Team Charter

Creating a team charter will help you to learn about your team members and put some structure or boundaries around the group process. In order to build the best team possible and mitigate potential conflict that can hinder productivity, it is important to establish guidelines about how you will work together. Conflict in teams is normal but how you handle it makes all the difference. If you experience problems in your group, refer to the team charter and revisit the guidelines and agreements you have made.

# Team Purpose:

Write a sentence or two about why your team is coming together and the issue the team faces or what you hope to address.

# Time Commitment and Duration

It’s important for you to document how much time the team will work together for all the stages of team development in your team charter example. Set major deadlines here:

|  |  |
| --- | --- |
| Stage: | Completion Dates: |
| Group Charter filled out: |  |
| Drafting project ideas: |  |
| First drafts: |  |
| Feedback on first drafts: |  |
| Edits to drafts completed: |  |
| Final draft completed: |  |

# Goals

Including this part allows you to start with the desired result already in your mind. In other words, this is where you establish the goals your team must achieve. Make sure that you clearly define these goals to stress their importance.

* Goal 1:
* Goal 2:
* Goal 3:

# Team Members

It’s important to create a list which includes the name of the team leader and the individual names of the team members. This allows you to recognize the team members and it enhances their commitment to the task too.

|  |  |
| --- | --- |
| Team member name | Best contact method (agreed upon by group) |
| Team member 1 |  |
| Team member 2 |  |
| Team member 3 |  |
| Team member 4 |  |
| Team member 5 |  |
| Team member 6 |  |

# Team Member Profiles:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Team member | Pronouns | Skills & Assets | Areas for Growth | Stressors |
| Example: |
| Kate Farley | She/her/hers | Writing, reading, listening,  | Attention to detail, letting others take responsibility | Missed deadlines |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Roles

 Are there specific roles which can be delegated after everyone has contributed to the project? For example, do you want to assign duties like:

* meeting secretary who takes notes during meetings for those who can’t attend (position may rotate),
* timekeeper who keeps everyone on task and checks in about deadlines (position may rotate),
* team leader who can help delegate tasks as they crop up and ensure everyone in the group is valued
* a critic who makes sure to keep the purpose of the group and the goals in mind and proofs the project using a rubric should one exist,
* proofreader(s) who can check grammar and spelling,
* library liaison can meet with a librarian about existing research that might benefit the project (position can rotate)
* citation and bibliographic checker(s) who can make sure everyone is using the same citation style and ensure the citations are formatted properly

|  |  |
| --- | --- |
| Team member | Role |
|  | Content Generator and Team Leader |
|  | Content Generator and Timekeeper |
|  | Content Generator and Library Liaison |
|  | Content Generator and Proofreader |
|  | Content Generator and Citation Checker |
|  | Content Generator and Critic |

# Supporting Resources

This part usually includes people who you didn’t assign as team members but who may still add value toward the purpose of the task: like your instructor, other student groups, librarians, technologists, or field experts from whom you plan to seek advice. Make a table with contact information so that everyone on the team knows how to get in touch with these supporting resources.

|  |  |  |
| --- | --- | --- |
| Resource | How they can contribute? | Contact information: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Communication Plan

This helps define how your team will communicate their progress—decide how you will communicate and when someone “drops the ball.” A few examples include:

* email
* Canvas discussion
* Slack channel
* Facebook group
* Google Doc

Consider whether your instructor must see that communication happening between group members and how you’ll let them know you’re working. Do you need to CC them on emails, add them to a Slack channel, Facebook group, or Google Doc?

Make sure to set the frequency of the communication plan and what it must contain. For example, will the group meet at least once a week while planning, and then for two weeks before the project is due members will communicate at least once daily to update their other team members. Here’s an example:

|  |  |
| --- | --- |
| **Everyday communications** | **Content Drafting** |
| Every day communications are check-ins about the project progress and project business | Content drafting is the work that will eventually make its way into the final product |
| Example: Email | Example: Google Docs |
| Example protocol: All group members will be CC’ed on every email to ensure communication continuity (instructor will not be CC’ed) | Example protocol: Everyone in the group and our instructor will have access the google doc. When you add comments “@” someone so they receive a notification |
| Appropriate links: (might link to Slack Channel, or FB Group) | Appropriate Links: <https://tinyurl.com/GroupCharterEX>  |
| **Expectations:** |
| Group members will respond to each other within 24 hours during the planning stage. | Group members will respond to each other within 24 hours during the planning stage. |
| Group members will respond to each other within 12 hours during the polishing stage when incorporating feedback from group members | Group members will respond to each other within 12 hours during the polishing stage when incorporating feedback from group members |

# Deliverables & Tasks Timeline

Here, you should define your team’s output. Decide upon the tasks so that everyone knows what is expected of them and set shared deadlines to that everyone is accountable to the group.

|  |  |  |  |
| --- | --- | --- | --- |
| Stage | Task: | Team member(s): | Deadline: |
| Planning | Initial research |  |  |
| Meeting with librarian |  |  |
| Research question |  |  |
| Bibliography |  |  |
| Annotated bibliography |  |  |
| Media bibliography |  |  |
| Delegate content drafting |  |  |
| Polishing | First draft |  |  |
| Give each other feedback |  |  |
| Incorporate feedback |  |  |
| Final Draft |  |  |
| Proofreader |  |  |
| Citation checker |  |  |
| Critique with Critic |  |  |
| Turn it in |  |  |

# Conflict Management & Unforeseen Events

When deadlines are missed, or someone cannot complete their tasks, how will you work together to resolve the issue? Will you designate one person who is the tether keeping everyone together? Will the group leader be responsible for resolving conflict? Write out a few suggestions about how you will handle miscommunications:

Example: Team member 3 cannot make a crucial meeting due to their work schedule. How will you help them keep up?

Example: Team member 1 has consistently not been responding to requests for feedback on a first draft—how will you reach out to make sure they’re feeling supported in the group?

Example: Team member 6 has childcare obligations during the day, but can meet at alternate times? Is there value in ensuring communication continuity by keeping a list of notes in a shared file for those who can’t make meetings during certain times?