

# Project Team Management

**PROJECT MANAGEMENT FOR  
DEVELOPMENT ORGANIZATIONS**



# **PROJECT MANAGEMENT FOR DEVELOPMENT ORGANIZATIONS**

A methodology to manage development projects for international humanitarian assistance and relief organizations

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## Team Management

Team management includes the processes required to make the most effective use of the people involved with the project. The project team includes the project manager and the project staff who have been assigned with the responsibility to work on the project.

Managing a project team is quite different than managing other types of staff, the project team has a start and an end, in terms of duties assigned to the project. Team members come to the project with different skills and experiences, and in many cases, it is the first time that they are working together. Due to the high level of uncertainty, roles and responsibilities, changes occur more frequently, and the team needs to be flexible enough to adapt to new challenges. Due to time constraints, there is more stress working on a project caused by the inherent uncertainty of working in new areas or with new groups of stakeholders, or in solutions that no one has ever explored before.

As the project starts, the team is unclear about their roles and the strategic direction of the projects, some new hires need to adapt to a new organization and its ways of doing things, in addition to understanding its mission, vision, and values. All of these circumstances increase the level of frustration typical at the start of any new project. Lack of availability of key personnel may increase the workload on the rest of the team members who are being asked to do more than what was originally planned.

Team management is not only limited to hiring and reassigning staff after the end of the project, it involves careful planning to ensure that the project has the right people at the right time doing the right things.

Despite the recent information and technology revolution in project management, people are still at the center of project management and they determine the success or failure of a project. The project team is involved in the definition of the project goals, which are instrumental in planning, organizing, directing, coordinating, and monitoring all project activities. The team is able to meet the project goals and objectives by the skillful use of interpersonal and organizational skills such as communication, delegation,

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decision-making, and negotiation. In the challenging environment of development projects, people can be viewed either as problems and constraints or as solutions and opportunities.

### **A Team, Not a Group**

Development projects, due to their complex nature, require a diverse mix of individuals who must be integrated into an effective project team, and this should not be confused with bringing together a group of individuals to work on the team. The difference between a group and a team is how their level of work dynamics has an impact on the overall project performance. Gathering a number of individuals together in a group is the easy part, but it requires the use of special skills, new attitudes, and a strong commitment to turning those individuals into an effective team.

A team approach is a distinctive way of working that harnesses the collective skills, strengths and energy from all team members. Teamwork leads to synergy and improves everyone's performance.

A team is a group of people, but all groups do not qualify as teams. At times, a group may be formed just for administrative purposes, for achieving personal goals, or for social affiliation. At other times, committees can stifle creativity and hinder decision-making. However, occasionally, a group of people can combine high morale, effective task performance, and a clear commitment to the organization's long-term strategy. A team is a group of people who work interdependently, who are committed to common goals, and who produce high-quality results.

### **The Team Leader**

The success of project teams depends upon the ability of the project manager or the team leader in effectively managing and influencing a diverse mix of people. Due to the multidisciplinary, diverse and interdependent nature of project teams, project managers must learn team-building skills in order to integrate the efforts of all project participants. They must understand the dynamics and the process of team development. They must create an environment where all team members are personally and professionally

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satisfied, are involved, and have mutual trust. They must be able to create a clear, compelling vision toward which the project team works together with unity of purpose. Project managers must build commitment to the vision of the project by means of motivating, communicating effectively, and encouraging genuine participation in decision-making.

The working relationship among members of the project team can affect, not only their productivity, but also team performance in relation to other stakeholders. Therefore, team-building is essential for managing a project, and developing effective project teams is one of the prime responsibilities of the project manager. Team-building involves a whole spectrum of management skills required to identify, commit and integrate a group into a multidisciplinary, highly cohesive project team. Building a really successful project team is very satisfactory, and it is also very rewarding for the project manager to use his or her qualities and skills to create such a team.

## Team Management Process

The major processes involved in team management are:

- **Plan:** Team identification, the process of identifying the skills and competencies required for carrying out the project activities and assign roles and responsibilities.
- **Do:** Team building, organizing the team and building their capacity to perform on the project, provide coaching and mentoring.
- **Check:** Evaluate team and individual performance, monitor skills, and motivation.
- **Adapt:** Improve team performance, build skills and set new targets

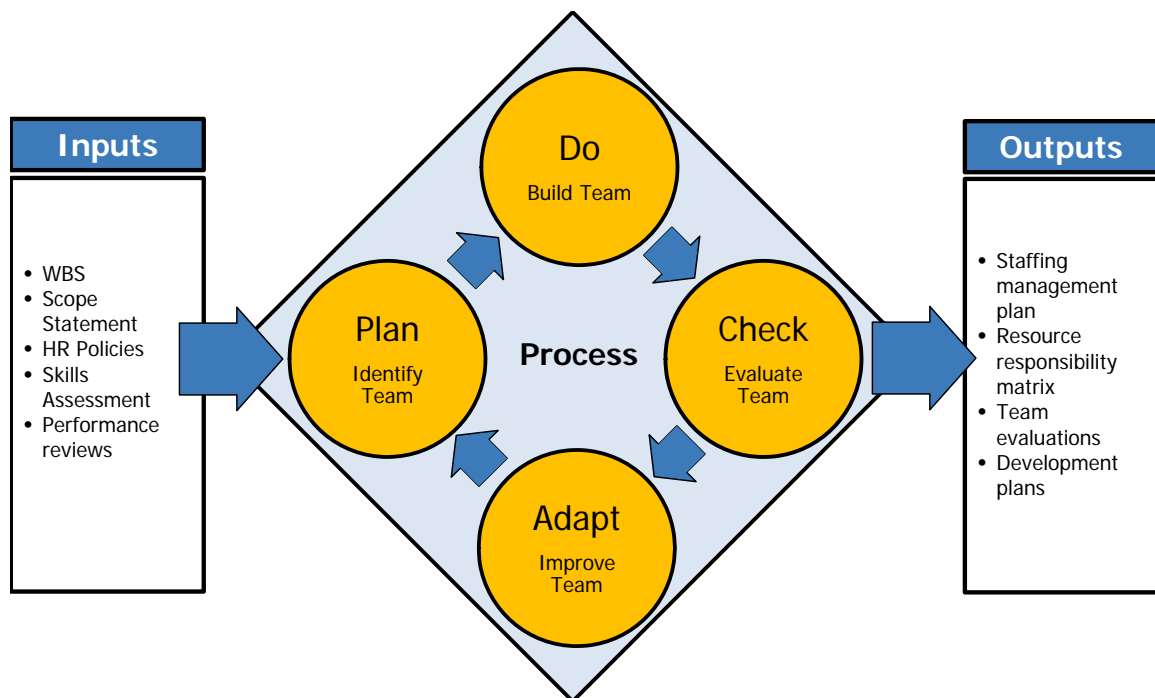


Figure 1 - Team IPO Chart

**Inputs:** Inputs for the project team management include the following documents or sources of information:

- WBS
- Project Scope Statement
- HR organization policies

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- Assessment of team skills
- Performance reviews

**Outputs:** The project team will use the above information to develop four important documents for the project:

- Staffing management plan
- Resource responsibility matrix
- Team evaluations
- Development plans

## Team Identification

The first step in the team-management process is to identify the skills necessary to perform each project activity. Identification of team members goes beyond the technical skills and includes other factors, such as the ability to integrate, cooperate and lead. This process generates an organizational chart for the project roles, responsibilities, and assignments, often shown in a matrix format called The Responsibility Assignment Matrix (RAM), which includes a management-staffing plan that will help acquire the human resources defined and required by the project.

### Skills Identification

The activity-definition document, part of the WBS, provides the information about the skills needed for the project. The project manager develops a list of the required skills utilizing a Skills Requirement Table that will capture all relevant information to help identify the best people for the project. A review of the WBS helps identify the skills required for each activity, in some cases, entire groups of activities are identified for a specific skill. The project should have a list of special skills needed. The next step is to enhance the skills list with the qualifications, experience in years, and technical competencies as the basic criteria to properly identify the skills needed by the project.

Table 1 – Example of Skills Requirement table

Skill Identification	Qualifications	Experience	Technical Skills
M&E Specialist	<ul style="list-style-type: none"> <li>• Education</li> <li>• Training</li> <li>• Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Years of similar experience</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Use of Statistical Software</li> </ul>
IT Specialist	<ul style="list-style-type: none"> <li>• Education</li> <li>• Training</li> <li>• Certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Years of similar experience</li> </ul>	<ul style="list-style-type: none"> <li>• Communications                             <ul style="list-style-type: none"> <li>• Internet</li> </ul> </li> <li>• Desktop/Server</li> </ul>
Driver	<ul style="list-style-type: none"> <li>• Training</li> <li>• License</li> </ul>	<ul style="list-style-type: none"> <li>• Years of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanics</li> </ul>



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For projects that start with a project proposal, some information regarding the skills of specific staff may be already included, this information is part of the RFP response and it includes the resumes of staff with the credentials that were required by the donor. The donor's RFP may specify required skills such as education, language, or previous international experience. It is important not to change or disregard any restrictions/requirements stated in the RFP; otherwise, the organization may be at risk of losing the contract.

## Organizational Chart

Once the skills have been identified, the project manager develops the first Project Organization Chart portraying the structure that the project will use to manage the project team. This chart helps identify the reporting relationship amongst the project team members.

Depending on the size of the project, the chart includes different levels of reporting relationships, some are direct relationships between superior and subordinate, others are shared internally, and others externally. Direct reports are the most common, usually identified by a solid line. Shared reporting relationships are identified by a dotted line, which means that a team member reports to two supervisors, who can be located inside the project, or may be external to the project such as a functional unit, or a partner organization that is also working on the project. The chart below serves as an example of a Project Organization Chart and its different reporting relationships:

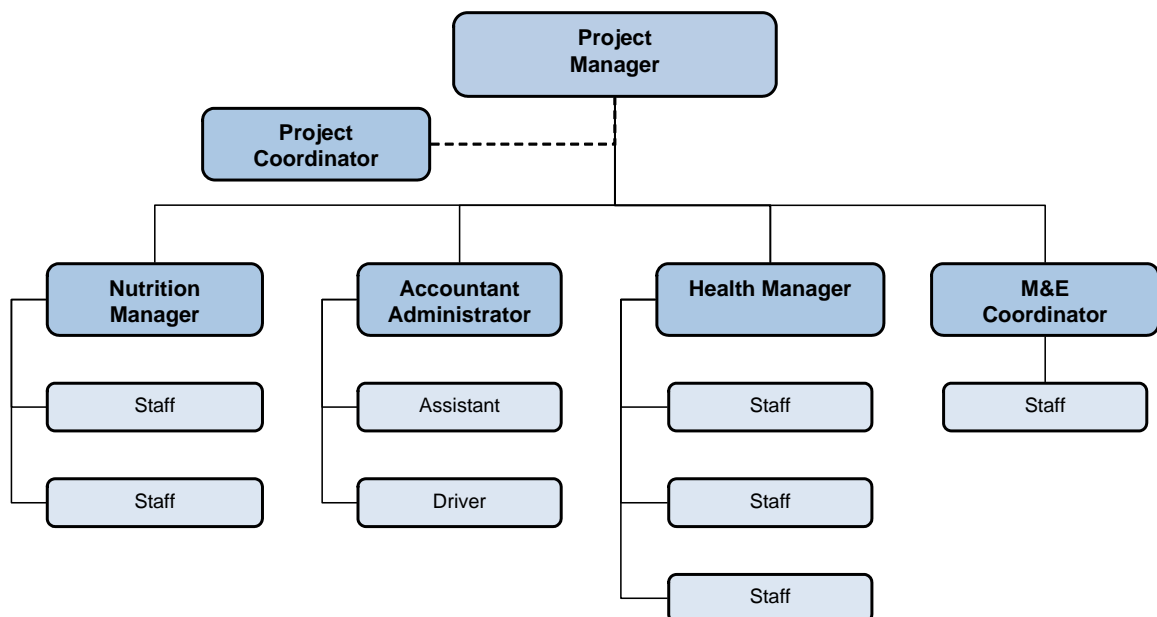


Figure 2 - Project Organization Chart

Organizational charts are only good to show the reporting levels amongst the team members, and it only shows formal relationships. This chart has some limitations, most notably the fact that it does not show the human or social relationships that need to exist or be developed amongst the team. It shows nothing about the managerial style adopted by the project and it very quickly becomes out-of-date, especially in large projects that change their staff regularly. Organizational charts are mostly used to show the power or authoritative hierarchy in the project and should not be used to define the working relationships and interaction amongst team members. The project needs a flat structure where all members are seen as equal in their responsibilities and commitment to the project's success.

An important output of this chart is to identify what resources exist in the organization, especially for back-office functions such as administration and support. Other resources may include short assignments needed by the project for which there may be a need to hire or contract outside resources. If the plan is not to use external resources, the project manager needs to identify the internal resources and start negotiations with the program managers or other functional managers responsible for, or supervising, those resources. The project manager will need to reach agreements in order to get the required resources at the time needed. This is not an easy process, and it takes time because the resources may already be assigned to other tasks or projects.

### **Team Assignment Schedule**

Once the project has identified the roles in the Organizational Chart, the next step is to determine how these resources will be utilized in the project. The Team Assignment Schedule (TAS) facilitates the identification of "who does when" by providing the project activities information showing when each activity is scheduled to occur and who is responsible for it.

The chart is used to determine the project load assignment or resource histogram showing how the project is allocating its resources over time. This is a useful tool to determine not only who is doing what and when, but it also helps the project manager to distribute and balance the allocation of work. The following chart serves as an example:

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Table 2 – Example of a team assignment chart.

Assignment	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Activity 1						
Staff 1	100%	100%	100%			
Staff 2		100%	100%	100%		
Activity 2						
Staff 2		50%	100%	100%		
Staff 3		100%	100%			
Activity 3						
Staff 1				100%		
Staff 2				100%	100%	

## Team Allocation Matrix

The Resource Allocation Matrix portrays the number of hours per week that all the staff is assigned to a project and the total work hours. From this information, the project manager can identify the resources that are working more than 40 hours per week, as well as the underutilized resources:

Table 3 – Resource Allocation Matrix

Resource Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total Hrs.
Resource 1	30	15	20	10	15		90
Resource 2	40	10	40	20	10	20	140
Resource 3	50	60	10	20		40	40
Resource 4	20	40	10	50	15	15	150
Resource 5	15	20	15	20			70
Resource 6	25	15	20		60	40	100
Resource 7	35	10	15	40	10	40	150
Resource 8	15						15
Resource 9	10	10			15	70	85
Resource 10	20		40				40
<b>Total</b>	<b>260</b>	<b>180</b>	<b>170</b>	<b>160</b>	<b>125</b>	<b>225</b>	<b>1120</b>

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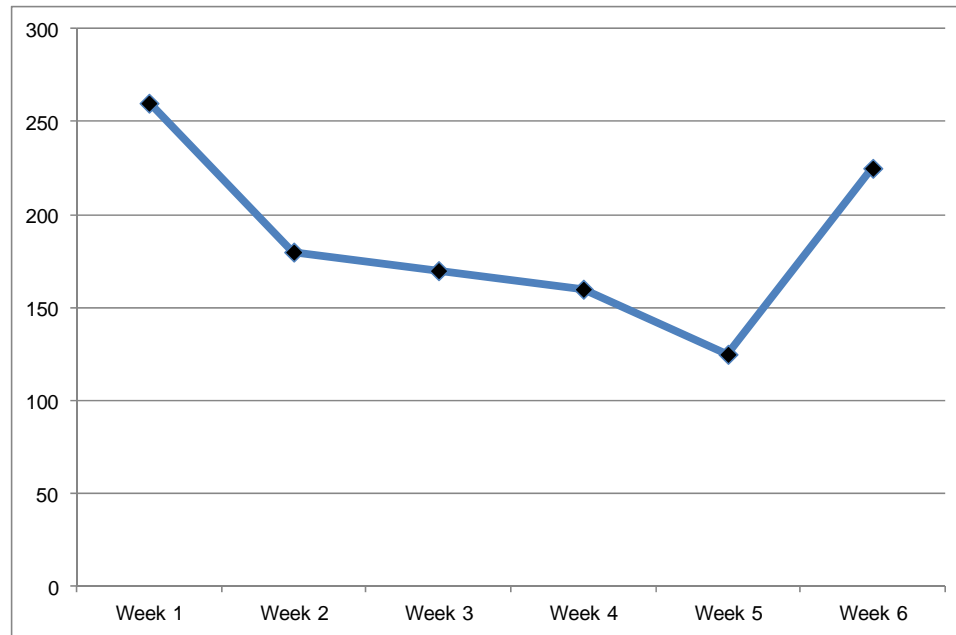


Figure 3 - Resource Allocation Chart

The previous charts help manage the allocation of resources at the different project phases or cycles. The chart identifies when a specialized skill will be needed so that enough time is allotted to plan the recruitment and visualize how each resource is allocated into different project activities. This will help avoid situations where team members are asked to do more than what they are capable of doing or having a team member not assigned to any activity. For instance, the example above illustrates a team member being asked to work on too many things during a given month, and some team members that have no assigned work during some months. By using these charts, the project manager can balance the resource assignments and better determine their recruitment and release phases in the project, as well as identify the need to have more resources assigned to a specific activity or determine that an activity may take more time for completion due to resource constraints.

## Job Descriptions

The key output of this task is the development of job descriptions for the new positions or open positions that cannot be filled with the organization's resources. The job description usually follows the organization's Human Resources (HR) guidelines and procedures.

The project manager's role is to work with the HR unit and develop Job Descriptions (JD) including the qualifications, experience, technical skills, soft skills, and any other relevant information needed to help identify and

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recruit the best candidates for the job. It is not enough to list the technical skills or professional certifications, which are not enough to ensure that the new member has other competencies that help identify the behavioral and teamwork skills needed.

Completing a JD is a time-consuming and challenging task, as it defines the targets for a role, how those targets are going to be measured, and how their performance will be assessed.

A good JD has the following content:

- A definition of the purpose of the role in the project
- A list of the key responsibilities of the role
- An Organizational Chart that details the reporting relationships
- A list of the technical skills and experience needed
- Any relevant qualifications needed to perform the job
- A criteria to evaluate performance
- Description of the working conditions, including travel time
- List of benefits
- The compensation level and grade of the position

A detailed, well-written job description benefits both the project and the potential applicant. It will give the project and the organization an opportunity to carefully analyze the job functions essential for the project in order to maximize its benefits, given the existing strengths and the needs of the project.

## Team Recruitment

The project manager must work with other units in the organization during the team-recruitment process in order to either secure the team resources from within or from outside the organization through the recruitment process. Project managers need to have good negotiation and influence skills to get the internal human resources assigned to the project.

Organizations that do a good job of team recruitment have good staffing plans describing the number and type of people currently working in the organization, and the number and type of people that the organization will need for project-based work derived from current or future needs. An important element of a staffing plan is to maintain and update an accurate inventory of staff skills. This helps the project manager identify any

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shortcomings between the current list of skills and the needs of the project, and work with other units, including the HR function, to address the approach towards either training current staff or recruiting new members for the project.

Recruitment is a lengthy and expensive process involving agreement on the role and salary, advertising, screening resumes, interviewing candidates, and selecting. Even when the organization uses the best interviewing and testing methods, it's quite possible that candidates cover up shortcomings that only become obvious after they have been in the role for several months. The project manager or HR hiring specialist should confirm all references provided by the candidate.

## Team Induction

The starting point for a project team member should be no different than the starting point for a new employee. Most organizations have induction programs for new employees, including an introduction to the organization's operations, values, and mission. A project should be no different, recognizing that the way in which the new team member is integrated into the project will have a significant impact on how they see themselves in relation to the team. If they are put on a desk and asked to begin their work, they may not feel committed to the team. New members need to be introduced to all the team, they need a full briefing on the project, and even to spend some time and work with various people to understand the purpose of the project, only then will the new member feel committed and do a good job.

New employee induction is not just a time to fill out personnel records, show the new employees the organization's facilities, and introduce them to a few coworkers. The induction process should neither be too overwhelming or boring, new team members should not be left on their own to figure out how things work on the project. A poorly planned induction process can result in a confused new employee who takes a long time to be productive or becomes frustrated and quickly leaves the organization.

An effective, carefully-planned orientation or induction process will not only teach technical skills, but it will educate new team members about organizational values, the organization's history, and provide valuable information about "who is who" in the organization. Organizations that have

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good induction programs get new people up to speed faster and have better alignment between what new people do and what the organization needs them to do, which results in lower staff turnover rates.

### **Responsibility Assignment Matrix**

The Responsibility Assignment Matrix (RAM) maps project work as described in the WBS to the people responsible for performing the work. The RAM allocates work to the "responsible" individuals, on smaller projects a team member is assigned responsibility for various activities defined in the WBS, on large projects an activity may be assigned to a sub-team or unit of the project structure.

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Table 4 – Example of Responsibility Assignment Matrix Table

WBS Activities	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6	Staff 7
Activity 1.1	100%						
Activity 1.2				30%			70%
Activity 2.1			100%				
Activity 2.2		70%					30%
Activity 2.2.3				30%	50%	20%	
Activity 3.1				20%		80%	
Activity 3.2		30%		20%	50%		

Project managers need the right people for the right tasks, and to assign them with tasks that fit within their skills and proficiencies. But in the real world that is seldom the case, most projects start with a partial team already assigned to the project and very few opportunities are left for the project manager to select and build his/her own team, even if the required number of resources are available their skills may not be a complete match to the project requirements. In this situation, the project manager needs to determine how the level of skills, qualifications and experience meet the required competencies needed to accomplish the tasks demanded by the project.

The project manager, using the skills requirements chart and the information from the Work Breakdown Structure (WBS), will begin by listing the competencies of each team member, and then match each team member to task competencies. In this process, the project manager will most likely find overlaps and gaps:

- **Overlaps:** provide two choices, either allotting better-qualified individuals to more important tasks or allocating the task to the person at the lowest organizational level who is qualified to do the job. Both approaches have their virtues, depending on the situation. One allows the job to be done with a higher level of certainty, the other allows for more efficiency at a lower cost.
- **Gaps:** provide the option to train existing team members or to recruit in order to fill the gap. Training is usually the best option, and the benefit is that this is an opportunity for the project manager to more



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closely appreciate the individual's talents and working methods. The disadvantage is that a newly trained person usually brings plenty of theory but lacks the experience of putting that training into practice.

Once the project has decided which team member will fill each role, the next step is to communicate the decision to the team. Each team member should know his or her position within the team. The roles of each person should be clearly defined, with individual responsibilities, authority and accountability clearly spelled out in writing to avoid future conflicts or misunderstandings.

### RACI Chart

RACI stands for Responsible, Accountable, Consult, and Inform. In addition to identifying who does what in the RAM, the RACI is an extension of this matrix used to ensure that responsibility and accountability is placed with the person who really can be accountable for specific work. Often, this results in accountabilities for actions being moved down to the most appropriate level. Everyone has some process role in their job. Because of differing perceptions, one person's view of their role may be quite different from another's. Role perceptions held today will change tomorrow, even though the job activities remain the same.

- **Responsible (R):** Is the person who will complete the task or activity. He or she is responsible for any action or implementation. Only one person can be assigned as responsible for a task or activity
- **Accountable (A):** This is the person with authority and veto power. Only one person can be assigned as accountable for an activity or task.
- **Consult (C):** The consulting role is typically assigned to subject matter experts that can be consulted prior to a final decision or action. This is a two-way communication, in which input from the consult role is required.
- **Inform (I):** Is the individual/s who needs to be informed after a decision or action is taken. They may be required to take action as a result of the outcome; however, this is mostly a one-way communication.

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Table 5 – Example of RACI Chart

<b>WBS Activities</b>	<b>Role 1</b>	<b>Role 2</b>	<b>Role 3</b>	<b>Role 4</b>	<b>Role 5</b>
Activity 1.1	A	R	C	I	I
Activity 1.2	A	R	-	I	I
Activity 2.1	C	A	C	-	R
Activity 2.2	A	-	R	-	I
Activity 2.2.3	A	C	R	-	I
Activity 3.1	I	A	C	R	R
Activity 3.2	A	-	C	I	R

Note that in the above example only one person can be assigned as accountable, and only one person assigned as responsible for an activity or task. It is not necessary to assign the four roles for each activity, however, the roles of the person responsible for approval and the responsible party are required.

## Team Building

A project team does not happen by accident, it is not enough to recruit people and assign them to a project. A team needs to be developed from the first day. Failure to do that may result in a team that acts more like a group of people than a team. In a group, people may be involved but uncommitted to achieving excellence in the project.

Obtaining commitment is a major problem for most projects, especially when team members have dual reporting lines in a matrix organization, it is also a problem when team members do not identify with the project objectives, or feel that they are not part of the team or that there is a lack of trust amongst the members.

Team building is the process of transforming a group of people who have different interests, expertise, and backgrounds, into an effective and integrated work unit.

Building a project team is essentially a process of change where the skills of the team and the goals of the project are merged, transforming the group into an effective team that's total outputs are greater than the individual contributions. Building a team is a process that needs to occur in all types of projects, and its complexity will vary depending on the size and nature of the project, this is one of the principal responsibilities of the project manager.

A team is a group of people who are committed to common goals, depend on each other to do their jobs while working interdependently, rely on cooperative efforts, and produce high-quality results. A team is not a group of people with a common goal, this erroneous assumption makes it difficult to develop a group into an effective, cohesive and high-performing team.

The project manager needs to understand that building a team is not a one-time activity, but an ongoing process that needs constant monitoring and improvement. Key factors for the success of building a team include support of the organization's top management, use of a system of rewards and recognition for excellence, open and clear communications, and good team

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leadership. When these factors are in place they will create an environment of trust and commitment to the project and the organization. The purpose of building a team is to create teamwork, wherein each individual's interest is subordinated to the unity and efficiency of the project in a coordinated effort.

In the process of changing a group of people into a team, the project manager plays an active role as change agent and uses behavioral skills to overcome resistance to change. Building a team often causes resistance from team members. The project manager must first recognize that change is inevitable and unavoidable, and that the focus must be placed on developing appropriate team-management strategies to convert resistance to change into an opportunity. Teamwork can provide a useful way to involve team members in any change program, and to increase collaborative and supportive behavior.

The effective management of the most valuable asset and resource in a project can be achieved if the project manager utilizes effective communication, teamwork and leadership, build a cohesive team, while integrating the efforts of a diverse group of individuals with different needs, backgrounds, and expertise.

The results of the project team are an indication of the project manager's performance. The mix of skills, cultural diversity and background increases the challenges to managing a project team, therefore, the project manager needs to give special attention to the quality of the interpersonal skills and team dynamics within the project team to understand and influence its productivity in a project environment.

These are simple and practical steps to start building a project team:

- **Build Enthusiasm:** Create a set of simple tasks that provide a challenge and set achievable goals encouraging the team to work together. Make sure that responsibility is delegated to the team and not to the individuals. The aspects of increased efficiency, productivity and collaboration need to be highlighted as input to establish the criteria for success. Achieving a simple goal can provide the team with enthusiasm and a better understanding of what is expected of them as a team.

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- **Establish Clear Conduct Rules:** Teams need rules of conduct to help them achieve their purpose and performance goals, these rules should be established as early as possible to let the team get used to them and allow some time for clarifications. Some rules include attendance, conduct during meetings, confidentiality with personal information, and respect to the team and each individual.
- **Keep Open Communication Channels:** The project manager needs to maintain a practice to keep open channels of communication with the team and amongst the team, there is nothing that lowers the trust of a team more than the absence of open communication channels. The team should feel that all information regarding and affecting the team is open for the team to discuss.
- **Reward and Recognize Teamwork.** Take advantage of the power of positive feedback, recognition, and reward. Be alert to opportunities to reward the new team behavior. These actions send a good signal to the team as to what is recognized as teamwork.

## Team Development

Team development is the training, development, and support that the project or the organization provides to team members to focus their work on the project objectives and ensure that the team has the competencies to be successful in the project. Team development focuses on increasing individual capabilities in order to expand and enhance the project's capacity to achieve its goals.

Training the team should never be seen as an expense or avoided by the claim that in the countries where projects operate, providing training opportunities to project teams is a sure way to lose qualified staff, and that once trained they will start looking for better-paying jobs elsewhere. The risk should not be measured by the number of staff members leaving the project, but by the risk of keeping untrained staff in the project.

Effective teamwork is essential, but it is important to recognize that a new team does not perform exceptionally from the very start. Developing a team takes time, and usually follows some easily recognizable stages, as the team changes from being a loose group of strangers to becoming a team with a common goal.

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Building effective teams is a process of going through four stages of development<sup>1</sup>:

- Forming
- Storming
- Norming
- Performing

These four stages describe the changes that a team goes through as it develops more maturity, abilities, and stronger relationships. The project manager can also change his/her leadership style, starting from a directing style, moving through coaching, then participating, and finally delegating.

- **Forming:** is the first stage of team development filled with a mix of anxiety, high expectations, and ambiguity as the new members do not yet have a clear definition of what work exactly the team will be assigned with. In this stage, there is high dependence on the project manager for guidance and direction. The individual roles and responsibilities are unclear and the level of trust is low, building awareness and providing orientation are dominant themes in this stage as members focus their efforts on defining goals and developing procedures to perform their tasks. The project manager must be prepared to answer questions about the team's purpose, objectives, and internal and external relationships. This stage may last until the team has had a chance to learn more about the project and have a clear understanding of their roles. At this stage, there may be discussions about how the team will work, and how the working relationships will be established. This can be frustrating for some team members who may simply want to complete tasks and activities.
- **Storming:** occurs after the initial meetings and introductions to the project. The team moves into a storming or reaction phase when the project manager's authority or ideas may be challenged as roles are clarified. The approach by which the project will do its work begins to be defined and some team members may feel overwhelmed by the amount of work they need to do or in disagreement with the approach being used. Some team members may start reacting to their roles and

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<sup>1</sup> Tuckman, Bruce. (1965). Developmental sequence in small groups. *Psychological bulletin*, 63, 384-399.

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may express frustration and resistance in assuming ownership of their corresponding tasks. This is a critical stage where many teams fail if the tensions or disagreements are not resolved, the project runs the risk of evolving into a team that is not cohesive, which creates bitterness and resentment. The project manager should not assume that these types of tensions will go away, in this stage, conflict is inevitable and should be embraced in a productive manner and handled appropriately.

- **Norming:** is the third stage when the team members know each other better, they may be socializing together, and be able to ask each other for help and constructive criticism. The team is developing a strong commitment to the team's goal, and they start to see their contribution towards it. In this stage, the project hierarchy is clearer, team members start assuming their roles and responsibilities, and most critical conflicts have been resolved. The team begins to see the project manager with respect and authority as their leader, while others start to show leadership in their specific areas. There is often a prolonged overlap between storming and norming stages. As new tasks come up, the team may lapse back into typical storming stage behavior, go through the process, and come back to the norming stage. The team starts to show a new behavior based on empathy, concern, and team cohesion. There is a strong sense of shared responsibility and mutual cooperation amongst the project team. During this stage, the team begins to get organized and follows the established procedures, project issues are confronted and resolved, and team skills are developed.
- **Performing:** the last stage of team development is characterized by a shared vision of the project goal and a common understanding of the roles and responsibilities of all team members. The team has a high level of mutual trust and provides care and support for each other, which increases the overall performance of the team. The project manager is able to start delegating a great amount of work and can concentrate on developing team members. The team assumes accountability for their duties, provides ideas to improve their work, supports each other, and achieves an overall higher level of performance.

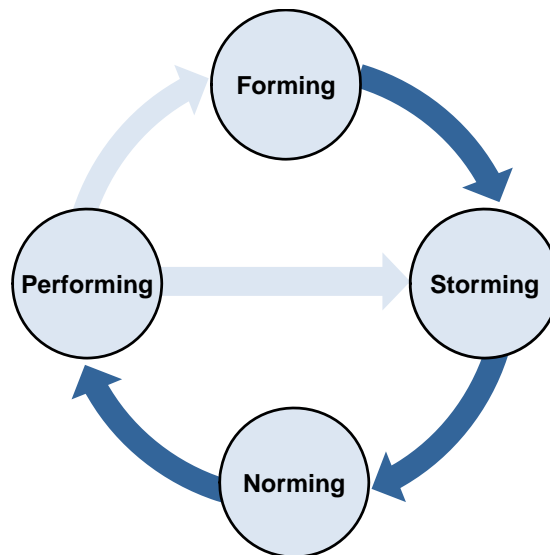


Figure 4 - Team Development Cycle

Most project teams are able to go through all four stages of team development, the time taken to move from one stage to the next varies from team to team and is heavily influenced by the experience and maturity level of the team members, the skills of the project manager, and general conditions of the project environment. There is always the possibility that the development process may fail, that the team members lose confidence in the process or leave the project team. In any of these situations, the most difficult part is for the project manager who has to lead a team that is not at its optimal development level and may need to go back to the initial stages of team development.

Team development is not a linear process, from time to time it is necessary to review the norms and change roles. The previous figure shows how this could be a cycle of storming, norming, and performing.

Project teams exist only for a fixed period; however, even permanent teams may be disbanded due to organizational restructuring. A project manager's concern is both for the team's goal and the team members. Breaking up a team can be stressful for all concerned. The breakup of the team can be particularly hard for members who like routine or have developed close working relationships with other team members, particularly if their future roles or even jobs look uncertain.



### Team Leadership

Leadership can be defined as the ability to influence the project team to help achieve the goals of the project. Leadership is a critical skill that a project manager must possess, and it is one that must be earned. A project manager is not a team supervisor, but a team leader. A supervisory role is a position of traditional authority based only on power and respect for the position. By understanding the personal work preferences and motivations of the project team members, a project manager can earn their real respect and trust as an individual rather than due to his/her position.

Every team needs a leader and the leader's ability is reflected in how he or she is able to convert a group of people working together into a team committed to each other and to the project goals. A high-performance team is characterized by their deep commitment to each other's success, which can be reflected in their ability to share many of the management functions such as planning, organizing, setting performance goals, assessing the team's performance, developing their own strategies and managing change and coordinating their own work.

There are many leadership techniques and practices that can help project managers find a leadership style that best fits the project culture, however, before defining a style it is important to recognize that as the project team goes through different development stages the leadership style of the project managers must also change and adapt.

There are various leadership styles that can be employed depending on the organizational culture, the nature of the project, the nature of the team, and the personality and skill set of the leaders confirming it. The management style depends upon the prevailing circumstance. Project managers should exercise a mixture of management styles during the project's lifecycle, project managers go the following common stages<sup>2</sup>:

- **Directing:** At the very start of the project the team needs a leadership style that helps manage the initial anxieties, tension, or confusion between the goals of the project and the role of the team and its responsibilities. During this time, the project manager's style is geared towards providing a course of action, in some instances, use of

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<sup>2</sup> The Lifecycle Theory of Leadership, Paul heresy and Kenneth Blanchard, Management of organizational behavior 1979, Prentice Hall

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authority to assign tasks and activities. The level of interpersonal relationships and trust with each other is low. Objectives and tasks are set and the team is expected to do exactly as required. The communication involved with this style is mainly downward, from the project manager to the team member.

- **Coaching:** As the project team makes progress and their level of understanding progresses, the team feels more confident about their role and the objectives of the project. In this phase, the leadership style evolves to coaching. The project manager and the team start building stronger relationships based on mutual trust.
- **Participating:** The leader can now use the trust relationship with the team and start delegating authority and responsibility, there is an increased participation of the team in management decisions. The team does not need directions, knows enough, and feels confident and motivated to do the work.
- **Delegating:** in this stage the team is confident about their abilities and is trusted to carry out the work with minimal supervision, most work has been delegated and the team performs and self-adapts. The project manager monitors the performance of the team and assumes a full leadership role.

The leadership style varies depending on the situation of the team and its individual members, project managers who are effective leaders need to be flexible and able to accommodate to different situations and they should be able to maintain a balance between the different styles according to the varying situations in the project.

## Team Communication

As the project teams develop their ability to perform, the project managers must be able to communicate effectively to ensure that the team receives a consistent and clear message. This is especially important during the initial stages of team development because unclear or conflicting messages can increase the confusion and slow down the development process of the team. Interpersonal communication has three forms: verbal, nonverbal, and written.

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- **Verbal communication:** is used when there is a need to transmit information, instructions and explanations on a short notice. It is also useful in situations where there is a need for highly interactive verbal communication because it allows a timely exchange of information, rapid feedback, immediate synthesis of the message, and agreement on the message. Project managers must recognize the different situations where verbal communications can be used and apply appropriate language or alternative types of communication when communicating with the project team. There are typically three stages in every type of communication: the introduction, an explanation, and a summary.
- **Nonverbal communication:** is transmitting a message without using words. It includes the use of vocal tones gestures, facial expressions, and body language. The person receiving a verbal communication also picks up the subtle non-verbal messages transmitted by the sender whether intentional or not. Nonverbal communication influence the receiver's interpretation of a message and it can have a different effect from the original message. To achieve successful interpersonal communication, project managers may combine vocal and nonverbal factors, but they must avoid contradictory messages, ambiguous messages will frustrate team members.
- **Written communication:** includes project reports, project reviews, project plans, organizational standards, policies, procedures, formal letters, announcements, legal documents, and other forms of information that can be transmitted in written form to the project team. The advantage of written communication is that it can be accessed many times and its distribution is faster (email, fax, etc.). The main aim of written communication is that it carries a message that will be understood clearly when read quickly. To meet this goal, the message should be well planned, simple, clear and direct. The project manager uses written communication to ensure that the message is recalled for future needs.

## Human Resource Management

Project managers usually do not have direct responsibility over the administrative aspects of the project human resources, such as payroll, benefits, compliance with local labor laws, and organizational rules and

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policies. For most development organizations, the human resource departments take most of the administrative responsibility aspects, while project managers deal with the performance aspects, however, project managers should be involved in the administrative decisions that involve the project team including the need to comply with required organizational policies, procedures, and local regulations.

The project manager should be aware of his/her role in the administrative functions of human resources and be proficient enough to understand the following areas:

- Employee relations, recruitment, selection and job placement, personnel training, and labor relations.
- Compensation (salary and benefits).
- Performance appraisals and evaluations.
- Government regulations (discrimination and equal opportunity law), and labor contract negotiations.
- Organization's values, norms, gender policies, etc.

## Team Performance

Performance evaluations provide the project manager with an opportunity to assess how the project team, and its individual members, has contributed to the project goals, evaluations are essential to developing a high-performance team. Since most of the project's work consists of collaborative arrangements, successful team performance is critical to achieving project objectives and goals, therefore, appraisal of team performance should be integrated into team-based activities.

Most development organizations have an internal process to conduct performance evaluations and vary depending on the focus and strategies of each organization, but in general, the primary goals of a performance evaluation process are to provide an equitable measurement of an employee's contribution to the organization and to the project. The evaluations focus on the individual contributions but do not evaluate the performance of the team, however, what projects need the most is a method to evaluate the performance of a team and not just the individual.

### Team Performance Evaluation Plan

Performance evaluations are essential for the effective management and project team evaluation. Evaluations help develop teams, improve performance, and feed into the project planning process. Formal team performance evaluations should be conducted regularly to enable management and monitoring of standards, concurring expectations and objectives, and the delegation of responsibilities and tasks. Team performance evaluations also establish training needs and are an important component of staff motivation, attitude, and behavior development, all of which fosters positive communications and relationships in the team.

There are four steps for creating a Team Performance Evaluation Plan:

1. Identify performance expectations.
2. Develop a standard evaluation form.
3. Develop feedback guidelines
4. Set an evaluation schedule.

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- **Identify performance measures:** Developing a set of standard performance measures requires the selection of key components of the project that can be specifically measured. These should include a way to determine quantitative and qualitative measurements that reflect the contributions of the team to achieve the project's goals. The performance measure should also include ways to measure some of the more subjective job performance areas, such as teamwork habits, collaboration among members, and how the team is able to resolve its own problems.
- **Develop a standard evaluation form:** The form should focus on the essential performance areas to make the assessment more meaningful and relevant. The job performance areas that should be included on a performance evaluation form are quality of work, quantity of work, teamwork habits and attitude. Each area should have a range of descriptors to choose from (e.g., far below requirements, below requirements, meets the requirements, exceeds requirements, far exceeds requirements). Depending on how specific the descriptions are, the form should include a field to provide the reason behind the rating.
- **Develop feedback guidelines:** feedback allows two-way conversations that focus on understanding the weaknesses of the team and develops actions to improve them over a specific amount of time. The project manager should outline the expectations for team improvements and how to meet them. The guidelines should define the boundaries, including the definitions of what is acceptable and what is not, then, establish a plan for monitoring performance and re-evaluating the team. The project manager should encourage feedback from the team and openly discuss the results of the evaluation to encourage feedback. This should lead to an open exchange of information that will allow the project manager and the team to better understand each other's perspective.
- **Set an evaluation schedule:** After the performance measurements, evaluation form, and the feedback guidelines have been completed, the next step is to decide when to conduct the performance evaluations. For large multi-year projects, a good practice is to have team evaluations every four months, for small projects, at least two evaluations a year.

Good team performance and good teamwork behaviors should be rewarded as a method to build confidence. Whenever a major milestone or significant goals are met, there should be a formal celebration for each success and the project manager should use these opportunities to reinforce the benefits of teamwork.

### Managing Conflict

Conflict is a basic element of human behavior and it is inevitable in projects that involve interactions between people and groups. Conflict increases in the degree that the level of diversity and interactions to complete project activities also increases. Conflict is most noticeable at the beginning of the project when people who often barely know each other are asked to work together under pressure. Different levels of conflict always occur as people try to work together, try to make decisions, give and accept delegation and attempt to meet project goals.

The goal of conflict management is to channel conflicts so that the result is positive rather than negative. The project manager and the project team should seek to resolve conflict as soon as possible. The project manager should follow a process that will identify, analyze and evaluate the conflict before taking action. Some practical guidelines for managing conflicts effectively in a project include preparing for conflict, facing conflict, and resolving conflict. The ability of the project manager to manage conflict is an important skill, how conflict is managed can significantly impact the success of the project.

The first step in managing conflict is the ability to understand it and correctly diagnose it. Conflict management, therefore, consists of a diagnostic process. A selection of interpersonal style, communication and negotiating strategies, the development of trust and respect, and structured interventions designed to avoid unnecessary conflict and to reduce or resolve excessive conflict.

There are three types of conflicts:

- **Structural conflicts:** deal with power, priorities, objectives, resources and politics.

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- **Technical Conflicts:** are differences in technical approaches, opinions, methodologies, and procedures.
- **Personality Conflicts:** arise mostly from behavioral, social and cultural differences.

Project managers can use different conflict resolution modes and apply them according to specific situations or circumstances. They must also recognize that it is sometimes good to stimulate conflict in order to encourage self-evaluation, creativity, and innovation. Conflict in some circumstances can be good as long as it offers the opportunity to consider new ideas, better alternatives, and different approaches. Below are five conflict resolution models that can aid a project manager:<sup>3</sup>

- **Forcing:** involves imposing a decision and makes use of the formal authority vested in the project manager. It is mostly used when time is of the essence, and resolving the issue is vital to the well-being of the project. Project managers may use it if they need to make a decision in order to move things forward. This approach is appropriate when quick decisions are required or when non-negotiable issues such as budget cuts or staff changes are essential in a project. Forcing usually resolves the conflict quickly, but it leaves hard feelings amongst the people involved to accept the decision, this approach should be used only as a last resort.
- **Avoiding:** refers to the refusal to deal with the conflict, or ignoring conflict as much as possible. This approach can be useful sometimes when there is a need for additional time to gain better understanding of the conflict, or it is used as a way to avoid making a difficult decision in the hope that the cause of the conflict will just go away or take care of itself. This style should not be used if the conflict deals with an issue that is of immediate concern or is important to the successful completion of the project.
- **Accommodating:** involves avoiding disagreement while emphasizing areas of mutual accord. This approach is appropriate to initiate a positive start and avoid any increase in the conflict. It tends to keep peace only in the short term, but it fails to provide a permanent long-

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<sup>3</sup> D.F. Womack, 1988, Assessing the Thomas-Kilman Conflict Mode Survey, *Management Communication Quarterly*



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term solution to the underlying conflict. Generally, this approach is also used as a method to slow down the situation and keep it from getting worse and build on the areas of agreement. Just like avoiding, the project manager must remember that if the conflict is not handled and resolved in a timely manner it will likely lead to more severe and intense conflict in the future.

- **Collaborating:** is a technique that involves incorporating multiple ideas and viewpoints from people with different perspectives, it is used when a project situation is too important to be compromised or delayed. The parties involved work to find alternative solutions and the best solution is found in a way that would not have been generated by a single individual. Active collaboration by both parties in contributing to the resolution makes it easier to get their consensus and commitment. Collaboration is not very effective when more than a few players are involved and their viewpoints are mutually exclusive. This approach requires time and effort.
- **Compromising:** is a method to find a balance by offering something in return. It involves using negotiations and searching for solutions that bring some degree of satisfaction to both parties involved in the conflict. With this approach, neither party wins but both get some degree of satisfaction out of the situation. Temporarily, both parties may feel hurt because they had to give up something that was important to them. Compromise, however, usually provides acceptable solutions. The only problem with compromising in a project situation is that, sometimes, important aspects of the project might be compromised in order to achieve personal objectives. Compromising mode can also be used as a temporary solution when there are time constraints.

## Managing Performance Problems

Every project team has a member whose performance does not meet expectations. Before running into conclusion and use punishment or warnings, the project manager first tries to discover the reasons for the low performance. There are five steps the project manager can use to help identify performance problems:

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- **First step:** Before trying to solve the problem, communicate the situation in a way that the team member understands. Describing the situation needs to be done in a positive tone, the objective is to create a constructive problem-solving discussion and avoid any problems that can result from poor communication. The project manager should meet with the team member and describe the situation using a direct and specific language, emotional language or language that conveys a negative tone, or use language that criticizes or makes judgments. When managers mistreat a team member it creates an environment of distrust that avoids or limits the resolution of the problem.
- **Second step:** Determine if poor performance is either caused by a lack of motivation (the person is not willing to do the task) or by a lack of ability (the person is not able to do the task).
- **Third step:** if the cause is due to motivation, the project manager should approach the poor performing person how their actual work differs from what is expected. Consequences of poor performance should be explained in terms of how it affects the project, the team, team members individually, and the project's final goals. Motivational performance problems are difficult to solve and will probably not deal with its root causes, but one thing a project manager can do is to communicate the consequences and explain the level of performance expected.
- **Fourth step:** if the performance problem is caused by a lack of ability, then determine if the person cannot do the task due to lack of skills or knowledge. Ask for ideas as to how to improve the performance, the person is the best one to identify what is needed, it may range from additional training, coaching or mentoring to show how the task or activity needs to be done.
- **Fifth and last step:** is to establish a plan that will define what needs to be done and by when to correct the poor performance and develop a follow-up time to meet and review.

## Team Improvement

The results of the team evaluation will provide information on the areas in need of improvement, either as a team or as an individual. The project manager can develop a plan to focus on the areas of improvement and the people involved. One approach is to use a matrix where the team members are listed along with the critical improvement areas that the project needs from them.

The Skills Matrix is a useful tool to identify the level of expertise of all team members and to identify whether the skills required by the project are balanced enough. This tool can also be used to identify skills in short supply and skills that are missing or absent from the team.

Table 6 – The Skills Matrix

Skill	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5	Staff 6
Skill A	E		F			
Skill B		E			C	
Skill C						
Skill D	F	E	C	C		F
Skill E	C			E	E	E

**F**, the team member is **F**amiliar with the function but not skilled

**C**, the team member is **C**apable at that function.

**E**, the team member is **E**xpert at that function.

As the project evolves, and the team members get additional training and experience in the project, the skill levels will change at the same time that the skills demanded by the different project phase changes. The matrix is a dynamic table that changes as the project makes progress.

The use of the skills matrix is a guide that allows the development of a training plan for the team. When a specific high level of skill is needed by the project and it is not present in the team, then it is necessary to find an

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outside-subject-matter-expert to fill that position at the time the project demands it. This additional resource is usually a consultant who brings skills that can be used immediately by the project. This approach sometimes is faster and less expensive than building the skills internally, especially if needed only once.

The types of expertise needed for the various phases of the project depend upon the varying nature of tasks and external and internal constraints. The project manager must ensure that the appropriate levels of skills and experience are available during each of the phases of the project life cycle. If necessary, outside help must be sought if neither the project manager nor the project team possesses the required type or level of expertise.

## Improving Effectiveness

Making the team increase its effectiveness is not an easy task, it requires patience, consistency, and a proactive approach. Following some additional recommendations to help improve the team effectiveness:

- **Set up priorities:** place what is important first and separate the mundane and trivial apart. The team needs a constant reminder of the project goals to keep them on the right track, it is very easy for team members to get distracted by other less critical activities or spend too much time on areas that may be of their own personal interest or curiosity than on the urgent activities of the project.
- **Results-oriented:** is about focusing on results and less on the tasks or activities, it is easy to spend time on a task and lose sight of the results expected from the project. By focusing on the results, the project team has a different perspective of the tasks at hand, and they focus on the activities that add value to the project.
- **Be proactive, not reactive:** is about anticipating and planning for different situations and not responding to events, when probably it is too late, too expensive or difficult to act appropriately.
- **Emphatic listening:** is about the ability of active listening, it helps understand and be understood. This is useful when working with beneficiaries, it allows the project team to understand the needs and expectations of the beneficiaries and other project stakeholders.
- **Achieve synergy:** This occurs when the team produces more results than the sum of the individual efforts, it's about collaboration and working in harmony towards a common goal.

### Team Loading and Leveling

The project schedule generates a problem that is usually not covered during the schedule management phase and that is the issue of project team resources utilization and availability. The schedule is mostly concerned with the time an activity takes place and not on the project team. An important measure of a project manager's success is how to balance the needs from schedule, budget and performance of the team. During times of crisis, it may be possible to add human resources to the project, but that creates pressure on the project's budget. The goal of the project manager is to achieve project success without increasing the costs or time required to complete the project. The key to accomplishing this is to effectively manage the team resources to ensure they are being fully utilized. Once people are assigned to the project, there are two techniques available that can help use project staff more effectively: resource loading and resource leveling.

- **Resource loading** is the amount of individual resources that a project schedule requires during specific periods of time. This technique allows a better understanding of the time demands of the project and the resources available. Most project schedule management software produces histograms that identify the load of activities for each resource, from these graphs is easy to identify who has been "loaded" with too much work (over-allocated) and who hasn't (under-allocated).
- **Resource leveling** is to create a distribution utilizing all resources in the team. The typical problem to address is over-allocation, the project manager can extend the time to complete the activity (activities that are not in the critical path) or reassign activities to other staff that have been under-allocated for the same period. Project resources are best utilized when leveled across the project schedule.

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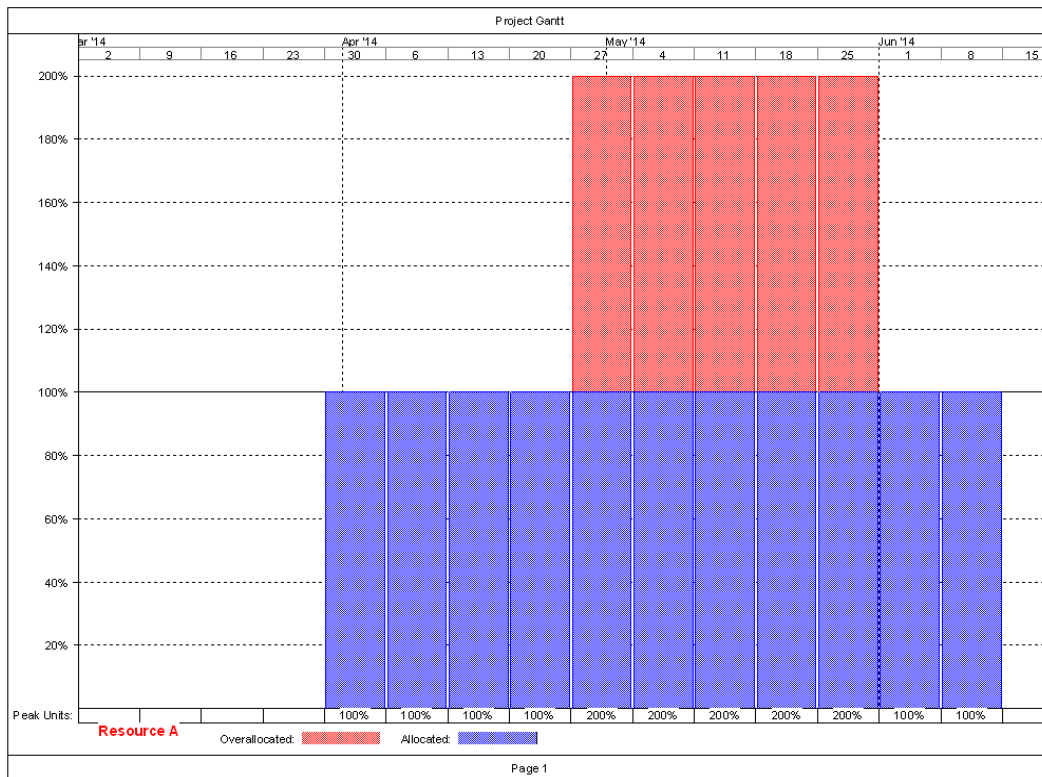


Figure 5 - Resource Chart showing over allocation of a project resource

## Team Training

Training the project team comes in three modes: formal education provided by universities or institutions, customized training such as the one provided by consultants and facilitators, and on the job training.

- **Formal education** provides a generic form of training good to introduce basic concepts, theories, and techniques, some education providers make use of case analysis to study real situations that students can use as a basis to apply the techniques learned in class. This type of training takes time and may not provide the depth of skills needed for a project.
- **Customized training** is provided by consultants or experts in a field who train a group of people on specific- knowledge areas, the content may be generic or customized to the needs of the project, which makes it flexible and adaptable. This type of training takes less time and participants can apply the techniques learned on the project relatively faster than they would if they attended a formal education program.

- **On the job training** This is the best method to learn, but it requires a coach or close supervision of the participants. One of the benefits is that newly learned skills are applied immediately on the project. This form of training requires a learning culture in the project team to constantly learn and adapt to new situations.

All these modes of training are valid, but some offer more advantages than others based on the needs and goals. The project can use training as a way to supplement or build the current skills of the project team, but training is expensive, and it consumes time that the team could have spent executing the project. One alternative is to use a blended approach to training that takes into consideration the need to do work on the project and the need to build skills. Rather than sending staff to educational establishments or to hiring a consultant, the project designs a training program that mixes formal education, coaching, and on-the-job training.

Another approach is the use of Action Learning, which basically consists of training sessions focused on actual issues or skills needed by the project where participants, supported by a facilitator, learn the application of theory on their current projects. Participants develop solutions during the training sessions where ideas and alternatives are often shared by other participants, who may have more experience in a specific area. The participants are then supported by coaching and mentoring session designed to provide support during the implementation of the solutions, thus providing a complete learning environment where the participants learn the theory, apply by doing, reflect on the results, and adapt to improve their performance.

### **Team Building Activities**

Team Building Activities demonstrate different aspects of team behaviors and get team members to think about what is essential for high performing teams. They allow the team to recover from frustration and conflict. They also help sensitize the team members to behaviors that may contribute toward or obstruct group problem solving. Behavior entails good communication, problem-solving skills, trust, taking advantage of knowing the strengths and weaknesses of each team member, and understanding the stakeholders' point of view.

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There are many team-building exercises, the most popular involve some kind of outdoor activities, however, these tend to be difficult to translate into benefits at the workplace. It is better to have an integrated program that combines outdoor events with ongoing activities in the workplace, such as:

- Work-oriented discussions of the group's objectives, roles, processes, resources
- Social events or joint coffee break times
- Learning on topics relevant to everyone
- Meetings, not only to discuss day-to-day work, but also to acknowledge past successes and make future plans
- Communication sessions (structured or unstructured) to increase overall team knowledge by sharing expertise, experience, and individual experiences.

Team building is not a single event that takes place off-site, but an ongoing process that takes place within the team over the life of the project, therefore, it is important to choose activities that have matching goals and objectives with the team issues, which make a long-term contribution to better teamwork.

## Motivation Theories

Project success is highly dependent upon the motivation and performance of project team members and other stakeholders. A highly motivated project team translates into better quality, higher productivity, satisfaction and high morale. On the other hand, lack of motivation leads to conflict, stress, poor quality, and low morale and productivity, which increases the risks to fail in meeting project objectives. Motivation causes individuals to contribute extra effort voluntarily. Therefore, project managers must understand the dynamics of human behavior in order to motivate the project team members. There are four important motivation theories that project managers should know to understand the dynamics of human behavior:

- **Hierarchy of needs (Abraham Maslow):** states that a person's behavior is guided or motivated by a sequence of needs that range from physiological needs, safety needs, social needs, esteem, and self-actualization. These needs start at the bottom and unless one stage is not fulfilled, the next stage cannot be accomplished. A project manager needs to know the top three levels for each key team member. These relate to each person's motivation with regard to



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social, esteem and self-actualization needs. Project managers should know something about the team's member professional and personal lives so they can provide motivational incentives that meet the team member's needs.

- **Motivational and Hygiene Factors (Frederick Herzberg):** this theory proposes that team members are influenced by factors that increase their motivation, which is primarily the result of the satisfaction factors, such as achievement, recognition, promotion, and growth. That includes factors such as salary, benefits, work time, supervision, work environment, status, job security, that increase dissatisfaction if they are absent or inadequate. Herzberg found that people feel motivated to work mostly by feelings of personal achievement and recognition and less on salaries, supervision or work environment.
- **X-Y theory (Douglas McGregor):** McGregor maintained that there are two fundamental approaches to managing people. Theory x (authoritarian management style). Assumes that the average person dislikes work and will avoid it if possible. Therefore, most people must be forced with the threat of punishment to work towards project objectives. Theory X assumes that the average person prefers to be directed, avoids responsibility, is relatively unambitious, and wants security above all else. On the other side theory y (participative management style). Proposes that people will apply self-control and self-direction in the pursuit of project objectives, without the need for external control or the threat of punishment. In theory Y team members usually accept and often seek responsibility and commitment to objectives is a function of the rewards associated with their achievement. Many managers tend towards theory x, and generally get poor results. Good managers use theory y, which produces better performance and results, and allows people to grow and develop.
- **Theory Z (William Ouchi):** Places a large amount of freedom and trust with workers, and assumes that workers have a strong loyalty and interest in team-working and with the project. Theory Z also places more reliance on the attitude and responsibilities of the team members, whereas theory X-Y is mainly focused on management and motivation from the manager and the organization's perspective.

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Theory Z management tends to promote stable employment, high productivity, and high employee morale and satisfaction, and seeks to promote collective responsibility decision-making, self-evaluation and promotion.

The project manager needs to understand the factors that promote motivation on the team, and these could vary depending on the individual, there is not one size fits all, the important fact is to understand that there are different approaches and techniques available to improve team motivation.

## Continuous Improvement

Building a team requires a constant review of the skills available and the skills needed by the project. As the project makes changes and even as people change in the team, the skills matrix changes and needs to be updated constantly. The project should document lessons learned that have provided good results in building the team capabilities and how the project was able to deal with difficult conflict situations.

All projects are done by people and it is therefore most important that these human resources be managed accordingly. Most of the internal problems in a project are behavioral rather than technical, and a lack of understanding on how to deal with behavioral issues can easily run the project into difficult situations. Project managers must be quite skilled at managing people and have a deep understanding of the organizational and the social, cultural and even political interfaces to ensure team members are working together towards the same goal.

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