



**THE ASSESSMENT OF PROJECT TEAM MANAGEMENT
PRACTICES: A CASE OF DEVELOPMENT AND
TRANSFORMATION FOR ETHIOPIA, TECHNICAL PROGRAM**

**A PROJECT WORK SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR OBTAINING MASTER OF
ARTS DEGREE IN PROJECT MANAGEMENT**

**BY: KALKIDAN ESAYAS
ADVISOR: DR. ABDURAZAK MOHAMMED**

**MARCH, 2021
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**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
GRADUATE STUDIES PROGRAM
DEPARTMENT OF PROJECT MANAGEMENT**

**THE ASSESSMENT OF PROJECT TEAM MANAGEMENT PRACTICES:
A CASE OF DEVELOPMENT AND TRANSFORMATION FOR
ETHIOPIA, TECHNICAL PROGRAM**

Approved by board of examiners

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Statement of Declaration

I, Kalkidan Esayas, have carried out individualistically a research work on the topic entitled ‘The assessment of project team management practices: a case of “Development and Transformation for Ethiopia, Technical Program”’ 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.

I have carried out the project work independently under the supervision of the research advisor,
Dr. Abudurazak Mohammed

Kalkidan Esayas

Signature _____

Date _____

Letter of Certification

This is to certify that Kalkidan Esayas has carried out this project work entitled “The assessment of project team management practices: a case of Development and Transformation for Ethiopia, Technical program is under my supervision. This work is an original and submitted for examination in fulfillment of the requirement for the award of Master of Arts degree in project management.

Abudurazak Mohammed (PhD)

Date & signature

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LIST OF ACRONYMS AND ABBREVIATIONS

ChSA	Charities and Organizations Agency
DATE	Development and Transformation for Ethiopia
HR	Human Resource
INGOs	International Non-governmental organizations
PMS	Project Managers
P&C	People and Culture
TP	Technical Program

Abstract

This paper reviews the team management practice of Development and Transformation for Ethiopia, Projects. The aim of this study was to evaluate project team management practices and identify potential gaps in DATE- TP project team management practices. An exploratory and descriptive research design was used in this analysis. Semi-structured and open-ended interviews were scheduled and performed with fifteen managers who were purposefully selected for data collection. In addition, self-administrative questionnaires were prepared and administered for fifty nine members of the project team were chosen using a stratified sampling approach combined with a simple random sampling method. The results of the study identified project team management issues and activities in the field of analysis. The team management practices were upbeat, but there were some limitations: the team met daily; the team was available regardless of how functional units influenced the time required and the team was often assessed for its performance, even though it had poor results. There were close partnerships within the team during team building activities, as well as between the team and the project manager. However, the compensation and profit plans were ineffective, as were the methods for motivating the team. The hiring practices for the team were extremely poor; the team was not recruited in a timely manner, in the requisite amount, or with an adequate source of vacancy. According to the findings, team-recruiting strategies are ineffective, team creation approaches are ineffective, and team management practices are successful. The project team's plan, process, and structure should all be changed.

Key words: DATE, Project, Team Management, Technical Program

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

In order to ensure that the project meets its goals within the planned quality, timeframe and budget, project management is more than managing resources, risks and alterations (PMI, 2013). Evidence suggests that project performance is determined by how project teams are organized and structured, not by how the project schedule, budget, or quality management are planned (Adair, 2004).

The difficult project condition necessitates adequate expertise in project management. It needs project managers to have a leadership capacity that exceeds mere technical competence. In dangerous, unpredictable, dynamic, and ambiguous environments, keeping It's crucial to keep the project on track (Pinto, Thoms, Trailer, Palmer & Govekar, 1998).

High team success necessitates effective team management and leadership. The aim of good team management is to build a positive environment in which project team members are professionally challenged, actively involved, and respected for their contributions, resulting in a high level of mutual confidence and understanding, strengthened working relationships, enhanced motivation, and dedication to project objectives (Verma, 1997). 'When leaders are having trouble forming the right team,

Project managers working in INGOs on the creation of appropriate project team management approaches will plan and execute project team management techniques, ensuring high team success. To be able to implement project team management and leadership effectively, the project manager must first grasp the fundamentals of project team management and leadership.

As a result, the aim of this study is to investigate and explain how project teams are handled in one of INGO, Development and Transformation for Ethiopia (DATE), actually working in Ethiopia, and assesses whether they are properly acquiring, developing, and managing teams standards and procedures of project team management.

1.2. BACKGROUND OF THE ORGANIZATION

Development and Transformation for Ethiopia (DATE) has been operational for more than 40 years, serving over 12 million beneficiaries and 2.5 million registered children in more than 100 districts in eight regional states of Ethiopia with an average annual budget of 100 Million USD. The organization has been operating on programs such as livelihood/agriculture, education, Water, Sanitation hygiene (WASH), Gender, disability and Child protection, and health.

DATE from its side, has taken the lead in integrating the livelihood, food security and economic development sector with nutrition and has crafted a holistic TP (2016-2020) back in 2015. The program mainly targets vulnerable children, pregnant and lactating women and households with malnourished children. By expanding its span of intervention to more than 70 districts, the program has implemented nutrition specific and sensitive interventions.

To mention some, through the support of the program, more than 21,870 hectares of degraded land has been restored, 21,999 households got access to agricultural technologies to enhance their productivity of nutrition sensitive products and ultimately increased availability of nutritious food. As a result, the proportion of children receiving minimum dietary diversity increased to 44.4% (2019) from where it was in 2015, 40%. Seeing that more than half of children in our intervention areas still do not access the required diet diversity, the five-year progress is rather encouraging but not enough. In the intervention areas, the prevalence of underweight (weight of age) in children under five has reduced to 20.5% in 2019 from 24.5 at 2017. The technical program has 54,420,000 USD (from sponsorship, Grant and PNS).

1.3. STATEMENT OF THE PROBLEM

Project management is not a one-person job; it takes a team, committed to achieving a particular objective is required. Project management necessitates abilities in in the areas of team building, leadership, conflict resolution, technical competence, and resource allocation. Having the right people, with the right expertise, at the right time is what project management means. It also includes ensuring that the project is completed team members are aware of what needs to be done, where, and how, as well as encouraging them to take control of the plan (Remacle, 2011).

Nothing, according to Newton (2015), is more important to a project's success than the people who make it up. All the other preparations would be lost easily without good people who have the skills, expertise, and determination to get the job done. For the triumph of the project, extend group administration forms is fundamental, something else the extend will fall.

Therefore, important attention should be paid to how project managers treat and direct their team to work effectively. Many written literatures provide strategies for effective team leadership. Nevertheless, because of various variables, procuring, creating and overseeing a viable venture group could be an exceptionally challenging assignment for these extend supervisors. Any of these factors incorporate the need of talented workers,

Individuals with various backgrounds, goals, and motivations are supervised and encouraged as part of a person community and distinctive interface may be a major source of challenge for extend leaders and requires time, assets and most imperatively administration abilities. Moreover, the organization objectify a few vital projects concurrently; this implies that a few of the extend group of individuals are portion of useful offices and give back to more than one extend at a time that sometimes leads to contradictory to the goals.

Furthermore, these programs are implemented in various Ethiopian districts, and some of the extension staff are stationed distance from the corporate headquarters. What is it like to be in charge of a geographically dispersed group? Managing a project would undoubtedly entail additional considerations and difficulties for topographically scattered group. Certainly, there will be extra contemplations and challenges involved in overseeing a group scattered completely different locales (PMI, 2013).

There is liberally accessible writing on project team management incorporate or industrial ventures. In non-governmental organizations, there is a scarcity of literature on project team management. Data and research on project management activities in the voluntary sector are difficult to come by. Looking strong evidence-based research on project team management in Ethiopian INGOs is a challenging.

In light of the aforementioned issues, the aim of this study is to discover and depict how DATE-TP project managers procure, develop and execute their newly formed project groups; the obstacles they face, the solutions they find and decide if they incorporate theories to project team leadership.

1.4. RESEARCH QUESTIONS

- How does DATE-TP go about acquiring, creating, and handling project teams?
- What are the key obstacles that a project manager faces while managing a project team?

1.5. OBJECTIVE OF THE STUDY

1.5.1. GENERAL OBJECTIVE

The overarching aim of this study is to identify issues and evaluate project team management activities of DATE-TP.

1.5.2. SPECIFIC OBJECTIVES

- Define and describe the methods for forming, managing and acquiring project teams.
- Recognize and identify project team acquisition, growth, and management activities.

1.6. SIGNIFICANCE OF THE STUDY

As discussed earlier, DATE has multi-sectoral projects that contribute for the development of the country to serve the community in powerful, productive and quality assistance through various evolving methodologies. This examination empowers DATE-TP to give essential data on holes influencing the accomplishment of the project team.

1.7. SCOPE OF THE STUDY

In DATE-TP, the thesis centered on project team management activities. In terms of the assessment's specifics, it centered on project human resource acquisition, team growth, and project management activities.

1.8. LIMITATION OF THE STUDY

The study will be conducted only project teams under TP. As a result, since all of the results and recommendations are focused on Development and Transformation for Ethiopia-TP no generalizations can be made for the rest of administration structure of the organization

1.9. ORGANIZATION OF THE STUDY

The study was divided into five parts. The first chapter provides an outline of the study. This chapter discusses the research area's context, the research issue, the study's objectives, the study's importance, and the study's scope. Chapter Two covers a discussion of literatures on the topic. Conscious effort shall be made to explain project risk management. Chapter Three discusses in detail the methodology that were employed in conducting the research; the design and methods that were used for data collection as well as the approach that were applied in analyzing data gathered. Chapter Four presents analysis of the data that were collected through the survey and discussion of relevant issues and finally it brings out the findings of the survey. Finally, chapter five will summarize the study; give conclusions, recommendations, and areas of future research.

CHAPTER TWO

LITERATURE REVIEW

Project management is about handling the persons who are going to do the project work. This chapter highlights related literature and addresses some of the key areas important to the successful management of project teams, including the acquisition, creation and management of teams via transformative collaboration, teams will achieve their goals.

This section does not cover all ideas for managing teams; however, it is organized so that the reader can grasp the study's core concepts by considering the following points.

2.1. DEFINING THE PROJECT TEAM

This group is made up of members from various teams who have specific subject matter experience or the necessary skill set to complete the project's tasks. A project team's composition and characteristics change over time, but the project manager's position, as the team's leader remains constant. The amount and type of authority the project manager has over the participants, on the other hand, will vary.

2.2. THE IMPORTANCE OF PROJECT TEAMS

The project team is the most important resource for any project. Projects require specific skills at different stages of the project timeline. The talents, expertise and the project's sustainability hinges on the abilities and talents of those who finance it. The project team's workload must be divided and shared to complete the project on time (Lutchman, 2011).

Teams are formed to put together a diverse range of matching skills and capacities to ensure that the team has all of the requisite competencies to complete the task. The nature of the job often necessitates a complex range of complementary skills that no single person can possess, even if a team of experts may possess all of the required abilities. Teams may use their various complementary abilities to come up with a variety of ideas and alternative during consultation and brainstorming sessions (Adair, 2004).

When faced with a variety of options, research has shown that decisions made in groups are often better than decisions made individually. This benefit is also linked to the fact that a team with a diverse range of skills and experiences will make better decisions together. The best decisions are made as a group. The reasoning behind this is that if a project team has reached a consensus, participants will be obligated to follow through with their decision due to peer pressure (Kerzner, 2003).

Teams increase enthusiasm because it stimulates collaboration and produces more power than working alone (Sidle, 2005). When facing challenges, the help and assistance provided to each other aids to create resilience and lowering dissatisfaction. Furthermore, the willingness of team members to behave professionally has a positive effect on their ability to collaborate and produce (Burke and Barron, 2014).

People decide whether projects sink or float, make the decisions, organize and monitor the progress. One of the most important factors in project performance is people and how they interact within the project environment.

The art of project management is focused on collaboration. Project managers must act as both team and leaders. Only if the project team performs perfectly can time, cost, and quality management and control tools must be efficient (Mohammed and Abi 2015; Newton, 2015).

2.3. DESCRIPTION OF TEAM COMPOSITION AND STRUCTURE

A project manager must understand that team development, management, and overall effectiveness are all influenced by a variety of factors. However, only a few basic topics are explored for the purposes of this study.

Heterogeneous Teams: Heterogeneous teams occur when team members vary in qualifications, expertise, personality, ethnic or cultural background and other variables that may affect team performance are all factors to consider. The more heterogeneity in the team, the more effective it would be at solving problems. They will have more experience and will be able to collaborate more effectively. However, it has the potential to be a significant source of conflict (Burke and Barron, 2014).

Cohesive Teams: Personal goals are effective when colleagues want to be a part of them, and their personal interests are well matched with the team's goals and when there is a sense of belonging, unity and loyalty among the members. If they work in close quarters, have common beliefs, behaviors and are a small group, the team is more likely to be cohesive (Adair, 2004). The more integrated a team is, the better it can do in general. When team members are extremely unified, though, it can contribute to the jeopardies of groupthink. In this situation, team cohesion would be more valuable to the team than critically and objectively assessing the decision-making process (Verma, 1997). The more diverse and cohesive the team is, the more successful it will be. To get the best out of it, they must be properly formed and managed as multidisciplinary teams.

Cross-Functional Teams: Teams are typically created by merging multiple functional teams in matrix-structured organizations. These cross-functional teams are made up of experts from different fields such as finance, information technology, communication, administration, and logistics who collaborate on the project. As these members are considered experts in their individual functional fields, they are usually given the opportunity on its own without consulting the project manager frequently. One of the main issues with the matrix company system is that the project manager coordinates staff from different departments on an individual basis (Burke and Barron, 2014).

Since multiple managers are active in the administration and decision-making process, cross-functional teams have the drawback of requiring more contact ties to keep them updated and consulted. As a result, two managers from their functional department, as well as the project manager will be assigned to each team member. The team will be split between them and have dual power and accountability will lead troubles over priorities, resources allocation, loyalty schisms, ambiguous roles and disputes (Burke and Barron, 2014). The project manager is in charge of technical decisions while the functional managers are in charge of administrative decisions in this arrangement (Matrix structure). The separation of power and responsibility normally results in an overly complicated situation with disappointing results of a team. The failure of project engagement from a high number of tasks has a negative impact on effectiveness (Verma, 1997).

It is the project manager's duty to practice appropriate leadership against functional managers in acquiring teams and resources through negotiating, participatory, consultative, and negotiable leadership styles in order to overcome the trade-off of who decides when and how. The project supervisor is responsible for coordinating and integrating relevant resources from various departments. Both a highly integrated information and control system and are required of the project manager in order to successfully achieve this (Kerzner, 2003).

Virtual teams: Virtual teams are groups of people with a common purpose who work together to accomplish the project's objectives from various parts of the world. To organize contact and tasks, communication tools such as e-mail, audio conferencing and video conferencing are used by project managers and team members. When working on a project with several project sites in various areas, virtual teams are appropriate (PMI, 2013).

There are some difficulties in managing virtual teams, including frequent misunderstandings, a sense of team members' demonization, difficulties exchanging knowledge and expertise, and the availability or cost of internet access in rural areas are all factors to be consider. As a result, preparing for successful communication, setting clear goals, encouraging communications, establishing procedures and strategies include reducing tension, engaging people in decision-making, understanding cultural differences in the workplace and sharing credit for accomplishments are the crucial steps a project manager must take to ensure that virtual project teams are managed effectively (Burke and Barron, 2014).

Function of each team member: Tasks must be clearly identified and delegated in teams. Members would be effective if they recognize the importance of their contribution. For the team to be dedicated, shared goals and values must be identified. For them to feel useful and respected, they must be given autonomy over the work they do, and accomplishments must be recognized in order to inspire and empower the team (Verma, 1997).

Healthy teams have the following characteristics: The following characteristics are defined by Adair (2004) and Burke and Barron (2014): They have a small handful of people who have a wide range of skills, including technical/functional expertise, problem-solving, and decision-making abilities, as well as interpersonal skills are needed for the role.

The team's tasks are clearly established and include everything required for the team's performance that will be recorded, approved and shared performance goals. Responsibilities within the team are clearly established include everything required for the team's performance. If one team member is unsuccessful, the whole team will be affected.

2.4. PROJECT HUMAN RESOURCE MANAGEMENT

Preparation, recruiting, forming and leading the project team are all procedures that must be covered by project human resource management according to PMI, (2013). Despite the fact that project team members have unique tasks and responsibilities, all team members should participate in project preparation and decision-making because their involvement in the planning phase adds their important experience, as well as their dedication to the project

2.4.1. PLANNING AND ACQUIRING PROJECT TEAMS

One of a project manager's top priorities is to form the right team for the job. Identifying and recording project roles as well as securing the human resources required to complete the project, are all part of the project team's preparation and acquisition process (PMI, 2013). The manager must consider the desired results when forming a project team. The first phase in the project team management process is to form a project team who are appropriately qualified. Technical and professional expertise, managerial experience, administrative skills and the ability to work, as part of a team must all be taken into account when recruiting team members 2004 (Adair). If the project were to be handled in a matrix organization framework, it would be essential to negotiate staff with the functional managers.

The procedure for identifying and documenting project accountabilities, as well as establishing a staffing management plan, implies that each task package is clearly assigned, so that all team members are aware of their roles and responsibilities, as well as the necessary skills and reporting relationships. A human resource strategy involves tasks, duties, relationships, and authority, is the result of this phase (PMI, 2013).

The process of validating the availability of human resources and securing the team necessary to complete project work is the acquisition of the project team (PMI, 2013). Getting the project team together can be daunting because the project manager does not have full influence over anyone who wants to be a part of the project. They will need to begin negotiating with those in

positions of leadership to Implies that each task package is explicitly assigned because all team members are aware of their roles and responsibilities, as well as the necessary skills and leadership styles (Burke and Barron, 2014). There are two traditional methods for forming project teams, according to PMI (2013):

1. Pulling in-house talent: hiring by negotiation people who are currently employed by the company. This is beneficial because they would have a clear understanding of the project's goals. The wage expenses will be lowered.
2. When there is a need for extra human resources or a specialist that is not available within the company, recruiting or contracting people from outside the organization is a viable option.

2.4.2. DEVELOPING PROJECT TEAMS

The development of the project team is the process of improving skills, engagement with team members, and the overall team spirit to substantially improve project performance' (PMI, 2013:255). Improved teamwork, enhanced qualifications, more engaged employees with higher morale and trust will lower staff turnover. It also fosters a team culture that is committed, cohesive and constructive, which increases individual, team success as well as team spirit by allowing team members to share their knowledge and expertise (Adair, 2004).

Co-location, preparation, team-building exercises, establishing basic rules for the team to follow, and providing praise and appreciation and incentives are strategies and techniques for developing project teams, according to PMI (2013).

Trainings: are intended to improve the project team members' abilities. It can be formal training in a classroom or online or informal training on the job.

Establishing Ground Rules: identify what is and is not appropriate actions for members of the project team. Strong commitment to consistent instructions avoids confusions and promotes efficiency. Addressing general principles provides an opportunity for team members to find values that are important with each other.

Co-location: Putting several or all members to strengthen their ability to work together by putting the project team in the same physical place.

Incentives and Acknowledgement: Burke and Barron (2014), citing Abraham Maslow's theory, say that a reward will be effective if it meets a need that the individual values. As a result, when assessing recognition and incentives, human differences should be taken into account. People are motivated because they believe their efforts are rewarded by the benefits they get.

People are motivated, according to Verma (1997), if they feel they are appreciated in the business, as demonstrated by the rewards they earn money (in the form of wage increases or bonuses) is widely regarded as a crucial component of any company incentive scheme. Wide wage disparities can have a negatively affected the morale of personnel in a team setting.

If team members believe there is an excessive pay gap, team bonding can be hampered. Furthermore, most project teams are inspired by the prospect of expanding, completing, and applying their technical expertise to new challenges. He also suggested other aspects that could be incorporated into the overall team incentive programme. A secretary's private office, preparation and additional compensation are examples of incentives that can be used as incentive strategies, professional advancement, the opportunity to participate in public lectures and seminars, as well as special incentives for rest and recovery (R&R) and holiday (Verma, 1997).

The project manager must understand how teams are developed and evolve in order to develop and lead the team properly, according to Bruce Tuckman's Theory of Team Development. In their books, Burke and Barron (2014), Kerzner (2003), and Verma (1997) discussed Bruce Tuckman's team growth model, which is already fully implemented and used. He defined five phases of team development: designing, storming, norming, performing and adjourning. All of which he believes are natural iterative stages that occur when members of a team are selected. As a result, the project manager to direct the team based on their preparation. In this case, the project manager should use a situational leadership style.

The project manager has defined individual members who are required for the project during the development stage. Several members of the team will be missing during this stage, since roles and responsibilities are often vague, and team members will seek input from the project manager. The key concern of many project managers is coping with the natural and expected nervousness that comes with forming a new team. An exception, however, is keeping a close eye on the project is a challenge. Apart from insecure places, the root of anxiety may be the project manager's management style, the essence of the project, whether it suits their capabilities, or their career

ambitions. Furthermore, whether the workload would be distributed evenly among colleagues, as well as whether each member can bear his or her own weight. Participants of certain newly formed teams are required to train other in addition to their own jobs, members Anxiety levels will rise if this becomes excessive (Kerzner, 2003).

The project manager's job at this point is to identify roles and responsibilities while also providing guidance. He or she must explain the project's goals, who will be involved and why, the project's importance to the organization as a whole, and why each team member was chosen and assigned to specific tasks and what position he or she will play and the benefits to each team member. The possible obstacles and vulnerabilities, the procedures that must be followed, the barriers that the project can present to individual team members and the entire team, why teamwork is so vital to project management success and how it can be implemented, and finally, obtaining feedback from team members to accomplish success (Kerzner, 2003).

During competition, there will be disagreements and hostility among team members at storming stage. These discrepancies must be managed by the project manager who must also provide guidance on the task's intent and objectives. Project manager should enable team members to share their thoughts and lookout for signs of conflict during this period and ensure that everyone is on the same page. Promote full participation in meetings and discussions, and use community strategies to help team members collaborate so that the team can easily move beyond the storming stage. Mutual trust and confidence can be fostered by open dialogue, assisting in the development of an active team (Verma, 1997)

Individual roles, duties, and tasks are specified at the normalization level. Members of the team begin to collaborate and exhibit participative actions, loyalty, confidence and solidarity. As a result, the project manager must provide assistance at this stage in order to boost and easy to work together and make decisions when you're in a group. A team meeting may also be called by the project manager to explain all team responsibilities and to set up the project management office as a friendly place to work and allow the team to negotiate working arrangements. Working procedures and values should be encouraged and team-building training courses should be considered to support team members in comprehending teamwork principles. At this phase, the group is developing into a team (Verma, 1997).

At this point, the team is solely focused on the mission; they have a strong understanding, integrity, independence and motivation; they know what else they need to do, why they are doing it, and how they will do it. At this stage, they recommend appointing a project manager. The project manager's role is to delegate responsibilities, build a working atmosphere that is conducive to meeting project objectives while staying challenging and enjoyable, and motivate the team by giving them more control of how they perform their work on a day-to-day basis through collaboration and involvement (Burke and Barron, 2014).

The project has been completed and must be thoroughly reviewed in the adjourning stage. The project manager's job at this point is to appreciate each team member's commitment and to promote the project's success with the intention of completing the project while keeping people involved in potential projects (Burke and Barron, 2014; Kerzner, 2003). In his book, Kerzner (2003) argues that project managers should take a living approach to leadership because these phases mean that successful leadership cannot be static or rigid and therefore flexible. Furthermore, successful leaders should not be solely centered on tasks or relationships, but rather strike a balance between the two. A project manager on the other hand, can be expected to exhibit strictly task-oriented actions at a time of crisis.

The main problem for project managers is that, if the project's span is minimal, project managers in normal growth phases, they do not have extra of time to form an effective team based on the team's expertise. As a result, they'll have to relocate as quickly as possible through the various stages of team development, ensuring that all team members recognize the project's goal and have a clear vision and devise a strategy for achieving the project's objectives (Burke and Barron, 2014). This initiative necessitates paying close attention to team members, attitudes, approaches and the potential for synergies within the team to increase productivity (Sidle, 2005). Individual members of the team may be at various stages of growth as they move through the development lifecycle from developing to executing in terms of abilities and experience as well as teamwork.

Major barriers to project team development: Recognizing and overcoming roadblocks to project teams.

Conflicting perspectives, aspirations and desires: The most important obstacle occurs when team members' professional ambitions and priorities differ from the project's objectives. Project

managers must commit 100% of their attention to their tasks and efforts in identifying and addressing competing inconsistencies at the outset of the project life cycle as well as completely clarifying the essence of the project and the incentives for completing it successfully. Accountabilities must be described clearly.

Conflicts of roles: Role conflicts among teammates, such as misunderstandings about who does what in the project team, are common that sabotage team development efforts. Conflict, ambiguity and power struggles are common when project responsibilities are unclear. Roles must be allocated, negotiated and a work breakdown structure must be planned. To keep the team up to date on development, regular status review meetings are needed. Over the course of the project's life, keep an eye out for unexpected role conflicts.

Dynamic project environments: Many projects are in a state of continuous flux upper executives, for example, can need to adjust the priorities, targets and objectives of the project. In another case, monitoring changes or sponsor requests may have a significant impact on the internal operations of the project team. Every partners must be mindful of the overall and cross-disciplinary priorities of the project. Consistent and frequent communication with the top leadership and the partner is very important. The project team must conclude an agreement on the main course of action of the project. Senior management and sponsors must be fully informed of the negative consequences of unnecessary changes. Contingency plans need to be developed.

Competition over team leadership: most likely occurs at the early stage of the project or when the project encounters serious difficulties. The leadership position of the project manager must be defined by senior management. The project manager has to meet the desires of team members for leadership. Responsibility also reduces competition for leadership positions. If there are no clearly specified task, duties and accountability systems, there is a lack of description and composition of teams, team cohesion is severely compromised. Moreover, problems will arise when different departments without interdisciplinary coordination support of the project.

Team personnel selection: When project personnel are poorly handled or threatened during project staffing, or when decision makers assign. The project manager has no control over the process and assigns project staff to a team. This can stifle efforts to develop a team, particularly if it is a small one and if the project manager is inexperienced. Then low levels of morale, frustration and discontent can result. The more power the project leader has over his team's composition and responsibilities, the more likely teambuilding exercises will be successful.

Team-building activities are hampered when the project leader's integrity is questioned within the team or by other managers. Members of the team would most likely be hesitant to make a commitment in this situation.

Lack of project-relevant experience, a lack of leadership skills, or a lack of credibility are all reasons for concern or dumb decision judgment. Among teams, the credibility of the project manager is crucial. In both general management and related technique, it progresses with the image of a logical decision-maker.

Lack of team commitment: Lack of engagement can be caused by teams with other career practice, a sense of vulnerability associated with projects and high interpersonal dynamics within the team are all factors to consider. Project managers must try to keep a shortage of resources and timely commitment from team members to shift any negative attitudes toward the project should be controlled. Finding the underlying cause of the teammates' issues, communicating, rapidly resolving their disagreements and figuring out how to make some of their dreams come true.

Lack of senior management support: When the leadership senior does not endorse the project, it may result in low levels of enthusiasm. Project involvement among project team members and commitment is uncertain, if they are unable to create the project environment from the outset, or if they do not have timely feedback on the team's success and activities. Support is an absolute prerequisite for leadership (Kerzner, 2003). As a result, project managers must negotiate and settle on the resources needed. They must maintain senior management's trust and dedication to their programs, as they did at the start of it. Senior management must also apply the desired inflection for the project's progress. Integrity of the project manager and willingness to gain senior management support will be both affected because of his own reputation and the project's value

Difficulties of communication: Interaction is a major element in the effective development of teams. Communication breakdowns may take place among teammates, the project leader, top management and donor. Team member's failure to identify major project progress or developments is a common cause of the problem. Low enthusiasm, morale, or carelessness may all contribute to the issue. Weak teamwork and workflow will result if there are no good

communication practices in place. The project manager should spend a significant amount of time with the group, listening to their concerns and requests with the sustenance of the managers, the supporter and senior executives. Frequent and organized coordination is needed.

Project managers who are doing their jobs well understand these roadblocks and know when they are most likely to occur over the course of a project's life cycle. Besides that, these managers implement preventative measures and cultivate an environment that promotes effective teamwork. An effective project manager recognizes how interpersonal and performance outcomes interact and can promote a peaceful environment through active participation. This necessitates the following: project leadership, administration, and organizational skills, as well as technical knowledge. Furthermore, the project manager's awareness of the fundamental issues that underpin each obstacle will aid in the development of a resourceful and advanced teams (Burke and Barron, 2014).

2.4.3. MANAGING PROJECT TEAMS

' Documenting a team's progress, providing input, addressing concerns and maintaining progress in order to maximize project outcomes.' is known as project team management' (PMI, 2013:279).

Managing Performance: To achieve a smooth rate of change, project managers must set and definite target dates for milestones. To avoid potential priority disputes and to ensure that key workers who are responsible for key positions are assigned full-time, they must be assigned on a full-time basis to ensure that they commit to their functions, objectives, and due dates. For the duration of the project, project managers, not functional managers, must execute performance appraisals of team members in order to maximize team efficiency (Verma, 1997).

When teams face a challenge, they will perform poorly if they become trapped and unable to move forward, which may lead to ambiguity, discontent, and frustration are all terms that come to mind when thinking about this case. Teams need well-defined success metrics to motivate them and clarify how their efficacy can be assessed (Burke and Barron, 2014).

Pinto et al. (1998) say that accountability is efficient when performance assessment is accurate. Transparency only occurs when the team has control over the outcomes. The project manager must care about the performance's consistency evaluation when keeping the project team

responsible for its performance. High levels of stress can result, if a greater degree of by using a faulty measure of the team's success, transparency is added. As a result, the work quality will suffer, as will the team's determination to finish the project successfully will be severely harmed. Observation of results must be appropriate, truthful and bias-free.

Providing feedback: It is important to receive feedback on your success. It boosts morale because people who feel like they're making progress are more likely to bring in more commitment and suggestions on lack of success is important in helping the team to concentrate on the remaining tasks (Adair, 2004). Project managers that are effective make decisions based on outcomes rather than condemnation or what went wrong. They appreciate the value of providing straightforward, accurate, adequate, timely, and unbiased performance feedback and that would concentrate on key elements while also exploring potential solutions to the issue (Burke and Barron, 2014).

Managing Changes: Unexpected changes are inevitable in all projects, particularly those that are large and complex. Project stakeholders may request changes orally or in writing. They must be reported and implemented into a change management plan (PMI, 2013). The impact of these modifications on the project managers must be measured in terms of the project's timeline and budget as well as devise a plan for dealing with them (PMI, 2013). Project managers must assess the effect of these changes on the project's timeline and budget, as well as devise a plan for dealing with them (PMI, 2013). A change management strategy should be in place that lays out how adjustments will be tracked and controlled depending on the form of change, the number of teams interested, and where the changes occur in the lifecycle of the project, the impact on budgets and schedules. Project managers are charged with managing work that are dynamic, transitional, and include cross-cultural teams. They must see transition as a positive opportunity to improve team members' success by forming unified teams based on strong communication, collaboration and leadership. All of these are strategies for incentivizing high standards of efficiency. With effective planning and efficient teamwork, coping with the difficulty of project changes and resistance to change is easier (Verma, 1997).

Managing multi-disciplinary team: Members of project teams have a tendency rather than the project's aim, to connect with their own area of expertise. Conversely, if a team demands an incredibly costly item, the finance manager must think twice in the affordable and efficient and will decline the request. If each member focuses on their own region, there will be a breakdown

in communication among support staff and specialists. As a result, if teams are expected to work together, team-building exercises are important. Teams must be in harmony with the mission, criteria and project objective of the organization (Burke and Barron, 2014).

There is still the question of interconnectedness that allows teams to depend on one another in order to complete tasks. For multiple disciplines, teams of individuals of diverse professions, integration processes are fundamental. The project manager must determine projects, supervise them and certify that anyone performs them so that everyone understands what they must do to accomplish the goal (Adair, 2004; Verma, 1997).

2.5. PROJECT MANAGEMENT AND LEADERSHIP

During team development, the project manager must have emotional intelligence, interpersonal, communication, skills in dispute resolution, bargaining, teamwork, and team facilitation (Burke and Baron, 2014).

Leadership and management abilities are important for managing a project. Managers and leaders are often considered interchangeably. A manager is more concerned with organizing, managing, monitoring project tasks and members of the team, while a leader motivates, inspires, and affects teams to achieve success. This indicates that the manager's primary style is based on activities and that of the leader is focused on individuals (Bertocci, 2009). A successful project manager must have both competence in project management and project leadership are two different things. There will be chaos and disorder without a project management structure, and the team will be directionless and unmotivated without project leadership. The two abilities are complementary.

Great project managers, according to Adair (2004), are good people managers and team leaders who recognize the need to develop a team and apply the appropriate team leadership style for the team's form and maturity. In their 2012 paper, Obradovic, Mitrovica, Petrovica, Mihica, and Jovanovicb addressed individual (self-management) and social competence are also significant (managing others).

The ability to be conscious of one's own feelings is called self-awareness. Project managers who are empathic, attentive, capable of understanding and guiding their project teams would greatly inspire them to achieve their goals. These skills will allow project managers to gain the trust and

respect of their team members easily. Managers that are able to work together create a situation that is dynamic, welcoming and cooperative. A project leadership's task is to define team leadership techniques that will enable the team members to interact and leverage into the alliance's shared intelligence in order to fulfil the goal of the project (Sidle, 2005).

2.6. ESSENTIALS OF PROJECT TEAM DEVELOPMENT AND MANAGEMENT

2.6.1. PROJECT TEAM BUILDING

Working in a team is a method and approach for forming project teams that includes and reinforces relationships, commitment, and increasing team cohesiveness within a diverse group of people (PMI, 2013). Although team building is critical in the early stages of a project, it is also important afterward. It is also crucial to retain or re-establish a team-building effort. A team builder's job is to help a multidisciplinary, interdependent group become more unified and efficient (Sidle, 2005).

When teams operate without the benefit of face-to-face communication, team-building strategies are particularly important by considering interaction from distant communities. Informal contact, outdoor team events and team building games can assist in building partnerships and forming positive working relationships. Project managers should create a culture in which everybody in the team is individually and workwise tangled (PMI, 2013; Verma, 1997).

According to Sidle (2005), no other topic in leadership studies is as widely discussed as encouragement and team building, since it is well known that teamwork and organizational skills are important in coaching team. To accomplish their objectives and get most out of their staff, managers and leaders must be successful team builders and motivators (Storey, 2004). To ensure that these skills help create and sustain productive and successful teams, they should be exercised and developed on a regular basis (Adair, 2004).

2.6.2. PROJECT TEAM MOTIVATION

Motivation, according to Adair (2004), is characterized as the inner force that propels us toward our objectives and amongst the most critical elements of team performance is communication. Leadership and team building are necessary for successful team performance, but the team must be driven both individually and as a team, to get the best out of them. and sustain predictable and justifiable performance.

An enthused team, according to Wagner and Hollenbeck (2010) are a productive and successful team. 'Successful organizations need active and committed workers who are self-directed, creative, and internally inspired to learn' (Sidle, 2005:138). A strong understanding of what motivates others is important for a project manager in order to offer rewards that are appropriate. Since each person is different, they will respond to different incentives. As a result, the project manager must be aware of various motivational dimensions. With reviews and rewards, or prizes, accomplishments or exceptional work must be acknowledged. If the budget requires, wages must be reviewed. In their books, Adair (2004), Burke and Barron (2014), Wagner and Hollenbeck (2010) summarized the numerous motivation theories and their consequences for project managers.

2.6.3. PROJECT TEAM COMMUNICATION

'Good communication fosters confidence, cooperation and partnership. This is what gives teams synergy. Verma (1997), p. 159. Project communications management, according to PMI (2013), is the method of collecting and disseminating project information properly. Interaction, knowledge sharing, project meetings and project progress reporting are all included.

Project managers need to communicate openly about objectives, roles, and priorities, individual and collective success with their team. Successful team building necessitates effective communication. All project managers must be aware of the value and goals of communication, as well as the barriers to successful communication and how to overcome them. They must also be aware of the various modes of communication, as well as the functions and relationships between the multiple lines of contact (Burke and Barron, 2014).

Project managers must develop realistic planning plans for effective team communication when designing a communication plan. Meetings, written status reports, memos and electronic mail are among the contact methods mentioned by Lutchman (2011). Documented communication is generally recommended because it avoids misinterpretation and forgetfulness, especially when providing directions and entering into agreements (Burke and Barron, 2014). Due to a lack of knowledge, the team has made bad decisions and has a number of unanswered questions.

If communication is well functioned, performance level, productivity are greatly influenced (Lutchman, 2011). Topic, objectivity and communication strategies must all be prepared. Meetings are often used to make the project run smoothly. To get the best out of project team

meetings, careful preparation is needed. The frequency at which project objectives and all project correspondence are checked if formal or informal communications are used. The project supervisor's job is to make communication easier by responding to information requests (PMI, 2013).

Effective communication among project team members leads to a number of important project outcomes. Clear responsibilities and goals increase team efficiency, work quality, job satisfaction, collaboration, critical thinking and improved working conditions (Adair, 2004).

Burke and Barron (2014) talked about how to create an effective communication and information management system for a team in their book. Managing information and communication flows will become more difficult as projects grow in size and complexity. As a result, a centralized framework to provide guidance, track results and report progress is required. The overload of details would lead to uncertainty without an efficient scheme. It is possible to enhance coordination and collaboration by arranging the offices so that all team members are in one place or near proximity. It is also useful for getting timely input and feedback.

Meetings will help for the exchange of knowledge, ideas, and the resolution of problems. Meetings consume a significant amount of time for project managers and team members. As a result, it is critical to devise practical methods for making team meetings more focused and productive. The role of the leader is to keep everyone concentrated and on path while also increasing participation. Participants must be given advance notice of the agenda so that they have the opportunity to prepare (Burke and Barron, 2014).

Project management practices can help everyone stay on the same page, but having too many meetings can be exhausting result in a loss of efficiency and grievances from employees who are forced to attend meetings while they should be working. Managers must now determine whether to hold a meeting (Verma, 1997; Adair, 2004).

One of the most basic project standards is project reporting. The format of project reports is standardized. When circumstances necessitate, the consumer may make changes. In order to track project progress, status, challenges, existing, proposed activities, and spending, there is a formal and informal project-reporting format (Kerzner, 2003). Project reports must be used appropriately to include details about the current issue, its future effects and recommend counteractive measures. It must be well timed, precise and must be clear to be agreed by all

(Kerzner, 2003). High team success necessitates effective communication. A direct communication platform must be established, all teammates' duties and responsibilities must be outlined. Substantive engagement, team cohesion and decision-making should always be promoted in the planning process (Adair, 2004).

2.6.4. PROJECT TEAM PROBLEM SOLVING AND DECISION-MAKING

Broad backgrounds, technological problems, pace with the fast funding mechanisms, global partnerships, and multi-project settings are all variables to consider. Since project managers are not experts in all fields and cannot solve all problems or make all decisions, input from a variety of sources is required to enhance the efficacy of team decision-making (Adair, 2004; Verma, 1997).

Transparent decision and problem solving in groups is also a useful method for gaining team members' commitment and motivation. Team decisions include more detailed and expertise, resulting in greater acceptance of the solution and implementation of the decision (Adair, 2004; Verma, 1997).

According to Adair (2004) and Verma (1997), the fundamental and logical approach to problem solving and decision-making involves the following steps: The goal or problem must be established in a logical fashion. Alongside that, data must be examined. Alternative solutions should be created and the best procedures should be considered whether their decision was right. The results of their investigation could lead to a redefining of the problem and the generation of further options, as well as a review and modification of the problem assessment process or the implementation plan (Verma, 1997).

The difficulty with this method is that needs patience and can lead to inefficiencies, and the pressures to fit in with the team, which is a common feature of teams, can contribute to a need to be embraced and thus to not offering alternative views that may be rational and worth considering. This is a strategy adopted under duress in order to avoid a disagreement (Adair, 2004).

2.6.5. PROJECT TEAM CONFLICT MANAGEMENT

Team members' differences and disputes are normal and predictable (Pinto, et al., 1998). Project teams are able to be lively, positive, and have a high degree of commitment. Conflict is normal and unavoidable in teams where members have different experiences, skills, and desires. It would seem to be beneficial because it promotes innovation, thinking, and problem-solving. However, if it is not properly handled or curative measures are not taken, it may lead to violence. Understanding why problems arise in the first place is essential for successful binding arbitration and management (Verma, 1997).

Sources of conflict - Several potential causes of conflict have been identified by Kerzner (2003), Bertocci (2009), Burke and Barron (2014). Different perspectives implementation plan, work processes, task or implementation timelines, and activity scheduling; project priorities and objectives that are poorly understood reporting relationships and roles are among the main sources.; disagreements differences of opinion and rivalry in the allocation of personnel, content, or equipment resources; communication inconsistencies as a consequence, there is a lack of knowledge flow; disputes about reward design appraisal; rules, undefined roles/structure, and personal issues, the lack of appropriate managerial and administrative procedures, selfish motives, prejudice or stereotyping.

There are several conflict tenacity models proposed by different scholars to consider the effective mode of conflict resolution. The most common approaches are resignation by denial or avoidance, smoothing through containment, compromising through bargaining, or dispute through incorporation or alliance (Verma, 1997). Choosing either of these methods can have positive or negative implications for the project manager. Since the dispute is ignored and unresolved. A solution of resignation or team dispute resolution may escalate the conflict in the future. The same results can be achieved with a smoothing solution, but in this case, the opposing parties are at least able to find some common ground in order to resolve the dispute.

Using a coercive technique is not advised unless it is appropriate due to a pressing situation. Before employing this strategy, a project manager should always consider the potential consequences, as it usually results in a lose-lose situation and frustration among opposing parties. Compromise is a strategy that can lead to solutions. The opposing parties may consider them to some extent, but they are most likely not the best solutions because they are risky. This method

of resolving quality or technical performance inequalities problems is very risky to take (Adair, 2004).

Confrontation is the most effective method in project team management for resolving disputes. By assessing the issue's underlying reasons, exploring possible solutions, and deciding on the best course of action through an open discussion. Issues are confronted and solved by a joint effort by all concerned parties. Openness is the key to resolving conflicts, and the negotiation process must concentrate on problems rather than personalities. In a group, setting, open discussions will expose discrepancies (Verma, 1997).

2.6.6. PROJECT TEAM STRESS MANAGEMENT

Project specificity, rivalry, uncertainty, mission, schedule, obligation pressures, actual or perceived inequities, team member retention, and a range of other considerations, are all factors to contribute for stress (Verma, 1997). In their report, Galvin, Gibbs, Sullivan, & Williams (2014) identified four key sources of stress from the book titled Project Management a Managerial Approach by Meredith (2013): A Managerial Approach is the title of a book on project management. Much work to do not maintaining a reliable and consistent set of processes and methods for managing jobs; fostering a deep desire to excel permanently; and when businesses are undergoing drastic changes are some of the main causes. Since harmful stress affects performance, one of the most important managing team pressure and, in the end, the project's overall progress are also critical aspects of project leadership.

Managing Stress: The project manager's aim is to discover ahead of time to avoid crises and an overburdening of work. Time management should be a priority. To reach the deadline on time, the problem must be solved immediately, the workload must be communicated, and a plan of action must be developed in advance. Stress can be managed with careful preparation, an understanding of the nature of transition, open communication, and effective teamwork (Verma, 1997). To raise team morale, a project manager should not appear stressed; instead, they should be calm and upbeat. In addition, a team retreat should be scheduled to allow for some fun and relaxation from time to time in order to relieve stress and stay energized (Burke and Barron, 2014).

CHAPTER THREE RESEARCH METHODOLOGY

3.1. STUDY AREA AND POPULATION

Development and Transformation for Ethiopia is one of developmental organizations in the country. Its 1,300 staff and many thousands of volunteers in nearly 100 districts are committed to working with the most vulnerable people, regardless of religion, race, ethnicity or gender. DATE's 2016-2020 Strategy outlines its commitments and ambitions in the area of child wellbeing, and was built based on DATE's 40-year experience of bringing about tangible and positive change in the lives of children and their families.

DATE-TP focuses on rural resource-poor smallholder farmers, female-headed households, people affected by disasters and unemployed youth. Pregnant and lactating mothers, malnourished children and households as well as schools and health institutions will also be the focus in implementing health, nutrition and WASH programming. The education programming aims to improve access and quality of education and life skills for children and youth with special focus on children aged 3 to 18. Children and adults with disabilities and vulnerable women and children. DATE has five technical programs. These are education, WaSH, health and emergency response.

The TP focuses on increasing nutritious food availability and utilization increase and diversify household income to ensure food and nutrition security primarily for children, pregnant and lactating mothers as well as the entire community members including persons with disabilities (PWDs) and the most vulnerable groups. The programme targeted smallholder subsistence farmers, community based groups, cooperatives, the unemployed most vulnerable groups and government institutions.

Currently, there are about 14 projects project managers, or one employee and the project manager. Two or three employees should be involved in the project to make it a team. The study's total population consists of 125 employees who are currently engaged in active research projects in various field areas like nutrition, food security, economic development, FMNR, Youth ready, S4T and Energy efficient cook stove and emergency projects

3.2.RESEARCH DESIGN

This research was observational, since an empirical investigation, according to Robson (2002), is a valuable way of exploring what is unknown, seeking new ideas, asking questions, and evaluating phenomena in a new light. Primary data was collected using a cross-sectional survey approach that included an open-ended and semi-structured interview as well as a structured questioner. The descriptive and qualitative research methods were used after the empirical evidence was obtained. As a result, mixed-method research contributes to a more comprehensive understanding of the issue.

3.3. SAMPLING TECHNIQUE

The study's sampling technique was a hybrid of purposive and stratification random sampling. The research purposefully picked 14 project managers and one human resource officer from a pool of 80 employees. The proportionate stratification sampling technique was used to assess the size of respondents under each project for the remaining 65 employees. Since the team, members were not evenly spread around each project. Then, using a simple random sampling technique, respondents were chosen from each project.

3.4. SAMPLE SIZE DETERMINATION

The sample size has determined by Krejcie and Morgan (1970) with margin of error 5 percent and 95 percent. The sample size was calculated based on the confidence level. In DATE- TP, there were 18 successful projects. The overall population of the sample was 125 workers who worked on these projects

STUDY VARIABLES

- Plan team practice is a dependent variable
The independent variables are:
- Practice acquiring as a group
- Jobs
- Selection Team Growth
- Rewards and Benefits
- Enthusiasm and Training
- Team Management
- Success Measuring

3.4 DATA COLLECTION

Employees filled out questionnaires, project managers had semi-structured interviews and the P&C officer had an open-ended interview.

3.4.1 QUESTIONNAIRES

The questionnaire was one of the primary data collection tools, and it was chosen as the best data-gathering tool for this study. Close-ended forms of questionnaires were constructed in English and distributed to 125 employees; 59 of the questioners were returned. Using this technique, respondents had more time to think about their responses and a greater sample was used,

One type of measuring instrument was the Likert scale, which was used with five ordered scales. The questioners' answers were divided into two categories: positive and negative practices. Strongly approved and approved are classified in best practices, whereas profoundly disagree, dissented, and undecided are classified in questionable practices.

3.4.2. INTERVIEW

A total of 15 administrators, 14 project and 1 P&C manager were interviewed. Where with project managers receiving a semi-structured interview and the P&C manager receiving an open-ended interview. Ultimately, it was the project manager and P&C manager who had the most impact during the staffing and growth phases. For this reason, the researcher prepared an interview. More in-depth information was gleaned from the interview. Sample was controlled more effectively as there arises no difficulty of the missing returns. The rate of non-response is still very poor. This interview was conducted using a predetermined collection of questions and a highly structured

recording technique. The researcher gathered additional details about the respondent's personal characteristics from the interview, avoiding misinterpretations of queries.

3.5. METHOD OF DATA ANALYSIS

The data was analyzed using both quantitative and qualitative methods. The researcher used a qualitative analysis approach for structured and semi-structured interviews, and a quantitative analysis method for the questioner. After the data was collected, it was organized, compiled, modified, and coded using statistical package software (SPSS) version 20.00. For socio-demographic characteristics, data was explained by using frequency and percentiles.

The qualitative research approach was the other method. The qualitative analysis technique was used by the researcher to evaluate qualitative data or an open-ended interview. The researcher arranged, compiled, and explained the data after it was collected.

3.6. RELIABILITY AND VALIDITY

All questionnaire items were written in English after the instruments had been adapted and customized. The final version is circulated for pre-testing after it has been reported on and edited by linguistic experts and masters-degreed colleagues.

Pilot- testing

Pilot-testing data collection instruments, at the very least with a convenience sample, is often recommended before they are used for study purposes (Kothari, 2004). Such pre-testing can reveal uncertainty, opacity, or prejudices in question wording, all of which should be addressed before distributing to the intended sample in order to achieve a high response rate (Bhattacharjee, 2012). The researcher has provided ten questionnaires to conveniently chosen respondents who were not included in the study to ensure that this law is followed.

Participants in the pilot were asked to provide feedback on the content of questions in relation to the study's goals, the duration of the instrument, structure, wording, vocabulary, item redundancy, and word sequencing during the pilot-test. Eight out of ten pilot-testing questionnaires (9%) were returned with related comments.

Reliability analysis: According to Bhattacharjee (2012), reliability refers to the consistency or dependability of a construct's metric. Cronbach's alpha, the most widely used internal consistency

reliability metric, was created by LEE Cronbach in 1951 and was first used in this study. Reliabilities less than 0.6 are bad, those in the 0.7 range are suitable, and those over 0.8 are fine,

Validity: - The validity of the material was checked. It refers to the objects in the questionnaire's representativeness. The validity of the instruments was tested by literature department workers in order for respondents to feel secure with the questionnaire's content. The instrument's clarity, wording, and format were examined, and the validity of the statements was determined. Valuable changes were made based on their suggestions, and useless things were rejected.

3.7. ETHICAL ISSUES

This thesis took into account the legal implications that must be taken into account in scientific research. The results of the study are focused on information provided by respondents as well as qualitative data collected through interviews, and the process was both practical and free of bias. In addition, the researcher requested the consent of the interviewees, and the questioner promised to keep the details collected confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND PRESENTATION

This section shows the interpretation and discussion portion of the collected data in order to describe the issue and project team management. The questioners were distributed to 68 participants, with eight (9.2%) of them failing to declare the paper. Similarly, out of 14 project managers, five did not participate in the interview, leaving only nine to be interviewed. There were five ordinal scales as strongly agree, agree, Strongly disagree and disagree as indicated.

4.1. DESCRIPTION OF SOCIO DEMOGRAPHIC CHARACTERISTICS

The socio demographic characteristics of the total 59 team members revealed that 22 (37.3%) of the team members were male and the rest were female. According to the survey, 33 (55.9%) of respondents have a first degree or higher, 17 (28.8%) have a second degree, 2 (3.4 %) have a diploma, and the remainder have certificates. The majority of participants paid more than 8,000. The majority of those who responded were contract workers. Many of the workers had less than a year of experience on the project. The majority of respondents were highly trained, highly paying, and contract workers and this distribution delivered information obtained from larger female respondents.

4.1.1. SOCIO DEMOGRAPHIC CHARACTERISTICS OF PROJECT MANAGER

According to the data, the 14 project managers' socio-demographic characteristics. Ten of the managers (71.4 percent) were men, while the other was a woman.

Five of the project managers (35.7%) were between the ages of 20 and 30, three (21.4%) were between the ages of 30 and 40, and the remaining six (42.8%) were between the ages of 40 and 50.

Five (35.7 percent) of the project managers had a bachelor's degree or higher.3 (21.4%), Sixty-six percent (42.8%) of the project managers were Ma/M.Sc. holders, while the remaining six percent (42.8%) were PhD holders. All of the project managers worked part-time on the project while working full-time as the department head and lecturer for the functional team. On this project, six (42.8 %) of them below 1 year; experience and the other five (35.7 5%) of them work between one-3 years. The rest are above worked more than three years.

4.2. ACQUISITION OF PROJECT TEAM MEMBERS

There was no clear process for hiring staff for the project as of the interview with the human resource manager. To recruit contract workers for the project as well as functional groups, the P&C department used the DATE contract employ process. The following was the protocol for recruiting employees: The first request for employees is made by the project manager who specifies the necessary position, capability, expertise, experience, and number of employees. Then the P&C unit announces the vacancy by online using ethiojobs. The vacancy lasted 7-10 days, after which the nominee would be registered.

After the registration period has finished, the initial screening phase will begin; this will include applicants who have completed the registration process after document analysis, qualification and job-related experience-evaluation practices will deny candidates who do not meet specific requirements. Then there will be a written test, with more than 60 % passing for the final interview and practical exam screening. The hire committees operate as examiners. During discussion and realistic examination, P&C managers, the project manager and financial experts make up the committees. After you have passed, the forensic and medical tests, the employee who passed would be allowed to sign the contract agreement. The P&C department is in charge of the bulk of the recruiting process; the project manager's committee is only interested in the final screening, interviewing, and procedure review of applicants. All contract workers have a six- to twelve-month contract with the possibility of renewal. As a result, the projects that were under review went through all of these phases.

As said by P&C manager, the P&C department was not responsible for reminding project workers about their roles, responsibilities, and orientation. They were not in charge of encouraging, recruiting, assessing, or improving the project's employees' knowledge. The P&C department's sole responsibility procedures for recruitment, collection and clearance. When workers want to leave work, they will report to P&C manager until the end of the month The P&C department will then continue with the clearance process, and workers on the waiting list will be replaced as soon as possible. When the project is phased out, the project manager will notify the P&C department ahead of time and the clearance process will be continued. The P&C manager clarified, unrelated to the project manager responded that the procedures for employee recruitment, selection, and replacement

were fast, easy and completed on time. Additionally, provide a system for tracking employee profiles. As a result, the P&C department was unaware of the project.

As per the interview, project managers' power was used to hire staff and the majority of project managers confirmed that they had some, though not total, authority. Other project managers claimed to have total control over the employment of temporary or part-time staff for three to four months. The project managers themselves recruited employees for these temporary positions.

During his interview time, two of the project managers stated:

“After recruitment, the project manager was only interested in the final interview and practical test, as well as the early screening procedures of document analysis, credential, and career experience selection. Nonetheless, only P&C members took part in the recruitment and initial selection process. P&C representatives also pressured the chosen employee to pass the final exam by combining them with unfit applicants and others with profiles lower than the lucky employee. Other applicants with the best-qualified and recommended workers were excluded for interview and professional exam due to false reasons. We were compelled to choose their privileged personnel because we did not have a say”.

At the start of the project, all project managers mentioned the positioning, aim, task, and responsibilities, which were briefly explained to the employees. Similarly, the questioner's answer revealed that good practices for identifying positions, obligations, and goals existed.

As the results of the interview and questioners demonstrated, the discovery of a team acquiring in the perfect proportion at the right time was poorly exercised. According to several project managers' interview responses, the required number of employees was not met; this had an effect on the project's plan, budget, and quality; and it increased the workload for other staff. Even if it took longer to recruit some of the workers, some of the programs were fully staffed. According to the questioner's response, Most of team members said they had a heavy workload, and 58 (99.2%) were participating in the duties of others. Because of sharing others' obligations, 52(85.3%) of the participants have multiple roles and tasks.

When workers sign an agreement, the project's tasks, duties, and competency are established. 72.9% of employees confirmed an good practice. 27.1% of employees were disagree. Regarding to orientation, 86.4% of employees were agree and 13.6% were disagree. Teams showed their collaboration when one of their member left confirmed as 6.8% were agree and 9.2% were disagree.

Furthermore, all of the project managers were on board with the idea. However, recruiting workers took longer. According to one of the project managers, it took a year to recruit one research coordinator after 3-4 vacancy applications. All of the project managers were dissatisfied with the amount of time it took, and they reported that projects were impacted. It adds workload to their staff in terms of schedule, budget, and productivity. The following is how the project manager explained the potential cause of the extended staffing time:

- ✓ The recruiting process for P&C has a longer bureaucracy (not flexible),
- ✓ Staff in the P&C department prioritize organizational units and regard project work as secondary.
- ✓ The recruitment process was extremely inefficient (employees' market pooling source was extremely limited).
- ✓ The P&C workers' capacity, integrity, and trustworthiness were all questioned.

The hiring process was described as follows by another project manager: 'The project was a one-year project; we worked for four months and then left with six months, but we still don't have an IT expert.' We are forced to reschedule the project's work and request additional funding; as a precaution, we will also call an offer for a costly IT service.' The questioners' responses backed up this theory; 52 (88.1%) of them said they had not begun working within the project plan's scheduled period. Similarly, participants' answers revealed that there were bad procedures, such as not starting the work right away after signing the agreement. However, an interview that was revealed by the P&C manager; according to the interview, the P&C manager claimed that they hired staff from within the appropriate period and that since the time was short, as workers quit, they were replaced from the waiting list.

From the questionnaire, 11.7% of teams were started working in scheduled period where as 88.1% were assured that they started working with delayance. Besides, 88.1% of employees assured as they were competent and 11.7% were not. Concerning to availability of project team,

76.3% were agree and 23.7% were disagree. 64.4 % of teams were participated on similar projects where as 35.6% didn't involved in similar projects. Regarding to work responsibility, 81.4% of teams were stressed where as 18.6% were confirmed that they were not stressed.

4.3.PROJECT TEAM-DEVELOPMENT

Employees were operating well, according to the project managers, and the project manager's attitude was welcoming, according to team members. Project managers claimed to be the only ones in charge of inspiring, rewarding, training and awarding papers. 6 (54.5%) of project managers said that they were both formally and informally inspiring, rewarding, and encouraging by bestowing recognition in the form of words, money, educational opportunities and training, even outside of the country. They did not have motivational, praising, or appreciation practices, as seen in the table below, and even if they did have a structured plan, it was not implemented.

The team members' responses on motivation revealed that the project managers had good practices in motivating them informally and intangibly by creating a good working environment and smooth relationships. As seen in the table below, 53 (89.83 percent) of the total 59 participants demonstrated successful informal motivational activities. The majority of the respondents, 59 (100%), said there was a smooth relationship between team members, and the majority According to them, the project manager and team members have a good working relationship. while the others did not. Nonetheless, the standardized motivational practices were ineffective, as shown by the team members' results. In the table below, 51 (85.76 percent) of them were found to be engaging in ineffective structured motivational strategies. All of the project managers have claimed that there were no profit or danger systems in place for the workers.

The team's responses revealed that many of them took training at the start of the project, but that this declined as the project progressed. According to the results of the survey, 54 (91.5%) of them said they had successful training practices at the start. However, as seen in the table below, there was preparation between project cycles for 34 (57.6%) of bad practices were recorded by a large number of respondents.

On the other hand, training advice from project managers, both project managers reported that they provided training at the start, during the project and end of each project cycle to help workers develop

and refresh their skills. According to the majority of project managers' responses, every employee was given training at the start to help them develop their skills, but this came at a high cost because employee turnover was so pronounced. Two of the project managers describes the preparation in the following way:

Regardless of whether the workers were qualified or not, they all received training at the start and middle of the project cycle. However, we had a problem in that many of them quit the project after three or four months of training and work. Employee turnover was extremely high and hiring another employee took a long time, causing the project's timetable to be interrupted, necessitating additional funds to train new hires and extend the schedule'.

All other project managers claimed that no ground rules for acceptable conduct had been established, and as seen in the table below, 38 (64.4%) of the participants did not establish ground rules for acceptable performance.

4.4.MANAGING PROJECT TEAM

Every project had a routine monitoring and assessment process, but only one project manager claimed to have submitted the results to the project's responsible or technical committee of the Technical program

Each project manager was assigned to a particular job and has a different set of responsibilities. The rest of them were experts. The project managers committed to devote 40% of their duty days to the project, with the remaining 60 percent going to the functional department. They said that having various position influence the project.. That was only reported by two-project manager, that various responsibilities had little impact on the project because his schedule was factored into the project's strategy.

On the reverse, every employee or team was a full-time employee who was available for work whenever it was required. The largest of teammates, 49 (81.6 percent), confirmed that they would be available within the appropriate period, while the remainder stated the opposite.

The teams met on a daily basis in the majority of projects. The majority of project managers stated that they conduct informal performance evaluations and provide informal feedback. A similar remark was made by the questioner. The majority of project managers explain the team's checked position

and obligation. Both the interview and the questionnaire responses revealed that functional unit management activities influenced project management techniques for groups. Project managers stated in the interview that "each project had an obligation to pay 12% of the project fund to the functional unit in order to receive promote services," but the response was the reverses'. The concept received 40(61.3%) affirmative answers from the questioners.

As previously mentioned, the manager's perspective on functional units has the following effects:

- 1) The time it takes for recruiting process to be completed.
- 2) Finances: Wage payments were not made on time. It took about two or three months. The same may be said for other types of financial transactions.
- 3) The procurement process was also delayed because procurement and finance staff were unavailable.

Three of project managers stated about this six department as :

The project managers and team members were both discouraged by the P&C, finance, and procurement departments' influences. It also had an effect on the project's budget, schedule, and efficiency. We ordered a battery for the flash disk and external drive but we still have not received it still we did not get it. The budget was released from donors within three days of the order, but it took more than three months to get it from the bank and put it to use. Finance has a longer process because many managers must sign on requests, but most managers and staff were out of the office for meetings.

Some people's reactions were similar to this one. According to one of the project managers interviewed, the project manager demanded personnel and materials for the project from the P&C and procurement departments, respectively, after the project took three years to launch. Before the workers were employed, the requested material (a test tube to take a blood sample) was purchased. Many of the test tubes had expired by the time the workers were employed and started working.

Regarding to team management practice, 85.6% of teams confirmed that other department influence or have impact on employees work where as 14.6% of teams didn't impacted by other departments. Regarding to role and responsibilities of staffs, 78.8% confirmed as they had clear and reviewed roles and responsibilities where as 21.2% assured that they did not have any job description.

The majority of workers' responses to the questioner indicated that they would not have a provident fund at the completion of the project. Salary payments were not made on time, and more than half of the participants were opposed to the proposal. As both project managers indicated, and the table below supports, there were no systematic stress assessment and management methods. Nonetheless, the positive aspects were above average, with team members reporting that the working environment was stress-free.

Regarding to stress management. 67.5% of employees confirmed that they had stress in their working area whereas 32.5% assured that they were stress free. Besides, only 13.2% of the employers got recognition for their good deed where as 86.8% did not get any recognition. Concerning to payment of salary, 27.7% reported that their salary did not paid on time where as 72.3% said that their salary was paid on time.

70% of employees confirmed that there is no provident fund at the end of the project where as 30% said that there was no provident fund. Regarding to stress management, 23.5% employees confirmed their project manager had plan for stress management where as 76.5% were reported as there was no designed plan by project manager.

4.5. DISCUSSION ON ANALYSIS OF PROJECT TEAM MANAGEMENT PRACTICE

As per this report, the project did not have a clear team acquiring protocol, and the process took longer. According to Martin et al. (2010), many human resources professionals expend a significant amount of time on tasks related to staff recruitment and selection. Despite the fact that many people consider recruitment and selection to be key tasks, core activities for will result in real skills shortages, making recruitment and selection crucial. According to Martin et al (2010). Hiring is primarily a relationship-building operation, with the primary goal of forming a bond with the company and future job market. Effective recruiting will reduce costs, find quality candidates, and save time (Huda, 2014). Martin et al. have mentioned that P&C professionals are likely to be in charge of ensuring that the recruitment and selection process is reviewed on a regular basis against its goals.

As matter of fact, inadequate team recruiting and selection methods were discovered. According to the majority of interview and questioner answers, above average employee numbers were not in the appropriate amount, and the only source of vacancy was a newspaper. However, studies have shown that in order to be competitive on a project, effective recruiting and selection must be practiced for the success of projects.

Efficient recruiting, according to Kaxihunda (2014), would reduce costs, source quality candidates, and save time. To meet the requirements of the staffing schedule, Flippo (1984) noted that one must discover the sources of work force and employ effective measures for attracting a sufficient number of work force to promote effective recruitment. Lewis (2007) stressed the importance of effective recruiting for a very good hiring of any company because recruitment is a prerequisite for selecting.

Lewis (2007) claims that if individuals are unclear about the team's mission, they will lead the team in the direction they believe it should go, which may or may not be the direction planned by the organization. He also noted that it is the project manager's duty to determine the skills needed for each component of the project and to keep staff informed of any adjustments. The interviewer and interviewee's responses revealed that there were key skills in clarifying and updating the orientation, position, and obligation in this study. According to the team members' responses to the interview, they were all clear on the orientation, position, and responsibility.

Employees leave the project, the recruiting process lengthens, and others share the workload, increasing the employees' workload. There was also a high turnover of staff at DATE because of the interview and questioner. The workload increased to the employees. According to the questioner's response, 36% of workers said they shared responsibilities with others. Duty, 48 (%) of them said that they had more than one role and responsibility Mathauer et al. discussed this issue in a previous study in the same field, DATE-TP. Turnover influenced both staff and organizations, according to Mathauer et al. (2006) in DATE. A further issue identified in this study was that project managers' authority was reduced. The negative impact of limited authority was discussed by Newton (2015) in his report, since the project management team cannot always have total influence of who they want involved in the project, assembling the project team may be challenging. They will have to strike a deal with someone who can provide the necessary number of people with the necessary amount of knowledge, skills and experience. He also mentioned that a common occurrence in cross-departmental projects and failing to obtain the requisite human resources could have an impact on project schedules, budgets, customer satisfaction, and efficiency.

The study's conclusions revealed that the project team's preparation was insufficient and untrustworthy, while motivation activities were strong, with ineffably motivating practices such as giving words praise and creating a positive work environment. All employees stated that relationships within the team were smooth, and 53 (89.83 percent) of respondents stated that the attitude to employees was positive. Nevertheless, employees' responses indicated that concrete motivational practices such as giving appreciation papers, rewards, and incentives were not well-practiced. They also had late wage payments, no provident fund at the end of the project. Salary rises and other non-monetary rewards, according to Mathaue et al (2010), are examples of mechanisms.

CHAPTER FIVE

SUMMARY, COCLUSION AND RECOMMENDATION

This chapter presented the results, draws conclusions, and makes suggestions for future research of the analysis to strengthen DATE- TP project team management practices. The study's main goal was to look at project team management practices in the areas of team acquisition, growth, and management in projects. The study examines team management practices and provides direction in areas where they differ from what was done on the project.

To achieve the study's aim, a descriptive survey design was used. Manager of human resources and eleven project managers were interviewed and questionnaires were administrated to sixty-five team members as data collection tools SPSS software version 20.00 was used to analyses data collected via a questionnaire, which was organized by frequency and percentile. Data gathered from interviews was qualitatively analyzed. Finally, the information gathered from the respondents was analyzed, interpreted, and the major points were summarized and explained clearly.

5.1. FINDINGS OF THE STUDY

The study's findings reveal DATE, project team acquisition, growth, and management practices based on current PTM practices.

5.1.1. PROJECT TEAM ACQUISITION

According to the study's findings, there was no clear procedure for providing facilitated and faster service of the employee acquiring method to the project. The P&C department used the internet to advertise job openings. Furthermore, both project managers claimed that there were bad hiring practices in the report on project team acquiring practices. It took a long time to find project staff. So that it affected the projects schedule, budget, quality and motive of the teams. The number of workers on most projects did not meet the minimum requirements. Additionally, workers left the project after completing capacity-building preparation. There was a lot of turnover. The discovery also reveals that the project manager's authority over team formation was limited.

When it came to the team's readiness for project work, the questioner revealed that workers were available at all working hours, but the project manager was only available for 40% of the time. The clarification given by the project managers backed up the idea. The majority of respondents agreed that the project, project environment, required capability, and responsibilities needed to be clarified.

5.1.2. PROJECT TEAM DEVELOPMENT

According to the questioner's answers and the interview, there was a smooth relationship between the team and the project manager's attitude was pleasant. Even if the project manager used intangible motivational practices to motivate the team, the concrete motivating practices were inadequate. The questioner's response showed that there were ineffective procedures in the areas of appreciation papers, rewards and danger allowance, compensation and incentives.

The majority of the respondents' responses on training revealed that respondents received training at the start of the project but not during the cycle. The obtained from the survey on project team growth was that there were no stress management practices in place and that the team had established no ground rules.

5.1.3. PROJECT TEAM MANAGEMENT

The practice of team management in the TP project was excellent. Workers were assessed for job success even though there was no formal input, and the majority of employees had daily meetings with the project manager. Furthermore, project managers explained the examined position and obligation, and employee performance was on schedule despite influences from various divisions of the organization. As per the project managers' explanations and the bulk of the questionnaire answers, the functional department's PTM had a significant effect.

5.2. CONCLUSIONS

The challenges and methods of team management practice were described in this report. The study's goals were met, and the research questions were answered. The study found that the project team's management activities were excellent. The team's success was evaluated, and the project manager and the team met on a regular basis.

There were intangible motivating practices and a seamless partnership between the team and project managers when it came to team growth. However, there was a lack of tangible motivational activity. The team lacked a provident fund as well as a hazard allowance. The practice of rewarding and incentivizing employees had also been weak. The project team acquisition practices were not completed on time, and the requisite number of teams were not present. Functional departmental pressures on project managers and team management activities were important, and this had an impact on team management practices.

5.3. SUMMARY

5.3.1. TEAM ACQUISITION

- There was no clear team acquiring protocol for the projects in order to provide the employee acquiring method with quicker and more convenient operation.
- Ethiojobs was the only place where the P&C department could post job openings.
- It took longer to hire and replace project workers.
- In the majority of programs, the team size did not meet the minimum requirements.
- The employee turnover rate was extremely high.
- The project manager's authority over the acquisition team was minimal.
- The project team's preparation was insufficient and lacking in consistency (no training throughout of the project).
- There was no mechanism in place to keep track of project employees' profiles.
- Although the project's workers were available when needed, the project manager was only available for 40% of the working hours.
- Throughout the project cycle, the team members were also focused and explained about the project, project environment, required capability, roles and responsibilities.

5.3.2. TEAM DEVELOPMENT

- There was a daily meeting between the project manager and the staff; employees' performance management procedures were in place, but input was lacking.
- Functional departments such as P&C, finance, and procurement heavily influenced the project's success. These divisions have had an impact on the project's timeline, budget, efficiency, and motivations of the project 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 P&C, 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 report offers practical ideas for overcoming the problems that are being investigated. A modern architecture, also known as a project management office (PMO), is a management system that standardizes governance processes with It also encourages the exchange of resources, methodologies, strategies, and tools within the project. PMO will assist projects in quickly acquiring team members, facilitating funding, procurement, and administrative operations, and ensuring seamless coordination with functional units. To keep track of the project's progress alongside of WVE, ILaNS TP.

- Use additional employee pooling strategies or additional vacancy outlets, such as the media, leaflets, and numerous job boards, and approve the individuals who are recommended.
- More research to determine the cause of high turnover and why the team acquiring process took so long.
- Combine the intangible with the tangible to strengthen team-motivating activities.
- 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.

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Consent form

Introduction and consent

Hello!! My name is Kalkidan Esayas. 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 the assessment entitled: Project team management practices: a case of world vision Ethiopia, Integrated Livelihood and Nutrition Security Technical Program (ILaNS TP)

This structured questions and interviews is designed to collect information on team management practice of projects in Development and Transformation for Ethiopia (DATE)

Since the interview or questioner is for research purpose, your genuine responses have great importance for the successful completion of the study. Hence, your genuine 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

Question on socio demographic characteristic of project team members

Item	Questions	Possible answer		
1	Gender	a)male	b)female	
2	Age	a)below25	b)26-35	
		c)36-45	d)46-55	
		e)56 and above		
3	Educational status	a)certificate	b)diploma	
		c)1 st degree	d)2 nd degree	
		e)above 2 nd degree		
4	Monthly salary	a)below2000	b)2000-4000	
		c)4001-6000	d)6001-8000	
		d)8001 and above		
5	Form of employment	a)permanent	b)contract	
		c) part timer	d) other specify-----	
6	Work experience on the project	a)0 years	b)01 less than 01year	to02years
		c) 02 to03years	d) more than 03years	

Question on Acquiring project team practice to project team members

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

Questions on team development activities of team members

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

NO. Q	Questions	Strongly Disagreed (1)	Disagreed (2)	Undecided (3)	Agreed (4)
1	There is smooth relationship between the team members.				
2	Project manager motivates you and other project team members for work by intangible motivators (in-words).				
3	Project manager motivates employ by tangible motivators (money, bounce).				
4	Reward or incentive was given to you or other team members on desirable behavioral activities.				
5	There are no stressing conditions on work area.				
6	The project works have a workload.				
7	One employee doesn't have more than one role and responsibility.				
8	Project manager have a program for stress management to manage the stress of the team members.				
9	Project manager have a program for stress management to manage the stress of the team members.				
10	As a worker, you are happy to work in this project.				
11	Your project team developed ground rules for acceptable behavior.				
12	You got training about the project before you start the work.				
13	You took training between the project cycles.				

Questions 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

1. Are you evaluated for your work performance?
2. Do you receive performance feedback from the project manager regularly?
3. Do you perform your work on time?
4. Do employees have provident fund at the end of the project?
5. Do you take the recognition paper for desirable behavioral
6. Do employees have provident fund at the end of the project?
7. Does the project manager have regular meetings with you

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 3 year
5. What type of employee are you?
 - a. Contract
 - b. Laborer
 - c. Part-time

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?

1. 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 period? 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. Was there a training plan for the team build or update the team between the project cycles?
10. Have you including the team members been available on the project within the period needed? If no, what were the possible reasons?

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 result to the responsible person for DATE?
18. Did you have work performance reports (in identifying future P&C requirement , recognition and rewards and updated the staffing administration plan)? If yes, for whom you are reporting?
19. Did you supply remarks to the team member regularly?
20. Did you clarify revised roles and duty for the group as needed?
21. Did you suppose that practical devices have negative influences whilst you are acquiring, building, and managing the team? If yes, what have been the influences?
22. DATE have project office?

P&C department interview questions

1. Is there any requirement documentation in the P&C Department?
2. What approaches or policies do you use in the undertaking to appoint new staffs?
3. What resources do you use to discover project work openings? P&C department, what have you accomplished on clarification of job description and orientation for personnel (project environment)?
4. Do you assume the number of team contributors received as you requested (as a challenge needs)? If the answer is no what are the viable reasons and have an effect on on projects?
5. In what interval venture overall performance appraisal and assessment takes place?
6. What has been done as a human aid unit to advance knowledge and ability of tasks employee?
7. What have been accomplished for the undertaking to motivate the team?
8. When tasks end will, you informed and the personnel come for clearance?
9. What are the responsibilities of the human useful resource officers at the quit of the project?

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