Chartering Report

# Summary

To assemble the team for this project, a public recruitment message was created on the EV forum outlining the work expectations and requirements. This message was shared openly to attract interested students who were willing to collaborate and contribute effectively. Four students responded to the recruitment call, expressing their interest in participating in the work project. After reviewing their applications and ensuring their commitment to the project's objectives, they were formally accepted as team members.

Link of the thread: https://ev.us.es/ultra/courses/\_89154\_1/cl/outline

# Workgroup Members

|  |  |  |
| --- | --- | --- |
| Surname, Name | email | Photo |
| Buzón, Manuel Zoilo | manbuzmun@alum.us.es |  |
| Anda, Enrique | enrandher@alum.us.es |  |
| Ulecia, Javier | javulegar@alum.us.es |  |

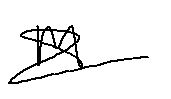
# Commitment Statement

We, the members of the workgroup, formally commit to collaborating and fulfilling all responsibilities required for the success of this project. We have reviewed and understood the course syllabus, including evaluation and grading procedures, and agree to work towards achieving a specific grade goal of **DP2**.

Additionally, we agree to:

* Communicate effectively and regularly to ensure project progress.
* Respect deadlines and fulfill assigned tasks responsibly.
* Support each other to ensure the overall success of the project.
* Maintain professional and constructive behavior within the team.

By signing this document, we acknowledge our full commitment to this project.

**Signed by:**

* Manuel Zoilo Buzón



* Enrique Anda

Diagrama

El contenido generado por IA puede ser incorrecto.

* Javier Ulecia

**Date:** 04/07/2025

# Performance Indicators

**1. Work Done vs. Work Pending (Task Completion)**

Indicator: The percentage of tasks completed versus the total tasks assigned, considering both quantity and adherence to deadlines.

* **Performing Well:**
  + Completes at least 90% of assigned tasks on time and in accordance with established requirements.
  + Demonstrates consistent effort in meeting expectations and proactively communicates any potential delays.
  + Effectively prioritizes tasks, ensuring timely completion without compromising quality.
* **Performing Poorly:**
  + Completes less than 50% of assigned tasks or frequently misses deadlines without valid reasons.
  + Shows lack of initiative in completing work and requires frequent reminders from the team.
  + Often leaves work unfinished, requiring others to compensate for their lack of contribution.

**2. Quality of Work (Deliverables and Results)**

Indicator: The quality of work submitted, assessed based on predefined standards, peer reviews, and lecturer feedback.

* **Performing Well:**
  + Work meets or exceeds quality standards set by the team and lecturer, demonstrating accuracy, clarity, and thoroughness.
  + Delivers well-structured, error-free work that requires minimal to no revisions.
  + Consistently follows guidelines and incorporates constructive feedback to improve deliverables.
* **Performing Poorly:**
  + Work is frequently incomplete, rushed, or does not meet the expected quality standards.
  + Requires multiple rounds of revision (more than two) due to errors, lack of clarity, or missing key elements.
  + Fails to incorporate feedback effectively, leading to repeated issues in deliverables.

**3. Peer and Lecturer Ratings**

Indicator: Feedback from both peers and the lecturer, using a structured rating scale (e.g., 1 to 5), evaluating collaboration, work ethic, and contribution.

* **Performing Well:**
  + Receives an average rating of 4 or higher from both peers and the lecturer.
  + Recognized for strong teamwork, proactive engagement, and reliability within the group.
  + Demonstrates effective communication and a willingness to assist others.
* **Performing Poorly:**
  + Consistently receives ratings below 3, indicating a lack of contribution, poor teamwork, or difficulty in collaboration.
  + Frequently engages in conflicts, avoids responsibilities, or negatively impacts team dynamics.
  + Receives feedback regarding lack of effort, poor communication, or unreliability in group tasks.

**4. Timeliness and Attendance**

Indicator: The member’s attendance in workgroup meetings and the timeliness of their contributions.

* **Performing Well:**
  + Attends all scheduled meetings, actively participating and contributing constructively.
  + Meets all deadlines without requiring last-minute extensions.
  + Proactively communicates in advance if unable to attend a meeting or meet a deadline, proposing solutions.
* **Performing Poorly:**
  + Frequently misses meetings or arrives late, disrupting the workflow.
  + Submits work late or incomplete, affecting the team’s progress.
  + Provides little to no contribution during discussions and fails to communicate about absences or delays.

# Rewards for Good Performances

Workgroup members who consistently exhibit exceptional performance, contribute meaningfully to the team’s objectives, and show proactive initiative in problem-solving will be recognized and rewarded for their valuable contributions. Recognition will not only reflect their individual accomplishments but also their ability to collaborate effectively with peers, maintain high standards of work, and take ownership of tasks within the team.

The following types of rewards may be given, depending on the level of contribution and the criteria established by both the workgroup and instructor:

* **Verbal Acknowledgment**: Members who excel will receive public recognition during team meetings, group discussions, or presentations. This acknowledgment serves as a motivational tool and highlights the individual’s contributions in front of the team.
* **Academic Incentives**: In the case of academic-based workgroups, members who demonstrate outstanding performance may receive higher grades or additional points for their contributions. These incentives will reflect their active engagement, the quality of their work, and the timely completion of tasks in line with the project’s requirements.
* **Certificates of Achievement**: As a tangible reward, members who exceed expectations may receive certificates of achievement, which formally recognize their contributions to the project or course. These certificates can be a valuable addition to their academic or professional portfolios.
* **Leadership Opportunities**: Exceptional performers may be considered for leadership roles in future projects, such as becoming a project manager, team leader, or coordinator. These roles provide opportunities for skill development and further career growth.
* **Monetary or Material Incentives**: Depending on the workgroup’s budget and instructor's discretion, additional rewards may include gift vouchers, tokens of appreciation, or other material incentives that recognize individual effort and team success.
* **Recommendation Letters or References**: For workgroup members who display consistent excellence, instructors or team leaders may offer to write recommendation letters or provide professional references for future academic or job applications.
* **Professional Development Opportunities**: High-performing individuals may be granted access to special training, workshops, or networking opportunities that enhance their skills and provide career advancement.

Rewards and recognition will be distributed in accordance with predefined criteria, ensuring that contributions are acknowledged fairly and transparently. This process encourages members to continue striving for excellence, enhances the workgroup’s overall productivity, and fosters a positive and collaborative environment. Additionally, the rewards system aims to align with both the goals of the team and the instructor’s expectations, motivating all members to achieve their best.

# Consequences for Poor Performances

**Performance Improvement and Disciplinary Actions**

Members whose performance does not meet the expectations of the workgroup—whether due to lack of participation, failure to meet deadlines, or subpar work quality—will be subject to a structured intervention process. The goal is to **identify issues, provide support for improvement, and ensure accountability** while maintaining a fair and collaborative team environment.

**1. Initial Intervention: Private Discussion and Improvement Plan**

The first step in addressing poor performance is a **private, constructive discussion** between the team leader (or designated representative) and the member in question.

* The discussion will focus on:
  + **Identifying the root causes** of the poor performance (e.g., time management issues, lack of understanding, personal circumstances).
  + Clarifying **team expectations** and areas requiring improvement.
  + Creating an **improvement plan** with clear action items, deadlines, and measurable goals.
  + Offering **guidance, resources, or assistance** to help the member meet expectations.
* The improvement plan may include:
  + More structured task delegation with clearer deadlines.
  + Regular **progress check-ins** to monitor performance.
  + A mentoring or support system if the member requires additional help.

**2. Formal Warning and Additional Corrective Measures**

If the member fails to show significant improvement despite the initial intervention, a **formal warning** will be issued.

* This warning will be documented and outline:
  + **Specific instances** of underperformance or non-compliance.
  + Previous discussions and actions taken to support improvement.
  + A **final timeline** for improvement before more severe measures are considered.
* Additional corrective measures may include:
  + Temporary **reassignment of tasks** to prevent disruptions to the team’s workflow.
  + A requirement for the member to **provide more frequent updates** on their assigned tasks.
  + Closer supervision or mentorship from another team member.

**3. Final Measures: Task Reassignment or Team Consequences**

If the member continues to underperform despite prior warnings, further disciplinary actions will be taken to protect the integrity of the project.

* These actions may include:
  + **Permanent reassignment of tasks** to another team member to ensure work completion.
  + A **reduction in the member’s responsibilities** if they are unable to meet expectations.
  + Possible **removal from certain group activities or discussions** if their participation is consistently lacking.
  + Escalation to **higher authority (e.g., lecturer, supervisor, or project coordinator)** if necessary.

This process aims to ensure **fairness and accountability** while giving each team member a chance to improve. The team will maintain a professional and supportive approach to addressing performance issues, prioritizing both individual development and project success.

# Conditions for Dismissal

A workgroup member may be removed from the team under the following conditions:

* Persistent failure to meet workgroup expectations after repeated warnings and improvement plans.
* Disruptive behavior that negatively affects the performance and morale of the team.
* Failure to contribute to the workgroup's objectives over a prolonged period.

Students who are removed from the workgroup will have the option to continue their work individually or withdraw from the project altogether.