

# TEAM CONTRACT

PROJECT: \_\_\_\_\_

## 1.0 TEAM MEMBER BACKGROUND AND CONTACT INFORMATION

Name	Phone # (and/or usernames/handles)	Preferred Method(s) of Contact

## 1.1 TEAM MEMBER AVAILABILITY FOR MEETINGS

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday

# USING THE GRIP MODEL: TO DEVELOP YOUR TEAM CONTRACT

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Anything of strength and resilience has a solid foundation. To end a successful project as a strong, cohesive team requires starting it in a deliberate way.

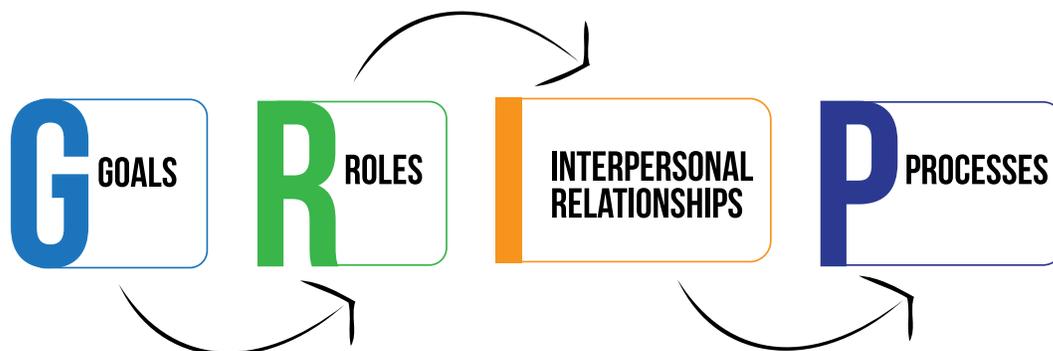
We use the GRIP Model to bring the team together. This framework is referred back to throughout the project to ensure performance standards are upheld.

When problems occur during the project, whether it be with team member behavior, team chemistry, or under-performance, it is because vital time wasn't invested upfront.

***"Prevention is always better than a cure."***

As the adage goes: the first 15% of your preparation defines 85% of the result.

**The GRIP Model is how to build effective, high-performing teams in any environment.**



**G** **Goals.** Set and commit to team goals that cascade to team members' individual goals. This phase also covers developing team values, identity, behavioral expectations, and standards.

**R** **Roles.** Expand team member roles beyond their technical or physical contribution. Identify each person's strengths and match their team role to what comes naturally to them.

**I** **Interpersonal Relationships.** Build self-awareness, understanding of others, and communication skills. Focus on team dynamics and establishing strong, effective relationships.

**P** **Processes and Procedures.** Articulate clearly the behavioral standards and expectations. Cover everything and leave no questions about team rules.

## GOALS

Whatever goal the team sets, there are consequences. Achieving top results demands commitment to certain actions. It is all about what you choose to do and not do, day in and day out.

While this step is called goals, it also covers the 'how'. How will the individuals on your team commit to the behaviors and individual goals needed to make your team goal a reality? These goals are reinforced by having a clear team identity and knowing what it stands for.

Considerable time is spent developing the team's values and identity. From here, it is important to articulate the behaviors that will move you towards these goals (behaviors you want) and the behaviors you don't want.

## ROLES

Each individual's role on your team goes far beyond just their technical expertise or strengths. Discuss and explore the technical roles you will each take on to complete the project, the non-technical roles you can fulfill, as well as where each member of the team has opportunities for growth.

## INTERPERSONAL RELATIONSHIPS

To develop strong bonds between team members, invest time in building relationships. Not as a one-off activity (like creating this contract), but as a consistent element of your project. Managing conflict well within the team relies on strong bonds. Understanding your team dynamics turns differences into strengths, as each person is acknowledged and valued for their unique contribution.

Building this awareness and developing strategies is where the best team chemistry is achieved.

***“Team-building is not an event, it's a process.”***

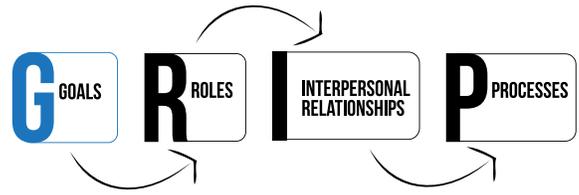
## PROCESSES AND PROCEDURES

By being crystal clear about expectations, everyone knows where they stand and what is required of them. Outline behavioral standards for travel, training, game plans, and injury management. Cover everything and assume nothing.

High-performing teams leave nothing to chance. Be proactive in how and what your team lives.

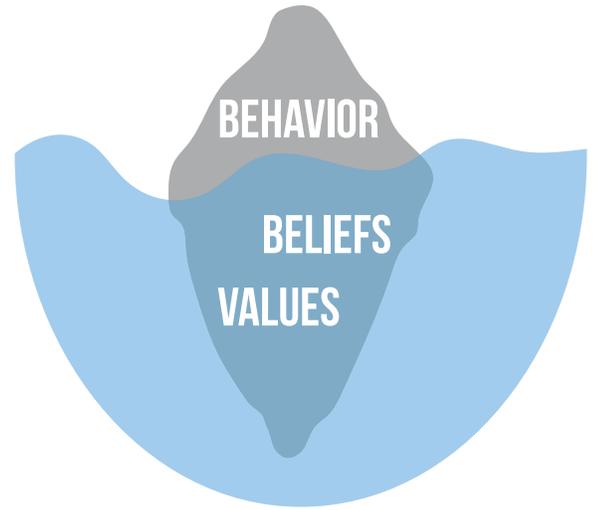
**“It is about being the best for the team  
rather than the best on the team.”**

# GOALS



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## TEAM GOALS: WHAT GOALS DO WE HAVE FOR OUR TEAM?

Make them SMART – specific, measurable, achievable, relevant and time-bound. Think about the things you can control. A grade is a worthy goal, but it’s not entirely within your control. It’s something you receive from the faculty at the end, and when you get the grade, there’s nothing left that you can do to improve it - it’s over. Think about things that are completely within your team’s control and things that you can do along the way (day-to-day or week-to-week) that make the grade you want more likely.

Goal 1	Goal 2	Goal 3

## INDIVIDUAL TEAM MEMBER GOALS:

Each team member will set an individual goal. For example, do you wish to use the team experience to improve your leadership skills, public speaking skills, or become a better team player? Once you know each other's personal goals, help each other achieve those goals in pursuit of the bigger team goals.

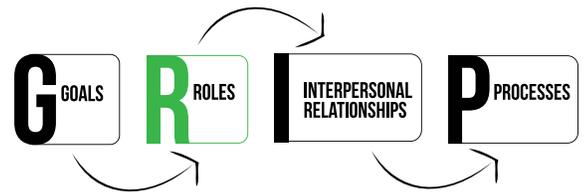
Name	Individual Goal

## VALUES & BEHAVIORS

Identify three to five values that underpin your team's overall goals. Then identify associated behaviors that will contribute to these values being lived within your team in order for the goals to be achieved.

Values	Associated Behaviors
<i>Aligned</i>	<i>Working together, communicating, discussing ideas</i>

# ROLES



## TECHNICAL AND NON-TECHNICAL

A role is each individual’s unique way of contributing to their team. Roles can be separated into technical and non-technical. This combination of both roles creates what we call the ‘behavioral scorecard’.

When a team member carries out their role, positive results will follow. The opposite can be said when they neglect their role. In this case, another team member will have to pick up their slack and potentially overextend themselves. This can lead to possible performance issues and a potential breakdown in trust. Sometimes a team member may also overextend their role. This means willingly doing someone else’s job. Again, the impact of this can be detrimental to the outcomes.

### TECHNICAL ROLES

A technical role is the mechanics of your job, like performing a task that contributes to the completion of your project.

### NON-TECHNICAL ROLES

A non-technical role is the unique behavioral qualities an individual brings to their team. For example, being the most energetic person who brings enthusiasm to every team meeting, or being data-focused and analytical to identify areas of the project to work on for the benefit of the team. This could also be seen through a individual who drives cohesion in the team by including their fellow team members in social events, or takes an interest in their lives beyond the project or class.

**“Know your job. Do your job.”**

### TEAM MEMBER SKILL INVENTORY:

Discuss team member skills/strengths and challenges/development areas.

*Examples of technical skills: document design, analytical skills, public speaking, project management, etc.*

*Examples of non-technical skills: decision making, leadership, attention to detail, goal setting, etc.*

Name	Technical Skill	Non-Technical Skill	Opportunities for Development

# TEAM ROLE ALLOCATION

Below are more in-depth team roles descriptions, and the likely DISC Profile best suited to the role. In total, there are nine 'accepted' team roles which have a likely correspondence to the variety of DISC styles and the combinations of them. **Use your team's DISC Profiles to assist in the allocation of these roles in the last column to align with their preferred behavioral styles. For this exercise you can place multiple group members in the same role. If members of your team have not completed the DISC, simply use the role descriptions to identify roles they are suited for!**

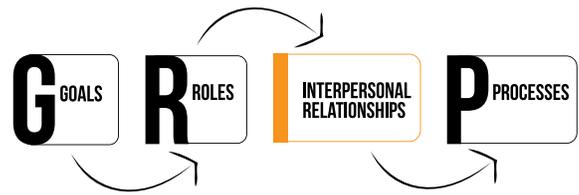
Summary	Roles	Description	DISC Profile	Team Member Name
Doing and Acting	<b>Implementer</b>	Well-organized and predictable. Takes basic ideas and makes them work in practice. Can be slow.	Cd	
	<b>Shaper</b>	Lots of energy and action, challenging others to move forward. Can be insensitive.	Di	
	<b>Completer/ Finisher</b>	Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others.	CS	
Thinking and Problem-Solving	<b>Plant</b>	Solves difficult problems with original and creative ideas. Can be a poor communicator and may ignore the details.	D	
	<b>Monitor/ Evaluator</b>	Sees the big picture. Thinks carefully and accurately about things. May lack energy or ability to inspire others.	Dc	
	<b>Specialist</b>	Has expert knowledge/skills in key areas and will solve many problems here. Can be disinterested in all other areas.	C	
People and Feelings	<b>Coordinator</b>	Respected leader who helps everyone focus on their task. Can be seen as excessively controlling.	D	
	<b>Team Worker</b>	Cares for individuals and the team. Good listener and works to resolve social problems. Can have problems making difficult decisions.	S, Si	
	<b>Resource/ Investigator</b>	Explores new ideas and possibilities with energy and with others. Good networker. Can be too optimistic and lose energy after the initial flush.	I, Is	

**Circle any team roles that are not being fulfilled.**

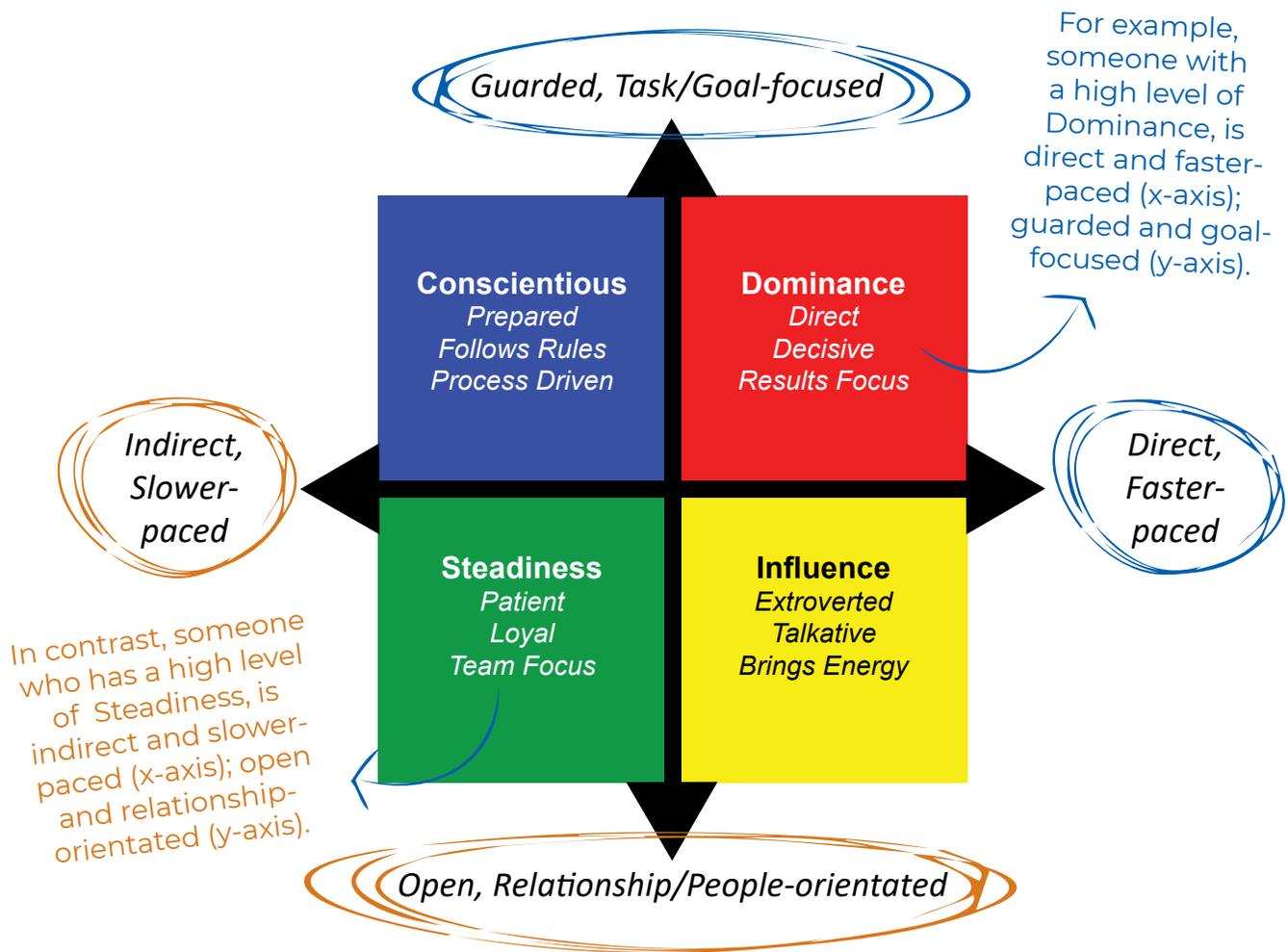
## TEAM LEADERSHIP AND ROLES

*Which roles from the above table are not fulfilled on your team? How will your team adapt? Will your team appoint leaders, either overall, for specific tasks, or specific periods of time?*

# INTERPERSONAL RELATIONSHIPS



DISC is a tool used to assess people's behavior. It helps develop more awareness of how people do what they do and gives them options for doing something different and better. Becoming a stronger team requires developing better relationships. DISC also helps us understand and value our group members.



**!** *Conflict can occur with people of different DISC styles due to their opposing priorities (the y-axis, task/goal vs relationship/people focus) and/or their pace (x-axis, slower vs faster).*

# CREATING YOUR TEAM DYNAMIC

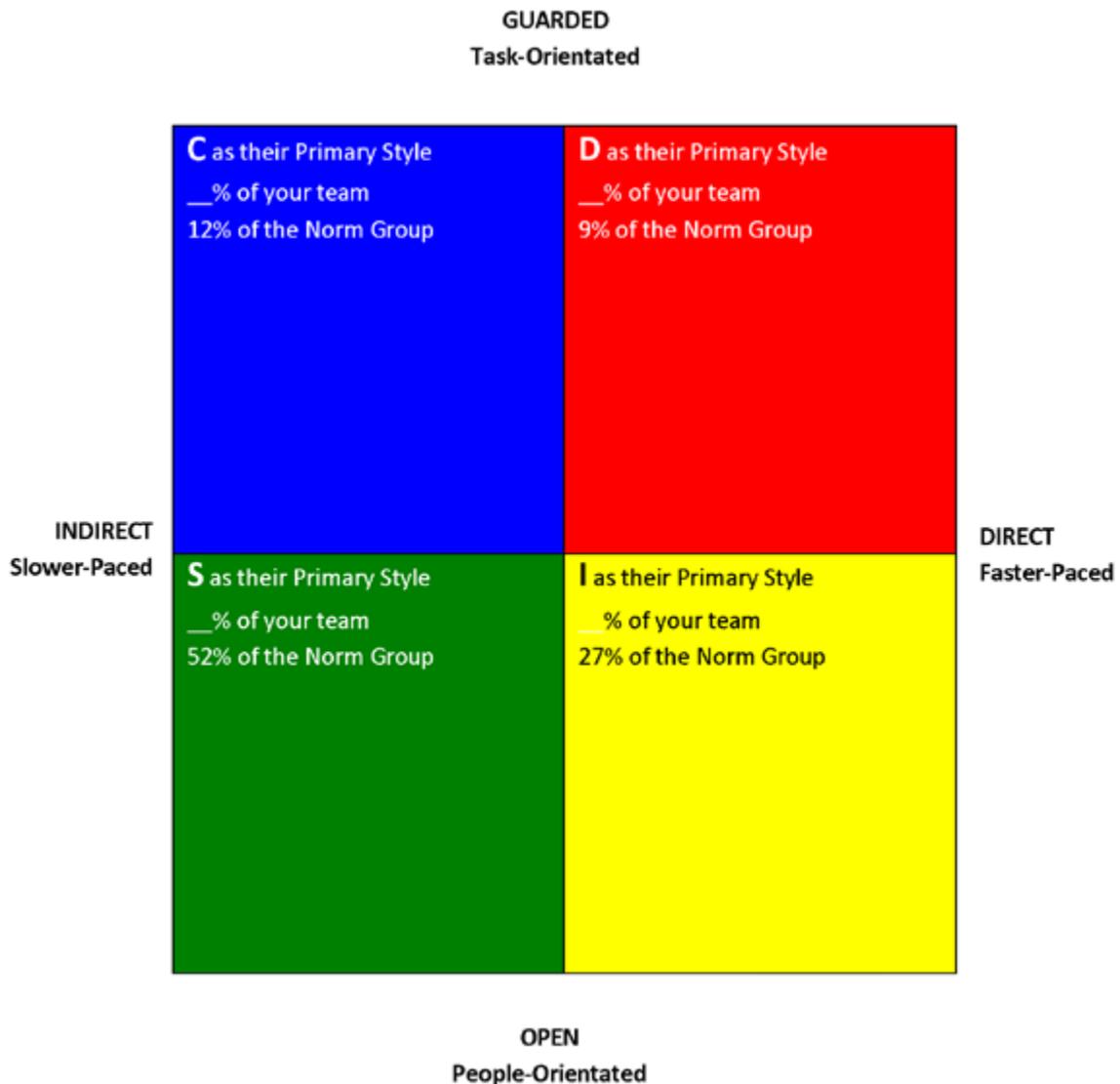
## NATURAL Team Dynamic Results

### NATURAL STYLES WITHIN THE FOUR QUADRANT DISC MODEL

Fill out the below graph with each team member's primary **Natural** DISC style within the four quadrant DISC model as taken from your Natural Style graph in your individual DISC Profile Report, include the primary and secondary styles.

Once you have added all group members into their primary quadrant below, calculate the percentages of your team that makes up each style. (E.g. if you have six group members, and one person is naturally highest in the Dominance 'D' style, divide 1 by 6 to get your team percentage of the 'D' style.)

Discuss how your team dynamic compares to the Norm Group percentage in each quadrant. (The Norm Group is the average of a normal, diverse population of people.)



## **NATURAL Team Dynamic Discussion**

Answer the following questions based on your **Natural Team** results on the previous page.

**What are the likely consequences of any over or under-representations of a DISC style(s) on the team roles required for team performance, standards, and accountability?**

**Refer to the next page on 'Tension Among the DISC Styles'. Consider how different people within the team work well together, or where they could have conflict.**

# Tension Among the DISC Styles

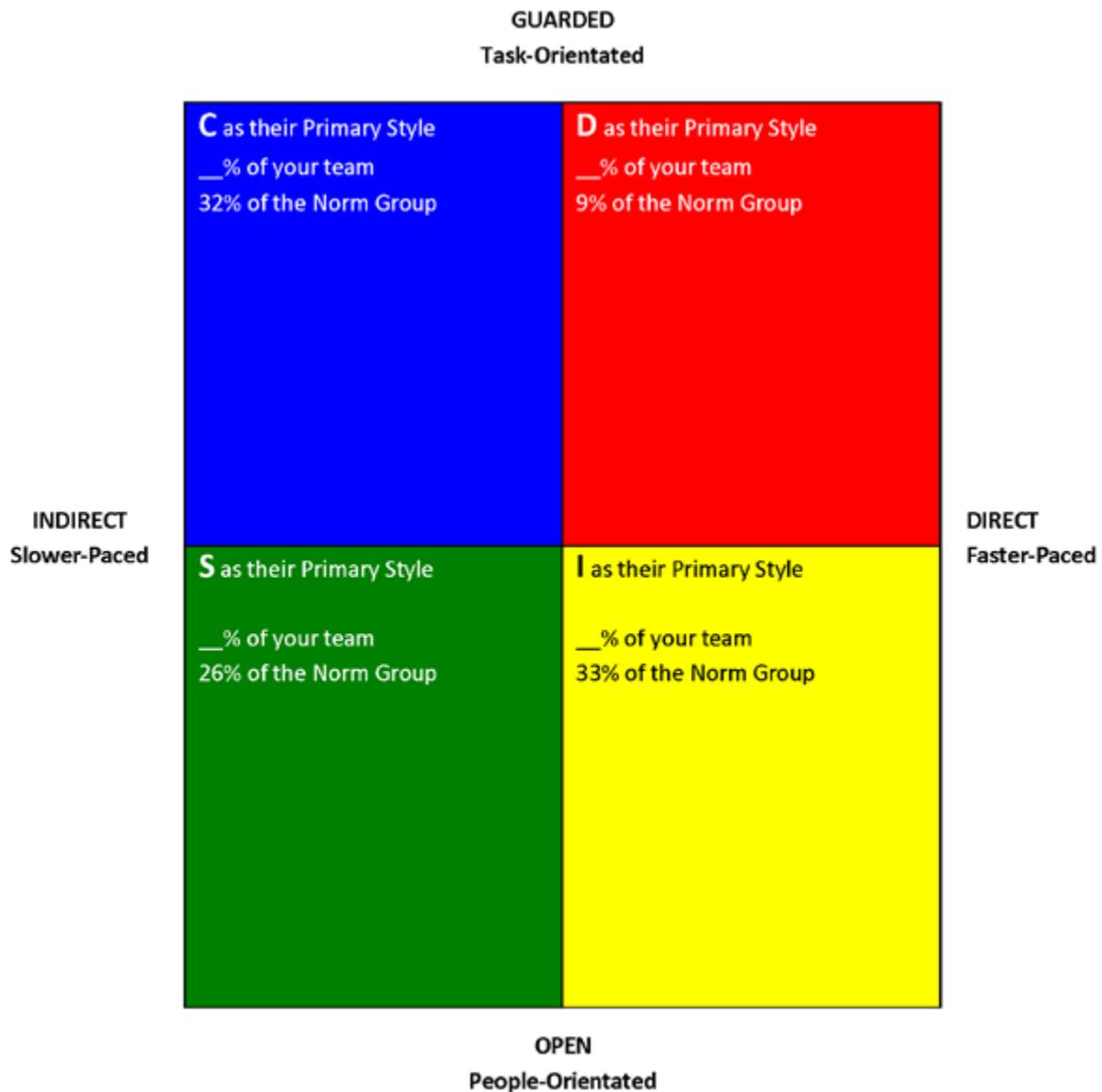
Potential Tensions / Disconnects	Plot Points Example
<p><b>Double Tensions of Patience vs. Urgency AND People vs. Task</b></p> <p><i>Pattern 1: The High S's preferred patient and slower pace with a primary focus on people can conflict with the High D's sense of urgency and a focus on tasks and results (and Now!).</i></p> <p><b>Double Tensions of Patience vs. Urgency AND People vs. Task</b></p> <p><i>Pattern 2: The High C's lack of urgency with a primary focus on tasks/results can conflict with the High I's higher urgency with a primary focus on people.</i></p>	 <p><b>High S + High D</b> (Lower Left vs. Upper Right Quadrant)</p>  <p><b>High C + High I</b> (Upper Left vs. Lower Right Quadrant)</p>
<p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High S's innate patience can conflict with the High I's sense of urgency.</i></p> <p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High C's focus on exercising patience to assure accuracy and avoid errors can conflict with the High D's focus on results, do it NOW solutions, and immediate action.</i></p>	 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant).</p>  <p><b>High C + High D</b> (Upper Left vs. Upper Right Quadrant)</p>
<p><b>People vs. Tasks Tensions</b></p> <p><i>The High D's focus on results, tasks, and action can conflict with the High I's focus on other people, feelings, and being liked.</i></p> <p><b>People vs. Tasks Tensions</b></p> <p><i>The High C's focus on data, analysis, accuracy, and precision can conflict with the High S's focus on other people, teamwork, and personal connection.</i></p>	 <p><b>High D + High I</b> (Upper Right vs. Lower Right Quadrant)</p>  <p><b>High C + High S</b> (Upper Left vs. Lower Left Quadrant)</p>

# ADAPTED Team Dynamic Results

## ADAPTED STYLES WITHIN THE FOUR QUADRANT DISC MODEL

Now, fill out the below graph with each team member's primary **Adapted** DISC style within the four quadrant DISC model as taken from your Adapted Style graph in your individual DISC Profile Report, include the primary and secondary styles.

Once you have added all group members into their primary quadrant below, calculate the percentages of your team that makes up each style. (E.g. if you have six group members, and one person is naturally highest in the Dominance 'D' style, divide 1 by 6 to get your team percentage of the 'D' style.)



# **ADAPTED Team Dynamic Discussion**

**What is likely to be driving these adaptations?**

**What are the likely impacts of these adaptations?**

# PROCESSES

## (Policies and Procedures)

Every high-performing team requires effective systems and processes.

Processes include, but aren't limited to, meeting schedules, communication systems, project timelines, decision making, etc.

Each team member needs to adhere to the systems and processes. Sometimes processes need to be challenged to make them better.

### MEETING GUIDELINES

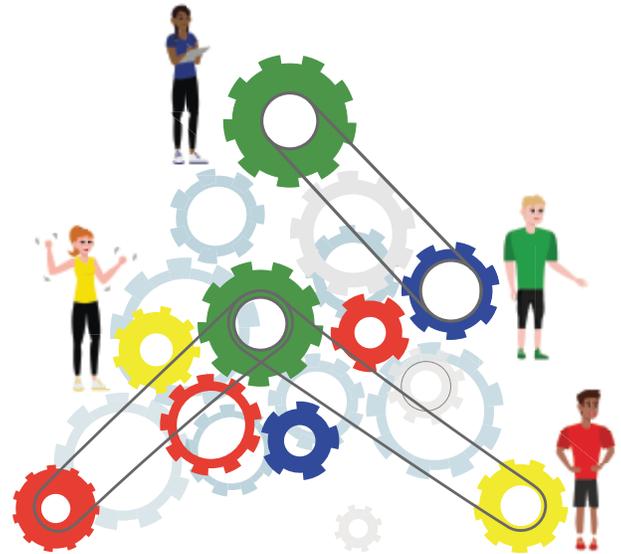
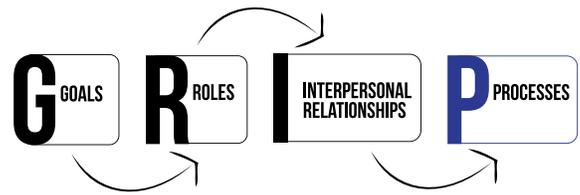
*Will we have regular meetings? How/where will we meet? Will we have meeting agendas? Will there be a meeting facilitator (One person? Rotate among team members?) When is it okay to miss a meeting? How and when will group members be notified? (e.g.: Is one hour before a meeting enough notice?)*

### COMMUNICATION

*How will we communicate? Email? Phone? Text?*

### DECISION-MAKING

*What decision-making process will we use (consensus, majority vote, etc.)? Are there certain decisions that must be agreed to by all members?*



## MONITORING PROGRESS

*How will we monitor our progress to ensure we stay on schedule? Will we set formal dates/deadlines for milestones and important deliverables?*

## CONFLICT

*If we run into a conflict, what process will we use to resolve it? What happens if we find ourselves falling into dysfunctional (unhealthy) conflict? Remember that the optimal level of conflict in a team is NOT zero. Healthy conflict is conflict that focuses on the quality of your work product. Unhealthy conflict is personal. Distinguish between the two.*

## PLANNING

*Will we set time aside before we tackle a task to make specific plan (what is to be accomplished, who is responsible for what, what are deadlines/deliverable dates)?*

## HELPING BEHAVIORS

*When should a team member ask for help? If someone seems to need help but doesn't ask for it, what action should other group members take?*

## SOCIAL LOAFING

*What will we do if a team member is not pulling their weight? Ignore the problem? Confront the person? Recognize the issue via peer evaluation? Other? What process will we use to address a social loafer?*

# TEAM COMMITMENTS

## WORK QUALITY

*What expectations do we have for the quality of work that is delivered by team members? How do we handle deliverables that do not meet team expectations with regard to content, quality, etc. Make sure to define what you mean by quality. If it's ambiguous, different people can interpret it differently and that can lead to dysfunctional conflict after the fact.*

## LATENESS

*What constitutes a "late" deliverable? Are late deliverables acceptable? How do we deal with late deliverables? Consider here deliverables that are internal to the team – final deliverables should never be submitted late.*

## BEHAVIORS

*What are other unacceptable behaviors not covered elsewhere in your contract, and how will you address them?*

# TEAM AGREEMENT

TEAM MEMBER NAME

SIGNATURE

TEAM MEMBER NAME

SIGNATURE