

Team Contracts – P0

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?	<i>(e.g., Programming, Game Design, Team Management, etc.)</i>
b. How do I learn?	<i>(e.g., Reading a Text, Watching a Video, Trial and Error, etc.)</i>
c. What are my goals for the project?	<i>(e.g., Good Grades, Attractive Game, Smart A.I., etc.)</i>
d. What are my hopes and fears about the group?	<i>(e.g., Project will take too much time, Late nights before deadlines, My ideas will be ignored, etc.)</i>

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

a. Previous experience (that might be useful to the team...)	<i>(e.g., Played the Game or a Similar Game, Programming, etc.)</i>
b. Special skills (that I can teach/coach/contribute...)	<i>(e.g., Technical Writing, Conflict Resolution, Programming, Generate Ideas etc.)</i>

3. My Personal Preferences and Work Styles are:

B. Team Contract

Date: Jan 25

Tutorial Section: 2

Team Number: 5

1. Team Goals

B+ to A+ Grade, good product, be satisfied with the end product, visually appealing, usable, and have good communication
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2. Team Roles (e.g., Code Reviewer, Lead, Designer, Architect, Technical Writer, Coordinator, etc.)

Name	Roles
Jeffrey	<i>Programmer, Contact, Coordinator</i>
Tyler	<i>Programmer,</i>
Esther	<i>Programmer,</i>
Sunah	<i>Programmer,</i>
Kevin	<i>Programmer,</i>

3. Team Organization

How will you communicate?	Facebook Messenger
Where/when will you meet?	Computer labs, 11:15 – 12:30, Tuesdays
How will you share files?	Git
What operating system will you use?	Windows/Linux
What editor(s) will you use?	Notepad++ (Atom?)
What editing style will you use?	Tabs for indentation, block comments at minimum, curly brackets on line
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
Code review	Say sorry
Don't drop out	☹️
Don't miss >3 meetings	Starbucks
Contact if you can't make it	Tims
Don't miss labs/tutorials > 3 times	Starbucks

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) Tyler Chow date Jan 25
- 2) Sunah Kim date Jan 25
- 3) Esther Chung date Jan. 25
- 4) Jeffrey Tong date Jan. 25
- 5) Kevin Lee date Jan. 25

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.