

Project Team Charter

Senior Capstone Design

Signed copy of charter is due by date posted on Bb Learn

To create a team charter for your capstone project, follow these steps:

1. Schedule a face-to-face meeting that all group members will attend.
2. In advance of the meeting, all group members should:
 - a) Review the attached "Ground Rules for Difficult Group Discussions." These documents contain helpful information and useful parameters for team conversation and discussion.
 - b) Review the attached team charter form and prepare your input for the meeting. Every team member is expected to contribute to charter development.
 - c) Review their MBTI personality styles. Be prepared to discuss how each team members' personalities will influence the group and the project.
3. during your meeting:
 - a) Designate one team-member as project manager. This person will be a single point of contact for the team.
 - b) To ensure that everyone's ideas will be heard and considered, establish a protocol for sharing team member input on charter contents. For example, will each team member present all prepared input up front, or will you share input and develop the contract section by section?
 - c) Using the protocol you've agreed on, conduct a group discussion that results in a team charter for your senior project.
 - Take this discussion seriously and participate fully. The power and success of your team's charter comes from the conversation and agreements on which it is based.
 - Moreover, the roles and responsibilities documented in your charter will provide the concrete benchmarking data for assessing one another's project participation in the peer evaluations.
 - d) To formalize the specifications and agreements documented in the charter, all team members must sign and date this contract prior to turning it in. In addition, the team (or a designated team representative) must review this contract with your instructor, who should also sign the contract.

4. During the term:

This charter is a living document, and the roles and responsibilities specified herein are the benchmarks by which you and your team members will be assessing one another's performance at semester's end. If any of the team member roles and responsibilities specified in this document change during the course of the term, revise the charter accordingly.

Team Charter for Senior Capstone Design Project

[Attach solutions to the following cover sheet and sign once finalized]

1. Project Manager: *Identify who will be the team's project manager*

Abdullah Ali Almutairi (aaa759)

2. Team Purpose: *State the reasons for this team's formation and the team's purposes. Who are your stakeholders, and what are their expectations of and for the team?*

Most of us have been always interested in helping disabilities because each one of us has experienced this situation in their relatives and or in their families. Now, we made this group to make a great device that can ease disabled children towards their education. The stakeholders would be the disable children, their parents, instructors, and the organizations that are responsible for educating disabilities. The stakeholders would expect from us a high quality teaching device that performs for long time period.

3. Team Goals: *What are the team's project, process, and quality goals? To what level of performance are team members willing to commit, and what course grade are you collectively aiming for? Articulating these goals will make a difference in your team's performance.*

The team's project is Marshall Classroom. We will be striving to make a tool or device that can aid disable children in their education in a way that they are equal to other people. We, as a team, will split tasks equally between us so that each one of us master in their task. Also, completing each assignment on time and not wait for the last minute and showing our work to the TA will be our priorities. In addition to that, we will have two editors in order to fix what the TA commented at. Furthermore, we make sure to set up an appointment with a client that can help us keep on track within our project. Hopefully, following the above process, we would get a deserved grade, A.

- 4. Team Member Personalities/Roles/Responsibilities:** *State each team member's personality style and what they can bring to the group. While some team responsibilities are shared by all members, collaborative teams work best when members also have unique roles and responsibilities. These could be technical and/or project management-related. The required positions for this course are: Budget Liaison, Client Contact, Website Developer, Project Manager, and Secretary/Document Manager. Develop other positions so that each person on the team has a defined role. Consider these assignments carefully. This information will constitute the benchmarking data for your end-of-term peer performance evaluations. Each team member must have a defined role and responsibility in the group.*

Abdullah (aaa759): He has good skills at managing things, such as managing time, solving the conflicts between team members, organizing appointments, split tasks, and making sure that everyone is on track. These all personalities make me a good project manager.

Mohammad Alkatan: Mohammad has very good communication skills. He can speak politely and in a formal way with the client. He is very patient when communicating with others, which can help us dealing with the client. That makes him a great client contact.

Abdullah (aaa953): Abdullah used to be a finance student and he worked in bank, which makes him good at choosing suitable price (cheap with good quality). This keeps us within the budget limit. Therefore, he decided to be a budget liaison of the group.

Taha Alansari: Taha is very skilled at computers and websites. He has made many websites for his high school. That is why we have chosen him to be a website developer.

Yousef Alkatan: Yousef is good in formatting and grammar. He has taken higher division English classes for skimming. Therefore, He would be our document manager.

- 5. Ground Rules:** *How and when will this team meet? What are the norms and ground rules the team will agree to? How will you conduct discussions and make decisions? How will you handle dissenting views among members? How will you hold each other accountable for living by these rules and for task completion? What kind of participation and level of commitment do you expect from one another? [Each team is required to meet at least once a week outside the allotted class time. It can be hard to coordinate schedules, so get it done early in the semester. All team members are expected to go to all team meetings.]*

The team meets once a week in the engineering building. We will try to be on time according to the meeting minutes, no cellphones allowed during the meetings, no loud voices, respect each other's ideas, no side conversations, and stay until the meeting is done. We will make our decisions based on the team's ideas and opinions and each opinion will be taken into consideration. We will handle dissenting views by posing the cons of his views along with persuasive reasons to convince him with our views. We will print out the charter and our ground rules and whenever we have an issue, we will refer to it and apply what we have agreed on. We all agreed to contribute to the project equally, and we expect high quality work from each other.

- 6. Potential Barriers and Coping Strategies:** *What barriers to effective teamwork might potentially arise in the course of completing your senior project and other team obligations, and how will you handle them if they materialize? What problems with team dynamics have you experienced in the past, and how will you handle them if they come up again?*

One problem that might arise for the project is that senior design requires a lot of technical writing and reports. This can consume a lot of time to finish the work, in addition to that, English is our second language. We can cope these problems by managing our time and making sure that everyone is doing his work the right way. Also, the TA can help us with editing our papers. Some of the past groups did not divide the work equally between the group members, which results in a poor quality work. If this come up again, we will ask manager and refer to the ground rules for help organizing the tasks.

7. Charter signed and dated by all team members and given to the instructor (legible signature, please!). Attach the following page to the front of your team charter.

Project Team Charter

ME 476C: Senior Capstone Design

Signature Cover Page

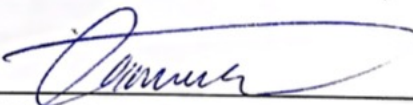
By signing this document I fully understand that it is my responsibility to be the best teammate possible I can for my team. This means being on time and contributing to all meetings and work related to the project - which includes all course and client driven deliverables related to the team. I will not only complete my tasks as required but I will complete them on time (ahead of time if needed) and I will deliver material of the best quality to represent my team as a whole. Whenever needed, I will ask for help when I struggle, help my teammates when they struggle, and I will communicate clearly and directly on all issues related to the project.

If I do not contribute as required, I understand that my grade could be curved down for poor performance. Evidence of poor performance will be documented in peer evaluations and instructor observations throughout the semester. Specifically, poor performance from two or more teammates in any given peer evaluation cycle will trigger a grade change on related team deliverables. Furthermore, instructor observations during staff meetings, lectures, and presentations can also trigger a grade change on team deliverables.


Abdullah Ali Almutairi
Print Name (aaa759)


Signature

Taha Alansari
Print Name


Signature

Abdullah Almutairi
Print Name


Signature

Mohammad Alkatan
Print Name


Signature

Yousef Alkatan
Print Name


Signature

GROUND RULES FOR DIFFICULT GROUP DISCUSSIONS

Ideally, group discussions should be calm, focused conversations in which various ideas and opinions are considered, leading to useful, productive outcomes. But in the real world, many groups just can't pull this off. When members have conflicting interests, personal agendas, or aggressive personalities, meetings often deteriorate into angry conflicts, thereby wasting time and harming relationships.

If you anticipate that your group could head down this destructive path, try to get agreement on how the discussion will be conducted before leaping right into the issues. Unless they just enjoy anger and hostility, group members will usually agree to a reasonable set of Ground Rules. Then, if things start to get out of hand, the leader or facilitator can simply remind the wayward members of their previous agreement.

Although each group may have specific needs, the Ground Rules listed below are often useful. (These can apply to personal conversations as well.)

1. **Stay focused on the purpose and goals.** The group should clearly define what they hope to accomplish at the beginning of a discussion. This makes it easier to determine when people are getting off track.
2. **Listen when others are speaking.** During difficult discussions, people often mentally rehearse their next comment while someone else is talking, with the result that no one is really listening. When this happens, the conversation tends to turn into a pointless debate.
3. **Be sure that all viewpoints are heard.** Since most groups have both talkative and quiet members, efforts should be made to invite the quiet people to share their thoughts and keep the talkers from dominating the discussion.
4. **Consider different points of view.** People easily get "locked in" to their own opinions and don't even think about the possible merits of other ideas. Members need to be encouraged to think beyond their own point of view.
5. **Look for areas of agreement.** Argumentative group members often agree on more things than they realize. Before discussing disagreements, members should identify the things they do agree on.
6. **Discuss differences respectfully.** Hostile, insulting remarks add nothing to a group discussion and often permanently damage relationships. Members should be reminded about basic "good manners" for meetings.
7. **Remember that facts can be wrong, but opinions are just different.** Most of the time, people are not arguing about facts, but expressing differences of opinion. However, they often act as though their views are "right" and others are "wrong". It helps to recognize that they are simply different.
8. **Look for the good points in new ideas.** Useful ideas may get rejected when people are too quick to find flaws. By initially exploring the benefits of an idea, the group can avoid becoming overly critical.

9. **Focus on the future, not the past.** Disagreements can easily deteriorate into finger---pointing about past mistakes and problems, which accomplishes absolutely nothing. Use past experience to inform your decisions, but focus the discussion on future goals.
10. **Look for solutions, not someone to blame.** The worst debates about the past are those which involve placing blame. Any conversation focused on blaming is unproductive and should be turned into a search for solutions.
11. **Don't use group time for individual issues.** When two or three members start discussing their own issues in a group meeting, it just wastes everyone else's time. If this happens, the people involved should be politely asked to continue their personal discussion after the meeting.
12. **"Sidebar" any issues that are important but off---topic.** Occasionally, important matters are raised that have nothing to do with the goals of the meeting. To keep the group on task, but avoid losing the issue, create a "sidebar" where these topics can be listed and dealt with later.
13. **Agree upon specific action steps.** In most situations, members need to end the discussion with specific "next steps" that can be acted on after the meeting. Otherwise, the whole thing may turn out to be a waste of time.

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