129 - OUTDOOR TRAINING: USING ADVENTURE SPORTS AS A STRATEGY OF TRAINING AND DEVELOPMENT IN BRAZIL

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INTRODUCTION

"In the new economy, the victory arise from organizational capabilities such as speed, capacity of reaction, agility, ability to learn as well as competence of the employees" (Ulrich, 2000 p. 39).

So, it can be noticed that companies tend to worry not only with the globalization, but with the human factor and, in turn, with the training of its employees aiming to be a competitive differential in favor of the company in facing the market in which it operates.

Thus, Management of Human Resources has been evidenced in business, as well as its politics and practices, directing and building companies and people for success.

The companies already have incorporated the idea that success is tied to people, because we know that human capital has direct relationship with the aspirations and achievements of organizations, both as Lacombe (2005, p. 14) says that "the organizations already made to the importance of people and the way it is administered, differently than occurred in the past when the focus fell only in the technology of the product or process [...]"´.

Precisely because companies are giving importance to Human Resources at the present time, that's why they have been seeking ways to make people more secure and able to deal with unexpected situations. "In this new era of information society to replace the industrial society, radically changing social structures; Human capital is the most important resource, and by the relative scarcity, more valued [...]" (WOOD JR., 2004)

To make then, these professionals ready for the challenges of this new organizational era, companies are using the practice training, in which, according Chiavenato (1994, p. 416), "involves the transfer of expertise on the job, attitudes front the aspects of the organization, the task and the environment, and development of skills."

The importance given to people in organizations, directs the work within the practices of Human Resources, for training. This work develops and explains, specifically, the practice of outdoor training and their relationship with physical experiential activities, in the area of business training in Brazil.

TRAINING AND DEVELOPMENT

In order to make a further comment, specifically on the practice of outdoor training, it´s intended to highlight the practice of prior training in the broadest sense, its functionality and continuity to the development of people in the organization.

The beginning of training can be explained according to Gil (2001) by the advent of the School of Human Relations, as from then:

The training in companies has also cover individuals psychosocial aspects. Thus, programs of training, and seek to empower workers to the performance of tasks, now also include goals aimed at interpersonal relationships and their integration to the organization (GIL, 2001, p. 119).

Thus, more clearly, the main reason for which the organization train people who work on it, is to provide new skills or improve what they already have. This explains the decision of the directors who bet on the practice of training, as well they want to build an organization perennial, they give total priority to the development (LACOMBE, 2005).

Now it is important to elucidate the relationship training with the development, because as they trained in a specific organization, people tend to develop both personal and professionally; Both in their own roles as in other functions; Depending on the goal of the company with the training, and by consequence to the development of its employees.

Milkovich and Boudreau (2000, p. 338) give the concept to training and development as follows:

Training is a systematic process to promote the acquisition of skills, rules, concepts and attitudes that result in an improvement in the matching of the employees´ characteristics and the requirements of functional roles. Development is a long-term process to improve employees´ capabilities and motivations in order to make them valuable future members of the organization.

Thus, it is understood that the training is a basic practice for people to develop and have, over time, do feel that the resources are trained and confident they are broadening their knowledge than to be contributing to the company to achieve its goals

Historically, while the practice of training emerged in the United States around the early 20's, in Brazil it emerged in the mid 60's, and is effectively empowered in the 70's. And for most who lost power between the 70´s and 90´s by aspects of flattening of business (downsizing), outsourcing, among others, administration of courses and seminars persisted on account of the basic needs of training and development (BOOG & BOOG, 2006) .

To conclude this topic, it's noted that there is a significant time difference between Brazil and the United States about the emergence of training in both countries, and it is important that we make this exception, because the next topic will be discussed the theme of outdoor training and it will also perform, with even more emphasis, this time comparing the emergence of outdoor training in Brazil and the United States

EXPERIENTIAL LEARNING ACTIVITIES

I hear and I forget. I see and I remember. I do and I understand.
Confucius - 551-479 a.c.

The word "experiential" means "experiencing something." This methodology, known as "experiential learning", was created in England and, in recent decades, has been widely used in the USA and Europe.

The experiential learning is a concept highly qualitative, and can not be received as a rigid set of learning theory. Carl Rogers (apud Hoover) do a step towards a conceptualization of experiential learning trying to define its essence as a quality of the personnel involved - 'the person in full' - on your feeling and cognitive aspects, which are in the event of learning

Please note that the term "person in full" is explained in the literature by the full involvement of the individual in the process of learning by experience or experience in affective and cognitive dimensions. In other words, this process is, by definition, to make certain individuals combine their fields with the affective and behavioral cognitive and technical field, always found in educational processes.

In other words, Hoover (1974, p.31) reinforces this concept of putting that:

The experiential learning can be understood as a method of instruction that aims to enhance strength learning in all

aspects of the person, including the feelings and the behavior, and stimulate cognitive learning. The whole of the 'person in full' with approximations of experiential learning can be found in the literature applied behavioral science.

But the conceptualization of experiential learning developed in this article differs slightly from the common use of the word "experiential" which is found in most of the literature of the training laboratory.

Learning through experience is not a new idea. John Dewey (1916, apud Hornyak, 2003), cited in the first decades of the twentieth century argued that the education must be active, involved, and that knowledge must be linked to experience. Still John Dewey, suggests that learning from experience can be called an "experiment with the world to find out what it's like - a discovery of the connection of things".

So, do that this context can be clearer and related to the outdoor training, says that, historically, Kurt Hahn began the conceptual development of experiential learning, in Germany around 1920. His curriculum, emphasized non competitive physical activities, social cooperation, and attempted to create a healthy environment for the youth to learn habits and develop values in fitness, skill, care, self-discipline, initiative, enterprise, memory, imagination, and compassion (James, 2000).

Based on his experiential learning principles, Hahn's methods became world wild renowned for their distinctive non-competitive educational approaches. Today's interest continues in experiential learning with its application by the public and private sector.

The method is supported in outdoor experiential activities, and uses adventure sports and the outdoors dynamics of group a tool for learning and training having the nature as a contextual environment.

The process of outdoor training, is based on the interaction of the individual with others, with the team / group and the environment, and learning whether the experience of situations rather than the assimilation of concepts. The process of growth through the experiences and activities is intentionally created, where the learning ceases to be accidental. The participant is sensitized to build their future development in a way to make science aware of the potential of values, developing them and using them professionally (Dinsmore, 2004).

The classroom is the nature, and resources traditionally used in training, such as computer, data show, pen and paper, are replaced by paddles, life saving jackets, helmets, ropes, inflatable boats and others.

In November 1994, The Association for Experiential Education formally defined experiential education, "as a process through which a learner constructs knowledge, skill, and value from direct experiences" (Luckman, 1996)

Note that the term "learner" was left intentionally vague because its authors try to encompass all types of experiential education. From hunting groups learning to work together for the kill, to apprentices of blacksmiths learning their trade from the trade from a master, so any learning occurring through direct experience, may potentially be referred to as experiential.

OUTDOOR TRAINING AND ITS WAY OF ACTION

"The biggest difficulty is to build a coherent body of ideas in a theoretical and practical multifaceted universe, which moves in a turbulent" (Wood Jr., 2004 p. 19).

This citation is linked to organizational change, which explains how it is difficult to adapt to certain situations that presents different characteristics each moment, whether essential or not, and how complicated it is evolving in accordance with this change, which has been undoubtedly constant.

Under this context, it becomes clear how real and needed is to realize a framework for people, in business, ready to face challenges, with skills to move from theoretical to the practical, from the routine to change, and adapt to the different situations that they are raised.

So highlighting the relevance of outdoor training, as a type of innovative training and that, contrary to what is usually practice in companies such as lectures and courses, it is done in an environment external to the work that involves activities that requires the team effort and problem solving. (BULLER; CRAGUN; McEVOY, 1991).

Mitzberg (2004), in one of his works, mentions the importance of finding professionals who have practical experience with the capacity of reasoning, commenting that "action without reflection is inattentive; reflection without action is passivity. All employers must find ways to combine these two functions mentally going to the point of reflection of the thought finding the practice. "

To make that clear, it is interesting to understand the way of action of this type of training, which through physical activities assesses people face the challenges.

The program of outdoor training has three basic types, according to Thompson (1991, p.47): "high-ropes"; "Low-ropes"; Wilderness experience. The first two, "high-ropes" and "low-ropes," the strings are sports related, such as abseiling, climbing, among others. It is important to note that the "high-ropes" besides being more expensive than the "low-ropes" is considered more radical. Meanwhile, the third relates to other types of sports, such as sailing trips, raft trips, backpacking, mountain climbing, kayaking, canoeing and extended camping trips.

There are other authors who use other ways to concept these sports for the outdoor training, such as Boog & Boog (2006) not divided the sports, but build a framework crossing the sports directly with the possible assessments to be made, that is not very different from the author Thompson (1991) which also characterizes the outdoor training as a training that is done by metaphors, or which uses the assessment of sports to transfer the results identified for certain companies. See table 1:

Table 1 - Activity and analogy

Activity / Analogy	Working as a team	Leadership	Communication	Overcoming limits	Planning	Negotiation	Focus on results	Deal with change	Recognition of powers	Global vision	Personal development
Trees				✓	✓		✓	✓	✓		✓
Experience in caves	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
sailing	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
off-road	✓	✓	✓		✓	✓	✓		✓	✓	✓
rafting	✓	✓	✓	✓	✓		✓		✓		✓
trekking	✓	✓		✓			✓		✓		✓
proof of guidance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Abseiling		✓	✓	✓	✓		✓	✓	✓		✓
climbing	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
cooperative games	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Source: Adapted from Boog & Boog (2006, p.323)

According to the table 1, there are many options that can simply cross and the company determine its focus and know what are their goals before such training.

As Thompson (1991) reports, "outdoor experiential training is also known as experiential learning, learning of adventure or outdoor-training challenge - it´s a mix of cognitive learning added to the subjective interpretations based on the feelings of apprentices and values."

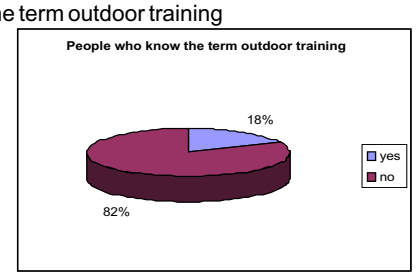
RESULTS AND RESEARCH DISCUSSION

As has been reviewed at the beginning of this article, a research was conducted with students of Post-Graduate (latu sense), in an institution of higher education in the city of Ribeirao Preto, Sao Paulo, Brazil, in July 2007. The research was applied in a space sample of approximately 1000 (thousand) students, which were randomly selected 100 (hundred) students.

They were asked questions about the outdoor training and the knowledge, contacts and experience with this type of training.

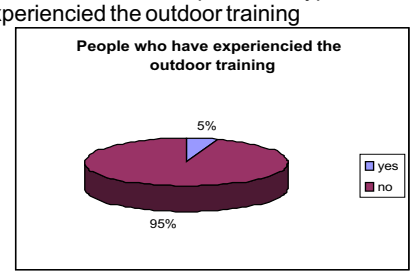
Then the respondents were asked if they knew the outdoor training, and 82% of the people who responded did not know that term, and the other respondents (18%) said that knowing the term, few explained on the right way. The result illustration can be seen in the illustration 1 below:

Illustration 1-People who know the term outdoor training



When asked if they have experienced the training, only 5% claimed to have already experienced the training, a very small number, which shows that, unfortunately, t´s still somewhat widespread this type of training. See the illustration 2:

Illustration 2-People who have experiencied the outdoor training



So, as shown, there´s still much space for research and implementation of outdoor training activities in Brazil.

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OUTDOOR TRAINING: USING ADVENTURE SPORTS AS A STRATEGY OF TRAINING AND DEVELOPMENT IN BRAZIL

ABSTRACT

Outdoor training is the central issue and it´s briefly rated as a kind of training applied to employees of certain companies outside the workplace through adventure sports. It has been practiced for a long time for companies spread throughout the world and has brought good results for the performance of the people who are involved in it. Despite its study be widely encouraged by the universities throughout the world, the outdoor training is not yet commented nor practiced with the same strength in Brazil, either in business or in colleges and schools. Therefore, this work was based in a bibliographic survey methodology, application of research through questionnaires and exploratory and descriptive analysis of the data, and with the primary aim of presenting a kind of training, which combined with the area sports highlights skills and initiatives replicable practices of business, and confirm how much it is still little used in Brazil showing the results of applied research from the students of Post-Graduate (latu sense) in Ribeirao Preto-SP.

KEYWORDS: Adventure Sports; Training and Development, Outdoor Training.

***OUTDOOR TRAINING*: LÁVENTURE EN UTILISANT LE SPORT COMME UNE COMME UNE STRATÉGIE DE FORMATION ET DE PERFECTIONNEMENT DANS BRÉSIL**

RÉSUMÉ

Outdoor formation est la question centrale et il est brièvement évalué comme une sorte de formation appliquée aux employés de certaines entreprises en dehors du lieu de travail grâce à des sports d'aventure. Il a été pratiqué depuis longtemps en faveur des entreprises réparties dans le monde entier et a apporté de bons résultats de l'exécution des personnes qui sont impliquées dans celui-ci. Malgré son étude soit largement encouragée par les universités dans le monde, l'extérieur de formation n'est pas encore commenté ni pratiqué avec la même force au Brésil, que ce soit dans les affaires ou dans les collèges et les écoles. Par conséquent, ces travaux ont été fondés dans une bibliographiques méthodologie de l'enquête, l'application de la recherche par le biais de questionnaires et d'exploration et d'analyse descriptive des données, et dont le principal objectif est de présenter une sorte de formation, qui combiné avec le domaine des sports met en lumière les compétences et les initiatives pratiques reproductibles De l'entreprise, et de confirmer combien il est encore peu utilisé au Brésil montrant les résultats de la recherche appliquée de la part des étudiants de troisième cycle (latu sensu) dans Ribeirao Preto - SP.

MOTS CLES: Sports d'aventure; Formation et perfectionnement, de formation extérieure.

***OUTDOOR TRAINING*: USO DE LOS DESPORTES DE AVENTURA COMO UNA ESTRATEGIA DE CAPACITACIÓN Y DESAROLLO EM BRASIL**

RESUMEN:

Outdoor training es el asunto central de este trabajo. Dicho término es conceptuado como un tipo de capacitación aplicada a los empleados de determinadas empresas fuera del local de trabajo por medio de deportes de aventura.Dicha capacitación ya viene siendo practicada hace mucho tiempo por empresas de todas partes del mundo y trajo buenos resultados para el desempeño de las personas que están en el proyecto. A pesar de que su estudio es ampliamente incentivado por las Universidades de todo el mundo, el outdoor training aun no es comentado ni practicado tanto en el medio empresarial como en el medio académico con la misma fuerza en Brasil. Por tal razón, este trabajo se basa en una metodología de levantamiento bibliográfico, aplicación de la investigación por medio de cuestionarios y análisis descriptiva de los datos, con el principal objetivo de presentar un tipo de capacitación que, aliada a las áreas deportivas destaque la habilidad y la iniciativa, para luego replicarlas a las prácticas de los negocios. Además de tales objetivos, esta investigación también sirve para confirmar la poca práctica de este concepto en Brasil, que aun ni siquiera es comentado, para comprobarlo mostraremos los resultados de la investigación que realizamos junto a los alumnos de Pos-graduación (LATU SENSU) en Riberao Preto. (Sao Paulo)

PALAVRAS-CLAVES: Deportes de aventura; Capacitación y desarollo, Outdoor Training

***OUTDOOR TRAINING*: UTILIZANDO ESPORTES DE AVENTURA COMO ESTRATÉGIA DE TREINAMENTO E DESENVOLVIMENTO NO BRASIL**

RESUMO

Outdoor training é o assunto central e é resumidamente conceituado como um tipo de treinamento aplicado aos funcionários de determinadas empresas fora do local de trabalho por meio de esportes de aventura. Ele já vem sendo praticado há muito tempo por empresas espalhadas pelo mundo e tem trazido bons resultados para o desempenho das pessoas que nelas estão envolvidas. Apesar de seu estudo ser amplamente incentivado pelas universidades no mundo a fora, o *outdoor training* ainda não é comentado nem praticado com a mesma força Brasil, tanto no meio empresarial quanto no meio acadêmico. Dessa forma, este trabalho foi embasado em uma metodologia de levantamento bibliográfico, aplicação de pesquisa por meio de questionários e análise descritiva e exploratória dos dados, e com o principal intuito de apresentar um tipo de treinamento, que aliado à área esportiva destaca habilidades e iniciativas replicáveis às práticas dos negócios, e confirmar o quanto ele ainda é pouco utilizado no Brasil mostrando os resultados da pesquisa aplicada junto à alunos de Pós-Graduação (*latu senso*), em Ribeirão Preto - SP.

PALAVRAS-CHAVE: Esportes de aventura; Treinamento e Desenvolvimento, *Outdoor Training*.