Team Contracts

Team contracts ensure that students on a team discuss what their expectations and goals are before they start working. A contract helps students set guidelines and agree on consequences if those expectations are not met **before** problems are encountered. Contracts also help us as instructors to support teams that are experiencing problems.

When you submit your contracts, make sure that expectations and consequences are clear. Some examples of possible consequences:
- bringing coffee/donuts when last team meeting was missed,
- mark down in peer evaluation when coming to class or team meetings unprepared three times,
- **removal from team** after missing deadlines more than 3 times without asking team members for help.

There are four components to this handout:

A. Preparation for team contract	Fill out this sheet during your first tutorial.
B. Team contract template	You can hand in a draft version of the contract to receive feedback and are expected to upload the final version to the project portfolio site.
C. Team contract discussion worksheet	Use this in your first tutorial
D. Examples	Some examples of policies and consequences

A. Preparation for Team Contract (Based off template from Nathaly Verwaal)

Alex Stark

1. What do I want to get out of the team project?

a. What do I want to learn?	*How to create attractive UI, from planning to designing to implementation*
b. How do I learn?	*By watching others and then seeing if I can replicate it with some changes*
c. What are my goals for the project?	*Good grades, improved teamwork skills, better design skills*
d. What are my hopes and fears about the group?	*I hope that we can create a project that we are all proud to add to our portfolios* *I am worried that I will have too much other work to do and not have enough time to contribute as much as I would like*

2. What do I have to offer the team and project?

a. Previous experience (that might be useful to the team…)	*I have created UIs for several different applications with different purposes*
b. Special skills (that I can teach/coach/contribute…)	*Reviewing and tracing code to find bugs* *Creating documentation for code that was written by myself or others*

3. My Personal Preferences and Work Styles are:

I prefer to be given a task, and then allowed to put on some music and focus on my own work.

Jason Chen

1. What do I want to get out of the team project?

e. What do I want to learn?	Programming, UI/UX design, possibly more knowledge on AR/VR. Pick up new skills.
f. How do I learn?	Researching on the internet, trial and error
g. What are my goals for the project?	Good grades, high quality prototype, a project that can be proudly present to future employers.
h. What are my hopes and fears about the group?	The amount of workload generated from the project, tight deadlines.

2. What do I have to offer the team and project?

a. Previous experience (that might be useful to the team…)	Worked on an AR game project last year. Familiar with varies game UI design. Worked on short film projects.
b. Special skills (that I can teach/coach/contribute…)	Conflict resolving, teach my experiences with AR, and video editing.

3. My Personal Preferences and Work Styles are:

I like to do research on my own time and apply what I have learned to the project.
I don't really sleep when I work on projects.
I like to approach problems from varies angles.

Bhavan Pahuja
What do I want to get out of the team project?

i. What do I want to learn?	*Make UI that is desirable and easy to use. Learn what makes user experience good/bad. Learn different tools.*
j. How do I learn?	*Trial and error, asking others to use the UI, reading up on studies about what is attractive to the end user.*
k. What are my goals for the project?	*A better understanding of UX, good grades, something to add to my portfolio and hopefully a wider skill set.*
l. What are my hopes and fears about the group?	*No in-person meetings so hard to compile different parts of project. Zoom meetings led to some unnecessary conflicts last semester.*

What do I have to offer the team and project?

a. Previous experience (that might be useful to the team…)	*Designed a board game in java. Created a journal submission system. Experience in Scene Builder and some of the Adobe Suite applications.*
b. Special skills (that I can teach/coach/contribute…)	*UI design, some color theory, Scene Builder.*

My Personal Preferences and Work Styles are:

Usually work during night. Always have music on in the background.
Watch a lot of videos and perform research by looking at similar projects.

AMIR HUSSAIN

m. What do I want to learn?	*Making a good an intuitive UI/UX*
n. How do I learn?	*Looking up tutorials, Trial and error*
o. What are my goals for the project?	*Making a good UI/Ux with a good portfolio, Good grades*
p. What are my hopes and fears about the group?	*We Get together well and do our best to make a solid group contract*

4. What do I have to offer the team and project?

a. Previous experience (that might be useful to the team…)	*Created several projects in java,(medical centre)*
b. Special skills (that I can teach/coach/ contribute…)	*Programming, designing, team organization*

5. My Personal Preferences and Work Styles are:

Working individually or working with groups
Completing projects well before they are due, being ahead of schedule

Israa Farouk

1. What do I want to get out of the team project?

q. What do I want to learn?	*How to create a mobile/web app with intuitive UI.*
r. How do I learn?	*Lectures, videos, working on something hands on*
s. What are my goals for the project?	*Good grade in the class, learn a new skill (working with Unity,AR, etc)*
t. What are my hopes and fears about the group?	*Be able to create an impressive final project and that we are not too stretched for time.*

2. What do I have to offer the team and project?

a. Previous experience (that might be useful to the team…)	*Created a web application, experience with java*
b. Special skills (that I can teach/coach/ contribute…)	*Programming a website using JavaScript & php*

3. My Personal Preferences and Work Styles are:

Research online for helpful resources first
I usually get most of my work done during the night
I like talking to my peers about problems I'm facing as they usually have good insight to solutions

B. Team Contract

Tutorial Section: **02** Te _____ am Number: **L**_____

1. Team Goals

Get a good grade Increase understanding of UX/UI Practice teamwork skills

2. Team Roles *(e.g., Code Reviewer, Lead, Designer, Architect, Technical Writer, Coordinator, etc.)*

Name	Roles
Amir Hussain	***Team Lead***
Alex Stark	***Code Reviewer***
Bhavan Pahuja	***UI Designer***
Israa Farouk	***Technical writer***
Jason Chen	***UX Designer***

3. Team Organization

How will you communicate?	MS Teams
Where/when will you meet?	On MS Teams at 2PM Tues and Thurs
How will you share files?	Teams, GitHub
What operating system will you use?	Windows
What editor(s) will you use?	Unity, Eclipse
What editing style will you use?	*(e.g., indentation? commenting? etc.)*
Any additional considerations?	

4. Expectations from Team Members *(e.g., Attend all meetings – Bring donuts after missing a meeting, Complete project task before class – Kicked out of team if not completed 3 times, Be open to contributions and ideas from all team members, etc.)*

Expectation	Consequence if expectation not met
Attend all meetings	Verbal warning, Catch up on their own time
Communicate with other members	*Verbal warning, inform professor/TA*
Complete assigned tasks	Offer help if task was too difficult, verbal warning on repeated offense.
Try to contribute	*Remove name from iteration after several warnings*

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All team members participated in formulating the standards, roles, and procedures as stated in this contract. We understand that we are obligated to abide by these terms and conditions.

1) Amir Hussain_____date2020-09-22

2) Jason ShuJi Chen_____date 9/22/2020

3) Israa Farouk_____date 9/22/2020

4) Bhavan Pahuja_____date 9/22/2020

5) Alex Stark _____date 9/22/2020

C. TEAM CONTRACT WORK SHEET: PART 2

Team Discussion Guidelines

1. What does each team member want to get out of this project or experience?
   a. What do I want to learn?
   b. How do I learn – by doing, by someone else explaining, by reading
   c. Goals for the project/experience – something to do with performance that isn't just tied to a grade (e.g., teach others, generate best new ideas, contribute to society, network, use key information, become a high performing team, etc.)
   d. Hopes and fears about the group
2. What do I have to offer others?
   a. Previous experience that might be helpful to the members of the team
   b. Special skills that I can teach others or coach others to use (e.g., excel, finance, marketing, consensus building, project management, etc.)
3. What are my Personal Preferences/Work styles? For example:
   a. Great editor, lousy writer / Creative thinker
   b. Need to read material before talking about it
   c. Prefer to talk or brainstorm before reading
   d. Communicate best in person / Prefer e-mail to telephone
   e. Want to do individual work before team thinking sets in
   f. Prefer group discussion before developing my own position
   g. Annoying habits that I have that I will try to limit…
   h. What really annoys me but I will try to overcome or tolerate…
4. Discuss your specific expectations for the performance of:
   a. The team with regard to its project or task
   b. Each individual team member
5. Reach consensus on the team's goals and expectations and write them in measurable, performance-based terms.
6. Decide on the procedures that the team will use to communicate and manage itself.
   a. Include procedures to be used in the event that a team member's performance falls outside of the expectations (either exceeds or fails to meet minimum expectations).
   b. Focus on both task accomplishment and team dynamics (e.g., rewards, feedback, oral and/or written warnings, managing conflict, etc.).
7. Identify the team's policies, rules or norms: the behaviors that constitute grounds for initiating each procedure. For example, a rule might be to attend all team meetings. An oral warning may be given to a member who misses a team meeting without prior notification.
8. Discuss the roles that will be needed in order for the team to function and communicate well (process roles) and those that are necessary to complete the project (task roles). When appropriate, identify and assign specific roles.

D. Some examples

The ground rules for our team are:

— Come to all classes and be on time
— Come prepared and ready to participate in the team
— Listen actively to what others have to contribute
— Be supportive of the efforts and initiatives of others
— Criticize ideas, not people
— Avoid disruptive side conversations, cellphone calls, etc.

We agree that the consequences for failing to follow the above ground rules are:

— If a team member is unable to attend a class, s/he will notify the team ahead of time.
— If someone on the team is not paying attention during a team in-class assignment or assignment (e.g. not listening; texting or emailing), other team members will point this out and s/he will immediately give his/her full attention to the task.
— If someone on the team is being too critical or otherwise unsupportive, other team members will point this out and s/he will make efforts to watch my words and interactions.