. This scientific management was further refined in the concept of assembly line. Both the scientific management and the assembly line development presented a mechanistic view of the people that rewarded the right work output with a “differential pay rate”, and implemented management control. The period between the beginning of First World War and the end of Second World War witnessed a combination from the manufacturing peak, government trying to regulate the employment and the implementation of welfare in personnel management to improve employees’ performance (Rothwell, 2010).

Once founded, it was the various project management associations that led the development of a defined and documented about project team management within ‘project management body of knowledge’. Only after the body of knowledge was formulated, did it become possible to define project management competencies, formally examine project management knowledge and start the process of creating a true profession of project management(Pinnacle, 2007).The Project Management Institute (PMI), the International Project Management Association (IPMA) and its constituent national associations such as the Association for Project Management (APM) in the UK together with independent national associations such as the Australian Institute of Project Management (AIPM) and the Engineering Advancement Association of Japan (ENAA) are the current flag bearers for the profession of modern project management.

Yet, in many countries, human resource policy continues to be premised on the notion that health workers are passive actors that are both competent and motivated to serve the public. Recently, the limitations of this approach have become apparent. Health systems are today dealing with difficult reforms and transitions. These challenges have had a dramatic impact on the opportunities and motivation of health professionals. Rather than being passive actors, they have responded purposively and strategically to these changing circumstances (Magnus, 2013).

In Ethiopia, National governments, development agencies, and the academic community have come up with a range of proposals for addressing these challenges: improving recruitment; implementing performance monitoring and reward systems; upgrading training quality; and developing and implementing practice standards. Although many of these proposals may have merit, their empirical foundations are often weak i.e. the policy proposals are often not rooted in a solid understanding of how health workers make choices in the labor market, or of the nature and source of performance problems (Magnus, 2013).

In this transition, human resource policies have not kept up with new realities. An inadequate policy and regulatory framework, combined with weak enforcement, has created new opportunities and altered incentives, while at the same time contributing to an erosion of trust and professional norms among health workers. Overall, the discussions with both health workers and users illustrate the need for effective human resource policies and management in a country like Ethiopia. Both policies and the way they are implemented need to be revised and strengthened on the basis of an understanding of how health workers make constrained choices, both in their career and in their day to day professional activities. Only a thorough revision of existing human resource policies can help to build a health system that is able to tackle the health problems (Magnus, 2013).

National police of Ethiopia the Human Resource (HR) Directorate/Department/ Support Process is responsible for the planning, recruitment, placement, performance appraisal, development, motivation and retention of employees, and for establishing policies and procedures to manage employee/employer relations. In any project Human Resource Management part plays the role of organizing, managing, developing and leading men power of project. The project team is comprised of the people with assigned roles and responsibilities for achievement of the project goal. Project team members may have varied skill, may be hired full or part-time, and may be added or removed from the team as the project progresses. Although specific roles and responsibilities for the project team members are assigned, the involvement of all team members in project planning and decision making is beneficial (PMI, 2013).

1.2 Background of Projects under AAU College of Health Science

Addis Ababa University College of Health Science has gone through a series of changes, reorganizations and transformation mindful of the timely demands to keep up with the changes and strategic directions imposed by internal and external conditions. As part of this reform the university has recently welcomed a new vision of becoming a pre-eminent research University in Africa. The new research policy stipulates research shall be conducted in the most cost-effective and responsive manner, and be interdisciplinary and multidisciplinary in its scope, and thematic in its approach. Although research projects carried out in this environment are important to the organization, they are highly unlikely to be the reason for its existence. They are likely to be developmental in nature and would tend to be projects to improve systems, procedures, methods (AAUCHS, 20016).

In pursuit of this policy, the College of Health Science has embarked full-fledged effort to conduct high impact researches and undertake projects that help alleviate the country's health related problems. Last year there were about more than 55 active research projects underway. There were also more than 1100 publications produced by facilities of the CHS over the past 5 year. (AAUCHS, 20016).

1.3 Statement of the problem

As of Kerzner (2016), Successful project management, regardless of the organizational structure, is only as good as the individuals and leaders who are managing the key functions. Project management is not a one-person operation; it requires a group of individuals dedicated to the achievement of a specific goal. Managing project require skills in team building, leadership,

conflict resolution, technical expertise, and the allocation of resources. In the process of project management, managing people means having the right people, with the right skills, at the right time. It also means ensuring that the project staff knows what needs to be done, when and how and motivating them to take ownership in the project (Remacle, 2011).

According to Newton (2015) there is nothing more important to the success of a project than the people who make up the project team. Without good people, who possess the knowledge, experience, and motivation to get the job done, all of your other planning will be quickly wasted. Putting together a project team is one of the very first steps of setting up a new project. Without people to compose a quality team, you won't be able to make very much progress at all into the work that needs to be done (Newton, 2015). For the success of the project, project team management processes is basic, otherwise the project will fall. These four processes are acquiring a good team, developing the human resource plan, building and managing an effective project team (Haugher, 1998). On this study the researcher will focus on the problem area of the AAU College of Health Science, under this project team management process.

Kaxihunda (2014) said that effective recruitment will minimize cost, source quality incumbent and save time. From 21 successful factors that is stated by Haugher, 1998 defining roles and responsibilities, getting the right resources, communicating progress and getting the right project manager are the basic for project success which is related to the project team management. Similar to Haugher, Alex Baveles (2014) from 10 factors of successful project implementation three of the factors are on team management. One is personnel which including, selection and training. The second one is communication within team or between the team and the rest organization. The third factor is technical tasks availability of expertise to accomplish the specific technical action steps (Hund , Kazi, 2014).

The researcher randomly interviewed three employees each from different projects: H3 AFRICA (Kidney Disease Research Network) in renal unit, MEPI and PRIM (From psychiatry department). As of interview AAU College of Health Science, the project team management has

different problems. Most projects are carried out within traditional organizations designed along functional lines. The trend for acquiring the project team in the AAUCHS is the role, the responsibility and the required skill are developed by the project coordinators; and recruitment will be performed by human resource and administrative managers from the functional line. The problem here is the selection of employees was not with the required number and it was not within the required time which leads the implementation of the project to prolong. After team was acquired there was no team orientation and the employees was not informed the role and the responsibility. Additionally some projects do not have provident fund and hazard payment so the employees were dissatisfied, stressed and functional department also affected project team performance.

When the staff leave the work it disrupt the project team from adhering to the project management plan such as causing the schedule to be extended or the budget to be exceeded. There is no project coordinating office at this moment in AAUCHS. Due to this the hospital doesn't have the monitoring and controlling system of the project manager, the project team and the progress of the project at the side of the hospital. Project H3 AFRICA (Kidney Disease Research Network) in renal unit it takes more than three years to acquire team and start the project. This study will assess the stated problem area through the project team management process of the AAUCHS

1.4 Objectives of the Study

1.4.1 General Objectives of the Study

The general objective of this study is to identify the problems and to assess projects' team management practices of AAU College of Health Science.

1.4.2 Specific Objectives

- To identify the problems and to assess projects' team acquiring practice of AAU College of Health Science.
- To identify the problems and to assess projects' team development practice of AAU College of Health Science.

- To identify the problems and to assess project team management practice of AAU College of Health Science.

1.5 Research Questions

- What are projects' team acquisition problems and practices of AAU College Health Science?
- What are projects' team development problems and practices of AAU College Health Science?
- What are projects' team management problems and practices of AAU College Health Science?

1.6 Significance of the Study

As discussed earlier, AAU College of Health Science has many research projects for the development of health care facilities to provide safe, effective, efficient and quality service through different changing strategies. This study enables AAU College of Health Science to provide basic information on gaps affecting the success of the project team management practices and to propose ways of improving the current project team management practices. Therefore the study enables AAUCHS to give effective and efficient health service for service users, which provide them economic and social benefits. It is also helpful to those who want to conduct further study in this field.

1.7 Scope of the Study

The study focused on project team management practices in AAU College of Health Science. With regard to the details of the assessment, it focused on project human resource acquiring, team development and team management practices of the projects.

1.8 Organization of the Study

This study was composed of five chapters. The first chapter deals with background of the study the second chapter deals with review of related literature, the third chapter focused on research methodology and research design, the fourth chapter emphasized on data presentation and analysis and the last chapter five deals with summary of basic finding, conclusion and recommendation of the research.

1.9 Limitation of the Study

It has been difficult to find secondary document to determine active projects and the number of employees under each projects because there was no recorded document for hired employees. Other limitation was it has been difficult to interview the project managers because they were very busy and few of them were out of the country.

CHAPTER TWO

2. 1 LITERATUREREVIEW

2.1.1 What is a project?

There are many different definitions by different authors, institution and association of what constitutes a project: According PMI (2013), ‘a project is a temporary endeavor undertaken to create a unique product, service or result’. As of Association for project management project is ‘an endeavor in which human material and financial resources are organized in a novel way to deliver a unique scope of work of given specification often within constraints of cost and time to achieve beneficial changes defined by quantitative and qualitative objectives’ (PMP, 2014).A project is the work performed by an organization one time to produce a unique outcome which has a definite beginning and a definite end, where the work result is different in one or more ways from anything the organization has produced before (Horine, 2009).

2.1.2 Project Success

Since projects are temporary in nature, the success of the project should be measured in terms of completing the project within the constraints of scope, time, cost, quality, resources, and risk as approved between the project managers and senior management. The project manager is responsible and accountable for setting realistic and achievable boundaries for the project and to accomplish the project within the approved baselines (PMBOK, 2013).

2.1.3 Project, Managers

Project managers should have both business management and technical expertise. They must understand the fundamental principles of management, especially those involving the rapid development of temporary communication channels. Project managers must understand the technical implications of a problem, since they are ultimately responsible for all decision-making. However, many good technically oriented managers have failed because they have become too involved with the technical side of the project rather than the management side. There are strong arguments for having a project manager who has more than just an understanding of the necessary technology. Because a project has relatively short time duration, decision-making must be rapid and effective. Managers must be alert and quick in their

ability to perceive “red flags” that can eventually lead to serious problems. They must demonstrate their versatility and toughness in order to keep subordinates dedicated to goal accomplishment (Prabhakar, 2008).

Verma (1996) brings out the important interpersonal skills required to be a project manager that are: communication, team building, coaching, motivating, decision-making, delegating, training, directing, persuading/influencing, negotiating, and supporting those involved in the project. Project managers must establish a climate of open communication and maintain effective communication links across the organizational interfaces.

2.1.4 Project Management

By the 1990s, companies had begun to realize that implementing project management was a necessity, not a choice. The question was not how to implement project management, but how fast could it be done? Life-cycle phases that an organization goes through to implement project management. Today's ever-changing environment requires new approaches to project management, resource limitations, downsizing, and global competition. As market and project organizations become more dynamic, administrative and technical skills alone are no longer sufficient to deal with the complexities of modern project undertakings. Project management may now be defined as the process of achieving project objectives through the traditional organizational structure and over the specialties of the individuals concerned (H.Kerzner, 2009).

It should be understood that simply because a project is a success does not mean that the company as a whole is successful in its project management endeavors. Excellence in project management is defined as a continuous stream of successfully managed projects. Any project can be driven to success through formal authority and strong executive meddling. But in order for a continuous stream of successful projects to occur, there must exist strong corporate commitment to project management, and this commitment must be visible (H.Kerzner, 2009). The following would be an overview definition of project management (H.Kerzner, 2009):

Project management is the planning, organizing, direction and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives. Furthermore, project management utilizes the systems

approach to management by having functional personnel (the vertical hierarchy) assigned to a specific project (the horizontal hierarchy).

The project management institute (PMI) defines project management in the following way: ‘project management is the application of knowledge, skills, tools and techniques to meet project requirements’ (PMBOK, 2013).

2.1.5 Project Management Office

A project management office (PMO) is a management structure that standardizes the project-related governance processes and facilitates the sharing of resources, methodologies, tools, and techniques. The responsibilities of a PMO can range from providing project management support functions to actually being responsible for the controlling and directing management of one or more projects (PMBOK, 2013). According to PMBOK primary function of a PMO is to support project managers in a variety of ways which may include, but are not limited to:

- Managing shared resources across all projects administered by the PMO;
- Identifying and developing project management methodology, best practices, and standards;
- Coaching, mentoring, training, and oversight;
- Monitoring compliance with project management standards, policies, procedures, and templates by means of project audits;
- Developing and managing project policies, procedures, templates, and other shared documentation (organizational process assets); and
- Coordinating communicate across projects

2.1.6 Organizations and Project Management

Organizations use governance to establish strategic direction and performance parameters. The strategic direction provides the purpose, expectations, goals, and actions necessary to guide business pursuit and is aligned with business objectives. Project management activities should be aligned with top-level business direction, and if there is a change, then project objectives need to be realigned. In a project environment, changes to project objectives

affect project efficiency and success. When the business alignment for a project is constant, the chance for project success greatly increases because the project remains aligned with the strategic direction of the organization. Should something change, projects should change accordingly (PMBOK, 2013).

2.1.7 Project Management Process

You can also look at project management in the context of the individual processes involved. This process is grouped into knowledge areas by the PMBOK Guide. The reason for doing this process is that it allows complex high-level tasks to be broken down into smaller tasks, a common practice when learning something new. Extending this approach to project management makes the smaller tasks easier to manage, resource, and control (PMI, 2013). The PMBOK Guide recognizes 47 processes arranged into ten supporting knowledge areas. These areas are defined by the specific knowledge requirement the project manager should be familiar with in order to do a professional job. From these ten supporting knowledge areas project human resource management, which include team management, is the one. The Human Aspects of Project Management offers project managers and their teams the conceptual and practical guidelines for leading people effectively and confidently towards challenging project objectives (Verma, 1997).

2.2 Project Team Management

Katzenbach and Smith (1994) defined a team as "A small number of people with complementary skills who are committed to a common purpose, performance goals, and common approach for which they hold themselves mutually accountable" (Prakash, 2008). As of Cohen and Bailey (1997) 'team is a collection of individual who are independent in their tasks, who share responsibility for outcomes, who see themselves and are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationships across organizational boundaries'.

Project team includes the project manager and the group of individuals who act together in performing the work of the project to achieve its objectives. The project team includes the project manager, project management staff, and other team members who carry out the work but who are not necessarily involved with management of the project. This team is comprised of

individuals from different groups with specific subject matter knowledge or with a specific skill set to carry out the work of the project. The structure and characteristics of a project team can vary widely, but one constant is the project manager's role as the leader of the team, regardless of what authority the project manager may have over its members (PMBOK, 2013).

Project Team management: Unfortunately, far too many project managers see these tools as all they need to manage successfully by assembling a team, giving them their instructions. In all likelihood, the problem was with how people were managed. Even in those cases where a problem with the tools may have existed, it is often the failure of people to properly apply them that causes the problem. The tools and techniques of project management are a necessary but not a sufficient condition for project success (Huda, 2014). As Huda stated 'if you can't handle people, you will have difficulty managing projects. Related to this is the need to turn a project group into a team'. And also he stated that 'Far too little attention is paid to team building in project management'.

A skilful project team management is vital to project execution. A team goes through different stages of development during the tenure of a project. A constructive team climate would motivate the team members and the same will reflect on the overall team performance. Good leadership plays an important role in creating a positive team ambience (Prabhakar, 2008). From journal SSGPM (2007) tips for effective team management

- Create an environment of trust, good relationships, respect
- Encourage consensus decision-making, good performance and commitment to client satisfaction
- Obtain input of project staff to the performance review of staff they interact with in a significant way, as appropriate
- Improve team performance through team-building activities
- Reward and recognize good performance including teamwork
- Co-locate team members, if appropriate
- Provide training as required.

Composition of Project teams: The composition of project teams varies based on factors such as organizational culture, scope, and location. The relationship between the project manager and the team varies depending on the authority of the project manager. In some cases, a project

manager may be the team's line manager, with full authority over its members. In other cases, a project manager may have little or no direct organizational authority over the team members and may have been brought in to lead the project on a part-time basis or under contract. The following are basic project team compositions: dedicated team, all or a majority of the project team members are assigned to work full-time on the project. The project team may be collocated usually reports directly to the project manager. The other is **Part-time**: Some projects are established as temporary additional work, with the project manager and team members working on the project while remaining in their existing organizations and continuing to carry out their normal functions. The functional managers maintain control over the team members and the resources allocated to the project, and the project manager is likely to continue performing other management duties. Part-time team members may also be assigned to more than one project at a time. Part-time project teams are common within functional organizations, and matrix organizations use both dedicated and part-time project teams. Other members who have limited involvement at various stages of a project can be thought of as part-time project team members (PMBOK, 2013).

2.2.1 Acquire project Team

Overview of the Project Human Resource Management processes, which are as follows: Plan Human resource Management, Acquire Project team, develop Project team and Manage Project team but the study will focus on the last three points (PMBOK, 2013).

Acquire Project Team is the process of confirming human resource availability and obtaining the team necessary to complete project activities. The key benefit of this process consists of outline. The project management team may or may not have direct control over team member selection because of collective bargaining agreements, use of subcontractor personnel, matrix project environment, internal or external reporting relationships, or other various reasoning and guiding the team selection and responsibility assignment to obtain a successful team (PMBOK, 2013). But as of Antoniadis (2012) Selecting project team members and the career development of Project Managers (PMs) and project personnel have an important influence in the current collaborative environment. Also, as highlighted by Walker (1996) effective team selection and formation is a critical determinate for the achievement of project objectives.

Project Manager on Team Selection

Failure to secure the necessary human resources can affect project schedules, budgets, customer satisfaction and quality, as within budget. The impact of any un-availability of required human resources needs to be considered in the planning stages of the project (Newton, 2015). Newton also mentioned that executives must realize that the project manager's objectives during staffing are to:

- Acquire the best available assets and try to improve them
- Provide a good working environment for all personnel
- Make sure that all resources are applied effectively and efficiently

Roles and Responsibilities

Definitions of the roles and responsibilities for a project should occur during the initiation and planning phases. The project manager has to spend time during implementation with individual project personnel to make sure they are clear about the responsibilities and have the required information and skill to carry out the work (SSGPM, 2007). If members are not clear on the team's mission, they will take the team where they think it is supposed to go, and that may not be the direction intended by the organization (LEWIS, 2007). It is the Project Manager's responsibility to:

- Identify the skills required for each part of the project
- Locate appropriate project staff
- Arrange for training if necessary
- Keep staff up to date with regard to any changes
- Look after the morale of the project staff
- Identify and resolve problems and conflicts

According to LEWIS (2007) here are the four major steps in organizing a project team:

1. Decide what must be done, using work breakdown structures, problem definitions, and other planning tools.
2. Determine staffing requirements to accomplish the tasks identified in the first step.
3. Recruit members for the project team.
4. Complete your project plan through participation of team members

Recruitment

According to Flippo, (1984), ‘recruitment is a process to discover the sources of work force to meet the requirements of the staffing schedule and to employ effective measures for attracting adequate number of work force to facilitate effective selection of an efficient team of officials’. Recruitment acts as a precondition to selection function, and effective recruitment will lead to a very successful hiring for any organization. (LEWIS, 2007). As HR practitioners you will need to be knowledgeable about the wider issues involving recruitment and selection decisions, such as legislation and good practice, and the range of recruitment sources and selection methods, as well as being skilled in interviewing and assessing potential employees (Martin.et.al 2010).

Many human resources practitioners spend a great deal of their time engaged in activities associated with the recruitment and selection of staff. Although recruitment and selection are core activities for many HR practitioners, they are activities that are affected by the organization’s policy and the external. While in certain sectors, growth and the development of new business, new technology or changing markets can mean real skills shortages in the face of which recruitment and selection become of prime importance (Martin.et.al,2010).

Amongst all the HRM functions Martin.et.al (2010)also said recruitment is the key ingredient that spreads the flavors of good HRM practice of an organization, as it is responsible for HRM promotion and advocacy of an organization. Recruitment is mostly a relationship process where the key objective should be developing a bond with organization and potential job market. Effective recruitment will minimize cost, source quality incumbents and save time (HUDA, 2014). HR practitioners are likely to be responsible for ensuring that the process of recruitment and selection is periodically evaluated against its objectives – ie did you employ the ‘right people in the right jobs at the right time’? An assessment role: HR practitioners play a role in assessing candidates by interviewing, observing, testing and evaluating them using a range of selection method (Martin.et.al, 2010).

Source of Promotion or Vacancy

A public relations role: This arises owing to the need to attract suitable candidates, and involves conveying information about the job, the person required and the organization itself. Also, the way in which candidates are dealt with in making enquiries, pursuing applications and attending interviews may confirm or contradict their first impressions of the organization (Martin.et.al, 2010).

2.2.2 Develop Project Team

Human resource management is defined as a strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and Plans targeting the improvement of team competencies and interaction of team members to enhance project performance throughout the project life cycle(Williams, *na*).

Develop Project Team is the process of improving competencies, team member interaction, and overall team environment to enhance project performance. The key benefit of this process is that it results in improved teamwork, enhanced people skills and competencies, motivated employees, reduced staff turnover rates, and improved overall project performance (PMBOK, 2013)

Building an effective team begins on the first day of the team's existence. Failure to begin the team building process may result in a team that is more like a group than a team. In a group, members may be involved in but not committed to the activities of the majority. The problem of commitment is especially significant in matrix organizations, in which members of the project team are actually members of functional groups (Lewis, 2007). Lewis also said that 'I pointed out that developing commitment to a project team is a major problem for project managers. Team members are often assigned to a project simply because they are the best available people, not because they are the best people for the job. When this happens, they may have no commitment to the team'.

Team building activities can vary from a 5 minute agenda item in a status review meeting to on and off site, professionally facilitated experience designed to improve interpersonal relationship. The objective of team building activities is to help individual team member's work

together effectively. Informal communication and activities can help in building trust and establishing good working relationships (PMBOK, 2013). Project managers should acquire skills to identify, build, maintain, motivate, lead, and inspire project teams to achieve high team performance and to meet the project's objectives. Teamwork is a critical factor for project success, and developing effective project teams is one of the primary responsibilities of the project manager. Project managers should create an environment that facilitates teamwork. Project managers should continually motivate their team by providing challenges and opportunities, by providing timely feedback and support as needed, and by recognizing and rewarding good performance. High team performance can be achieved by using open and effective communication, creating team building opportunities, developing trust among team members, managing conflicts in a constructive manner, and encouraging collaborative problem solving and decision making. The project manager should request management support and/or influence the appropriate stakeholders to acquire the resources needed to develop effective project teams (PMBOK, 2013).

Interpersonal Skills

Interpersonal skills, sometimes known as “soft skills,” are behavioral competencies that include proficiencies such as communication skills, emotional intelligence, conflict resolution, negotiation, influence, team building, and group facilitation. These soft skills are valuable assets when developing the project. As an ongoing process, team building is crucial to project success. While team building is essential during the initial stages of a project, it is a never-ending process. Changes in a project environment are inevitable, and to manage them effectively, a continued or a renewed team-building effort should be applied. The project manager should continually monitor team functionality and performance to determine if any actions are needed to prevent or correct various team problems (PMBOK, 2013).

Training

Training includes all activities designed to enhance the competencies of the project team members. Training can be formal or informal. If project team members lack the necessary management or technical skills, such skills can be developed as part of the project work. Scheduled training takes place as stated in the human resource management plan. Unplanned

training takes place as a result of observation, conversation, and project performance appraisals conducted during the controlling process of managing the project team. It could be performed by in-house or external trainers (PMBOK, 2013).

Team Motivation

Krotz (2003) states, *'When companies recognize teamwork with tangible rewards, they become more productive and better at retaining employees'*. A skilful project team management is vital to project execution. A team goes through different stages of development during the tenure of a project. A productive team climate would motivate the team members and the same will reflect on the overall team performance. Good leadership plays an important role in creating a positive team ambience (Prakash, 2008).

As Matsie (2008) suggested that, improving motivation to perform well will require multiple interventions. Hence it is very important to ensure that different motivational strategies are in place and implemented correctly. In a hospital set-up it is important that employees are motivated as their performance affects the wellbeing of patients and the community in which they operate. As of Matsie different external motivators (motivational factors) should be used simultaneously to stimulate employees' motivation as different employees and people in general are motivated by different things. He also stated that some people are motivated by money (market related salaries, performance bonuses, overtime payments); others by a conducive working environment (good supportive relationship with managers, supervisors and colleagues and also by promotional possibilities); others by growth and learning opportunities (training); while others are motivated from within themselves, self-driven and take responsibility for themselves and their performance (internal locus of control). Others are motivated and credit others for their success or failures (external locus of control) which all have an impact on the way they perform their duties and to the overall productivity of the company (Matsie, 2008).

Team as a whole could be rewarded when achieving required objectives, which could drive team members to work hard and great responsibility sharing as well as team co-operation. Skill-based pay could support to attract and retain skilled people as excellent team members or team leaders and help to create a better learning organization (Armstrong, 2001) by influencing and forcing other team members to learn (Jiang, 2010).

Recognition and Rewards

Part of the team development process involves recognizing and rewarding desirable behavior. It is important to recognize that a particular reward given to any individual will be effective only if it satisfies a need which is valued by that individual. Award decisions are made, formally or informally, during the process of managing the project team through project performance appraisals. People are motivated if they feel they are valued in the organization and this value is demonstrated by the rewards given to them. Generally, money is viewed as a tangible aspect of any reward system, but intangible rewards could be equally or even more effective. Most project team members are motivated by an opportunity to grow, accomplish, and apply their professional skills to meet new challenges. A good strategy for project managers is to give the team recognition throughout the life cycle of the project rather than waiting until the project is completed (Huda, 2014).

2.2.3 Managing Project Team

Managing Project Team is the process of tracking team member performance, providing feedback, resolving issues, and managing team changes to optimize project performance. The key benefit of this process is that it influences team behavior, manages conflict, resolves issues, and appraises team member performance. Managing the project team requires a variety of management skills for fostering team work and integrating the efforts of team members to create high-performance teams. Team management involves a combination of skills with special emphasis on communication, conflict management, negotiation, and leadership. Project managers should provide challenging assignments to team members and provide recognition for high performance (PMBOK, 2013).

Personnel assessment tools

Personnel assessment tools give the project manager and the project team insight into areas of strength and weakness. These tools help project managers assess the team preferences, aspirations, how they process and organize information, how they tend to make decisions, and how they prefer to interact with people. Various tools are available such as attitudinal surveys, specific assessments, structured interviews, ability tests, and focus groups. These tools can

provide improved understanding, trust, commitment, and communications among team members and facilitate more productive teams throughout the project (PMBOK, 2013).

Ground rules

Ground rules establish clear expectations regarding acceptable behavior by project team members. Early commitment to clear guidelines decreases misunderstandings and increases productivity. Discussing ground rules in areas such as code of conduct, communication, working together, or meeting etiquette allows team members to discover values that are important to one another. All project team members share responsibility for enforcing the rules once they are established (PMBOK, 2013).

Norms of a team

Norms are acceptable standards of behaviors within a group that are shared by group's members. They tell members what they should or should not do depending on the circumstances. In the work environment the most important norms deal with performance-related process. All members should become familiar with these norms and are expected to follow them. It is a good idea to agree on the norms and include them in the team charter (Salas, 2007).

2.3 Related Empirical Studies

The nature of health projects is different from engineering or information technologies projects. Public health is concerned with the assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities, the formulation of public policies designed to solve identified local and national health problems and priorities, to assure that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services. So, a model of success factors would be extremely useful, identifying the factors that contribute to successful prevent disease and health promotion projects development and implementation (Santosa, 2014).

WHO on behalf of European Observatory on Health Systems and Policies investigated the critical gaps in the health care workforce and their management in nine European countries. On the other hand, many recent attempts to reform the health care sector have had only limited success in the quest to develop a more effective, efficient, safe and equitable delivery

system that achieves the fundamental goal of improving population health. One of the major, but often overlooked, factors in the success or the failure of such efforts was the configuration of the health care workforce. The inability to reap the full benefits from current investments in health care results, in many instances, from the difficulties of creating and maintaining an effective, efficient and motivated workforce. WHO also identified that the importance of human resources for health as the backbone of all health actions was recognized lately (HCWE, 2006).

Having the right core team can make or break a project. Therefore, great care should be taken when selecting team members. you need the 'best and brightest' on your team, but even those people must work well together for the project to succeed. When selecting team members, give preference to individuals who are: concerned about and committed to the common purpose and interested in the project. Enthusiastic, optimistic, creative, flexible and open minded, proactive, good team players:-work effectively as a member of a team; respect the values, beliefs and opinions of others; relate to and interact effectively with individuals and groups; are willing to cooperate to reach common goals; will be respected among peers and other leaders, can devote time to the initiative. It is also useful to develop your own 'exclusion criteria' about team members. Members should not be selected merely because of their high position within the system (Salas, 2007).

According to Adu-Darkoh (2014) in Ashanti region about recruitment and team selection stated that, few organizations had existing formal policy for recruitment and selection of workers. Adu-Darkoh also listed barriers of the choice of recruitment and selection and from Out of the seventeen barriers to the use of a choice of recruitment and selection method; the top six ranked, in the highest order includes, poor human resource (HR) planning, ineffective job analysis, competency level on the part of employee, cost of recruitment and selection of employees, lack of human resource department and poor working condition of workers. Armstrong (2006) said that the overall aim of the recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the human resource needs of the company (Armstrong, 2006). On CHWs a study stated that be able to make an effective contribution, community health workers need to be carefully selected, appropriately trained and; adequately and continuously supported (Lehmann, 2007).

Human resources are the key element of service delivery. Even in the most well-resourced and technologically advanced countries the interactions between health professionals and their patients remain at the heart of service provision. Accordingly, staff costs dominate health services expenditure and ongoing shortages in the availability of health professionals present a real and direct threat to the continued delivery and development of health care services. Incentives, both financial and non-financial, provide one tool that governments and other employer bodies can use to develop and sustain a workforce with the skills and experience to deliver the required care. This demands not just political will and continued hard work, but an acknowledgement by all key stakeholders of the commitment, skills and health professionals worldwide. A health service's greatest asset is its staff. The implementation of effective incentive packages represents an investment through which that vital asset can be protected, nurtured and developed (Weller, 2008). From the nine European countries, WHO investigated the critical gaps in the health care workforce and their management; Germany, Lithuania, Poland and UK were the one with big problems of HR management. In Germany health sector was facing a series shortage of professionals although HR in health were not yet appropriately valued and managed. In Lithuania gained independence, there were a substantial changes with regarding to HR in the health sector resulted majority migratory movement of health care workers. So far, consistent and long-term policy in this area has been lacking, which will result in serious imbalances between the supply and demand for health care professionals. Furthermore in Poland, at present, critically low salaries resulted in poor motivation, low quality service, staff shortage, avenues will need to identified to address this situation (HCWE, 2006). The United Kingdom also improved its workforce planning infrastructure, but remains far short of having adequate information about stocks, flows and effects of incentive structures. Finally WHO brought together the experiences of a range of countries that were all struggling with health issue and recommended that Staff would have to be retained and motivated, and some working practices will have to be changed. A trained and motivated workforce, with appropriate skills, a commitment to life-long learning and receiving adequate rewards is an essential pre-requisite for high-performing health systems. Yet, for many countries the challenge of getting this right too often proves elusive (HCWE, 2006).

Ashley et al. (1987) indicated project teams' participation; motivation, capabilities, consistency, and adaptability help elevate the effectiveness of a team and were found to be a

major contributor to project success. Therefore, it is important for the team to establish good work ethics and a great working relationship within the team. Poor coordination and management of change orders may increase dissatisfaction between the owner and the project team, and may even cause team members to enter disputes. Therefore, it is important for the project team to have good project manager, especially when there are several change orders to be addressed (Azmy, 2012).

Bredillet et al. (2008) studied the Influence of work motivation on project success and the study grounded in various theories of motivation from team members' perspective in Benin and Kenya. The study moved away from the triangle of time, cost, and quality, which have been perceived as being dominant measures of project success, the role people contributing to project success, has first been brought to fore, by evaluating the success of the project in terms of satisfaction of key users and the clients of the project. Grounded in the various theories of motivation in a project set up the authors suggested that the key job dimensions such as goal clarity, training, feedback, and the communication process, had impacts project success. As of advised the role of top management in creating a congenial work environment by empowering the project manager and the team, providing goal clarity and authority were emphasized (Bredillet,2008).

The study in Benin and Kenya by German Technical Cooperation (GTZ), among representatives of ministries of health and staffed from 29 countries, assesses the role of non-financial incentives for motivation. With respect to existing human resources, the low level of health worker motivation has often been identified as a central problem in health service delivery. Imhoff et al. (2006) showed that low motivation was seen as the second most important health workforce problem after staff shortages and so far not received as much attention as the subject merits. The findings confirm that non-financial incentives and HRM tools play an important role with respect to increasing motivation of health professionals. Adequate HRM tools can uphold and strengthen the professional ethos of doctors and nurses. This entails acknowledging their professionalism and addressing professional goals such as recognition, career development and further qualification so that health workers are enabled to meet their personal and the organizational goals (Imhoff et al., 2006).

A study in South Africa on the effects of a newly introduced, so-called "rural allowance" showed the limited impact on retention and motivation. While undertaken in developed countries, also provides important insights on the limited effect of financial incentives on nurses and instead points at the relevance of non-financial incentives for nurses' job satisfaction and self-esteem (Imhoff, 2006). In the study on health workers' motivation and performance in Benin, Alihonou et al. (1998) suggest introducing non-financial incentives while also improving structural conditions. Stilwell (2001) shows, by reference to Zimbabwe, that health workers based in remote areas, despite lack of financial incentives and hard working conditions, frequently exhibited a high level of motivation to perform well. She traces this motivation to good leadership and supportive management, among other factors. In a review of theories and empirical evidence of health workers motivation, Dolea and Adams (2005) equally stress the importance of non-financial incentives.

Contrary to non-financial incentives cross-sectional survey in west shoa zone, Ambo, Dedio and Gindeberet hospital, explained that motivation of health professionals was affected by different factors: supervisor related factors, financial benefits, job content and professional. They suggested that to provide financial benefits to health professionals and to official recognition for best performance (Tesfaye, 2015).

Study in SNNPRG Civil Service Agency by Abebe (2008) revealed that reward system did not perform as expected, because of resource shortage, lack of capacity and awareness, and loose linkage between performance and reward .Besides, some employees and few department heads felt unhappy of the reward because transparency, follow-up and linkage between reward and performances have been weak. Moreover, the current wage structure and to some extent the recruitment criteria hinder sectors effort to attract the best candidates. Likewise, selection often was distorted by interference. His finding also revealed there exists, inadequacy of training, unequal access for training and improper need assessment. As of his recommendation the region was expected to improve regional performance nevertheless, the working environment was not fully conducive as responded by sector informants (Abebe, 2008).

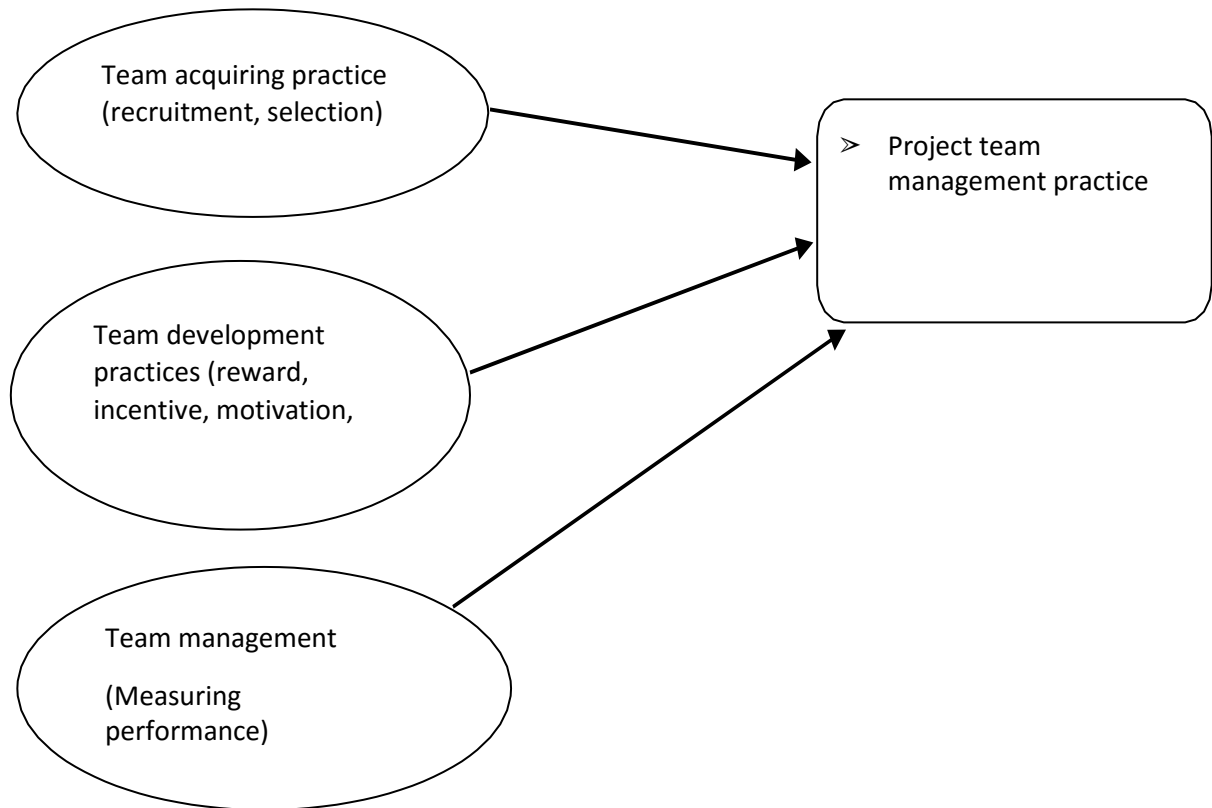
The study on explore and propose evidence-based strategies in all public hospital which is found in Addis Ababa, Manyazewal (2016), discuss the healthcare reform problems like;

The healthcare reform that we evaluated was able to restructure hospital departments into case teams, with the goal of adopting a 'one-stop shopping' approach. However, shortages of critical infrastructure, furniture and supplies and job dissatisfaction continued to hamper the system. The most important predictors that influenced implementation of the reform were financial resources, top management commitment and support, collaborative working environment and information technology (IT). Effective implementation of healthcare reform remained a challenge for governments in resource-limited settings.

As a recommendation the study suggested that resilient operational, clinical and governance functions of health systems, as well as a motivated and committed health workforce, are important to move healthcare reform processes forward (Manyazewal, 2016).

According to Mathauer et al. (2006) in AAUCHS, Faculty turn-over affected both workers and organizations. Turnover of faculty and researchers was increasing, alarmingly and costing the universities and the country at large. Fast turnover of health professionals from the health system and from academic institutions have recently received substantial attention from both academia and health sector managers. Their study revealed that outflow of faculty has been continuously increasing in the period reviewed which implies that the College had been losing highly skilled professionals with considerably higher costs in monetary terms. The study also recommended that, an urgent response was required to retain or significantly decrease the outflow of faculty and also different motivation and retention mechanisms should be identified and implemented. Furthermore Mathauer et al., proposed that mechanisms such as salary increases and some other non-monetary incentives, promotion prospects, provision of job opportunities for spouses, a conducive and friendly atmosphere, overseas attendance at conferences, participating in the university's community outreach and administrative services and academic promotional opportunities.

2.4 Conceptual Framework



Developed by the researcher

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Study Area and Population

The study was conducted in Addis Ababa University College of Health Science and found in Lideta sub city. Addis Ababa University college of Health Science has gone through a series of changes, reorganizations and transformation mindful of the timely demands to keep up with the changes and strategic directions imposed by internal and external conditions. As part of this reform the university has recently welcomed a new vision of becoming a pre-eminent research University in Africa. The new research policy stipulates research shall be conducted in the most cost-effective and responsive manner, and be interdisciplinary and multidisciplinary in its scope, and thematic in its approach. (AAUCHS, 20016).

In pursuit of this policy the AAU College of Health Science has get on full-fledged effort to conduct high impact researches and undertake projects that help alleviate the country's health related problems. Currently, there are about 29 active research projects underway 135 employees are working. But 15 of the projects have only the project manager or the project manager and one employee. To be a team two or more than two employees should be the member of the project. Therefore the total populations of the study under 14 projects are 102 employees who are working on active research projects in different department in AAU College of Health science.

3.2 Research Design

This study was exploratory and descriptive because as to Robson (2002) exploratory study is a valuable means of finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light. Sounders (2009) stated also explained it as it is particularly useful if we wish to clarify our understanding of a problem, and if we are unsure of the precise nature of the problem. Cross-sectional survey method was used to collect primary data by open-ended and semi-structured interview; and structured questioner. After the empirical data collected, descriptive and qualitative analysis method was used. Thus mixed-method analysis helps to provide richer understanding about the problem.

3.3 Sample Size Determination.

While determining the sample size of the study, the researcher used the table developed by Krejcie and Morgan (1970) using the formula below.

$$n = \frac{x^2 * N * P * (1 - P)}{(ME^2 * (N - 1)) + (x^2 * P * (1 - P))}$$

Where:

n=sample size

X₂= chi-square for the specified confidence level at one degree of freedom

N= population size

P= population proportion (50 in this table)

ME=desired margin of error (expressed as a proportion)

From Krejcie's and Morgan's (1970) table with margin of error 5% and 95% confidence level, the size of the sample was determined. There were 14 active projects in AAU College of health science. Under these projects there were 102 employees who were the total population of the study. From sample size determining table all projects (14 projects) were under the study. And also from 102 employees, 80 respondents were selected for the study

3.4 Sampling Technique

The sampling technique of the study was a combined technique; purposive with stratification random sampling. The researcher believed that project manager and the human resource manager would provide key information for the study so the researcher purposively included these respondents. From 80 employees 14 of the project manager and 1 human resource manager was selected in the study purposively. Then for the rest 65 employees the researcher was used proportionate stratification sampling technique to determine the size of respondents under each projects. Because under each project the team members were not uniformly distributed. Then from each project the respondents was selected by using simple random sampling technique. The researcher used the formula below for determining proportionate stratification sampling.

$$n_i = \left(\frac{n}{N} \right) N_i \quad i=1, 2, 3 \dots k$$

3.5 Study Variables

Dependent Variable

- Project team practice

Independent Variables

- Team acquisition practice
 - Recruitment
 - Selection
- Team development practice
 - Reward and incentive
 - Motivation and Training
- Team management
 - Measuring performance

3.6 Data Collection

For the purpose of the study some data gathering techniques was used to collect data from the study area. Questionnaires for the employees, semi-structured interviews for project manager and open-ended interview for human resource manager were used.

3.6.1 Questionnaires

One of the primary data collection tool was questionnaire and taken as a preferable data-gathering tool for this research. The researcher develops the questionnaires PMBOK from overview of basic points on the project human resource management written by Michale R. Williams (PhD). The researcher changed the basic point to the question. This was because of two reasons, one it allows the researcher to collect information on facts and attitudes from a wide range of sources. The other was, one of the most important tools to guide the respondent since it gave a clear choices to check. In supporting this, Wilkinson and Birmingham (2003) have argued that the questionnaire is a preferable data enable to effectively collect data in a manageable ways.

Close ended types of questionnaires was designed in English and distributed to 65 employees; 59 of questioners were returned on this technique respondents had adequate time to give well thought out answers and larger sample used of and thus the results made more dependable and reliable.

The researcher used the likert scale with 5 ordered scales were one type of measuring instrument. The responses of the questioners were categorized in good and poor practices. For strongly agreed and agreed in good practices; and for strongly disagreed, disagreed and undecided categorized in poor practice.

3.6.2 Interview

The interview was takes placed with 12 managers, 11 projects and 1 human resource manager, Semi-structured interview for project managers and open-ended interview for human resource manager. Ultimately, the person with the greatest influence during the staffing and the development phase were the project manager and the human resource manager. The personal attributes and abilities of the managers were either satisfy or dissatisfy; motivate or de-motivate; create or resolve stress; attract or deter desirable individuals for this reason the researcher prepare interview. More information in greater depth obtained from interview. And also sample controlled more effectively as there arises no difficulty of the missing returns; non response remain very low. This interview was involved the use of a set of predetermined questioner and highly standardized technique of recording. From the interview, the researcher collected supplementary information about the respondent's personal characteristics and as such misinterpretations concerning questions avoided.

3.7 Method of Data Analysis

Both quantitative and qualitative data analysis method were used. For structured and semi-structured interview qualitative; and for the questioner the researcher used quantitative analysis method. The quantitative analysis was done by statically package software (SPSS) version 20.00 After data collected; data was organized, complied, edited and coded. The organized data was used to describe by using frequency and percentiles; and also Pie charts and Bar charts were used for socio-demographic characteristics.

The other method was qualitative analysis method. To analyze qualitative data or open-ended interview the researcher was used qualitative analysis method. After data collected; data was organized, complied and explained by the researcher.

3.8 Reliability and Validity

After the adaption and customization of instruments is done, all questionnaire items were prepared in English language. After it is commented and edited by linguistic professionals and masters graduated colleagues, the final version is distributed for pre-testing purpose.

Pilot- testing

It is always desirable to pilot-test the data collection instruments before they are finally used for the study purposes at least using a convenience sample (Kothari, 2004). Such pre-testing may uncover ambiguity, lack of clarity or biases in question wording which should be eliminated before administering to the intended sample eventually to get high response rate (Bhattacharjee, 2012). To assure this rule, the researcher has distributed 10 questionnaires for conveniently selected respondents who were not included in the study. Sekaran (2003) believed that pilot testing involves that use of a small number of respondents to test the appropriateness and comprehensiveness of questions.

Thus, in the pilot-test, pilot respondents were asked to comment on substance of questions against objectives of the study, length of the instrument, format, wording, language, item redundancy and word sequencing. Among 10 pilot-testing questionnaires, 8 of them (80%) were returned with relevant comments. Thus, based on which the questionnaire was significantly revised by the researcher on the aspect of language, wording and content of items. Once the revision is completed, it is distributed to the intended respondent for final data collection.

Reliability analysis: As proclaimed by Bhattacharjee (2012), reliability is the degree to which the measure of a construct is consistent or dependable. In other words, if we use a certain scale to measure the same construct multiple times, we will get pretty much the same result every time, assuming the underlying phenomenon is not changing. This research has administered the most commonly used internal consistency reliability measure of Cronbach's alpha which was originally designed by LEE Cronbach in 1951. According to Sekaran (2003), reliabilities less than 0.6 are considered to be poor, those in the 0.7 range to be acceptable and those over 0.8 are

good. The reliability coefficient closer to 1 is better. Therefore, Cronbach's alpha coefficient of the pilot as showed below the study was calculated by SPSS version 20.00 and the result for the pilot test 0.72 and for the final survey it is 0.68 overall.

Table 3.1 Reliability Statistics for pilot test and final survey

Reliability Test	Cronbach's Alpha	No of Items
Reliability of pilottest	.72	10
Reliability of finalsurvey	.68	27

Validity: - The content validity was assessed. It refers to the representativeness of the items in the questionnaire. All constructs and their associated items in this study were designed according to the relevant literature. Validity of the instruments was checked by literature department staff, in order to make respondents comfortable in understanding the essence of the questionnaire. The instrument clarity, wording, and format was checked; and if the statements were valid or not valid, it was determined by literature department staff. Based on the feedback from them, valuable improvements were made and irrelevant items were rejected.

3.9 Ethical Issues

The ethical issues need to be considered in a scientific research were also considered in this study. The study results depend on the data provided by the respondents and the qualitative data obtained from interview and the process was realistic and bias free. In addition, the researcher asked for consent of the interviewees and questioner pledged to keep the confidentiality of the information gathered to conduct this study.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS ANDPRESENTATION

This chapter present the analysis and discussion part from collected data to identify the problem and the practices of project team management. The questioners were distributed for 65 participants and 6 (9.2%) of the participants did not return the paper. Similarly from 14 project managers 3 of them didn't take the interview only 11 of them interviewed. The table distribution with the likert scale had 5 ordinal scales and responses were assumed by good and poor practices. Strongly agreed and agreed assumed by good practices and strongly disagreed, disagreed and undecided were assumed by poor practices. The category ordinal scales also assumed by symbols: strongly agreed= SA, agreed=A, undecided=U, strongly disagreed=SDA and disagreed=DA

4.1 Description of Socio Demographic Characteristics

Table 4.1 Distribution of socio Demographic Characteristics of Participants Team Members (AAUCHS, 2017)

Item			frequency	Percent %
1	Educational status	Certificate	2	3.4
		Diploma	7	11.9
		Degree	17	28.8
		Ma/Msc and above	33	55.9
2	Employee's salary	2-4 thousand	2	3.2
		4-6 thousand	4	6.8
		6-8 thousand	6	10.2
		8 thousand and above	47	79.7
3	Type of employee	Contract	54	91.5
		Part-time	4	6.8
		Laborer	1	1.7

4.1.1 Description of Socio Demographic Characteristics of Participants of Team Members

The socio demographic characteristics among the total 59 team members, as figure: 1 below showed 22(37.3%) of the respondents of the team members were male and others were female.

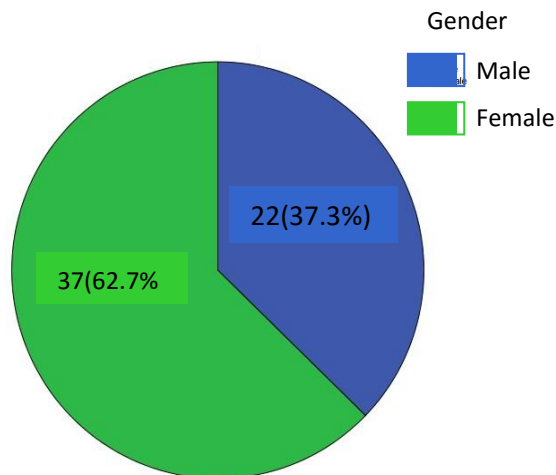


Figure 1: category of team members' gender

The educational level of respondents as indicated in item 1 on the above table, 33(55.9%) of the respondents hold a second degree and above, 17(28.8%) hold a first degree, 7(11.9%) of them hold diploma and the rest of them hold certificates. As table 4.1 showed that most of participants' payments were above 8 thousand. Most of the respondents were contract employees. As we can see from figure 2 below many of the employees' years of service on the project were below 1 year. On the whole this distribution delivered that information collected from larger female respondent, and most of respondents were highly educated, highly paid and contract employees.

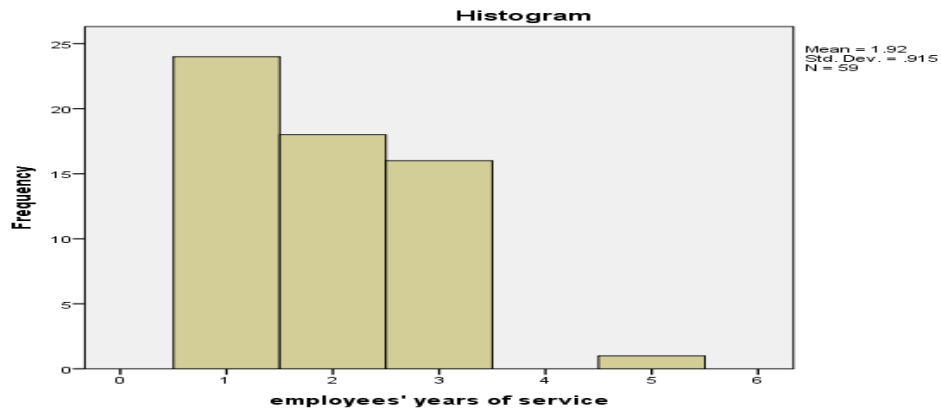


Figure 2category of employees' service year on the project

Table 4.2 Distribution of Socio Demographic Characteristics of Participants of Interview (AAUCHS, 2017)

	Variable	Category	frequency	Percent %
1	Age	20-30	3	27.3
		30-40	2	18.2
		40-50	6	54.5
2	Type of employee	Contract	-	-
		Part-time	11	100
		Laborer	-	-
3	Years of service on the project.	Bellow year	6	54.5
		1-3	5	45.5
		Above 3 year	-	-

4.1.2 Socio demographic characteristics of project manager.

The socio demographic characteristics among the total of 11 project managers as the figure 3 below showed 7 (63.6%) of the managers were male and the other were female.

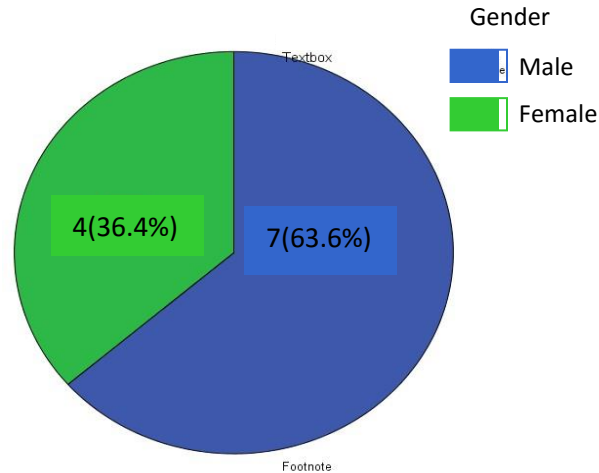


Figure 3 project managers' gender

And 3 (27.3%) of the project managers' were between 20-30 years old, 2 (18.2%) of them were between 30-40 and the majority, 6 (54.5%), of the managers were between 40-50. As figure 4 below showed all project managers were highly educated, 2 (18.2%) of the project manager were hold Ma/Msc, the other 7 (63.6%) of them were assistance PhD and 2(18.2%) of them were PhD. All project managers were part-time worker on the project while permanently work on functional unit as department head and lecturer. Their working experience on this project, 6 (54.5%) of them below 1 year; and the other 5 (45.5%) of them work between 1-3 years.

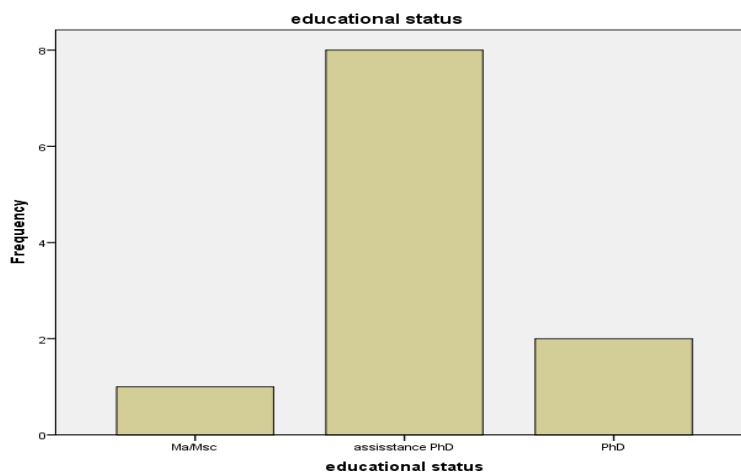


Figure 4 category of project managers' educational status

4.2 Acquisition of project team members.

As of interview conducted with human resource manager, there was no specific procedure to hire employees for the project. The HR department was using the Federal (Ethiopian) civil service contract employ procedure to hire contract employees for the project as well as for functional units. The procedure to hiring employees was as follows: First project manager request for employees by describing the required role, capacity, skill, experience and number of employees. Then the HR unit announces the vacancy by newspaper on Herald, Reporter, and Addis Zemen. The vacancy stay 7-10 days and registration of the candidate will be takes place. After the registration ended the initial screening procedure will be takes place; which is applicants who don't meet basic qualifications will be rejected by document review, qualification, and job related experience evaluating activities. Then written exam will takes place, which brought more than 50%, will pass for last screening of interview and practical exam. On the interview and practical exam, the employ committees are examiners. The committees are from HR members, the project manager and from finance. The result will be posted and the employee who passed will sign for the contract agreement after they took forensic and medical examination. Most of recruitment process is done by HR department; the committee with the project manager only participates on last screening; interview and procedure examination of candidates. All contract employees have a short term contractual agreement from 6-12 month with a potential of renewal. So the projects which were under study passed through all these procedure.

According to human resource manager stated HR department was not responsible for informing the role, responsibility and orientation for the project employees. They were not also responsible for motivating, giving training, evaluating and developing the knowledge of the project employees. The only responsibility of the HR department was recruitment, selection and clearance procedure. As HR manager explained when the employees' wants to leave the work they will inform the HR unit before a month. Then the HR department will proceed for clearance procedure and employees for vacant will be replaced from waiting list soon. The same will be true when the project phased out, the project manager will inform HR department before a month and then the clearance procedure will be continued. Unrelated to project manager's response the human resource manager explained that the recruitment, selection and the replacement of

employees procedures were fast, facilitated and within the required time. Furthermore HR department didn't have employees profile recording system. Therefore the human resource department didn't have information about projects.

According to the interview the authority of the project managers had to acquire employees, majority of the project managers said that they had some authority, not full authority. Other few of project managers said that they had full authority to hire the temporary or part-time employees, 3 to 4 month workers. For these temporary employees the project managers themselves hired the employees. However the fulltime contract employees, most of the authority were the HR department, the project managers' were only participate on the selection of those who pass the initial exam and achieved for interview.

As one of the project manager replied on his interview period that:

Project manager was involved only on the last process of interview and procedural exam after recruitment and initial selection procedures of document review, qualification and job related experience screening. But on the recruitment and initial selection process only the HR members participated. The HR members didn't accept the recommended candidate for the project. HR members also made to pass the favored employee by putting them for last exam with those who had unfit candidate's profile and who had profiles below the privileged employee. Other candidates with best qualified and recommended employees were failed by false reasons; and were not passed for interview and procedural exam. Since we didn't have option we were forced to select their privileged personal.

As per all Project managers stated the orientation, goal, role and responsibilities, at the beginning and while reviewed, briefly clarified to the employees. Similarly the response of the questioner showed that there were good practices of defining roles, responsibilities and goal.

The finding of team acquiring in a right number at a right time were poorly practiced as the result of interview and questioners showed. Regarding many of project managers' response of the interview the employees' number were not fulfilled as required; it has been on the process to be hired and it brought an influence on projects schedule, budget, and quality; and also work load to other workers since they were sharing other's duty. Some of the projects were full in number of employees even if it took longer time to hire. As of the response of the questioner majority of, the team members said there were a work load and 55 (93.2%) of the team members were sharing other's responsibility or involved to other's duty. So employees have more than one role and responsibilities because they were sharing others' duties, 48 (81.4%) of the participants said that they had more than one role and responsibilities.

Table 4.3 Distribution of Team acquisition practice of participants (AAUCHS, 2019)

Item	Variable	Good practice				poor practice			
		Frequency			Total in %	Frequency			Total in
201	The roles, responsibilities and competency of the project are defined when employees sign for agreement.	SA	22	43	72.9	SDA	-	6	27.1
		A	21			DA+U	6		
202	Employees got an orientation about the project and working environment before they start the work.	SA	20	51	86.4	SDA	7	8	13.6
		A	31			DA	1		
203	If the team members are not available or leave the project, you are not sharing their work.	SA	2	4	6.8	SA	32	55	9.2
		A	2			DA+U	23		

Furthermore all project managers agreed up on the idea; hiring employees took a longer time. One of the project manager said that *'to hire one research coordinator it took one year, after 3 -4 vacancy application'*. All the project managers were very disappointed while they talk about the time it took and project manager also stated that projects were affected on its' schedule, budget and quality as well as it add work load too their workers. Project manager described the possible reason for the prolonged time of staffing as follows:

- The HR hiring process have a longer bureaucracy (not flexible),
- HR workers give priority to the organizational units and they consider the project's work as a secondary work.
- Therecruitmentprocesswereverypoor(employees'marketpoolingsourcewasvery poor)

- The capacity, the honesty and trust of the HR workers were questionable.

Another project manager explained the delays of hiring process like this: *‘the project was a one year project; we worked for four months and left with six months but still we don’t have IT expert. And we are forced to re-schedule the project’s work and to ask for additional budget. And also as a measure we are going to call a bid for IT service which is expensive’*. The reply of the questioners also backing this idea; 52(88.1%) of them responded that they were not started working in the scheduled time frame of the project plan. Similarly participants’ responses showed that there were poor practices by that of after they sign for agreement they were not started the work soon. But interview with the human resource manager suggested the opposite, according to the interview the HR manager said that they hired the employees within the required time and when employees left they were replaced from waiting list as the time needed as fast.

Table 4.4 Distribution of Team acquisition practice of participants (AAUCHS, 2019)

Item	Variable	Good practice				poor practice			
		Frequency			Total in %	Frequency			Total in %
204	You started working in the scheduled time frame.(no delaines after you sign for	SA	6	7	11.7	SDA	25	52	88.1
		A	1			DA+U	27		
205	You competent to the required competencies.	SA	27	52	88.1	SDA	6	7	11.7
		A	25			DA	1		
206	You are available on the project within the time period needed.	SA	30	45	76.3	SDA	-	14	23.7
		A	15			DA+U	14		
207	You have experience in similar projects.	SA	19	38	64.4	SDA	8	21	35.6
		A	19			DA+U	13		
208	You don’t have other responsibility	SA	5	11	18.6	SA	19	48	81.4
		A	6			A	29		

4.3 Project Team-Development

The project managers specified the employees were working smoothly while team members specified project manager’s approach was friendly. And also Project managers stated that they were the only responsible person for motivating, rewarding, giving training and recognition paper. 6 (54.5%) of the Project managers said that they were formally and informal; tangibly and intangibly motivating, rewarding and recognizing the team by giving recognition words ,money, educational opportunity and training even abroad the country. As the table below showed that they did not have motivating, rewarding and recognition practices, even if they had

a formal plan, it was not implemented.

On motivation, the response of the team members showed that there were good practices of the project managers while motivating them informally and intangibly by creating good working environment and smooth relationship. Out of total 59 participants, as showed in the table below, 53(89.83%) of participants displayed there were a good practices of informal motivating practices. All, 59 (100%) of the respondents, said that there were a smooth relationship with in the team members and most of them said there were a smooth relationship between the project manager and team member, the other not. Nevertheless the formal motivating practices were poorly practiced as team members' result showed. The table below showed 50 (84.76%) of them under poor practice of formal motivating practices. All project managers also stated that there were no practices of benefit or hazard system for employees.

Table 4.5 Descriptive Statistics on Project Team development practice

Item	Variable	Good practice			Poor practice		
		SA	A	Total in %	SDA	DA+U	Total in%
301	There is smooth relationship between the team members.	SA	52	59 (100)	SDA		0
		A	7		DA+U		
302	Project manager motivates you and other project team members for work by intangible motivators (in-words).	SA	33	53(89.8)	SDA	4	4 (10.2)
		A	20		DA+U		
303	Project manager motivates employ by tangible motivators (money, bounce).	SA	4	9 (15.3)	SDA	24	50 (84.7)
		A	5		DA+U	26	
304	Reward or incentive was given to you or other team members on desirable behavioral activities.	SA	12	22 (37.3)	SDA	20	37(62.7)
		A	10		DA+U	17	
305	The project work do not have a work load	SA	5	18(30.5)	SDA	15	41(69.5)
		A	13		DA+U	16	
306	One employee don't have more than one role and responsibility	SA	2	11(18.6)	SDA	26	48(81.4)
		A	9		DA+U	22	

The responses of the team showed that at the beginning of the project much of them took training but in between project cycle it decreased. This study showed 54 (91.5%) of them responded that there were under good practices of training at the beginning. But training between the project cycles as the table below shows 34 (57.6%) of the respondents showed that there were

poor practices. To the contrary: Project managers' suggestion on training; all project managers said that they gave training at the beginning and in between the projects cycle to build and update the skill of the employees. Regarding to majority of project managers' responses every employee got training at the beginning to build their capacity but it costs much because employees turnover were very high. One of the project managers explain about the training like this:

Every employee took training at the beginning and at the middle of project cycle weather the employees were skilled or not. But the problem that we faced were after they took training and work 3-4 months many of them left the project, employee turnover was very high. And to hire another employee it took much time, the project's schedule was affected and we needed extra budget to train the new employees and for the extension of schedule'

Table 4.6 Descriptive Statistics on Project Team development practice

Item	Variable	Good practice			Poor practice		
		Frequency	Total in%		Frequency	Total in%	
307	You took training about the project before you start the project.	SA	52	59 (100)	SDA		0
		A	7		DA+U		
308	You took training between the project cycles	SA	17	25(42.4)	SDA	15	34(57.6)
		A	8		DA+U	19	

Almost all project managers stated that there were no developed ground rules for acceptable behaviors and as the table below shows 38 (64.4%) of the participants said they didn't develop ground rules for acceptable behavior.

Table 4.7 Descriptive Statistics on Project Team development practice

Item	Variable	Good practice			Poor practice		
		Frequency	Total in%		Frequency	Total in%	
309	There are no stressing conditions on work area	SA	8	21(35.6)	SDA	18	38(64.6)
		A	13		DA+U	20	
310	Project manager have a program for stress management to manage the stress of the team members.	SA	4	6(10.2)	SDA	42	53(89.8)
		A	2		DA+U	11	
311	As a worker, you are happy to work in this project	SA	33	49 (83.1)	SDA		10 (16.9)
		A	16		DA+U	10	
312	Your project team developed ground rules for acceptable behavior.	SA	17	21(35.6)	SDA	15	38(64.4)
		A	8		DA+U	19	

4.4 Managing Project Team

There was a regular monitoring and evaluation process in every project but only one project manager said that he reported the result to the responsible or technical committee of the AAUCHS, the other projects did not report to the AAUCHS. As a reason the managers stated that, AAUCHS was not expecting the report and not requesting the report.

All of the project managers were allocated in different works and have different responsibilities. Most of them were lecturer and a department head; in addition to that they were consultant to the clinical service of patient cases. The project managers' agreement with the project was giving 30% of their working hour to the project, the other 70% for the functional department. They said that having different responsibility had some influences on the project. Only one project manager said that even if he had different responsibility it didn't affect the project, because he considered his schedule in the project's plan. On the contrary every employees or team were full timer and available on work as they were needed. The team member's response also support the idea, majority 45 (76.3%) of the participants said they were available within the time period needed the remaining said the opposite.

Majority of projects had the regular meeting between the project manager and the team. Most of project managers said that they had performance evaluation and they were giving the feedback informally. The questioner also indicated similar thing.

Table4.8 Project Team Managing Practices

Item	Variables		Frequ	Percent
401	Are employees evaluated for their performance?	Yes	37	62.7
		No	22	37.3
402	Do employees receive performance feedback from the project manage regularly?	Yes	31	52.5
		No	28	47.5
403	Do employees and the team have a constant meeting with a project manager?	Yes	47	79.7
		No	12	20.3
404	Do employees perform their work on time?	Yes	46	78.0
		No	13	22.0

Most of the projects managers clarify the reviewed role and responsibility for the team. Both the interview and questionnaire response showed there were influences of functional unit on the projects team management practices. According to the interview project managers stated that *‘each project had an obligation to pay 8% of the project fund for the functional unit to get facilitate services but the response were the reverses’*. 47 (79.7%) of the responses of questioner confirmed in support of the idea.

As discussed above, the manager’s outlook on functional units’ influences:

- 1) The delays of recruitment process.
- 2) Finance: the payment of salary was not on time. It took 2-3 month. The same was true for other financial activities.
- 3) There was also a delaying on Procurement process, the procurement and finance workers were not available on work.

One of the Project managers stated about this three department like this:

The influences of the HR, finance, and procurement department were very discouraging for the project managers as well as the team members. It also affected the budget, schedule and quality of the project. We requested battery for the computer mouse before 4 months, it costs 50 birr but still we didn’t get it. The fund released from donors within 3 days of request but to bring from bank and to use it took more than 3 months. The finance system have a longer process, many managers have to sign on request, but most of the managers and workers were on meeting the same is true for procurement, workers were not available in the office. With this all reasons the managers and the team were discouraged.

Other’s responses were not different from this suggestion. According to one of project manager on interview discussed, from project which it took 3 years to start the work, that the project manager requested employees and material for the project to HR and procurement department respectively. The requested material (test tube to take the blood sample) was bought before the employees hired. By the time the employees hired and got to work all the test tubes were expired.

Table 4.9 Project Team Managing Practices

Item	Variables		Frequ	Percent
405	Do the other department influence or have impact on employees work?	Yes	47	79.7
		No	12	20.3
406	Do the project managers clarify the revised role and responsibility for employees?	Yes	42	71.2
		No	17	28.8

The result of the recognition paper, reward and incentive showed that there were poor practices of tangible and formal motivating practices. Majority employees' response of the questioner showed, employees wouldn't have provident fund at project end. Payment on salary were not on time, more than average of participants disagreed up on the idea. There were no formal stress assessment and management practices as all project managers' suggested and also the table below in support with idea. But the good things were above average of the team members said there were no stressing condition in the working area.

Table 4.10 Project Team Managing Practices

Item	Variables		Frequ	Percent
407	Are there stressing conditions on work area?	Yes	21	35.6
		No	38	64.6
408	Do you take the recognition paper for desirable behavioral activities or for good performance?	Yes	12	20.3
		No	47	79.7
409	Do payment on your salary was on time?	Yes	21	35.6
		No	38	64.6
410	Do employees have provident fund at the end of the project?	Yes	21	35.6
		No	38	64.4
411	Do project managers have program for stress management to manage the stress of the team members?	yes	47	79.7
		No	12	20.3

4.5 Discussion on analysis of project team management practice.

According to this study there was no specific team acquiring procedure to the project and the team acquiring process took longer time. Martin et.al (2010) said many human resources practitioners spend a great deal of their time engaged in activities associated with the recruitment and selection of staff. Although recruitment and selection are core activities for many HR practitioners, they are activities that are affected by the organization's policy and the external. While in certain sectors, growth and the development of new business, new technology or

changing markets can mean real skills shortages in the face of which recruitment and selection become of primary importance. As of Martin et.al (2010) recruitment is mostly a relationship process where the key objective should be developing a bond with organization and potential job market. Effective recruitment will minimize cost, source quality incumbents and save time (Huda, 2014). Martin et.al also said that HR practitioners were likely to be responsible for ensuring that the process of recruitment and selection is periodically evaluated against its objectives – i.e. did you employ the ‘right people in the right jobs at the right time’?

As the result showed that there were poor practices of team recruitment and selection process. As the majority of responses of interview and questioner indicated, above average the numbers of employees were not in a required number and also the only source of vacancy was a newspaper. But literatures showed that to be successful on project, recruitment and the selection should be practiced effectively for the success of projects. In support of this idea Kaxihunda (2014) said that effective recruitment will minimize cost, source quality incumbent and save time. Flippo, (1984), regarding to the recruitment process he stated that one had to discover the sources of work force to meet the requirements of the staffing schedule and to employ effective measures for attracting adequate number of work force to facilitate effective selection of an efficient team of officials’. Since recruitment acts as a precondition to selection function, lewis (2007) emphasized the need of effective recruitment for to a very successful hiring in any organization.

According to lewis (2007) if members are not clear on the team’s mission, they will take the team where they think it is supposed to go, and that may not be the direction intended by the organization. And also he stated that the project manager responsibility to identify the skills required for each part of the project and keep staff up to date with regard to any changes. On this study the response of the interview as well as the questioner showed that there were good practices; in clarified and updating the orientation, role and responsibility. From the interview response all the team members said that they were clarified with the orientation, role and responsibility.

The finding showed that employees leave the project and hiring process got longer others share the work and it made the workload to the employees. And also as a result of the interview and questioner there were high turnover of employees in AAUCHS. It increased the workload to

the employees , as the response of the questioner showed 36 (%)of the employee said they were sharing other's responsibility or other's duty, 48 (%) of them said that they had more than one role and responsibility This problem were also addressed in previous study in the same area AAU, CHS by Mathauer et al. According to Mathauer et al. (2006) in AAUCHS, faculty turnover affected both workers and organizations. Turnover of faculty and researchers was recommended that the requirement of urgent response.

Another problem founded in this study was the authority that the project managers had were limited. Newton (2015) on his study mentioned the negative influence of limited authority to as acquiring the project team is often complicated by the fact that the project management team will not usually 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. He also indicate this situation was very common in projects that cut across departmental boundaries and failure to secure the necessary human resources can affect project schedules, budgets, customer satisfaction and quality, as well as, increasing the risk that the project will simply fail to deliver on time and within budget.

The finding of the study showed that the training for the project team were not sufficient and didn't have continuity. And also the motivation practices have been good by intangibly motivating practice giving words recognition and making good work environment. All employees suggested that there were smooth relationship within the team and 53 (89.83%) respondent said that the approach to employees were friendly and smoothly. But according to response of the employees tangible motivating practices were poorly practiced these were practice of giving recognition paper, reward and incentive. And also the payment for salary were late, they wouldn't have a provident fund at the end of the project and no hazard allowance for the employees. Krotz (2003) states on his study the need of tangible rewards for better motivating and retaining employees. Mathaue et al (2010), proposed that mechanisms such as salary increases and some other non-monetary incentives. In 2006 WHO also on behalf of European Observatory on Health Systems and Policies investigated the critical gaps in the health care workforce and their management in nine European countries and finally WHO brought together the experiences of a range of countries that were all struggling with health issue and recommended that Staff would have to be retained and motivated, and some working practices

will have to be changed. In support of this study Prakash, (2008) stated good leadership plays an important role in creating a positive team ambience.

CHAPTER FIVE

5. SUMMARY COCLUSION AND RECOMMENDATION

This final chapter highlights the summary of finding, conclusion drawn and recommendation that have been provided as per the finding of the study to improve project team management practices of AAUCHS. The main purpose of the study was to examine project team management practice in area of acquirement, development and management of team in projects. The research describes the team management practice and makes a recommendation on areas where gaps exists with that of what was practiced at the project.

In order to meet objective of the study descriptive survey design was employed. Human resource manager and 11 Project managers were interviewed and questionnaires were administrated to 65 team members of projects as data gathering tools. Data obtained through questionnaire described by frequency and percentile supported using SPSS software version 20.00. Whereas data obtained using interviews qualitatively analyzed. Finally the data collected from the respondents were analyzed interpreted and major finding was summarized and presented as follows.

5.1 Major Findings of the Study

The finding of the study indicates the practices of AAUCHS, project team acquiring, developing and managing on the current PTM practices.

5.1.1 Project Team Acquisition

The finding of the study indicates that there was no specific procedure to the project for giving facilitated and faster service of the employee acquiring system. And also the HR department used newspaper as a source vacancy announcement. Furthermore, According to the study on project team acquiring practices, all project managers were stated that there were poor staffing practices. Hiring project employees took a longer time then it affected the projects schedule, budget, quality and also affected team member's motives. In most projects the number of the employees were not in a required numbers, employees after they took capacity building training they left the project that means the turnover was very high. The finding also shows that the authority of the project manager on tea acquisition was limited.

With regard to availability of the team on project works; the questioner showed that employees were available all the working hours but the project manager were availability only 30% of the working hours. And project managers' explanation also supported the idea. Majority of the respondents agreed upon orientation and clarification were given about project, project environment, the needed capacity, roles and responsibility.

5.1.2 Project team Development

As the responses of the questioner and interview showed there were a smooth relationship between the team; and also the project manager approach has been friendly. But even if the project manager motivated the team by intangible motivating practices the tangible motivating practices have been insufficient. The response of the questioner revealed that there were poor practices on giving recognition paper, benefits and hazard allowance, reward and incentives. And also payment on their salary was not on time in addition the employees would not have provident fund at the end of the project. On the training most of the respondents' result showed respondents took training at the beginning but the training in between the project cycle was poor. The final finding on project team development was no stress management practices and no ground rule which developed between the team.

5.1.3 Project Team Management

Team management of AAUCHS project's practice was good. Majority of the employee have regular meeting with project manager, employees were evaluated for work performance even if there were no formal feedback. Furthermore project managers clarified the reviewed role and responsibility and the performance of the employees were on time regardless of the influences from different departments of organization. According to the projects managers' explanation and majority of the responses from questionnaire the influences PTM of functional department were very high.

5.2 Conclusions

This study was identified the problems and the practices of team management practice. The research met its objectives and answers the research questions of the study. The findings of the research were on the project team managing practices having been good. There were a

performance evaluation for the team; and regular meeting between project manager and the team. On team development there were intangible motivating practices, smooth relationship between the team and project managers. But on tangible motivating practice were poor. The team didn't have provident fund, hazard allowance and payment for salary was not on time. The reward and incentive practices also had been poor. On project team acquiring practices in most of project were not time and the requirement of employees were not in a required number. The influences of functional department on the project manager as well as team management practice were high and it affected the team management practices.

5.3 Summery

5.3.1 Team Acquisition

- There was no specific team acquiring procedure to the projects for giving faster and facilitated service of the employee acquiring system.
- The only vacancy announcement source used by HR department was newspaper.
- Hiring and replacing project employees took a longer time.
- In most projects the number of the team was not in a required number,
- The employees' turnover was very high.
- Authority of the project manager on acquiring team was limited.
- Training for the project team were not sufficient didn't have continuity (no training throughout of the project)
- There was no recording system for projects employees' profile.
- Project's employees were available on the needed time but the project manager were available only 30% of working hours.
- The finding also showed that the team members were oriented and clarified about project, project environment, the needed capacity, roles and responsibility throughout the project cycle.

5.3.2 Team Development

- There was a good relationship with in the team; and team and project manager.
- The motivation practices were given to the team but it was not sufficient.
- There were on practices of giving recognition paper, benefits and hazard allowance, reward and incentive,

- Payment for their salary was not on time.
- Would not have provident fund at the end of the project.
- Training at the beginning most of employees took training but it didn't have continuity.
- There was no stress management practice.
- There was no ground rule developed between the team.

5.3.3 Project Team Management

- There was a regular meeting between the project manager and employees
- There were employees' performance evaluation practices but poor on giving feedback.
- Influences from functional department namely HR, finance, and procurement on project's performance were very high. These departments also affected the projects on its' schedule, budget, quality and project team motives.

5.4 Recommendations

The study forwards viable recommendations that help to mitigate the problems of the issue under study.

- Creating new structure or the project management office (PMO), it is a management structure that standardizes the project-related governance processes and facilitates the sharing of resources, methodologies, tools, and techniques (1). PMO will help projects to have fast team acquiring, facilitated finance, procurement and administrative activities and also to have a smooth communication with the functional unit. To monitor the project progress at the side of AAUCHS.
- Use additional employee pooling methods or use additional vacancy sources of methods like using media, leaflets, use different vacancy boards and accept the recommended employees.
- Further Study to identify the reason for high turnover, why team acquiring procedure took longer time
- Strengthen team motivating practices by combining the intangible with the tangible

motivating practices by giving benefit like provident fund, hazard allowance; by keeping their right like giving their salary on time and by generating reward system.

- The project manager should have to develop a ground rules for acceptable behaviors between the team.

References

1. ABEBE, T. (2008). THE HUMAN RESOURCE MANGEMENT.
2. Adu Darkoh, M. (2014). EMPLOYEE RECRUITMENT AND SELECTION PRACTICES IN THE.
3. Antoniadis, D. N. (2012). Complexity and the Process of Selecting Project Team. *Journal for the Advancement of Performance Information*.
4. Azmy, N. (2012). *Te Role of Team Effectiveness in Construction*. . Graduate Teses. Bredillet, C. &. (2008). *The Influence of work*. Australia.
5. Geraldi, J. G. (May 2007). The Development of Project Management Thinking. *Fachbereich Maschinenbau*, 2.
6. Geraldi, J. G. (May 2007). The Development of Project Management Thinking. *Fachbereich Maschinenbau*, 7.
7. GTZ. (2006). Health worker motivation in Africa.
Haugher, D. (1998). *21 Ways to Excel At Project*. London.
8. HUDA, H. (2014, Febr). Effective Recruitment Challenges Faced by the Hospitality.
9. HUDA, Kazi. (2014). *Effective Recruitment Challenges Faced by the Hospitality*. Bangladesh: Southern University Bangladesh, Bangladesh.
10. Jiang, X. (2010). How to Motivate People Working in Teams.
11. KERZNER, H. (2009). *Project management*. Canada: John Wiley & Sons, Inc., Hoboken, New Jersey.
12. Lehmann, S. (2007). *The state of the evidence on programs, activities, costs and impact on health outcomes of using community health workers*. Geneva.
13. LEWIS, J. P. (2007). *Fundamentals of project management*. United States of America: American Management Association.
14. Magnus. (2005) the Performance of Health Workers in Ethiopia. *World Bank Policy Research Working Paper*, 17.
15. Manyazewal, O. M. (2016). Proposing evidence-based strategies. Newton, P. (2015). Managing a project team.
16. Pinnacle, M. (2007). THE ORIGINS OF. *Fourth Annual PMI College of Scheduling Conference*.
a. Australia: Mosaic Project Services Pty Ltd.
17. *PMBOK*. (2013). USA: Project Management Institute.

18. PMI. (0013). Retrieved from www.Free-management.comPrabhakar, G. P. (2008). Teams and Projects. CCSE.
19. *Project management principles*. (2013). Retrieved from www.Free-management-ebook.somRemacle, J. (2011). *Project Management*. European Union.
20. Rothwell, W. J. (2010). *Effective*. United States of America: American Management Association. Salas, I. (2007). TEAM BUILDING.
21. Santosa, S. T. (2014). Project Management success in health. ELSEVIER. *STEP BY STEP GUIDE TO PROJECT MANAGEMENT*. (2007).
22. Stretton, A. (October 2007). A Short History of Modern Project Management. *PM World Today*, 3.
23. *The Health Care Workforce in Europe*. (2006). World Health Organization. Verma, V. K. (1997). *Managing the*. UAS: by the Project Management Institute.
24. Weller, B. (2008). *Incentives for Health Professionals*. United Kingdom: International Council of Nurses, International Hospital.

Code NO.....

Consent form

Introduction and consent

Hello!! My name is Dansure Debere I am student of Addis Ababa University Faculty of Business and Economics school of commerce. I am conducting a research for the partial fulfillment of the requirements for the degree of master of project management on title assessment of project team management practice among projects in AAU CHS.

This structured questions and interviews were designed to collect information on team management practice of projects in AAU College of Health Science. Since the interview or questioner is for research purpose, your genuine responses have great importance for the successful completion of the study. Hence your short, precise and honest response is highly appreciated.

Confidentiality

As it has been mentioned above this interview or questioner is for academic purpose that the response generated from this research will be kept confidential. Thus, your valuable response is highly helpful in the preparation and achieving its' objective under the study.

Thank you in advance for your cooperation

Are you willing to respond for this study? 1. Yes 2. No (if No, stop)

Signature _____

Date

Part one: Socio demographic characteristic of project team members

item	Questions	Possible answer
101	Gender	a)male b)female
102	Age	a)below25 b)26-35 c)36-45 d)46-55 e)56 and above
103	Educational status	a)certificate b)diploma c)1 st degree d)2 nd degree e)above 2 nd degree
104	Monthly salary	a)below2000 b)2000-4000 c)4001-6000 d)6001-8000 d)8001 and above
105	Form of employment	a)permanent b)contract c) part timer d) other specify-----
106	Work experience on the project	a) less than01year b)01 to 02years c)02 to03years d) more than 03years

Part 2. Question on Acquiring project team practice to project team members

Rate the acquiring practices of project team of AAU College of Health Science on basis of the following parameters by making tick (✓) in the box

no. q	Items	Strongly disagreed (1)	Disagreed (2)	Undecided (3)	Agreed (4)	Strongly agreed (5)
201	The roles, responsibilities and competency of the project are defined when employees sign for agreement.					
202	Employees got an orientation about the project and working environment before they start the work.					
203	If the team members are not available or leave the project, you are not sharing their work.					
204	You started working in the scheduled time frame.(no delaines after you sign for agreement)					
205	You competent to the required competencies					
206	You are available on the project within the time period needed.					
207	You have experience in similar projects.					
208	You don't have other responsibility or involvement to other duty.					

Part 3 equations to Team development activities of team members

Rate for the practices of team development activity on the basis of the following parameters by marking tick (√) in the box

NO. Q	Questions	Strongly disagreed (1)	Disagreed (2)	Undecided (3)	Agreed (4)	Strongly agreed (5)
301	There is smooth relationship between the team members.					
302	Project manager motivates you and other project team members for work by intangible motivators (in-words).					
303	Project manager motivates employ by tangible motivators (money, bounce).					
304	Reward or incentive was given to you or other team members on desirable behavioral activities.					
305	There are no stressing conditions on work area.					
306	The project works have a work load.					
307	One employee doesn't have more than one role and responsibility.					
308	Project manager have a program for stress management to manage the stress of the team members.					
309	Project manager have a program for stress management to manage the stress of the team members.					
310	As a worker, you are happy to work in this project.					
311	Your project team developed ground rules for acceptable behavior.					
312	You got training about the project before you start the work.					
313	You took training between the project cycles.					

Part 4 Equations on managing project team

For the questioners below say Yes or No for the management practices of the project by marking tick (✓) on the box for Q. No 27 to 32

	Equations	Possible answers	
		yes	No
401	Are you evaluated for your work performance?		
402	Do you receive performance feedback from the project manager regularly?		
403	Does the project manager clarify you with the revised role and responsibility?		
404	Does the project manager have regular meetings with you and the team?		
405	Do you perform your work on time?		
406	Does the other department influence or have impact on your work? (Like finance, purchasing, administrative etc.)		
407	Does payment on your salary was on time?		
408	Do you take the recognition paper for desirable behavioral activities or for good performance?		
409	Do employees have provident fund at the end of the project?		

Part 1 Questions for project managers

1. Gender
2. Age
 - a) Below20
 - b)20-30
 - c) 30-40
 - d) 40-50
 - e)50 and above
3. Educational status
 - a. Degree
 - b. MA/MSc
 - c) assistant professor
 - d)professor
4. For how many months or years have you been working in the project?
 - a) Below 1year
 - b) Between 1-3year
 - c) Above 3year
5. What type of employee are you?
 - a. Contract
 - b. Laborer
 - c. Part-time

Part 2. Question on Acquiring project team

1. Did you have relevant knowledge of similar implemented project (experience)?

2. Did you negotiate and influence others who are in a position to provide the required project team while employees are selected?

3. Who has been the responsible person to inform the team the roles, responsibilities, and competency for employees?

4. Do you think the number of team members acquired as you requested (as a project needs)? If the answer is no what are the possible reasons and influence on projects?

5. Did employees leave the project? If yes, what alternative measure you take and what were the influences on the projects' schedule, budget, and quality?
-
6. Did you acquire the team in the scheduled time frame? If the answer is no what were the possible reasons and what were the influence on projects?
-
7. Did you acquire the necessary skilled and competent employees for project? If no what were the possible reasons and influences on the project's schedule, budget and quality?
-
8. If the project team members do not possess required competencies, what proactive responses did you take?
9. Wasthereatrainingplanfortheteambuildorupdatetheteambetweentheprojectcycles?
-
-
10. Have you including the team members been available on the project within the time period needed? If no, what were the possible reasons?
-

Part 3. Question on Project team-development

11. Did the team members have the ability to work with other as a cohesive team? If no did you have a plan how you build the team cohesiveness?
-
12. Collocation: are you responsible or involved to other duty? If yes, does it have influences on the project performance? Justify
-
13. Did you have a motivating, recognizing and rewarding program for desirable behavioral activities? If yes in what possible ways?
-

14. Did the project team develop ground rules for acceptable behavior?

15. Did the project management assess the team for stress and dissatisfaction? If yes, how you manage it?

16. Is there a benefit or risk hazard system for the employees?

17. Did your project have regular monitoring and evaluation process? If yes, did you report the result to the responsible person for AAU College of Health Science?

P art 4. Questions on Managing project team

18. Did the project manager have a regular meeting with the team?

19. Did you have work performance reports (in determining future human resource requirements, recognitions and rewards and updated the staffing management plan)? If yes for whom you are reporting?

20. Did you give feedback to the team member regularly?

A, Yes b, No

21. Did you clarify revised roles and responsibility for the team as needed?

A, Yes b, No

22. Did you think that functional units have negative influences while you are acquiring, building, and managing the team? If yes, what were the influences?

23. Did AAUCHS have project office?

1) Yes

2) No

Questioners for interviewing human resource manager

1. Does the human resource department have requirement documentation?

2. What are the procedures or the policy you following in the project to recruit and select new entry?

3. What are the sources you using for job vacancies of the projects?

4. As a human resource unit what have you done on clarification of job description and orientation for employees (project environment)?

5. Is there a facilitated method of recruitment procedures for replacement of employees when employees leave the project? If no what are the possible reasons?

6. In what interval project performance appraisal and evaluation takes place?

What has been done as a human resource unit to develop knowledge and skill of projects employee?

7. What have been done for the project to motivate the team?

8. When projects end will you informed and the employees come for clearance?

9. What are the responsibilities of the human resource officers at the end of the project?
