

Teamwork Contract

Team Name:		<p>TIPS FOR EFFECTIVE TEAMWORK</p> <ul style="list-style-type: none"> Complete your Teamwork Contract at your first team meeting. Set agendas for meetings. Ensure clarity on your action items, timelines, deliverables, and project milestones. Check in with your team members. Ask questions, especially if something is unclear to you. Seek to understand. Ask for input from your colleagues and build on each other's ideas. Structure team meetings so that everyone has a chance to speak and participate.
Team Number:		
Course and Section Number:		
SECTION A - PROJECT PLAN		
<input type="checkbox"/> Has your team completed the Team Skills Audit form? (See below.)		

ROLES

When you decide on team roles, consider rotating roles for each task or stage of the project. This gives all team members a chance to develop a well-rounded skillset. Common roles might include facilitator, editor, data manager, coordinator, but you can decide on your own roles based on group strengths and the goals of the assignment.

Team Member:	Principal Roles:

Notes on Team Roles (e.g. Will you rotate roles? Define any roles that are unclear above.)

TASK ASSIGNMENT		Final Deliverable Date:	[DATE]
Task:	Interim Tasks:	Task Deadline:	Team Meeting:

Project Management and Task Notes / Work Plan:

SECTION B - BEHAVIOURS / GROUND RULES

Create a list of positive behaviours and ground rules to help your team work effectively. Use the questions below and the column on the left as a starting point in creating your ground rules. Use the column on the right to create your team's ground rules.

Questions to consider in creating your ground rules:

- How will you communicate, and how often? How responsive must group members be? How often will you meet?
- What values are important to all group members?
- How will you manage file or data sharing? Which platform will you use?
- If a group member can't meet a deadline due to unforeseen circumstances, what should they do?
- If team conflict or disagreement arises, how will you address it?
- How will you provide constructive feedback to each other?

Questions adapted from Barkley et al (2014)

Example ground rules:	OUR TEAM'S GROUND RULES
<ul style="list-style-type: none"> • Carefully read and review content from all team members to ensure familiarity with the full assignment submission. • Meet deadlines the team has agreed on. • Provide 48-hour notice for any changes to group meetings. 	<p>Communication and sharing information:</p> <p>Meetings and deadlines:</p> <p>Work distribution and quality:</p> <p>Feedback:</p> <p>Miscommunications or incomplete work:</p> <p>Other:</p>

SECTION C - CONSEQUENCES OF UNMET EXPECTATIONS

For team accountability, it's important that your team agree on consequences if one or more group members do not follow through on tasks or meet expectations as agreed to by all group members. Before imposing a consequence on a team member, consider reaching out to a Teamwork Mentor for guidance.

Example consequences	OUR TEAM'S CONSEQUENCES
<ul style="list-style-type: none"> • If a team member misses [X] meetings or fails to deliver their components on time, etc., then.... • The team member may not be permitted to sign the group work submission cover page. 	

SECTION C - SIGN OFF

By writing your name and student number below, each of you indicates that you agree and commit to the plan developed and ground rules and consequences contained in this Team Contract.

If you do not agree with the terms above, do not sign the contract. Instead, contact a Teamwork Mentor by sending an email to rotmancommerce.teamworkhelp@utoronto.ca. Teamwork Mentors can help you and your team develop ground rules and a plan of action you can all agree to.

Student Name:

Student Number:

Student Name:

Student Number:

Student Name:

Student Number:

Student Name:

Student Number:

Student Name:

Student Number:

Student Name:

Student Number:

Team Skills Audit

Please complete an audit of your strengths and skills as a team. Consider as well other factors such as your work style or other commitments that you may want to share with your team, or which may impact what you need from the team in order to work most effectively.

Student name	Educational background; course knowledge strengths (E.g. Finance major, double major in Statistics, etc.)	Specialized or technical knowledge (E.g. Website design, Python, graphic design, etc.)	Skills and attributes (E.g. editing/proofreading, organized; multilingual, problem-solver, etc.)	What I need to communicate to my team... (E.g. time zones, family and other commitments, learning style, etc.)	What I need from other team members to do my best work...

Adapted from: Barkley E., C. Howell Major and K.P. Cross. (2014). Collaborative Learning Techniques: A Handbook for College Faculty. Jossey-Bass (p.71).

Guiding Questions

1. What strengths do you have as an individual that you contribute to the team? Consider your educational background, technical knowledge, and other skills and attributes. If you have difficulty thinking of what you are good at, consider times others have given you feedback. What have others told you are your strengths? What have others relied on you for in past team contexts?
2. What considerations may impact your collaboration with your team? These could include other time commitments (e.g. family or other work commitments), scheduling constraints due to time zones, work or learning style preferences, accommodations for disability or injury, or anything else you may want to inform your team about.
3. Consider what you need from your team members in order to do your best work as you fill out the final column. Do you need more frequent check-ins? Do you need to see work drafts in advance of team meetings? Do you need flexibility with virtual meetings due to geographic or personal considerations?
4. Write or adjust your team's Ground Rules and Roles (in the Team Contract, above) based on the skills and constraints of your team members and your team as a whole.