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)

Andy Ma

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

a. What do I want to learn?	Front-end design
b. How do I learn?	By someone else explaining
c. What are my goals for the project?	Good grades, deliver a high-quality design
d. What are my hopes and fears about the group?	People waiting until the last minute to finish work and not giving updates on progress

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

a. Previous experience (that might be useful to the team…)	Taken many courses
b. Special skills (that I can teach/coach/ contribute…)	Programming

3. My Personal Preferences and Work Styles are:

Communicate best in writing
Want to do individual work before team thinking sets in

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

Kathryn Lepine

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

a. What do I want to learn?	How to make and design an interactive and intuitive interface. Specifically, I am interested in designing interfaces.
b. How do I learn?	I learn by watching videos and then trying the task after. I also learn well by discussing and listening to others talk about the topic.
c. What are my goals for the project?	To learn about how to design and make interfaces. I would also like a good mark, A- would be sufficient.
d. What are my hopes and fears about the group?	I hope that we all work well together and finish our tasks. I fear that the project will not get done well and we will receive bad grade.

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

a. Previous experience (that might be useful to the team…)	I have lots of experience working in teams from many school projects. I also have experience working in a team from competitive sports.
b. Special skills (that I can teach/coach/ contribute…)	I am good at planning and organizations. I also have much experience in leadership positions.

3. My Personal Preferences and Work Styles are:

Start with designing together and assigning tasks to each group member. Once everyone understands their task, do it by themselves and meet again at another specified date. If anyone is stuck on a task, other group members must help the group member understand and complete the task. Repeat until project is done.   I prefer to work alone once original task has been given to me.

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

Macks Tam

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

a. What do I want to learn?	Practice creating/designing front end portions of projects
b. How do I learn?	I watch videos, research until I understand what I am doing/ how to do what I need and then proceed with the task
c. What are my goals for the project?	Get a good grade, have a decent project to put on my resume
d. What are my hopes and fears about the group?	Average to weak skills in coding may hold me back

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

a. Previous experience (that might be useful to the team…)	Some average proficiency in Python, Java, and a little bit of C/ C++
b. Special skills (that I can teach/coach/ contribute…)	Nothing super applicable to the project!

3. My Personal Preferences and Work Styles are:

I plan out my schedule and try to get that work done for the day, I also try to finish assignments a couple days before the due date so there is enough time to edit/fix if there are any issues. Discuss work as a team and then proceed to work individually with weekly check ins for questions and concerns.

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

Nicholas Wasilewski

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

a. What do I want to learn?	UI development skills
b. How do I learn?	Primarily visual and through experience
c. What are my goals for the project?	Gain UI development experience
d. What are my hopes and fears about the group?	Hope we work well together and get a good mark. Fear of not working well together and getting a bad mark.

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

a. Previous experience (that might be useful to the team…)	Programming with a team, UI development
b. Special skills (that I can teach/coach/ contribute…)	Programming and generating ideas

3. My Personal Preferences and Work Styles are:

I prefer good communication and work well under any circumstance.

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

Stéphane Dorotich

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

a.	What do I want to learn?	Tools for prototyping UI as well as some methodologies for thoughtful design
b.	How do I learn?	Trial and error, spending time with a problem until I figure it out.
c.	What are my goals for the project?	Learn more about managing projects using GitHub (specifically branches) and learn more about creating a portfolio of work.
d.	What are my hopes and fears about the group?	Graphics and design. I don't feel confident creating artistic elements.

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

a. Previous experience (that might be useful to the team…)	Developed a terminal based python app for my tutoring business, strong understanding of back-end design and data structures.
b. Special skills (that I can teach/coach/contribute…)	Document formatting, data structures, code verification

3. My Personal Preferences and Work Styles are:

I prefer to work on my own time. I like checking in with my teammates so that I know I'm on task. But I am most productive in the evenings when I can spend several hours to a project or assignment.

B. Team Contract   Date: September 24th, 2020

Tutorial Section: ___02___   Team Number: ___N___

1. Team Goals

To get a good grade (hopefully an A) and a solid understanding of the course material. To be able to collaborate within the team and produce a high-quality end product. To organize our individual skills and talents in a way that supports the efforts of the team. To treat each other with the utmost respect and value one another's thoughts and contributions.

2. Team Roles

Name	Roles
Stéphane Dorotich	Coordinator, Editor
Nicholas Wasilewski	UX developer, Program Architect
Macks Tam	Writer, UI developer, Note Scribe
Kathryn Lepine	UI developer
Andy Ma	Reviewer

3. Team Organization

How will you communicate?	We will communicate via Microsoft Teams in the Team N channel and the chat we made.
Where/when will you meet?	We will meet at 1 PM on Thursdays via Microsoft Teams.
How will you share files?	We will share files primarily through GitHub but also through the file system in Microsoft Teams.
What operating system will you use?	We are going to use Windows as our operating system.
What editor(s) will you use?	We are going to use Notepad++, although our editor may change in the future based on the needs of our situations.
What editing style will you use?	We will follow standard conventions to editing.
Any additional considerations?	We have no other additional considerations.

4. Expectations from Team Members

Expectation	Consequence if expectation not met
Attend all meetings unless already discussed absence with the team.	After 3 strikes they are removed from the team. If a team member misses a meeting, they must contact the Note Scribe to catch up.
Complete tasks that are assigned to you. Let the team know if you are unable to complete a task for any reason.	If a task is not completed and no communication is attempted, the member is removed from the team. If they fail to deliver several times, their final group grade may be modified.
Participate in group discussions and listen to the ideas of others.	Team members will ask individual to participate more.
Reply to questions in group chat within 48 hours of posted question.	Keep each other accountable, if anyone is not being responsive, a team member will address their concern with them. If the problem persists, they may bring it up with the team and then the TA if deemed necessary.
Be respectful and understanding to all group members.	After one strike of a member being disrespectful, they are removed from team.

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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) _____Andy Ma_____date___Sept. 24th, 2020_____

2) _____Mackenzie Tam_____date___Sept. 24th, 2020_____

3) _____Kathryn Lepine_____date___Sept 24th, 2020_____

4) _____Nicholas Wasilewski_____date___Sept 24th, 2020_____

5) _____Stéphane Dorotich_____date___Sept 24th, 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.