

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 – Abel Tekeste

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

a. What do I want to learn?	<i>I want to learn how to make an application that considers the look and feel of the UI. I want to learn this because in the past a lot of projects have focused just on implementing the functionality and not the usability of the app.</i>
b. How do I learn?	<i>I will learn by practice. By being one of the lead designers in this project it will give me the opportunity to practice.</i>
c. What are my goals for the project?	<i>I want good grades as well as a project I can use when talking to employers on my portfolio.</i>
d. What are my hopes and fears about the group?	<i>Its hard to communicate and collaborate when working online.</i>

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

a. Previous experience (that might be useful to the team...)	<i>Programming apps and websites.</i>
b. Special skills (that I can teach/coach/contribute...)	<i>Anything my teammates need, I can learn and contribute to.</i>

3. My Personal Preferences and Work Styles are:

I need a calendar to follow or else I won't work as effectively. I usually end up procrastinating a lot with my projects so if we set a strict calendar as to what needs to be done, it will help me focus on what we need.
I like working with people so it won't be a problem for me to collaborate. However, sometimes I like working on something individually so that I can complete it without any confusion.
If I know my expectations I will achieve them.

A. Preparation for Team Contract – Lucas Longarini

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

a. What do I want to learn?	<i>Visual Design, User Centered Design, Color Theory, Typography</i>
b. How do I learn?	<i>Reading, Watching a Video, Trying myself</i>
c. What are my goals for the project?	<i>A well-designed app UI through multiple iterations to achieve the highest grade we can</i>
d. What are my hopes and fears about the group?	<i>Late nights before deadlines, ideas ignored</i>

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

a. Previous experience (that might be useful to the team...)	<i>Mobile development and UI design</i>
b. Special skills (that I can teach/coach/contribute...)	<i>Programming. Experience with Sketch and Adobe XD</i>

3. My Personal Preferences and Work Styles are:

I like teamwork but prefer to split up work into tasks and work on them individually
Communication through voice/call is always better than text/e-mail
Being respectful of everyone's ideas and opinions

A. Preparation for Team Contract – Josie Khampheng

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

a. What do I want to learn?	<i>Develop teamwork skills, learn good UI design and prototyping techniques.</i>
b. How do I learn?	<i>Going to lectures and tutorials, trial and error.</i>
c. What are my goals for the project?	<i>Create something we can be proud of and included in our portfolio.</i>
d. What are my hopes and fears about the group?	<i>Not having enough time to finish everything.</i>

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

a. Previous experience (that might be useful to the team...)	<i>Experience with large projects (solar car team, Neuronexus competition). Internship as software QA.</i>
b. Special skills (that I can teach/coach/contribute...)	<i>Automated testing</i>

3. My Personal Preferences and Work Styles are:

I usually work best on my own, in a quiet environment.
I like clear division of work or responsibilities.
Good communication within the team.

B. Team Contract

Date: September 20, 2020

Tutorial Section: T03

Team Number: H

1. Team Goals

Make a visually appealing app to get a good grad while working as a cohesive team.

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

Name	Roles
Joel Poirier	<i>Visual Designer, Team Lead</i>
Lucas Longarini	<i>Visual Designer, User Analyst</i>
Josie Khampheng	<i>Visual Designer, Coordinator</i>
Abel Tekeste	<i>Visual Designer, Lead Tester</i>
Maiah Rutledge	<i>Visual Designer</i>

3. Team Organization

How will you communicate?	<i>Microsoft Teams</i>
Where/when will you meet?	<i>Off-campus through Microsoft Teams during tutorial sections and anytime we plan to work on the project, as planned on teams</i>
How will you share files?	<i>Google Docs, GitHub, Microsoft Teams</i>
What operating system will you use?	<i>Windows, Mac, ChromeBook</i>
What editor(s) will you use?	<i>Adobe XD</i>
What editing style will you use?	<i>Use tabs over spaces. IEEE references. Use comments when appropriate.</i>
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 tutorial meetings	Team discussion about behaviour after 2 violations, removed from team after 4 offences.
Let the group know if you'll be absent from tutorials or meetings	Team discussion about behaviour after 2 violations, removed from team after 4 offences.
Attend all group meetings	Team discussion about behaviour after 2 violations, removed from team after 4 offences.
Be open and respectful to all team members' ideas	Team discussion about behaviour after 1 violations, removed from team after 2 offences.
Complete individual work by deadline	Team discussion about behaviour after 2 violations, removed from team after 4 offences.

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.

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|----|-----------------|--------------------------|
| 1) | Lucas Longarini | date: September 22, 2020 |
| 2) | Joel Poirier | date: September 22, 2020 |
| 3) | Abel Tekeste | date: September 22, 2020 |
| 4) | Josie Khampheng | date: September 22, 2020 |
| 5) | Maiah Rutledge | date: September 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?
 - i. Joel - I want to further my design skills and learn about techniques and methods for design. I also hope to develop my interpersonal skills and communication.
 - ii. Lucas - I want to learn HCI and visual design skills.
 - iii. Josie - Develop teamwork skills, learn good UI design and prototyping techniques.
 - b. How do I learn – by doing, by someone else explaining, by reading
 - i. Joel - I learn through example, someone explaining or showing a method or way of doing things, then I use that as a resource or reference in my own work.
 - ii. Lucas - I learn by someone else explaining, then by doing.
 - iii. Josie - Going to lectures and tutorials, trial and error.
 - 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.)
 - i. Lucas - Use key information to create the best possible design through multiple iterations.
 - ii. Josie - Create something we can be proud of and included in our portfolio
 - iii. Joel - Network and gain experience working in a team setting to produce a product our team can all be proud of. Something we can use in our portfolio for future endeavors.
 - d. Hopes and fears about the group
 - i. Lucas - I hope we all get along and work well together. My fear is not being able to finish on time.
 - ii. Josie - I hope we work well together. My fear is not having enough time to finish everything.
 - iii. Joel - I hope to be able to work cohesively with minimal conflicts. My fear is being able to meet deadlines effectively and for all team members to be able to balance the work with that of their other classes or commitments.
2. What do I have to offer others?
 - a. Previous experience that might be helpful to the members of the team
 - i. Lucas - I have previous mobile development and design experience that may help.
 - ii. Josie - Experience with large projects (solar car team, Neuronexus competition). Internship as software QA.
 - iii. Joel - I have experience designing and creating websites (own a web design company), experience with front-end development in previous academic endeavors (mobile & web apps), and experience using design programs such as Adobe XD.
 - b. Special skills that I can teach others or coach others to use (e.g., excel, finance, marketing, consensus building, project management, etc.)
 - i. Lucas - I have previous experience with Sketch if we end up using that software
 - ii. Josie - Automated testing.
 - iii. Joel - Wordpress, Adobe XD
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
 - i. Lucas - I expect the team to try our best on all tasks and the project. I also expect us to coordinate and plan efficiently to ensure tasks are completed on time.
 - b. Each individual team member
 - i. Lucas - I expect all team members to join meetings and discussions if available. If not, to let the team know beforehand.
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.