

When we were first put into groups we were pretty happy because we all knew each other so were past the polite stage on the COGS ladder of team development (getting to know each other) because most of us were into the same classes throughout high school and also had some shared interests i.e. sports. This meant while we were organising our tramp we were in the 'why we are here' stage of group development on the COGS ladder, this meant we were defining goal, starting to take risks and sensing that some students may have hidden agendas. For organising the tramp we took on a democratic leadership style which meant that there wasn't a clear leader but all of us joining in (in doing this we were showing effective communication, making decisions, remaining in task and working cooperatively). When deciding who took what equipment we took a more participative role when making decisions about who should bring what on the tramp e.g. I said that I have a burner so that I can bring it, then NH said that he had one as well, AS said that we should bring both of the them, that way we would be able to cook our food faster and even be able to cook a wider variety of food as we would have more than one cooker. Both AS and I agreed that bringing two cookers would be better seeming as we both had one. This was an effective decision making process. The positive result of this process in preparing for the tramp made it easier and quicker to get ready and because we all had input and all agreed on what to bring therefore creating less conflict with in the group. But finding out closer to the tramp that one of our group members couldn't attend the tramp but we responded to changes alright in this group. This time we had LP and AS take charge as the group leader (autocratic leadership with defined leaders) we had been given the new food lists and equipment and food, but I felt as if we should have all decided together, In this group I frequently observed effective communication, respect for difference (because some of us are not into the same things like MH are into rugby and I'm into mountain biking, also I'm quite so the group all knows this and gets me involved) and working cooperatively. These are helpful on building group dynamics because by showing this everyone in the group can get stuck in to reach shared goal easily. For example we had a goal of making sure we had enough to eat so we don't lack in energy. We had thought of this goal during preparation we took it into account and brought more than enough food for tea and lunch on the tramp.

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In the next activity our group is making decisions, in some case we opt for democratic leadership where everyone has input, but in some cases we use autocratic leadership whether one person was the leader. For example in the abl activity were we could only touch the ground with our hands LP Became the leader and told us what to do because we couldn't think of anything. She is confident girl in the class and gets on well with everyone which is probably why she took charge. She also has a loud voice and can make herself heard over the noise made by some of the other groups. I think we were probably in the Constructive phase of COGS ladder where some team spirit was starting to build in this activity. This had a positive effect on the group as because we only had one clear leader meant that we weren't trying to get idea out over the top of each other making this activity easier to complete.

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Choosing a good leader is a good group process to use as most groups will do well under a good leader as they can stop conflict and help groups to function effectively. Us boys have started to see a clique forming in the group, between the girls. This is a clear example that we are in the 'why we are here' stage of group development because in this stage we see cliques form. This has a negative effect on the group because all the work is currently being done by us boys while they are talking rather than joining in and shows at times that we are not

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working together as a group. I observe the group using effective communication, providing assistance and support and working cooperatively, an example of this is the tramp. During the second day of the tramp we carried one pack between the group myself and the rest of the members showed all these practices. On the walk up to the second hut three members of the group were happy to carry the pack up and don't want to swap even after everyone continuously asking. After lunch, on the walk home I could see that most of the group members were fatigued from the extreme walk up so I offered to take the pack the whole 3 hours back with all group members agreeing. The group needs to carry on demonstrating working cooperatively, effective communication, making decisions; active participation and we also need to get rid of the clique in our group to move up on the COGs ladder of group development. I think we need to be able to decide on a plan before jumping in blind and to be able to maintain on the set task so that the group can function better, so we know what we are doing and stick with it without getting distracted. Deciding on a plan will help to provide direction to the group and will also help avoid conflict as people will know what we are doing so that there won't be arguments, we will also be more efficient with the task. An example of this was the ABL activity where we had to get from point A to point B with a mat and a rope without touching the ground. We devised a plan before we started by making sure we kept in a order and that the people at the front and back were strong enough to hold on and throw the mats out in front. We made sure we kept close together as part of our plan so that we didn't have to pass the mats so far. Instead of it taking 40min to complete it only took 15. I think we should also try and raise moral in the group to make sure people don't get distracted and stop and think what the best ways to do this before starting is. I currently think we are the 'why are we here' stage of group development. This is because us boys know there is a clique in the group which influence decisions, total work being completed and others influence others opinions occasionally. I do not see this group moving up in COGs ladder until this clique is removed.

In my new group it is very interesting to see how the group's dynamics and leadership styles have changed from our old groups. In my new group I think we are at the constructive /Esperit 'stage of group development of COGS ladder of group development. This means we are building team spirit, actively listening, accepting. Open minded and working to a high standard together. Compared to my old group where we were at the 'why we're here' stage of group development, which mean cliques grew in our group, started to define goals and began taking risks. In terms of group dynamics this new group is far better. I think we have moved forward in this new group because well get along share common interests and are able to joke around with each other and not get offended (know our limits) and therefore are able to show the following skill; all work cooperatively, all helped to solve problems, all help make decisions that are agreed upon by all and maintain on a set task. For example we had devised a plan to split the group into two to make the snow caves. While building our snow cave we would take shifts one cleaning and the other digging to maximise the work being completed and not getting exhausted., we would also go up to check on the other half of the group during our breaks to give them a hand. Also just before it was getting dark when we had finished we came up to help them and noticed that they weren't able to fit all three of them inside so us as a group decided that our cave was going to house 3 and the other two. This was a clear example on how our group has evolved to solve problems, make decisions and stay on task. With every passing week I see our group dynamics evolving and moving forward. For example first lesson together we were kidding around a bit too much choosing a name but the next week doing food prep were totally focused on completing the task.