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)

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

a. What do I want to learn?	Amman – One of the things that I would like to learn is how to develop an application that is useful to the user and can have an improvement in their day to day lives. I would also like to improve my teamwork skills in this team project, along with building a user centered interface. Karan – I would like to learn how to develop within a new environment (app development for instance) and learn new skills related to design and efficiency within this environment Edmund -Team cooperation skills, new programming skills, EX Visual Design skills Evan - I want to learn about the process of evaluating and creating a clear and intuitive user interface for an application. Robert - I want to learn how to develop and the steps needed to create a visually appealing and technical application.
b. How do I learn?	Amman - I learn by reading up on documentation and discussing the topic I wish to learn about with other people. I like to do a lot of trial and error when I come to a problem. Karan - I learn through various web-resources I.e. YouTube, Code Academy, w3schools etc. Making errors and working to fix bugs is where I learn the most as it allows me to understand exactly what a line of code is doing. Edmund - Learning through trial and error and mostly through visuals. (Videos, photos) Evan – I learn best through example. Being able to see something done first and then going through the steps myself to reiterate the process is the most useful method. Robert - I learn best through following along with someone explaining how to do a certain task. That way I can do it correctly and learn for next time, so I don't need that resource again.
c. What are my goals for the project?	Amman - My Goals for this project are to 1) learn how to build a usable interface 2) practice the user centered design process 3) build a good prototype of the project so that I can show to others outside of the class

	Karan - Creating an aesthetically pleasing and useful product (application) with appealing features. I plan to meet deadlines and work ahead of time in order to give myself room to polish up on tasks. Edmund – Creating a successful project and being satisfied with our work Evan – My goals are to collaborate with my team to build a user interface with some proof-of-concept functionalities as well and to learn more about the process of creating an application. Robert - My goals are to continually do what is expected as a team member and meet deadlines. I would hope to have a polished final project that I could add to a repository of projects I have done in the past.
d. What are my hopes and fears about the group?	Amman - Hopes: everyone can help when they are able to. Fears: putting in crunch time at the last minute. So hopefully scheduling 'fake' deadlines ahead of the real deadline can keep us away from that last-minute stress Karan - Hopes: I hope that my team-members meet deadlines to allow the team to be at the same pace. I hope to take away a lot of skills and experience from this project that will be applicable to my future career. Fears: Missing deadlines. Not being at par with the rest of my teammates in terms of coding abilities due to limited knowledge. Having a heavy workload due to other courses and bad time-management. Edmund – Hopes: A successful clean working environment and project Fears: Missing Deadlines, being unable to perform as well as I'd like and letting my team down Evan - Hopes: Being able to successfully work with everyone in a manner that allows everyone to contribute to the project and learn. Fears: Not having enough collective knowledge or experience to succeed as a group and personally falling behind in my understanding of our project. Robert - I would hope for an organized project throughout so that nothing becomes unclear or people get unfocused. I fear that we will wait for deadlines to motivate us. To be able to work on a project before deadlines approach would be ideal.

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

a. Previous experience (that might be useful to the team…)	Amman - I had leadership experience in SENG 300 through building a web-based journal submission system. Worked with Spring Framework (Java based), HTML, CSS, and MySQL. I also had a group project in CPSC 471 (database management course) where we built an API (no front end) of a travel management system. In that course I also worked with MySQL, .NET for the framework, and Postman for API endpoint testing. Pretty good knowledge in other programming languages (C, C++, Java, Python) Karan - I have a lot of experience working on Websites/Databases from high school and SENG 300 where I worked on making a Scholarship System with a team (HTML, CSS, MySQL). I have adequate experience working with Java and Python from University Courses and in my free time working on individual projects. Edmund – SENG 300: Lead a team of 6 to create a peer review academic paper submission system Evan – Multiple years of general cpsc knowledge and slight bits of miscellaneous experience from my university career. Robert - In my SENG 300 project I had to lead, quite frankly, a team of bozos as a lot of pressure was put on my back to create a Scholarship System. I am profound in my JavaScript abilities in algorithms.
b. Special skills (that I can teach/coach/ contribute…)	Amman - I am good with time management and can put 110% effort in anything group/academic/work related. I work well at night and can still function with little sleep. I have started working a bit with video editing (great timing) and have got a good PC to render videos/prototypes in unity if we need them. Karan - I'm good with checklists. I have a habit of breaking down everything I need to get done with in individual doable steps so I can help keep my team organized. I have a decent amount of design experience and like making things look pretty - I will be able to make creative suggestions to make our project appealing and aesthetically pleasing. I don't mind working long hours and will give my team all the time that is required to make this project successful.

	Edmund – Lots of experience working in group environments. Above average Otamatone playing skills Evan - I probably have slightly more experience with online learning than average so I might be able to help teammates adapt to working online. Robert - I have coached basketball in the past and know how to lead, teach, and rally a group. I have skills in public speaking and am confident with presenting in front of people. I am a 3 kyu rank on *CodeWars* and like to practice algorithm coding. I am proficient on the slide whistle.

3. My Personal Preferences and Work Styles are:

Amman - My personal preference and work style is to have a set of clear and precise tasks to work on. I don't mind working on a task collaboratively as a group, but I do work faster alone. I do like meeting weekly/semi-weekly so we can talk about what we worked on individually and get help on any problems.

Karan - I like for my tasks to be specific and detailed so that I can make sure I complete them exactly the way they are needed. I work to finish tasks before the deadline to give myself time to polish it up. I like to discuss ideas as a team, work as individuals and come back to discuss the outcome as a team.

Edmund – In isolation so I can focus clearly on my work. Eventually meeting to share our work and address any problems

Evan - I like to have clear expectations and deadlines to be able to manage my work from week to week. Having the freedom to communicate with the group to share progress and expectations also helps.

Robert - I like to work alone and then come together as a group weekly to share what we have all done. To work alongside other people at the same time puts unnecessary pressure to do things quickly, when it is best to take your time and do it right the first time.

B. Team Contract

Date: September 23, 2020

Tutorial Section: 04 - _____ Team Letter: S _____

1. Team Goals

Achieve a good grade Create a successful application that we will use An app that solves a problem Our final product looks good Learn new skills

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

Name	Roles
Amman	*Code Reviewer, Git Repository Manager (I'm pretty good with git)*
Edmund	*UI Designer*
Evan	*Coordinator*
Karan	*UX Designer, UX Researcher, Visual Designer*
Robert	*UI/UX Architect; Technical Writer*

3. Team Organization

How will you communicate?	Microsoft teams
Where/when will you meet?	Tuesdays at 3:30 / Tutorial
How will you share files?	GitHub, Microsoft Teams, Microsoft OneDrive
What operating system will you use?	Windows (Majority), MacOS (Minority)
What editor(s) will you use?	Visual Studio Code
What editing style will you use?	4 spaces per tab/use tab to indent, commenting on the code, comment description about functions
Any additional considerations?	N/A

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
Punctuality for lectures & meetings	A good reason for your absence – must commit to attendance in the future.
Communication with teammates	More constant reminders to communicate
Contribute a fair share of the workload	Reduction of grade or in extreme cases, expulsion from the group
Finish tasks by deadlines assigned	A good reason why the deadline couldn't be met – must commit to meeting future deadlines
Treat teammates with respect	Potential expulsion from the group for extreme violations

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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) ___Edmund Sayson_____date____Sept/23/2020___

2) ___Robert McCurdy_____date____Sept/23/2020___

3) ___Evan Losier_____date ____Sept/23/2020___

4) ___Amman Yusuf_____date____Sept/23/2020

5) ___Karanveer Panesar_____date____Sept/23/2020

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.