

# Best-Ever Team Experience

Briefly describe your best-ever team experience, and then answer the questions below.

Best-Ever Team Experience: My best-ever team experience was for an Intercultural Communication course. My group, #TeamGhana, was researching Ghanaian culture and beliefs to convince classmates to study abroad in Ghana through WWU. This was a group that was chosen by each of the members after various icebreaker activities and was the group we were with for every "group" assignment the whole quarter. We had a contract for group conduct and how disputes would be resolved, and if anyone broke the contract, they could end up removed from the group. We quickly created some tight-knit bonds with each other and functioned like a well-oiled machine and genuinely enjoyed our time working together that it was almost sad when the quarter ended, and we went our separate ways. I still have the matching team T-Shirt one member made for us, and I will never forget how nice of a group experience this was.

Best-Ever Team Experience	
What was the team's common purpose, mission, or performance goal?	To present and educate the class on Ghanaian culture, ideals, beliefs, etc. and encourage classmates to study abroad in Ghana through a program WWU was offering at the time. We were to be professional in both our physical presentation (outfit) and with our slideshow presentation.
How did the team communicate?	We were open about any differences in opinion and constantly kept in touch via a text group chat about progress on research and ideas. The group also used assigned class time to meet in-person and communicate face-to-face during the week to ensure everyone was on-track.
What were the team's shared values?	The team was very focused on creating an open, fun environment to get our work done in. The goal was to share information, but to reach this goal the team had to be in-sync and tight-knit within to properly convey the ideals of intercultural and interpersonal communication. If the team wasn't functioning together as friends, then the message of bridging differences across cultures was not going to come across in the final presentation.
How did team members become a part of the team?	There were icebreaker activities for the first few days of class, with all class members broken up into (different/rotating) groups each time. After this, we wrote down the names of people we would prefer to be grouped with, and the professor used that to guide group-making.
How did team members decide who would do what?	Our topic had key areas of intercultural communication that we needed to cover, so it was easily divided into those sections (food, beliefs, the study abroad program, etc.). If someone had preferred a section to take, they were asked to call it out, but no one had any strong feelings or reservations, so we sorted into the categories randomly.
What significant barriers did the team overcome?	Our largest issue was trying to find time outside of class to meet in-person, as we realized that in-person meetings made us more productive and encouraged stronger bonds. Everyone had busy schedules, so constantly updating changes to someone's schedule helped immensely in finding a good time to meet up and get to work.

<p>How did you use your talents on the team?</p>	<p>I was largely a creative lead by designing both the presentation and the activity/handout (a pamphlet) for the group. I was also in charge of finding additional research as needed for the others and combining this information onto the slideshow.</p>
<p>What was the most significant team issue? How did the team resolve it?</p>	<p>The team did not have many, if any, real issues, disputes or arguments. The closest thing that could be considered one was the fact that one group member struggled with digital media and generally lacked some knowledge of how to access things such as our brainstorming document on Google Docs, or where the presentation was located. We accommodated this by putting her information onto the document for her and giving step-by-step instructions for things she needed access to so she could complete her work. She was also paired up with another member (as we had one member too many for our topics and thus needed one duo to cover one section), who was able to help her when the group was not in class.</p>
<p>How did the team celebrate good performance results?</p>	<p>We celebrated our completion of various assignments before even getting our grades, because to us the experience itself and getting things done on-time and without issue was what really mattered to our group in the end. We also would generally celebrate being able to meet in-person by ordering food at a local Subway (which is where we met for said meetings every time). When we got our grade, we all read the notes and comments together, because it was a team effort, and we all deserved to experience seeing that good grade together.</p>

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