Team Charter Bachelor of (International) Business Management

Template academic year 2018-2019 (©BCIT, Canada)

Why use a team charter?

The team charter is a **contract to support successful team collaboration.** Take the time to fill it out with your team before the start of the teamwork.

Team collaboration is an important competency for an (International) Business Management student. It requires alignment, listening to each other, giving feedback, exchanging ideas and so much more. With this team charter you will think in advance about **the group as a team**. The main question to ask yourselves is: **What does it mean that we as individuals work together as a team for this assignment and which substantive and practical consequences does this entail?**

The team charter is a **tool for you as students**: a tool to make your group project go smoothly, to work in a planned way, to detect potential team issues early, etc.

This team charter is based on the team charter concept from our Canadian colleagues at BCIT. It came to fruition through the co-creation by the programme managers and the entire BEM-IBM teaching team.

How should the team charter be completed?

The team charter will be filled in by all of the members as a team. It is likely that you will work in different teams per course unit. Create a charter for every new team with which you work.

Firstly, read the instructions for each category. Fill in the form accordingly (from page 7 onwards). The first time you set up a team charter, it is certainly important to read the instructions carefully. Be sure to check out the MijnDinar page 'Teamwork': there you will find examples of completed team charters and other relevant tools that can help your group work efficiently.

Mijn Dinar

- Sections 0 to 7 and section 11 must always be included in the team charter.
- Section 8 only needs to be included if peer assessment/feedback is used for the project.
- Sections 9 and 10 must always be included verbatim (= without changes) in the team charter.

You can add extra rows in the table yourself, as necessary.

How to submit the team charter?

The lecturer may ask you to upload your team charter in the Canvas Course of the course unit. You only upload the completed form (page 7 and onwards), together with a photo/scan of your signatures (section 11). Do not upload the instructions.

The specific agreements per course unit can be consulted via Canvas.

Table of contents

The team charter consists of different sections:

Why use a team charter? 1
How should the team charter be completed? 1
How to submit the team charter? 1
Table of contents 2
0. Cover page 3
1. Overview of Teamwork 3
2. Individual areas of expertise 3
3. Individual goals for personal growth 3
4. Role designation 4
5. Team critical success factors 4
6. Expected norms 4
7. Scheduling and distribution of tasks 5
8. Criteria for peer assessment/feedback 5
9. Performance management (procedure in case of problems) 6
10. Anti-plagiarism charter 7
11. Commitment 7
TEAM CHARTER FORM 8

0. Cover page

Add a cover page including:

- Title of the project/group assignment
- A neutral photo of the entire team
- The name of the group leader with the study specialization (major) and class group
- The course unit
- Name of the lecturer/coach
- The current academic year.

1. Overview of Teamwork

Start by reviewing the specific instructions for this group assignment. You can find this information in the Canvas course.

Note down which part of (column 2) this group assignment has in the total evaluation of this course. See the ECTS file (https://www.arteveldehogeschool.be/Ects/) and the Study guide of the course unit in Canvas.

Sometimes a group work consists of a number of partial assignments and end products, e.g. a presentation, a written report, an event. Make a list of all sub-assignments (column 3) that this team must do as a function of the group work for this course. Assign a final responsibility per sub-assignment (column 5).

What is the desired team mark/grade for the assignment? Excellent (16-20), Good to very good (12-15), Border pass (10-11), Not sufficient (8-9), Clear fail (1-7). Reach a consensus with your team (column 4).

2. Individual areas of expertise

For each team member, list the expertise they bring into the team (column 2). Ask yourself: **Which of my talents can I contribute during the project to achieve team success?**

3. Individual goals for personal growth

Make a list of the individual team members' goals for personal growth (column 2). Identify what each team member wants to learn/grow in these projects. You can draw inspiration from the learning outcomes of your study programme, available through My Dinar. If you create a different team charter per course unit, it will be interesting to set different growth goals. Ask yourself: **What do I want to learn during this group project? What skills would I like to grow?**

Also indicate **how** you will check whether **this personal goal has been achieved** at the end of the project (column 3). TIP: Regularly ask your group members for feedback on your personal growth goal throughout the project.

4. Role designation

The responsibilities for group work are shared by all team members. Consequently, it is useful to divide the main roles amongst the team members. It increases the chance that you pay explicit attention to every aspects of the assignment/collaboration and it is less likely something will be overlooked. Roles also promote mutual dependency. The assignment of roles is therefore not the same as dividing the assignment into different pieces which could cause a disjointed end product. Assigning roles contributes to a better group result.

Think about the **roles** each team member will take up (column 2), based on existing expertise (see part 2) as well as on personal growth goals (see part 3).

5. Team critical success factors

What challenges can your team face? What possible obstacles can be prevented by having a successful functioning team? List 4-6 possible challenges (column 1).

Identify these challenges on the basis of all the information you know about yourself and each other. What do the individual growth points mean for us as a team? What individual circumstances of team members should you take into account e.g. campus student vs. commuter student, top sport status, medical issues? Which characteristics of the team as a group should you take into account? Etc.

In addition to these obstacles that are linked to your team, there may also be obstacles linked to the assignment e.g. low response to surveys.

State what the team will do in a practical way to **avoid/overcome** these challenges (column 2).

6. Expected norms

Identify the **key areas** for which your team wishes to establish **norms that will guide your actions** within the team. For each area, you should describe the behaviour expected of team members (column 2). Areas for which you may wish to establish written rules include but are not limited to:

- How the team will communicate; method (email - ALWAYS use Artevelde address, telephone, Facebook; who is responsible, frequency, how will everyone participate?
- Expectations of each other regarding team meetings
- Scheduling and establishing deadlines, e.g. What happens if a deadline is not met? Will you use a logbook to follow up the planning schedule?
- Decision making and problem solving
- Handling disagreements and conflicts
- Respect for team members and their cultural values
- Quality of work, e.g. How will you ensure that each part is checked for quality by at least two group members? How will you create a coherent whole rather than a patchwork of different styles? How will you check the language? Etc.
- Team atmosphere, e.g. How will you create a pleasant atmosphere? How will you celebrate success?
- Accountability
- Etc.

7. Scheduling and distribution of tasks

Create an overview of all **deadlines and milestones**. Deadlines indicate a date when something needs to be ready. A milestone indicates a date on which a limited part of the work must be ready or an intermediate step has to be reached. First list all the project deadline(s) (e.g. When is the deadline for online submission? When is the presentation? When should we fill out the peer assessment? Etc.)

Use this as a basis to create a **complete schedule** for this group project. Ask yourself which steps you should take as a team to meet the set deadline(s)? Making a schedule at the start of a project is not easy, but it is a very helpful tool.

How do you make a planning schedule?

- Set interim deadlines (column 1).
  TIP: Set tighter deadlines than those specified by the lecturer. This will give you more breathing space in case of unexpected events (e.g. illness, technical issues). This can also help avoid unnecessary last-minute stress.
- Specify which tasks (to dos) should be completed for the different interim deadlines (column 2).
- Already set the dates for (online) team meetings (add them in column 1). Save these dates in your calendar right away!
- Add a task distribution (column 3): who does what?

Add extra rows to the table to make your schedule complete. If you wish, you can create the schedule in an external doc (e.g. Google doc). In this case, paste the link to the document.

TIP: Start every group meeting by going over the schedule. The best way to do so is by using a logbook, in which you keep track of the individual team members' contributions. In this way, you can also adjust your schedule if necessary and avoid or discuss cooperation problems in time.

8. Criteria for peer assessment/feedback

This section should only be included if peer assessment or peer feedback is used for this group project.

Peer assessment literally means 'the assessment of fellow students'. In many course units the lecturer lets students give feedback on each other's performance in the group. This is usually done via the online peer assessment tool in Canvas. In this way, you offer the lecturer insight into the team cooperation and give each other feedback on this aspect.

Check the Study guide of the course unit or the task description of this group assignment to see if peer assessment/feedback is used. If this is not the case, you can remove this section from your team charter.

If peer assessment/feedback is used, you should list the **assessment criteria** (*) that you will use to provide feedback to each member and to assess each other's contribution to the team goals (row 1). These criteria can be found in the peer assessment tool in Canvas or in the Study guide of the course unit. Add a **detailed description** for each criterion (row 2).

It is important to **discuss the selected criteria** with your team in advance. While drawing up the team charter, take a moment to discuss what the different criteria actually mean to the team. Map **three performance levels** for each selected criterion in the tables (1/ exceeds expectations - 2/ meets expectations - 3/ below expectations). For each level, describe the **specific behaviour** associated with it. List at least three behavioural indicators (= a description of an observable behaviour related to a specific level) per performance level. These descriptions will be helpful for filling out the peer assessment later. Avoid vague attitudes or unchangeable personality traits.

If necessary, add extra tables to include all assessment criteria you discussed with your team in advance.

(*) The behaviourally-anchored rating scale method (BARS) is a highly reliable and effective way to assess performance in HR contexts. It uses illustrative examples of important behaviours that the team has agreed to to describe various levels of performance.

9. Performance management (procedure in case of problems)

Not everything may run smoothly in teamwork. To achieve team success, each team member should take responsibility. Do not let problems hinder team progress or lead to conflict. The following recommendations are useful in this respect:

- Make a **report** of every team meeting: What are the agenda items? What was discussed? What are the agreements made? Which tasks should be completed and who will be responsible?
- Keep a **log** on which you keep track of the schedule. In this document you record who did what exactly. This way, you can adjust your schedule in time if necessary and avoid cooperation problems.
- Discuss the current **team performance ('How are we doing?') at every meeting**. This allows you to manage the cooperation process and to learn from the team approach. It can support you with detecting problems in time and discussing them together, so that adjustments can be made. Your team charter can be a guide for such discussions.
    - If there are any concerns or irritations, they should be discussed at the start of the group meeting; otherwise they will keep lingering.
    - TIP: avoid discussing group problems online (Facebook, chat, mail, ...). You should discuss them face-to-face, in a quiet location, with all group members present.

In the event where group problems are not remedied, and a team member does not comply with the contents of this team charter and violates expected norms, you can use the following step-by-step plan for performance management. They should be followed in order.
It goes without saying that this procedure should not be used in case of minor group problems.
Read the six steps carefully.

In the form you integrate the already completed information into your team charter. You do not have to add info. This is an important part of your team charter.

10. Anti-plagiarism charter

Read this section carefully and include it in your team charter.

11. Commitment

Print this last page, add the name of each team member then sign and date it.

Take a photo of or scan this page and upload this in the Canvas Course, along with the previous sections from your team charter. The signature confirms that the team member has read the team charter, agrees to all the sections and commits to it.

TEAM CHARTER FORM

Cover page

1. Overview of team assignment

Team assignment name	**Marks value** (% of overall course unit involved – see ECTS file)	**Sub-assignments**	**Team performance goals**	**Project manager for this team assignment**

2. Individual areas of expertise

Team member's name	**Area of expertise**

3. Individual goals for personal growth

Team member's name	**Personal growth goal**	**How will we (I) know that the goal has been achieved?** (visible outcomes)

4. Role designation

Team member's name	Possible roles within the project team

5. Team critical success factors

Challenge potentially facing the team	Solution/Response to the challenge

6. Expected norms

Area	Expected norms for this group project

7. Scheduling and distribution of tasks

Due date	To do	Who

8. Criteria for peer assessment/feedback

PERFORMANCE CRITERION #1:……. Description:		
Exceeds expectations	**Meets expectations**	**Below expectations**

PERFORMANCE CRITERION #2:……. Description:		
Exceeds expectations	**Meets expectations**	**Below expectations**

PERFORMANCE CRITERION #3:……. Description:		
Exceeds expectations	**Meets expectations**	**Below expectations**

9. Performance management (procedure in case of problems)

We are committed to utilizing the following recommendations:

- Make a report of every team meeting
- Create a tracking log which we follow the during planning
- Include an agenda item 'Are we doing well?' On the agenda of each team meeting.

In the event that group problems occur that cannot be resolved, or a team member does not comply with the contents of this team charter and violates agreements; we will follow the following six steps from the emergency procedure.

Step-by-step plan for performance management

- Step 1: **Group meeting**
  - Schedule a face-to-face meeting with the full team. Choose a date that works for everyone (not during classes, works for MT and PT students).
  - The purpose of this meeting is to determine which of the BARS factors is resulting in poor performance and to address the underlying issue:
    - Problem detection: The team checks where it went wrong. Go over your team charter. Which elements or agreements from the charter were not met? What is the underlying issue?
    - Remediation: How will we prevent this from happening again?

- Step 2: **Written summary of the group meeting**
  - This is the outcome of the group meeting (step 1).
  - The group leader writes a summary of what was discussed during the group meeting and **sends it via his/her Artevelde email address to all team members**. He/she clearly states which elements of the team charter were not met and how this can be remedied in the upcoming period.
  - All team members adjust their behaviour accordingly.
  - The group leader does not send this email to the TMD coach/lecturer. However, he/she will save this mail as documentation.
  - If any team members were legally (e.g. due to illness) or illegally absent from the group meeting, the group leader will ask for a response via the Artevelde email address within two working days.

- Step 3: **Written notice to the TMD coach/appropriate lecturer(s)**
  - This step applies if the issue is not remedied.
  - If there is no improvement in the period following the group meeting or if you do not get a response, the group leader sends a written notice of the team charter agreements that were not met to the **team member concerned, with copies mailed to the TMD coach** and the **lecturer(s)** + to all other team members, using his/her Artevelde email address. He/she also refers to the written summary of the group meeting sent earlier.
  - Depending on the nature of the group problem, your TMD coach/lecturer can intervene via email or face-to-face. E.g. The coach/lecturer can decide to request an individual meeting or a group meeting.

- Step 4: **Last chance agreement**
  - This step is taken if step 3 did not solve the issue.
  - The team prepares a written last chance agreement. This document clearly states the specific requirements that must be met by the team member.
  - The group leader sends this last chance agreement via the Artevelde email address **to the team member(s) concerned, with copies to the TMD coach, the lecturer and the other team members**.
  - In this step, the coach/lecturer of the course unit can, depending on nature of the group problem, intervene via email or face-to-face.

- Step 5: **Written recommendation for dismissal**
  - It goes without saying that dismissal from the group is an exceptional measure. It will only be taken if all previous steps were followed, but to no avail.
  - If the last chance agreement is not adhered to or no action was taken, the group leader sends an **email to the TMD coach** and the **lecturer** with the request to exclude the team member from the group. Add a clear motivation and the necessary documentation (e.g. group reports, logbook, previous reminders, etc.).

- Step 6: **Dismissal from the group**
  - If this procedure is correctly followed and if the necessary justification for dismissal is present, the lecturer will confirm a **zero score for the project** for the team member concerned.

10. Anti-plagiarism charter

Anti-plagiarism charter
1. I know that plagiarism is wrong. Plagiarism is to use another's work partially or completely without correctly referring to that source. I am aware that plagiarism is considered an irregularity by the University College and that plagiarism detection software is used. 2. I have referenced to and listed all sources used for this group project according to the APA style. I know that this applies to all types of sources (texts, images, music, data files, ...). Each time someone else's work was used, correct reference was made. I have also made correct source references for quotes, translations and paraphrases. 3. I acknowledge that copying someone else's work, or part of it, is wrong and declare that this group project is all own work of the team members. 4. If I based myself on work that I made earlier, I explicitly asked the lecturer for permission to reuse my own work. In addition, I have mentioned this in the work itself.

5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

11. Commitment

I declare my agreement with the content of the team charter and my commitment to comply with it.

I declare that I will keep the content of this team charter confidential and will not share this document with people other than the team members and the coach.

Team member's name	Signature	Date of signing