

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

**An analysis of the success factors of Outdoor
Management Training**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Department of Management
Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Trojánek Jan

Economics and Management

Thesis title

An analysis of the success factors of Outdoor Management Training

Objectives of thesis

The aim of this thesis is to explore a field of Outdoor Management Training in the Czech Republic. The main focus is to find out if and what aspects of Outdoor Management Training (with the aim of education) make the course successful. The outcome of this thesis should be a model of an Outdoor Management Training.

Methodology

Conduct a qualitative research based on principles of a Grounded theory. Grounded theory is a systematic qualitative research methodology in the social sciences emphasizing emergence of theory from data in process of conducting research.

Steps:

- Literature review,
- data collection (interviewing different groups of stakeholders, observation),
- memoring, coding, sorting,
- formulation of a model of Outdoor Management Training,
- verification, corrections.

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Outdoor management training, teambuilding, experiential education, grounded theory, adult learning, corporate training, vocational training

Recommended information sources

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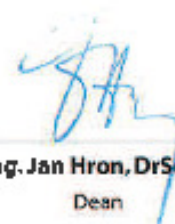
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Declaration

I hereby declare that I have worked on the diploma thesis titled '**An analysis of the success factors of Outdoor Management Training**' by myself and I have used only the resources mentioned at the end of the thesis.

29th November 2012, Prague

Jan Trojánek

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An analysis of the success factors of Outdoor Management Training

Analýza faktorů úspěchu Outdoor Management tréninku

Souhrn

Diplomová práce se zabývá Outdoor Management tréninkem jako metodou firemního vzdělávání. Téma je v dnešní době aktuální, jelikož lidé a jejich znalosti a dovednosti jsou bráni jako hlavní zdroje a nositelé konkurenční výhody. Literární rešerše se věnuje tématům andragogiky, HR a firemnímu vzdělávání, měření efektivity vzdělávání a teoretickým modelům a principům metody outdoorových kurzů. Analytická část představuje důsledky vývoje outdoor tréninku v ČR, srovnává situaci firemního vzdělávání v ČR a zemích EU a parafrázuje výsledky výzkumů používání outdoorových kurzů v ČR. Empirická, stěžejní, část popisuje postup a výsledky realizovaného kvalitativního výzkumu podle přístupu zakotvené teorie. Sestavením modelu Outdoor Management tréninku znázorňujícího klíčové faktory úspěšných kurzů, byl splněn cíl práce. Dalšími výstupy výzkumu jsou definice úspěšného kurzu podle aktuálních požadavků trhu; pojmenovaný rozdíl mezi outdoorovým vzdělávacím kurzem a kurzem typu zábava; zjištění rozporu mezi důrazem kladeným na aplikaci poznatků do firemního prostředí a skutečností minimální změnou ve firmě. Autor uvádí dvě doporučení týkající se systematického vzdělávání a konkurenční výhody vzdělávacích agentur.

Klíčová slova: Outdoor Management trénink, outdoorový kurz, teambuilding, zážitkové vzdělávání, zakotvená teorie, vzdělávání dospělých, podnikové vzdělávání, odborné vzdělávání, vzdělávání a rozvoj

Summary

This thesis studies the topic of Outdoor Management Training as a method of corporate training. The topic is relevant today because people and their knowledge and skills are regarded as the main asset and competitive advantage for companies. The literature research of this thesis is devoted to adult education, HR and corporate training, measuring the effectiveness of training, and theoretical models and principles of outdoor training. The analytical part shows implications of the development of outdoor training in the Czech Republic, compares the situation of corporate education in the Czech Republic and EU countries and paraphrases researches into a use of outdoor courses in the Czech Republic. The empirical, fundamental, part describes the procedure and results of a concrete realized qualitative grounded theory research. The objectives of DT were fulfilled by the creation of a model of Outdoor Management Training, which transparently shows the amount of information transferred. Extra research outputs are a definition of successful training according to current market needs; identified difference between educative training and “fun” courses; finding of contradictions between the emphasis put on the application of knowledge in the corporate environment and the fact that minimum gets changed within the company. The author suggests two recommendations regarding a systematic training approach and a competitive advantage for educational agencies.

Keywords: Outdoor Management Training, outdoor course, teambuilding, experiential education, grounded theory, adult learning, corporate training, vocational education, learning and development

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I. INTRODUCTION

Modern approaches draw attention to human beings and their skills and knowledge as a vital resource in organisations. People are now regarded as assets and the organization's investment in people generates worthwhile returns. (Armstrong, 2009, p. 78) In the Czech Republic, 72 % of companies provided continuing vocational training to their employees (CVTS, 2005).

At this time there is a large number of training offers of and education in the fields of personal development, teambuilding, leadership, communication, time management and business skills, etc. Outdoor Management Training is one of the methods that can cultivate these areas.

Outdoor, outdoor management training, team building, outdoor course, etc. these names are known to the public. The author of this work met with very different opinions about these concepts. Statements about outdoor events were sometimes very negative: "It is nonsense! Waste of time!" Sometimes neutral: "Well, it is not so bad." Sometimes positives: "It was fun! I had nice time with my colleagues." Sometimes very positive: "Strong experience! I realized a lot of things! Thanks to the course I'm going to behave better."

Moreover, in the Czech Republic the public notion about using the terminology of outdoor courses is confused. The public (and even HR managers) do not have a clear opinion if outdoor courses are meant to be an educative or just social event used as for the benefit for employees.

Outdoor course is off-the-job event organized outdoors which uses both experiential and active learning but in general it might not be necessarily educative. Outdoor Fun Event is a type of outdoor course where the intent is to provide benefit for employees, relaxation, informal meeting, etc. This diploma thesis is focused on examination of Outdoor Management Training, which is type of outdoor course with the aim of learning and development of participants.

The paper conducts a qualitative research with the intention to analyse the critical success factors of educational Outdoor Management Training.

1. Definition of Terms

For the purpose of this diploma thesis, definitions of frequently used terms are provided:

Outdoor course is off-the-job event organized outdoors which uses both experiential and active learning but in general it might not be necessarily educative.

Outdoor Fun Event is a type of outdoor course where the intent is to provide benefit for employees, relaxation, informal meeting, cultural activity, etc.

Outdoor Management Training is type of outdoor course with the aim of learning and development of participants.

II. AIMS AND METHODOLOGY

2. Aims of Diploma Thesis

The aim of the diploma thesis is to create a model of Outdoor Management Training, which transparently shows the amount of information transferred. The goal is to find out if there are any factors which make an educational Outdoor Management Training course successful. Are there any? What are they? What are the linkages between them? Can an organiser affect them? Etc. The intention is to gain an insight into the field of Outdoor Management Training.

The research question is:

- “What are the critical success factors of educational Outdoor Management Training in Czech environment?”

To answer this question it is necessary to answer several sub-questions:

- What is the definition of successful Outdoor Management Training?
- What is the difference between an outdoor course in general and an educational Outdoor Management Training course in particular?

3. Methodology

In this case, where the intention is to examine the issue in its complexity, including the understanding of relationships between phenomena and where data is not of a numerical character. A *qualitative approach*, specifically a *grounded theory approach*, has been chosen.

“Grounded theory methods consist of strategies that shape data collection and analysis for the purpose of constructing theories of the studied phenomenon... Grounded theory research is an iterative process in which data collection and analysis occur simultaneously, with each informing the other.” (Lapan, 2011, p. 41)

The researcher enters the field with vague concepts initially; records data collected by observation, interviews and revises documents; analyses data simultaneously and extends their investigation on the basis of present knowledge to other cases that should bring some new information for the development of the theory. Finally, the researcher compares different cases; tests his/her notes; identifies ongoing processes; improves categorization systems; integrates knowledge; generalizes empirical assertions and formulate additional hypotheses. Data collection is carried out until the theory is saturated. (Dick, 2005)

Data gathering was started using an unstructured interview to get the first knowledge about a phenomenon to be able to ask relevant questions. A set of questions did not exist in the beginning. The researcher held an informal conversation trying to focus on anything interesting that was mentioned during the interview. The goal was to learn enough about a situation to formulate questions for subsequent interviews.

For each additional interview a semi-structured interview was used. A list of issues to be explored was prepared before interviewing. Open-ended questions were formulated to encourage a respondent to expand on the topic. Topics such as the costs, benefits, conditions of success, relation to the corporate environment etc. were discussed.

The length of the interviews ranged from 45 to 75 minutes. The first few interviews were audio recorded for analysis and coding afterwards. Later note-taking was conducted simultaneously during interviews.

Field observation was used for additional data collection from the very beginning (the contract negotiation, preparations) till the end of the event (the event evaluation).

Methodological triangulation was employed by using three methods of data collection – interviews, literature and observation and also data triangulation by interviewing three different groups of stakeholders – Outdoor Management Training companies, HR managers and participants.

In the beginning, data from eight interviews were gathered and according to the process of initial coding more than 160 different codes in data were identified. During coding a great number of memos, which show the possible relationship between codes, was noted. When grouping codes from different perspectives 27 categories were identified.

During the analysis, however, other topics emerged, where the situation was still unclear or inconsistent. Answers to some questions were still not clear and further research (interviews, data processing) was aimed at improving clarity.

Further work on the data, sorting, specifying relationships (elements of focused and theoretical coding) gradually began to shape the model of Three Contracts and the model of the Outdoor Management Training. Two other persons were also interviewed to clarify the model.

III. LITERATURE REVIEW

4. Process of Education and Learning

As this paper examines educational Outdoor Management Training, the first chapter presents the theoretical foundations of andragogy.

“Adult education must neither be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early adulthood, but it is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be universal and lifelong.” (Adult Education Committee of the Ministry of Reconstruction in Field, 2006, p. 13)

4.1. Adult Learner

According to MacKeracher (2004, 22-39) the adult learner is characterized by a certain level of social maturity, composure, a steady lifestyle, a system of values, a sense of realistic goals and practical life. In terms of educational activities several characteristics must be respected: Certain educational deficit; differentiated and critical adopting of knowledge; the need to apply the life and work experience during study; voluntary, active, and creative relationship based on mature life orientation; the increased importance of independent thinking and behaviour; significant differences between participants in terms of attention, differences in the flexibility of thinking, differences of the level of practical thinking, logical thinking, memory (depending on age), differences in resistance and stability of perception; the overall uncertainty (e.g.: against other participants’ actions, the defence of their status, fear of failure, etc.), external pressures (learning difficulties, family, work, etc.).

This indicates the need to pay particular attention to the adequacy and appropriateness of the educational process, to the motivation and interest of the learner and the orientation needs of learner at levels: cognitive, emotional value (acceptance of mediated vision, values, symbols, styles, behaviour, etc.) and operational (building and improving their own skills). (MacKeracher, 2004, p. 49-52)

So the more the characteristics of training participants is known, the more it is possible to achieve the desired development outcomes.

4.2. Aims and Objectives

Before planning activities a teacher should think about what he/she wants to achieve - set aims and objectives, its dimensions, and measuring of its fulfilment. It can be of more general framework or specific objectives for each activity. It is necessary to consider a time dimension - if objectives should be fulfilled during a two-day event or after two years of regular efforts. The formulation of objectives should be compared with a beginning state. In adult education generally an aim is to achieve a change in the skills, knowledge, attitudes, understanding of participants. Objectives are often described as a shift in personality development of learners, such as a change in its quality. (Petty, 2004, p. 392-399)

4.3. Means to Achieve Objectives

4.3.1. Laws of Learning

Murphy (2011, p. 2) introduces six Thorndike's laws of learning:

- *Law of Readiness*: A student learns best when he/she is mentally, physically, and emotionally ready to learn. This law involves student's interest, motivation and perceived value of the material.
- *Law of Exercise*: Learning is increased through practice and repetition and also by feedback.
- *Law of Effect*: A student will learn more when the learning is associated with positive feelings but learning is decreased when associated with an unpleasant situation or environment. A student's choice has an impact on positive feelings and motivation.
- *Law of Intensity*: A student should learn actively and with internal passion. More intense things lead to activation of cognitive processes, but also the emotional and volitional components of personality.

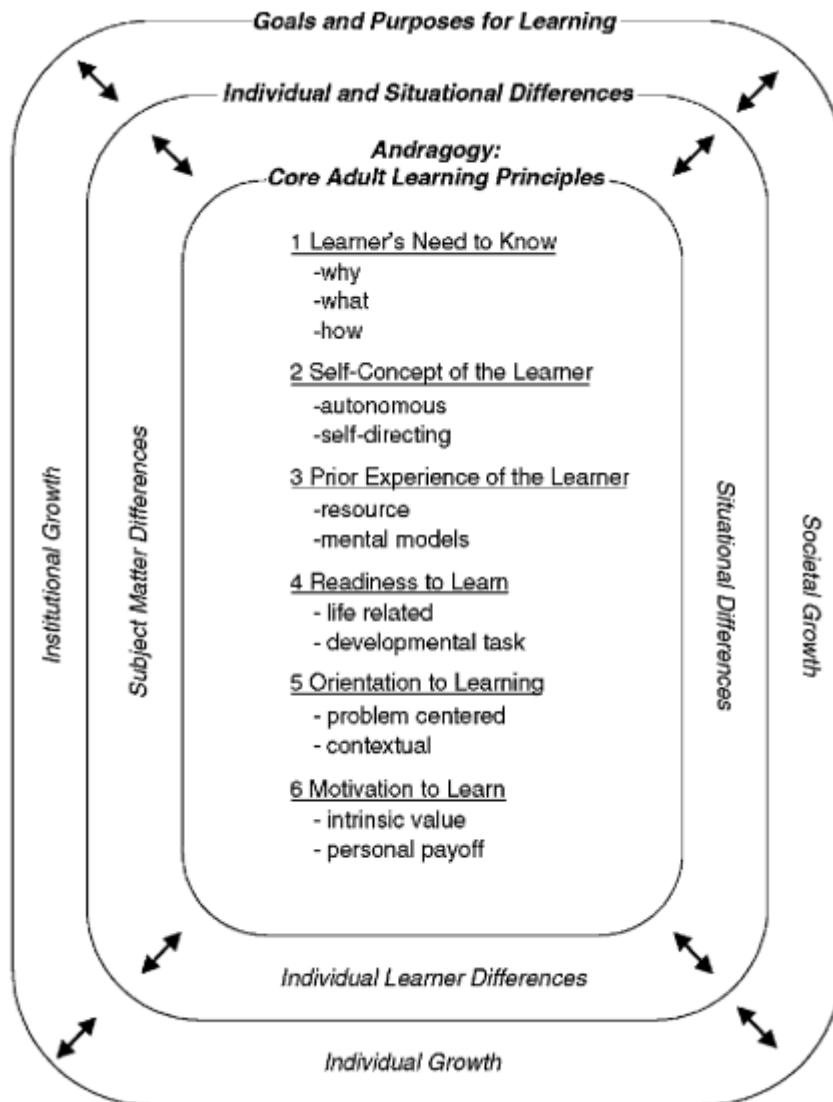
- *Law of Primacy*: Things that are learnt first makes the strongest impression.
- *Law of Recency*: Student remembers things most recently learnt.

Thiagi (in Zemke 2002) describes seven learning rules which are particularly focused on adult learners:

- *Law of previous experience*: New learning should be linked to and build upon the experiences of the learner.
- *Law of relevance*: Effective learning is relevant to the learner's life and work.
- *Law of self direction*: Most adults are self-directed learners.
- *Law of expectations*: Learners' reactions to training sessions are shaped by their expectations related to the content area, training format, fellow participants and the trainer.
- *Law of self image*: Adult learners use a variety of standards to judge their learning.
- *Law of multiple criteria*: Adult learners use a variety of standards to judge their learning experiences and accomplishments.
- *Law of alignment*: Adult learners require the training objectives, content, activities, and assessment techniques to be aligned to each other.

Knowles, Holton and Swanson (2011, p. 147) state six characteristics of adult learner in the Andragogy in Practice model (see Figure 1).

Figure 1: The andragogy in practise model



(Source: Knowles, Holton and Swanson 1998 in Knowles, Holton, Swanson, 2011, p. 147)

4.3.2. Intangible Educational Means

Jira (2004, p. 26) includes educational methods, organizational forms of education, learning climate, etc. among intangible educational means.

Organizational forms of education cover the outer framework of the educational process. According to the time dimension it can be sorted into one-time, long-term and residential. According to a contact between an instructor and a participant it can be sorted into the individual (self-study), pair (instructor - participant, participant - participant), distance (mediated by media), mass (instructor works with a group of participants – in outdoor courses), team (teaching is led by more instructors) and group (participants work in groups). (Jíra, 2004, p. 26-27)

Outdoor Management Training is one of the organizational forms. Other forms include: self-study, tutorials, seminars, internships, field trips, workshops, discussion, lecture, summer school, distance learning, etc.

Educational method is usually defined as a way leading to the achievement of the set educational objectives. Jíra (2004, p. 28-29) provides following division:

According to *the sources of knowledge* it can be divided into verbal (oral and written), visual (excursions, etc.), practical (training of physical and working skills) and, most commonly used in outdoor, experiential (games, simulations, etc.).

According to *the phases of the educational process* it is possible to distinguish motivational methods (to enhance the interest and attention of participants), expositional (to familiarize participants with the curriculum), fixation (to fixed acquired knowledge) and methods of feedback (to verify and evaluate the progress of participants).

According to *the degree of activity of the participants* it can be divided into methods:

- Monologues: E.g.: explanation, description, etc. The strong predominance of teacher's activity, the participant is relatively passive, high demands on the participant's attention, less demanding in terms of instructor's skills, possible to present a large amount of data.
- Dialogic: E.g.: discussions, talk, etc. Participants may or may not actively participate in the lessons - express opinions, experiences and interfere into activities. The engagement and motivation of participants is increasing and therefore, the instructor must have good communication, decision-making and improvisational skills.

- Problem-solving: E.g.: model situations, etc. The high level of participant's activity, the participant works independently, participant shapes learning, very demanding on an instructor, requiring precise preparation, high efficiency of education.

Methods that can be used during Outdoor Management Training are as follows (chosen from Petty, 2004, p. 154-351):

- *Interview, dialogue* can be used for example to get to know participants, to find motivation, level of participants, to clarify the contract, to review and feedback, etc.
- *Discussion* is dialogical method, which involves the mutual exchange of opinions. Participants train technical content and communication and rhetorical skills.
- *Practical activities*. The method by which participants develop a specific activity. It is used primarily to acquire and improve skills. E.g.: training, experiment, etc.
- *Observation* is mostly used for subsequent reflection. Participants observe themselves, own groups and processes taking place during training.
- *Game* activates, enhances attention, and allows physical movement of participants. Game often cultivates both emotional and volitional aspect of participant's personality at the same time develops intellectual abilities of participants.
- *Problem-solving methods*. Participants have to solve problematic situations. In the process of solutions they gain new knowledge and skills. An independent work in learning is required. It can be further divided into situational (solving of model situations, etc.), staging (role playing, simulation of situations, etc.), and project (evolvment of an independent project).

In conclusion Jíra (2004, p. 32) recommends to select a range of methods to keep the attention and activity of participants. However, large number of methods is also disserviceable, since participants need some time to move from one activity to another, and because different methods interact. Dramaturgy approach deals with this issue (see section 7.3).

4.3.3. Tangible Educational Means

Tangible educational means help to improve teaching. Appropriate use of them leads to a reduction in fatigue of participants, to an increase in their activity, to better concentration, etc. These means are used to activate more sensory channels for better assimilation of new knowledge.

Educational process can be supported using tools (curriculum, textbooks, models, posters, art reproductions, photographs, sound recordings, etc.) and educational instruments (flip-chart, data projector, whiteboard, camera, laptop, etc.). (Jíra, 2004, p. 33-40)

Outdoor courses are generally very demanding on the tangible educational means. For many games and activities it is necessary to prepare a large amount of equipment, tools and materials.

5. Human Resource Management

Outdoor courses were historically developed from leisure activities (Scouts, Sokol, Summer Camps, VSL, etc.) (see section 8), but at present they have a commercial use especially both for the entertainment (social event, reward, team spirit etc.) and for corporate training companies as well. The fifth chapter describes the field using human resources management framework.

5.1. Human Resource Management and its Role in the Organization

“The overall purpose of human resource management is to ensure that the organisation is able to achieve success through people. HRM aims to increase organizational effectiveness and capability – the capability of an organization to achieve its goals by making the best use of the resources available to it.” (Armstrong, 2009, p. 5)

Activities of the main human resource functions are, by Kleynhans (2006, p. 7), these:

Entering the world of work:

- Establishing the requirements of individual jobs in the organisation by doing job analyses.

- Looking ahead to see what human resources the organization needs to achieve its goals, and to develop and implement a plan to meet these requirements.
- Recruiting people an organization needs to achieve its goals.
- Selecting and hiring workers to fill jobs in the organization.
- Orientation to new employees – showing them around the organization and how it works.

Growing in the workplace:

- Identifying the skills needed by employees, and designing and putting into place training and development programmes.
- Designing systems for appraising the performance of employees.
- Assisting employees in developing career plans.

Rewards and rules at work:

- Designing and implementing a compensation and benefit system for all employees.
- Providing assistance to employees with personal problems.
- Designing a safe and healthy work environment.
- Forming good relationships with employees and unions.
- Creating ways of dealing with discipline and grievance problems.

Human resource management, in contrast to earlier concepts (personnel administration, personnel management), is in particular characterized by (Armstrong, 2009, 7-18):

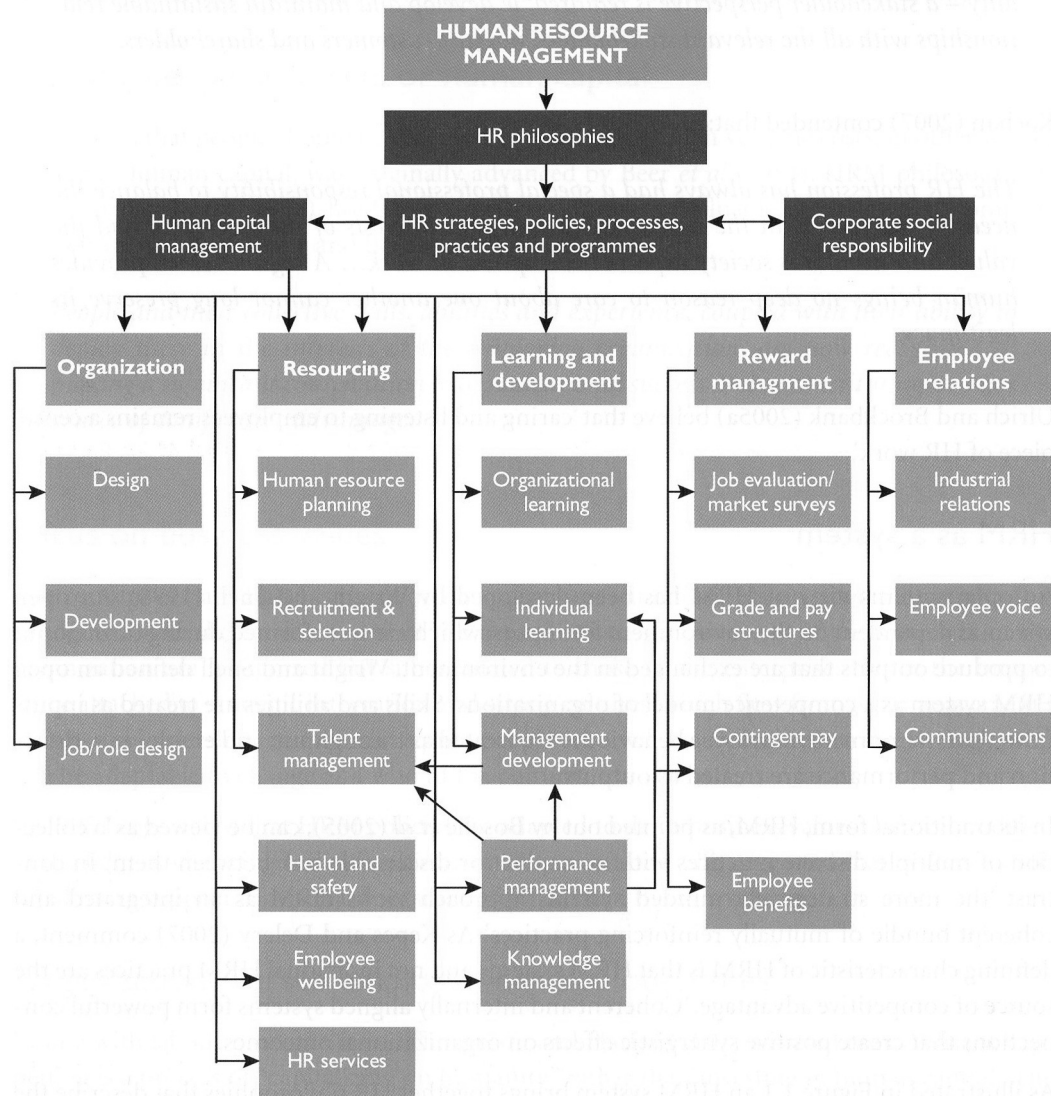
- Integrated with strategic business planning.
- Focus on the external factors of formation and functioning of labour (population trends, labour market, value orientation of people, etc.).
- HR work becomes a part of the daily routine of all managers, not just HR specialists

The next points are interesting for outdoor courses:

- A tool to make an organization more flexible by placing special emphasis on human resource development.
- Focus on quality of work life and job satisfaction.
- Focus on participative management style and personnel belonging to the organization.
- Emphasis on creating desirable organizational culture.
- Creating a good employer organization's reputation.

An HRM system brings together HR philosophies, HR strategies, HR policies, HR processes, HR practices, and HR programmes (see Figure 2).

Figure 2: The HRM system



(Source: Armstrong, 2009, p. 12)

The resource-based view of the strategic HRM highlights the importance of a human capital management approach to HRM and provides the justification for investing in people through resourcing, talent management and learning and development programmes as a mean of enhancing organizational capability. (Armstrong, 2009, p. 31)

Koubek (2003, p. 19) also notes that a modern approach is emerging, for example in the works of the American Society for Training and Development, which defines the main tasks of human resource management as follows:

- Improving the quality of working life.
- Increasing productivity.
- Increasing staff satisfaction.
- Improving staff development as individuals and groups.
- Increasing readiness for change.

It is possible to conclude that human resources management defined like that, places great emphasis on staff development, possibly in the form of outdoor courses as well. The question is how many companies on the Czech market use (or will use) these modern concepts and so if it is possible to expect the potential demand for outdoor courses.

5.2. Corporate Learning and Development

5.2.1. Position of Learning and Development in HRM

In modern society by Koubek (2003, p. 237) an education and formation of working skills becomes a lifelong process. The success factor of any organization is its flexibility and readiness to change. Holders of these characteristics are people in the organization. Development of the employee's skills becomes the most important task of the human resource management.

The definition of a strategic human resource development by Walton (in Armstrong, 2009, p. 654):

“Strategic human resource development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competencies they require to undertake current and future tasks required by the organization.”

Learning and development philosophy expresses the beliefs of an organization on the role of learning and development. It can be formulated as follows (Armstrong, 2009, 655):

- Learning and development activities make a major contribution to the successful attainment of the organization's objectives and investment in them benefits all the stakeholders of the organization.
- Learning and development plans and programs should be integrated into the achievement of business and human resource strategies and support them.
- Learning and development should be designed to achieve specified improvements in corporate, functional, team and individual performance, and make major contribution to bottom-line results.
- Everyone in the organization should be encouraged to learn, to develop their skills and knowledge to the maximum of their capacity.
- Personal development processes provide the framework for individual and self-directed learning.
- While the need to invest in learning and development is recognized, the prime responsibility for development rests with individual employees, who will be given the guidance and support of their manager and HR department.

Potential benefits provided by learning and development are by Armstrong (2009, p. 684):

- Improve individual, team and corporate performance in terms of output, quality, speed and overall productivity.
- Attract high quality employees by offering them learning and development opportunities and enabling them to obtain more job satisfaction and progress in the organization.
- Provide additional non-financial rewards as a part of total reward policy.
- Improve operational flexibility by extending the range of skills of employees.
- Increase the commitment of employees by encouraging them to identify with the mission of the organization.
- Help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.
- Provide line managers with the skills required to manage and develop their people.
- Help to develop a positive culture in the organization.
- Provide higher levels of services to customers.
- Minimize learning costs – reduce the length of learning curve.

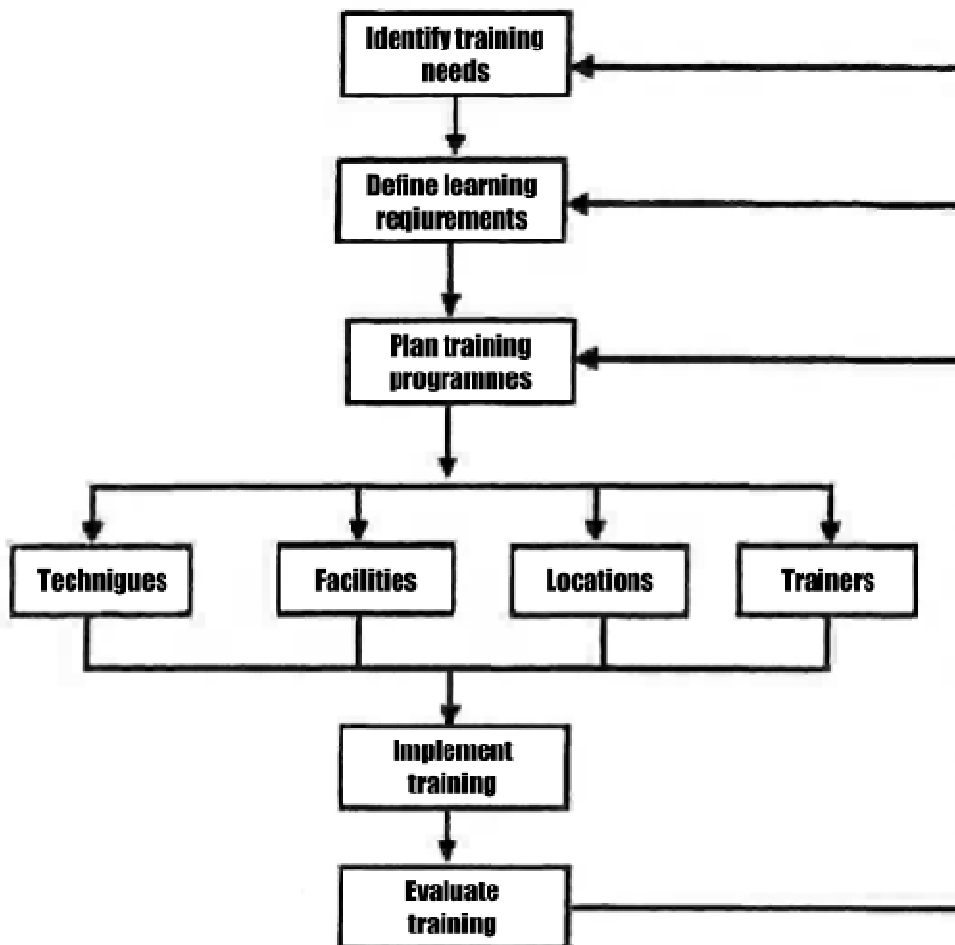
5.2.2. System of Learning and Development in Organizations

Systematic training is by Koubek (2003, p. 244) the most effective way of training employees. “It's a repeated cycle, based on the principles of learning and development strategy, with learning objectives based on carefully designed organizational and institutional prerequisites of education.” (Koubek, 2003, p 244)

The system of learning and development requires commitment of employees, HR department, all managers and unions. It frequently involves collaboration with external experts or educational institutions. (Armstrong, 2009, p. 689)

Figure shows the process of planned training by Talwar (2006, p. 95).

Figure 3: The process of planned training



(Source: Talwar, 2006, p. 95)

Armstrong divides planning and delivering learning programmes and events into eight stages (2009, p. 685-691):

- *Establish learning needs.*

Identification of training needs is finding the difference between the job requirements and working abilities of a worker (team, department ...) and also the results of his/her work. It is quite a difficult task, since qualities of a person are difficult to quantify. (See section 6). The analysis uses data relating to the organization (the organization structure, market, resources, etc.), data on individual jobs and activities (culture of labour relations, the leadership style, job descriptions, etc.), data on individual workers (records of employee assessment, qualifications, results of tests, surveys, etc.) and also it is needed to consider the data from outside of the organization (professional qualification structure of labour resources and the trends in the area, etc.). Identification of training needs is based on estimates and approximative procedures, often based requirements of management and ordinary employees.

- *Define learning objectives.*

- *Decide on content.*

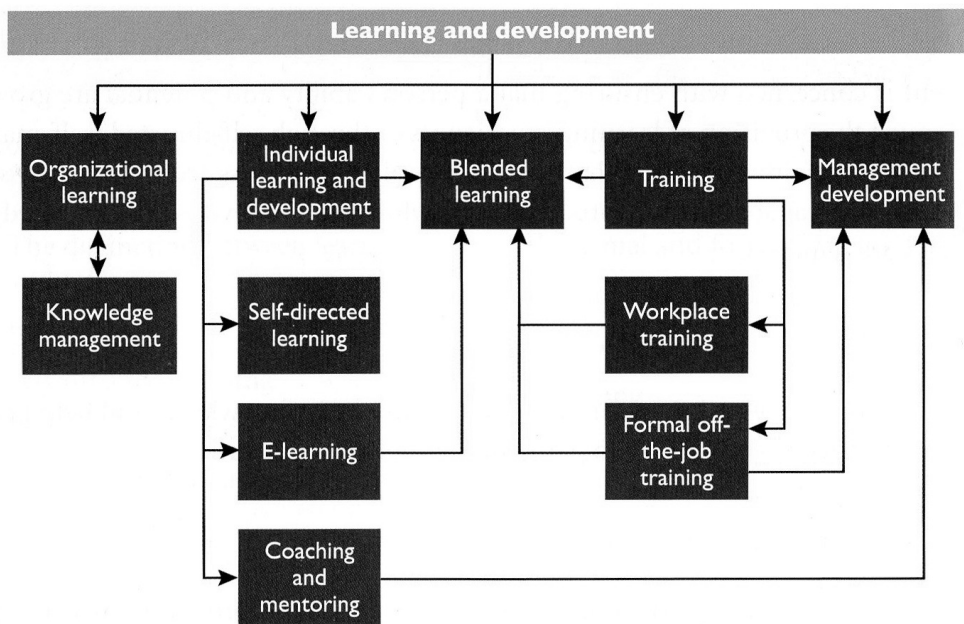
- *Decide on methods of delivery.*

- *Decide on the location and facilities required, the budget and who delivers the program.*

- *Prepare information on the programme or event*

Planning of education continuously builds on the previous stages. It specifies the objects of education, determines the number and categories of workers which will participate in education, methods and resources, schedule, budget and program. One of the most important steps in planning education is the selection of appropriate methods. Methods can be divided into methods “on-the-job” (mentoring, coaching, counselling, assisting, task delegation, job rotation, meeting, etc.) and methods “off-the-job” (lecture, discussion, demonstration, case study, workshop, simulations, role playing, development centres, outdoor training, education through computers, etc.). Figure 4 presents elements of learning and development.

Figure 4: Elements of learning and development



(Source: Armstrong, 2009, p. 666)

(Author's note: At this point the organization, practicing systematic approach to learning and development, decides which method will be used - whether the organization chooses an Outdoor Management Training or not. Yet in practice, as is evident from interviews during the research, there are many cases where the organization decides to organize an outdoor course in a different stage of planning, and perhaps for other reasons – an event has to fulfil a different purpose (entertainment, reward); a responsible person favour the outdoor course; there is a demand by employees, etc.).

- *Deliver the learning*

If the planning and preparation have been carried out systematically, delivering the learning should not present many problems. However, the flexibility is needed because all learning events vary according to the characteristics of the participants.

- *Evaluate the learning*

Evaluation of learning outcomes and effectiveness of the education program is problematic and ambiguous. The basic problem is to determine the evaluation criteria. Furthermore, the issue is discussed in the section 6.

5.2.3. Education as a Change Management

In the literature the success of education is based on needs identification, motivation of participants, good planning, selection of appropriate methods, etc.; further authors talk about the assessment and measurement of effectiveness of education. The aim of education is also a change of habits or attitudes and work behaviour; the question must be asked about means and processes that they are necessary to implement to maintain the new state after the course.

Kotter (in Armstrong, 2009, p. 436) proposes eight steps for achieving organizational transformation. Comments are provided from the Outdoor Management Training point of view:

- *Establish a sense of urgency;*
- *Form a powerful guiding coalition;*
- *Create a vision;*
- *Communicate the vision;*
- *Empower others to act on the vision.*

The first five steps are being implemented in the company before the beginning of the training. The main purpose is to make employees understand why a change is needed; tell them how it will be implemented; convince them that they can contribute to a change for the better too. With such an attitude they come to the training. The arrangement of Outdoor Management Training should be perceived as part of strategy.

Bunch (2007, p. 157) stresses: “Training failure can be a manifestation of the values, beliefs, and assumptions shared by members of various levels of organizational culture. The disregard for sound practices is an immediate cause of failure but also a reflection of cultural barriers that can circumvent the best-designed program. Beliefs that training is simple, unimportant, or pointless generate behaviors such as employing incompetent trainers, rejecting the recommendations of competent trainers, discouraging transfer of learning to the job, and failing to recognize positive transfer.”

- *Plan for and create short-term wins:* The situations and activities of the training where participant's experience that new approaches and skills lead to the result may be considered as a short-term wins.
- *Consolidate improvements and produce still more change;*
- *Institutionalize new approaches.*

The last two steps of Kotter's process of changes are implemented in the company after the Outdoor Management Training. Author's opinion is that it is necessary to use positive results participants have achieved in a course, connect them with corporate practice and pursue a strategy of change management.

6. Effectiveness of Adult Learning

The sixth chapter looks at the literature to answer questions related to measuring the effectiveness of adult education.

The authors of the literature agree that the question of identifying the effectiveness of adult education has not been sufficiently evolved in the theory yet. Generally speaking, the effectiveness of the education program refers to the initial state, the desired target state and real change. Hodges (1999, p. 1-2) points out that the fundamental problem of evaluation results and the effectiveness of the training program is to determine the evaluation criteria. Skills and education of workers are quite difficultly quantifiable characteristics of human beings. It is possible to measure and assess them only by superficial ways (e.g. the degree of completed education, length of experience, etc.). However, the measure can not determine an individuality of a worker, his/her talent, specific skills and qualities, his approach and attitude. Therefore it is difficult to quantify the initial state and the state of the target.

It must be taken into consideration, that Outdoor Management Training is mainly used to develop "softskills" (communication, team work, leadership, etc.) so difficult question, what methods can assess such competence, must be asked.

View of the effectiveness of adult learning also differs according to the individual participating partners – see Table 1 (Mužik, 2004, p. 116).

Table 1: Basic views on the effectiveness of adult learning

Participant	What does he/she learnt.	How much personal effort, time, money expended.
Company	Immediate or long-term benefit.	Overall expenditures.
Instructor	Acceptance of lecturing (reward)	Time, energy used for preparation.
Educational agency (commercial)	Enhancement of agency's image.	Financial profit possibly other effect.

(Source: Mužik, 2004, p. 168, own translation)

Following sections introduce a few perspectives and approaches to effectiveness measurement used in practice.

6.1. General Principles of Training Measurement

Bersin (2008, p. 13-36) in chapter one of his book summarizes eight general principles of training measurement.

- *Measurement Should Deliver Actionable Information:* The purpose of measuring any business process is to obtain actionable information for improvement. Such information, which may make you feel good (or bad), is not actionable. The right measurement could be obtained in these areas: Program effectiveness and alignment, Program design and delivery, Program efficiency, Operational effectiveness, Compliance, and Larger talent challenges.
- *A Measurement Program Should Not Be Designed to Cost-Justify Training.* The measurement program rarely results in a repeatable, actionable process, when the focus is to cost-justify training investments.
- *Measure Training as a Support Function:* Support functions do not directly measure their direct impact on sales, customer satisfaction and manufacturing quality, but rather how well they support these functions and their initiatives to drive outcomes.
- *A Measurement Program Must Meet the Needs of Multiple Audiences:* Different audiences will expect and demand different levels of information. The training leaders will be

interested in efficiency, effectiveness, resources utilization, and time-delivery. The HR will be interested in training volumes, compliance, and spending per employee. Business Executives will be interested in satisfaction levels, completion rates, alignment, and indicators of utility and impact. First-line managers will want to see detailed results from their employees to help with development and performance planning. Trainers will want to see specific comments and feedbacks on the quality and value of their particular programs.

- *Measurement Should Be a Process Not a Project:* Success high-impact organizations focus on developing a simple, easy-to-implement, repeatable process. However extraordinary programs might be measured by evaluation projects.
- *The LMS Is a Foundation for Measurement:* Learning management systems play a very important role in measurement programs. The LMS has all the source data and usually also assessment tools.
- *Dedicate Resources:* Bersin's High-Impact Learning Organization research shows that organizations with some dedicated measurement resources (people) are significantly more effective and more efficient than those without.
- *Start Simply and Evolve Over Time:* Satisfaction measures may be a good start. Developing these measures into a consistent and repeatable process and over time creating a set of standards is a good way.

Belcourt and Wright (in Mužik, 2004, p. 114) state that the evaluation should be planned at the beginning, during the identification of training needs, evaluation criteria should not be changed during the program, the results should be corrected using a control group and the evaluation of observers should be included.

6.2. Kirkpatrick Model – The Four Levels

Kirkpatrick (2006, p. 17) states three reasons for evaluating trainings:

- “To justify the existence and budget of the training department by showing how it contributes to the organization's objectives and goals.
- To decide whether to continue or discontinue trainings programs.
- To gain information on how to improve future training programs.”

Complexity of evaluation represents Kirkpatrick model which identifies four levels of evaluation of the effectiveness of corporate training:

- *Level 1-Reaction*: It can be called measure of customer satisfaction. It examines the level of satisfaction with teaching using for example an opinion poll, questionnaire, and interview. There is a need to get positive reactions – if participants do not react favourably, they probably will not be motivated to learn. Positive reactions, however, do not guarantee learning. (Kirkpatrick, 2006, p. 21-22)
“Research by Warr et al (1970) has shown that there is relatively little correlation between learner reactions and measures of training, or subsequent measures of changed behaviour. But as Tamkin et al (2002) claim, despite this, organizations are still keen to get reactions to training, and used with caution this can produce useful information on the extent to which learning objectives were perceived to be met and why.” (Armstrong, 2009, p. 695)
- *Level 2-Learning*: Learning can be defined as the extent to which participants change attitudes, improve knowledge or increase skills as a result of attending the program. It is important to measure learning, because no change in behaviour can be expected unless learning happened. This evaluation may be done using a suitable type of pre-test and post-test, and control group. (Kirkpatrick, 2006, p. 42-43)
- *Level 3-Behaviour*: Behaviour change can be defined as the extent to which a change in the behaviour has occurred because the participants attended the training program. In order for the change to occur the person must have a desire to change, must know what to do and how to do it, must work in the right climate, must be rewarded for changing. The process of evaluating is complicated. Survey questionnaires, interviews or control groups can be used. A difficult decision is when and how often to conduct the evaluation. (Kirkpatrick, 2006, p. 52-61)
- *Level 4-Results*: Results can be defined as the final results that occurred because the participants attended the program. Therefore, the final objectives of the training program need to be defined in the terms of increased production, improved quality, increase sales, etc. But it is difficult if not impossible to measure final results for programs on such topics as leadership, communication, motivation, of managing change. (Kirkpatrick, 2006, p. 25-26)

6.3. Different Perspectives and Approaches to Effectiveness Measurement

6.3.1. Didactic Diagnostic

Andro-didactic is interested whether an educational activity has reached set goals, used appropriate methods, etc. Such assessment can be done for example by using the model of didactic diagnostic. According Mužik (2004, p. 106) *didactics diagnostic* examines knowledge, skills and professional habits that are the product of teaching and learning.

The main contribution of diagnostic in adult education is characterized as follows: “It allows a systematic approach to the implementation of education; it creates conditions for effective planning of educational stages; it delivers comprehensive view on the motivation of the participants; *it makes possible to measure the achieved educational goals; it provides didactic efficiency and economical use of lecturers’ and organizers’ labour*; it provides information for participants about the educational process, the status and character of their knowledge and possibilities for their future growth; it accelerates adaptation of a participant to the conditions, methods and mode of study; it affects learning motivation of the participants; *it allows more accurate and more objective classification of tests*, and it compensate participants’ learning problems.” (Mužik, 2004, p. 113, own translation)

To use this model, it is needed to solve a number of problems: How to collect data about the participants; how to establish criteria for evaluating the success of participants; how to process diagnostic system and its implementation in the didactic process.

Mužik (2004, p. 117) recommends that the final evaluation should be the culmination of the evaluation process. It should take into account not only the results of the final test, but the results of individual tests and other feedback tools. The behaviour of participants that can not be marked should be also assessed. Observations and remarks of the lecturer or organizer may signal the extraordinary abilities of one of the participants for any type of activity, a talent for a certain kind of work, etc. The conclusions of the confrontation of this information with the results of training should not go unnoticed in a specific HR work.

6.3.2. Learning Evaluation

Hodges (1999, p. 6-7) presents frequently used techniques to evaluate learning:

- *Written pretests and posttests*: This method employs the use of tests prior to the program and immediately after the program. Comparison shows the increase of knowledge and skills. These tests are relatively easy to design, administer and score. A disadvantage is that they can not test skill proficiency very easily.

Koubek (2003, p 258) shows many difficulties when using *written pretests and posttests* method. He claims that it is very difficult to compose such a test to measure objectively the current level of knowledge and skills. Moreover, dual testing will never be the same, since among other things, the test results are affected by the current condition of a student. It is also necessary to take into account the effect of learning (in terms of completing the tests); it is possible to guess the test; and chance may also influence results.

- *Written posttests only*: This method uses a test immediately after completion of the program only. A disadvantage is that it is not possible to measure knowledge and skill gain.
- *Simulations*: This method employs the construction and application of procedures or tasks that simulate those required in the objectives. Program facilitators normally rate the participants in the completion of the tasks. An advantage is that this method gives the participants an opportunity to apply the knowledge acquired. It can be difficult to develop and take up class time.
- *Skill demonstrations*: This method of performance testing provides the program participants the opportunity to demonstrate their skill gained by some type of proficiency demonstration. An advantage of this method is that they can be an accurate depiction of proficiency. A disadvantage is that they can only measure specific, measurable tasks.
- *On-the-job demonstration*: An excellent source for gathering learning data is having participants demonstrate on the job that they can perform the tasks they were taught during the program. The measurement should be done immediately after the training to ensure that other environmental factors do not influence the performance.

- *Self-assessment*: This method provides the participants with the opportunity to assess their level of skills or knowledge acquisition. People themselves know the most about skills or knowledge acquisition but the data might be bias.
- *Team assessment*: In this method fellow students rate each participant's performance during simulations or demonstrations. This method is subject to bias and should be used when those who are making the assessment are trained well to do so.
- *Facilitator and instructor assessment*: This method provides the experts with the opportunity to assess participants' level of skills or knowledge acquisition. Simulation, skill demonstration or on-the-job demonstration can be used to conduct this assessment. This assessment may also be bias.

“However, in order that these methods or techniques accurately and effectively measure if program or course objectives have been met, they should meet the standards for reliability and validity.” (Hodges, 1999, p. 7)

Hodges (1999, p. 8-9) presents two tables introducing methods for determining reliability (see Table 2) and types of validity (see Table 3).

Table 2: Methods for determining reliability

Test	Description
Test-retest	Retesting the individual with the same test on a separate occasion. You could do this by administering a test at the end of the course and again one week later.
Parallel forms	Administering an equivalent form of a test to the same individuals. You could do this by administering two versions of the same test to ensure that both tests are equivalent.
Split-half	Dividing the test into two presumably equivalent halves. You could do this by separating the odd and even items of a test and correlating them to ensure that the individual was consistent across the test.
Interitem	Calculating the correlation between each of the items on a test. You could do this by comparing every item on the test to every other item to ensure internal consistency.
Interrater	Calculating the degree to which two or more raters arrive at the same score for the same person. You could do this by having two or more raters compare their evaluations of a student to ensure that they are consistent in their ratings.

¹Calculations for reliability require the statistical computations for correlations and may require the assistance of a statistician.

(Source: Hodges, 1999, p. 8)

Table 3: Types of validity

Type	Definition
Content validity	Content validity measures how well a test samples the universe of behavior, knowledge, or skill being tested. For a test to be valid, its design and delivery process must ensure that all knowledge, skill, or performance areas key to testing are adequately represented in the measurement device. Content validity is the most common validation approach for most testing.
Predictive validity	Predictive validity refers to how well the test score predicts future performance in the area tested. It is less commonly measured than content validity because it requires more time and effort. However, predictive validity is desired for many job situations, such as when an individual will be fired on the basis of test results.
Concurrent validity	Concurrent validity refers to the extent to which an instrument agrees with the results of other instruments administered at approximately the same time to measure the same characteristics.
Construct validity	Construct validity refers to the degree to which an instrument can accurately measure the concept that it is intended to measure. Examples of such concepts—constructs—are intelligence, efficiency, and sociability.

(Source: Hodges, 1999, p. 9)

6.3.3. Performance Evaluation

Hodges (1999, p. 9-12) present frequently used techniques to evaluate performance:

- *Anecdotal information:* A frequent way to gather performance data is to hear (formally or informally) what the participants say about the course once on the job. This method may miss critical data points.
- *Observation:* A subject matter expert observes the participants on the job. The principles for interrater reliability are important here as well in that consistency among the observers is important. Jira (2004, p. 50) states that observation is biased method which can be used as additional method.
- *Performance appraisal:* This is an economical way to gather performance data in that evaluators do not need to develop special tools or invest their time in gathering field data. Care must be taken to ensure that the performance being appraised is linked specifically to the objectives of the program.
- *Existing records other than performance appraisal:* Records of sales, customer calls, number of visits, errors made etc. may be available in company databases. Only those data that relate to the specific objectives of the program should be used. It might be very inaccurate due to possible other factors.
- *Records produced specifically for evaluation purposes:* With careful planning, it may be possible to gather specific –not standard data for the evaluation program.
- *Assessment by trainee's subordinate:* If the objective of the program is to improve management skills, it may be appropriate for the manager's employees to rate the extent to which the skills have been improved. Assessor bias may be an issue and should be considered before using this technique.
- *Self-assessment:* The most common method used to gather performance data is to ask the participants themselves for their estimation of their ability to apply the knowledge or skills taught. This can be done by the use of survey or interviews. Advantage of this method is that it is possible to measure barriers to performance. Data might be bias.
- *Peer assessment:* The participants' co-workers can provide useful data if they are in good position to assess the participant' ability to apply the knowledge and skills they acquired in the program. The objectivity might be a problem.

- *Assessment by trainees' supervisors:* Supervisors are often the best source for data if they can observe the participant on regular basis. They might not be able to observe the specific skills that need measurement.
- *Focus groups:* Focus groups are discussions that trained facilitators run. They can be of particular value in formulating constructive suggestions for what to revise for future programs.
- *Follow-up assignments:* If there were task assigned during the program, the evaluator needs to follow up to see if the assignments were completed and the extent to which they were completed successfully.
- *Action plans:* Action plans are being used to determine if the objectives as specifically planned in the program have been completed within a certain time frame.
- *Performance contracts with supervisors:* Performance contracts are particularly useful in that they both provide performance data and have active supervisor involvement in assisting the participant to successfully apply the knowledge and skills taught during the program.

6.3.4. Evaluation by Participants or Experts

According to Mužík (2004, p. 118) participants' evaluation should be based on the opinion of the participants as they subjectively perceive themselves whether and to what extent they met educational goals. It is usually a questionnaire survey. However, a great part of the participants usually express a positive or neutral opinion, regardless of whether the investigation is anonymous or not. Koubek (2003, p. 259) perceives this form of assessment as quite uncertain for making conclusions. In the Czech conditions, the participants more favourably evaluate the methods and procedures that do not require any extra effort and active participation.

Evaluation by experts, observers, is according to Koubek (2003, p. 259) also usually subjective, since experts tend to positively evaluate the procedures and methods that he/she prefers.

6.3.5. Evaluation of Instructor's work

Mužik (2004, p. 118-119) mentions a saying that the failures of the participants are actually failures of teachers who did not work in order to fulfil their task - to learn. The claim is certainly not an absolute rule; it is known that the result depends on the participants' motivation to learn as well.

Evaluation of instructors applies both to the current curriculum, but it is also a feedback for further improvement instructor's skills. Instructor can be evaluated by members of educational institution in a form of inspection. Topics for evaluations may be consideration of the content of teaching, verifying of students progress, methodology, use of teaching methods, etc.

At present instructors are often evaluated by participants. This approach can provide valuable information, but it is necessary to consider the extent to which participants are able to give a qualified opinion. Possible occurrence of subjectivism and standard errors of evaluators ("halo effect", contrast errors, favouritism, time sequence, etc.) must be considered. Rather than to evaluate an instructor as a person it is preferable to interview participants on the benefits provided by the findings and their application in practice.

Jíra (2004, p. 43) notes that an instructor may use self-evaluation. For example he gets immediate reaction of participants (signs, facial expressions, gestures, behaviour changes, etc.) during the teaching.

6.3.6. Evaluation by Economic Indicators

In the corporate environment the most important question is whether the objectives, for which the training was organized, were met. Usually the question is if the educational program has brought increased productivity, increase sales, increase product and service quality, decrease costs, improve material management, whether it has economic benefits for the company. Quantifying actual benefits of education through economic indicators is by Koubek (2003, p. 258-260) is questionable. Especially in identifying the practical benefits of education for managers and team development etc. it is hardly measurable the changes in behaviour, the

change in leadership, organizing work, making decisions, etc. Attempts to compare the costs and benefits of education in the above examples can lead to biased results. Possibility to measure also depends on the nature and content of work. The effect of learning can occur quite significantly, where employees perform relatively simple tasks. But the training effect can be visible gradually over time with very faint changes in the positions like managers etc.

Kirkpatrick (2006, p. 63-70) discusses more difficult issues to solve. When should the effectiveness actually be evaluated - immediately after the training or after some time? Furthermore, the results of education depend on the motivation of employees to learn, on the climate in the organization, on the management styles in the company, etc.

6.3.6.1. Return on Investment

Kearns and Miller (in Armstrong 2006, p. 696) believe that return in investment (RoI) assesses the overall impact of training on organizational performance. They argue that particular measures should be used to evaluate specific training. The problem is that while it is easy to record the costs it is much harder to produce convincing financial assessment of the benefits. Kearns (in Armstrong 2006, p. 696) responds that as accountants are prepared to guess about amortization costs the trainer should be prepared to have a guess at the potential benefits of the training.

$$ROI_E(\%) = \frac{B - C}{C} \cdot 100$$

where

ROI_E(%) - Return on investment in percentage

B - Benefits from training

C - Costs of training

Usability of RoI method depends on the type of the company and a job description. Mužík (2004, p. 127) argues that the advantage of this method is conversion of strictly qualitative phenomena (increase of professional competence) on quantitative indicators. The measurement is performed via the gross wage of workers. Difficult points are the identification of key competencies and their share of certain professional performance, and

evaluating the level of these skills before and after training. RoI method also ignores some other factors of the job content (such as respecting the duties, complaints on employee's behaviour, etc.).

6.3.6.2. Return on Expectation

Armstrong (2006, p. 696-697) notes a trend to concentrate more on the validation of the total learning process and on the outcomes of learning. This starts with definition of expectation – a statement of what the learning event is aiming to achieve at the individual, department and organizational level. Also the success criteria must be defined. Then the returns on expectation measures that assess the extent to which the anticipated benefits of any learning investment have been realized.

6.3.6.3. Efficiency of Education

Mužik (2004, p. 121-122) offers another economic indicator of efficiency of education: The efficiency of education indicator can serve to examine whether the investment in education affects income of the company.

$$EF = \frac{YMP}{CEMP}$$

where

EF - efficiency of education

YMP - yield per manpower

CEMP - costs of education per manpower

However, this indicator has two significant limitations. The first problem is to calculate the full cost of education (whether to include or not include the wages of participants, labour cost, opportunity cost, etc. in the calculation). A second issue is the expression of a performance of the company as a result of education. It can be difficult to separate the impact of education on earnings of enterprise.

6.3.6.4. Utility in Education

Utility in education is a methodology of Malach and Lojda (in Mužík, 2004, p. 123-124) that provides further insight into the effectiveness of educational events.

$$U = P \cdot k - C$$

where

U - utility of education

P - profits

k - coefficient showing the importance of the contribution

C - costs of education

As with the previous method it is difficult to quantify some variables. The method is suitable for such professions where the causal link between earnings and the activities of individual workers is visible (sales based on contracts of individual salesman from which costs are deducted). The problem is to determine the coefficient k, which is set by the head of the department according to their subjective sense of importance of the contribution of the worker.

6.4. The Most Common Approaches

Koubek (2003, p. 260) summarizes the most common approaches. The evaluation process is divided into a number of partial evaluation, usually focuses on:

- The use of adequate instruments, e.g. learning methods, equipment, schedule, content of education, etc.
- Examines a response, attitudes and opinions of learners (it is very often used method despite the risk of significant subjective bias).
- Finding level of acquired knowledge, developed skills by testing participants immediately after training.
- Examines the extent to which graduates apply learning in practice. E.g. how it has changed their working behaviour.

The first three points are relatively easy to assess, but at the same time the emphasis is on paying more attention to the application of acquired knowledge and skills in practice. In this context, it depends on the participant's immediate supervisor. But superior's observation is very limited by his/her own job content.

Although Koubek (2003, p. 260) has many cautions and reservations about topic, he appeals that the assessment of the effectiveness of educational activities should be performed. An evaluator should, however, be aware of the limitations of the evaluation process and of its relativity.

7. Characteristics of Outdoor Management Training

This section describes an Outdoor Management Training based on the information from literature.

7.1. Theoretical Models

With the assistance of authors Svatoš, Lebeda (2005), Martin, Franc, and Zouňková (2004) we look at theoretical models and concepts which the Outdoor Management Training method is founded on.

7.1.1. Experiential Learning

Outdoor training is based on the principles of experiential learning. This is the area of pedagogy, which is based on findings that most of our knowledge comes from one's own experience.

A researcher David Kolb (in Svatoš, 2005, p 17) has found that a person gains 80 % of one's knowledge by rational processing of one's experiences. In addition, evidence taken in this way is long remembered and able to recall easily, which confirms the research of IBM and UK Post (in Svatoš, 2005, p 17) (see Figure 5).

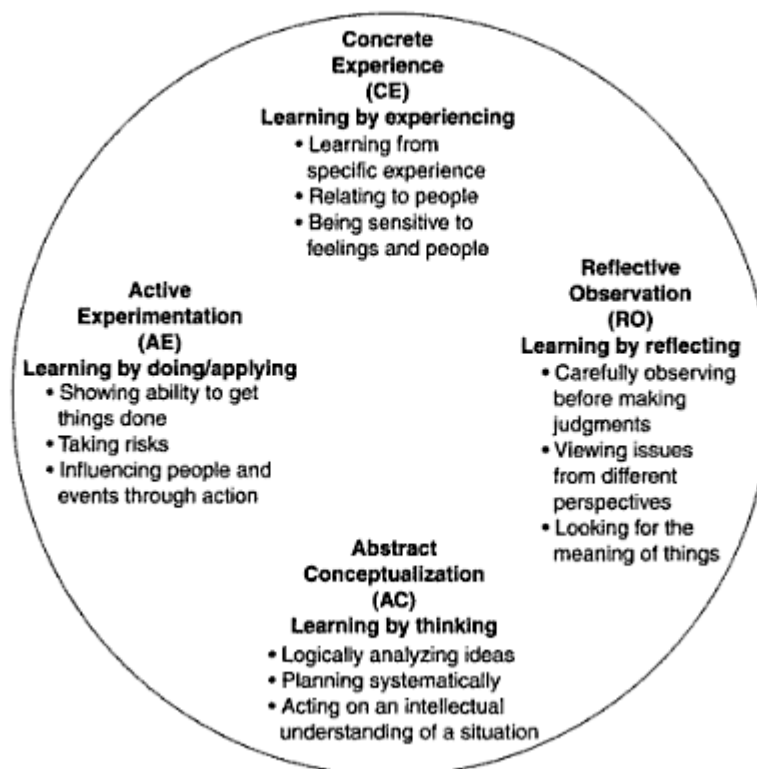
Figure 5: How much from new information people recall after a certain time

	Piece of knowledge obtained by		
	conveying	conveying demonstration	conveying demonstration experience
After 3 weeks people recall	70%	72%	85%
After 3 months people recall	10%	32%	65%

(Source: Research IBM and UK Post in Svatoš, 2005, s. 17, own translation)

Experiential learning approach corresponds to the Kolb Learning Cycle (see Figure 6) (Martin, 2006, p. 172-174). A teacher presents a problem to students to find a solution. They solve it by using their previous knowledge. After solving the case, students with the teacher's help, look back at the solution, reflect the process searching for what procedures retain and what they would do differently next time. The teacher usually helps them by a form of targeted questions, generalize conclusions, seeking a broader framework of the issues. Thus students transform experience into a skill.

Figure 6: Kolb learning cycle



(Source: Martin, 2006, p.173)

The following table (see Figure 7) briefly summarizes the behaviour of a teacher and a student in classical education and experiential learning.

Figure 7: Teacher and student behaviour in classical education and experiential learning.

	Teacher	Student
Classical Education	Knows, what is "correct".	Does not know. Is "empty".
	Communicates this knowledge to the student.	Listens to the teacher.
	Shows at examples.	Trying to understand, to remember.
	Sets a practise tests.	Trains, practise.
	Examines, if the student understand, accept, remember.	Applies in specific situations.
Experiential Learning	He has a general knowledge, is open to new perspectives.	Has his/her life experience.
	Sets a task to be solved.	Solves the task actively.
	Motivates the students.	If it is a group task, he/she cooperates in working group.
	Observes the work of students.	Comes to conclusions (with the others).
	Initiates a group review.	Recapitulates and evaluates his/her work.
	Directs a process of evaluation and generalization.	Is interested in actual outcomes also in learning process.
	Summarizes outcomes.	Generalizes professional and procedural information.
	Shows superior framework, compares to generally accepted theories.	Affirms / adjusts his/her own conclusions compares to generally accepted theories.
	Sets another task.	Examines and develops his/her gained experience in other task.

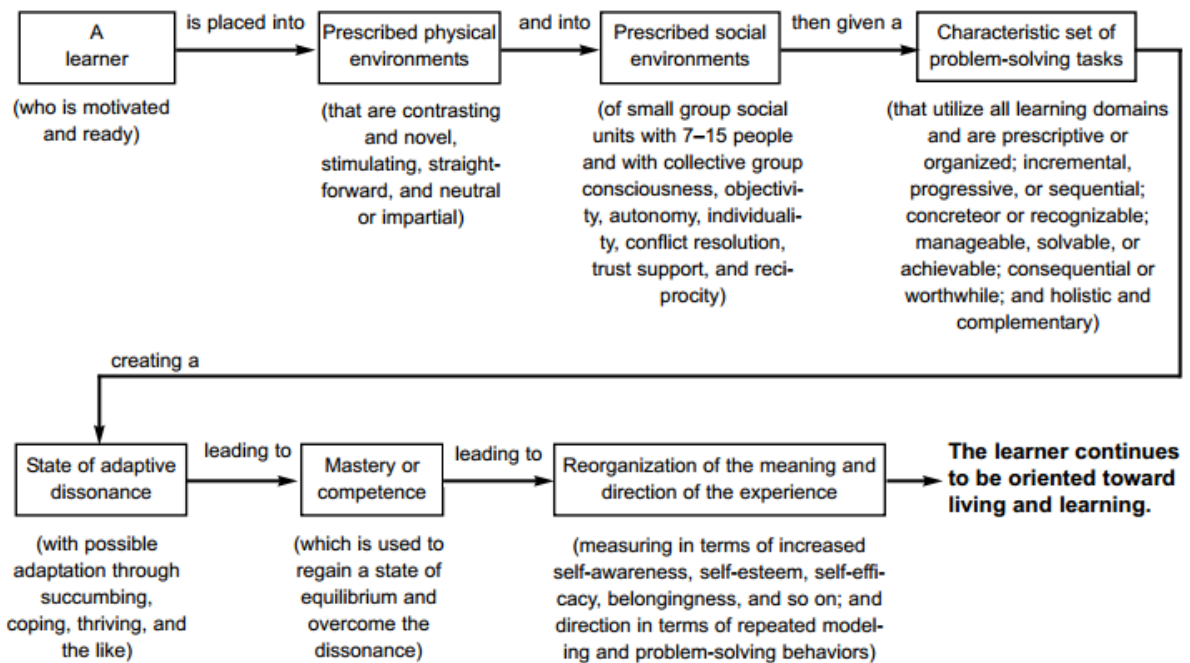
(Source: Svatoš, 2005, p. 19, own translation)

“Experiential education involves a holistic process, which combines experience, perception, cognition and behaviour, and aims to encompass emotions, imagination and physical being, as well as intellect. The involvement of the whole person (physically, intellectually and emotionally, involving feelings and senses), prior experiences and reflection upon experience characterises, and is applicable to, all experiential learning” (Andrsen, Boud and Cohen, 1995 in Martin, Franc and Zouneková, 2004, p. 12).

7.1.2. The Educational Process Model

In the 1970s Golins, Walsh (in Martin, Franc, Zounková, 2004, p 12-13) developed the Outward Bound Process Model. The educational process is a result of using a series of physically demanding exercise and problem tasks. This model first listed the constituent elements of adventure programs. The authors recommend the tasks to be holistic (the whole person involved) and to have a real, not just a pretended impact. The review is focused on a state of the "adaptive dissonance," in which a person has two contradictory opinions. This process leads to the transfer of knowledge to future experiences (see Figure 8).

Figure 8: The Outward Bound process model



(Source: Priest & Gass in McKenzie, 2003, p. 9)

7.1.3. Metaphorical Model

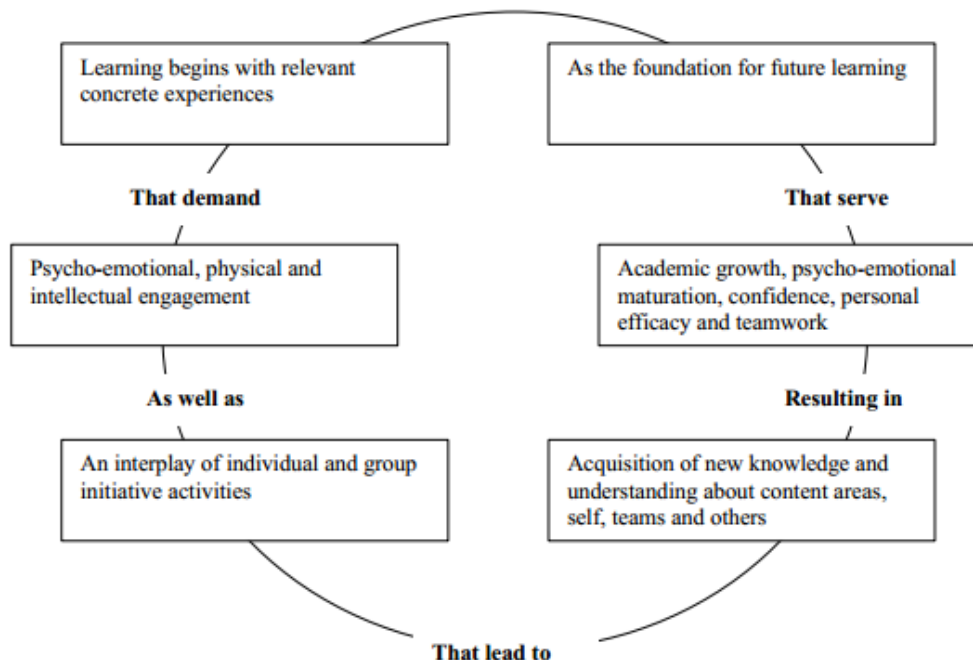
In the 1980s Bacon (in Martin, Franc, Zounková, 2004, p 13) assumes that during the Outward Bound courses almost every participant goes through a deep regression due to the environment. Bacon identified the following components of the courses: skills training, stress / distress, problem solving, public works, reflection and evaluation in order: the training phase, expedition, solo, final expedition and conclusion.

Bacon pointed out that the courses were previously focused on the actual experience ("let the mountains speak for themselves"). In the 60 and 70 years, a group discussion and reflection is used extra. Metaphorical model deepens the learning process and the transfer of experience and developing experiential metaphors.

7.1.4. The Active Learning Cycle

Authors Sakofs and Armstrong (in Martin, Franc, Zounková, 2004, p 14) described the educational approach of learning by Outward Bound in the 1990s. They emphasized the vital role of an instructor. They identified training process elements as follows: an instructor, an experience, subsequent use of the experience, time spent alone with reflection, adventure, physical condition, metaphorical meanings, and teamwork. They pointed out that the emphasis is on the physical, but also the mental and emotional experiences and the review thereof. They also said that a physical and psychological safety is necessary, giving the freedom to learn. (See Figure 9)

Figure 9: Active learning cycle

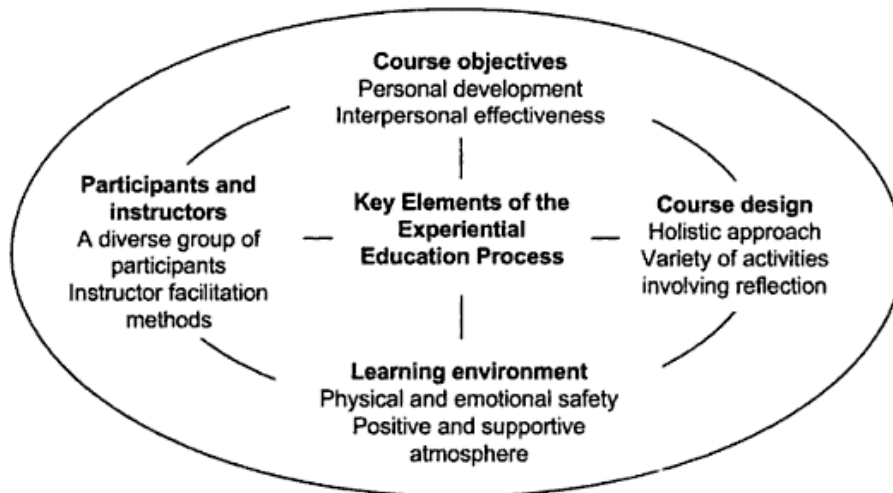


(Source: Martin, Franc, Zounková, 2004, p. 14)

7.1.5. Holistic Model

Empirical findings of Andy Martin (Martin, Franc, Zounková, 2004, p. 15) obtained at VSL courses show that the complex factors (people, processes, outputs) associated with the development of experiential education programs are mainly as follows (see Figure 10):

Figure 10: Holistic model of the key elements of the experiential education process



(Source: Martin, Franc, Zounková, 2004, p. 16)

- *Course design*: A holistic approach using a dramaturgy method, using a variety of activities, including reflection, knowing what the course is about and why we do it.
- *Range of activities*: Balance between the various types of activities that use all the senses, including reflection and emotional, intellectual and spiritual considerations. Also the rhythm and the gradual increase of complexity of activities are important.
- *The atmosphere/learning environment*: The physical and psychological safety; positive and supportive environment. The right settings is also important, it guides an inspiration and motivation.
- *The group of participants*: A diverse group of participants, who are willing to participate in activities and to think about themselves and others. They need to be open, want to be there and be able to listen.
- *The instructors*: Facilitation methods and experiences. Quality team of individuals who have different strengths, abilities and skills.

Martin (Martin, Franc, Zounková, 2004, p. 15) also shows the difference between the VSL courses and traditional approach, which is used in the most of the international organizations of this type. The VSL courses use dramaturgy method when planning the course, framing many games and creating an atmosphere that participants have the desire to play. This is a vital role of the instructors (together with the development of trust and group dynamics in the participating group) in creating a positive and friendly atmosphere and supportive environment that is physically and emotionally safe.

Relating this model to the context of corporate training, I have to wonder if the group of participants of corporate trainings meets Martin's description or which characteristics differ. Furthermore, how does the group of different characteristics may affect the overall result of the course? And what can a company and instructors do to make the group of participants as close as possible to the characteristics of Martin.

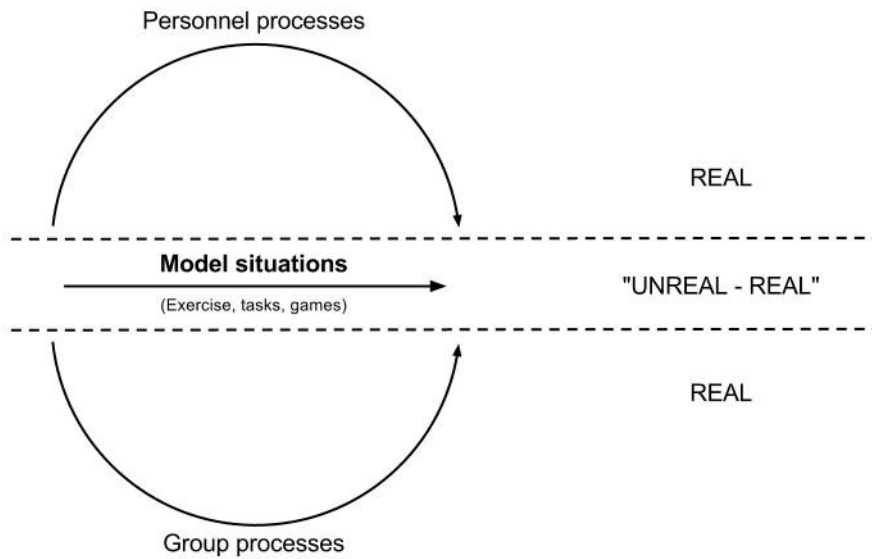
7.2. Five Pillars of Outdoor Management Training

This section describes five pillars of Outdoor Management Training by Svatoš (Svatoš, Lebeda, 2005, p.28-48).

7.2.1. Experience of “Unreal-Real” Situations

Participants experience various activities in Outdoor Management Training, but these activities are not usually the model situation or simulation of corporate activities. Activities do not show real work activities. However these activities are not a fiction. They are real situations with real consequences. Each activity is a good example of some competencies (collaboration, leadership, etc.) and shows the processes that are running in a group (see Figure 11).

Figure 11: Processburger



(Source: Svatoš, 2005, p. 29, own translation)

- *Personnel processes* reveal the characteristic behaviours of individuals. When activities are challenging, participants often discover something new about themselves and their colleagues.
- *Group processes* concerning the activities of the team - a mutual communication, assigning responsibilities and team roles, management, decision making, creativity of the group, etc.

Svatoš (Svatoš, Lebeda, 2005, p 30) points out: "Both types of processes are totally real and show true picture of individuals and team nature." "Attractiveness of activities, informal situations, natural environment support emotional engagement of participants, which reinforces their spontaneity. The behaviour of people and groups as a whole is not only a reflection of functioning at work, but goes beyond these boundaries, to a deeper level of spontaneity. "

7.2.2. Out of Comfort Zone

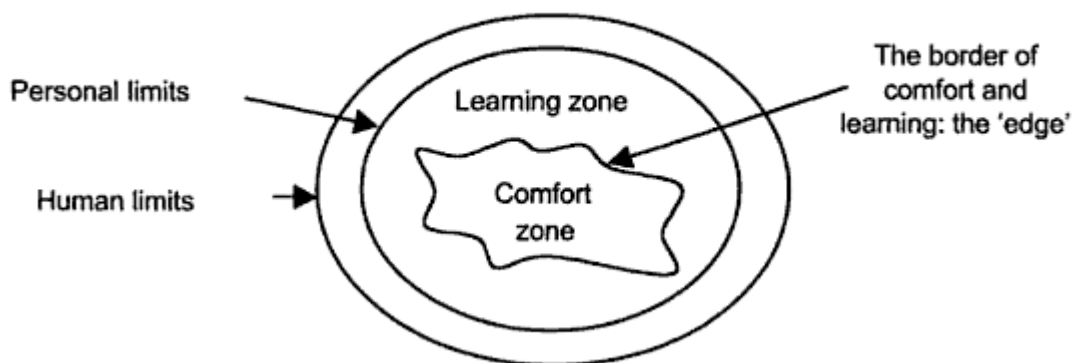
Comfort zone is an abstract concept that represents a range of activities, relationships and problems, where an individual has proven patterns and feels relatively safe. The second pillar of Outdoor Management Training is by Svatoš (Svatoš, Lebeda, 2005, p. 31-33), stepping out

of the comfort zone to zone of learning. To make learning happen, an individual have to try something that he/she can not do yet; he/she has to move on "thin ice".

Outdoor Management Training supports participants to enter the learning zone, and inspire them to self-development. When participants manage this process, they understand that they could do more than they had thought. If an individual step out of the comfort zone or stays at the safe position depends only on him/her.

Martin (Martin, Franc, Zounková, 2004, p. 19) stated a comfort zone model used in the courses VSL (see Figure 12):

Figure 12: Comfort zone



(Source: Martin, Franc, Zounková, 2004, p. 19)

- *Comfort zone*: The shape and size of the comfort zone is different for each person, they change in time. Every person steps out of the comfort zone in different areas.
- *Learning zone*: Entry into an unknown uncertain environment where an individual can overcome stress and anxiety, where he/she is able to find his/her way and feels good. The comfort zone can be developed in this direction.
- *The border of comfort and learning: the 'edge'*: If the step out of the comfort zone is too big it can lead to a failure. The comfort zone is not extend and may even be reduced.
- *Personal limits*: In most cases persons are not able to achieve their limits. Human beings do not use the potential of 100 %.

To make an Outdoor Management Training to be an opportunity for the successful expansion of the comfort zone for most participants, although each has a different comfort zone and wants to develop in another direction, Svatoš (Svatoš, Lebeda, 2005, p. 34-35) recommends few requirements to be fulfilled:

- *Diversity of a program*: It is important to provide a wide range of activities. Each participant should at least feel successful, be useful at some activities.
- *Diversity of offered roles*: The complex group tasks give a chance to everyone to take a role that he/she can handle best and where he/she can contribute most to the team.
- *Individual targets*: It is advisable to work with individual objectives and targets and results relate to them.

The principle of transmission experience is fundamental for corporate training. Thus, awareness and attitudes that person can handle more in one area will be transferred in other areas as well. Svatoš (Svatoš, Lebeda, 2005, p 33) notes that the issue of transfer of experience from Outdoor Management Training to the corporate environment is criticized as not quite conclusively confirmed. However empirical experience confirms the validity of this principle.

Martin (Martin, Franc, Zounková, 2004, p. 19) notes that stepping out of the comfort zone offers opportunities for personal growth, but the greatest insights can come from other activities and experiences in the training.

7.2.3. Social Group Without a Formal Structure

The Outdoor Management Training does not apply the rule of corporate hierarchy; everyone has the same information, everyone wears a tracksuit. So everyone can express himself/herself by his/her natural disposition. It is clear that at the training there is an influence of corporate environment, and some participants may tend to stylize, but Svatoš (Svatoš, Lebeda, 2005, p. 38) estimates that if the training is a three-day course, the program is sufficiently varied and challenging, it is virtually impossible to maintain a social mask.

Participants get to know each other deeper. It is valuable especially for managers who can observe participants and then use the benefits and resources of individuals in the company or they can reflect what atmosphere and habits prevail in the team.

7.2.4. Nature as a Different Framework

According to Svatoš (Svatoš, Lebeda, 2005, p. 40) the natural environment modifies the framework of thinking in which participants think and look at the world. So an individual may notice details which can not be seen in their normal environment. Moreover it brings participants into unusual situations where they do not have patterns of behaviour, and this contributes to behaviour without routine customs and posers.

7.2.5. Reflective Faculties and Review

Reflective faculties and review have already been mentioned in several places in the previous chapter. The purpose of review is to promote and stimulate the natural learning. Martin (in Martin, Franc, Zounková, 2004, p. 20) describes that the aim of the review of experience is to connect the personal, social and environmental dimension of the experience. When using the dramaturgy method (see next section), when each activity, each game is a part of a higher whole, the review is incorporated into the overall course, whether in the form of group review (mostly interview), of given time for individual processing the experience, or other form of activity.

Svatoš (Svatoš, Lebeda, 2005, p. 41) defines review as follows: "Word review refers to joint retrospective look back to activity, program or specific time periods of the training, which is designed to help participants in the process of rationalization and generalization of subjective experiences into usable practical experience."

To keep the principles of experiential learning, it is essential that any conclusions in the review are made by the group itself. The instructor takes the role of facilitator and can greatly affect the quality and depth of analysis.

Svatoš (Svatoš, Lebeda, 2005, p. 42) summarized aims of a review:

- Initiate and promote the sharing of experiences;
- Offer space for giving and receiving feedback, mutual appreciation and support;
- Focus the attention of participants in a particular direction;
- Record and highlight important insights;
- Create a space to show latent problems in the group (depends on level of mutual trust);
- Stimulate an individual reflection on lived experience, leading participants to think about what they have experienced;
- Enable mutual clarification of unexpected interpretations during the solution;
- Generalize specific observation to the position in practice applicable knowledge;
- Request to find parallels between experience in a model situation during training and in daily practice;
- Inspired to make or receive desirable changes.

7.3. Dramaturgy

Outdoor Management Training has inspired by the art of drama during its years of development. So, the concept and approach of dramaturgy is adopted from this field. This section presents how an approach of dramaturgy is perceived in the context of Outdoor Management Training.

Petr Hora (1984, p 71) describes the so-called “*Triple dramaturgy art*”:

- The art of mixing different activities so that everyone will love it; such a mixture, which on one hand respects the predetermined objectives of the training and on the other hand, fits the mentality and interests of its participants;
- The art to choose activities appropriate and effective for the training and activities that fits to a present specific group of people;
- The art to present selected activities at the right time, i.e. the right hour, the right day, but also in a good and coherent and not a random combination.”

Hora (1984) argues that a good dramaturgy is not a guarantee of a success, but on the contrary, the poor dramaturgy is a guarantee of a fiasco. This approach enables and supports

changes in program content of the course. Instructors must constantly adjust it according to the atmosphere, conditions and needs of the participants. Mossman (in Martin, Franc, Zounková, 2004, p 17) shows that this concept resembles self-development because:

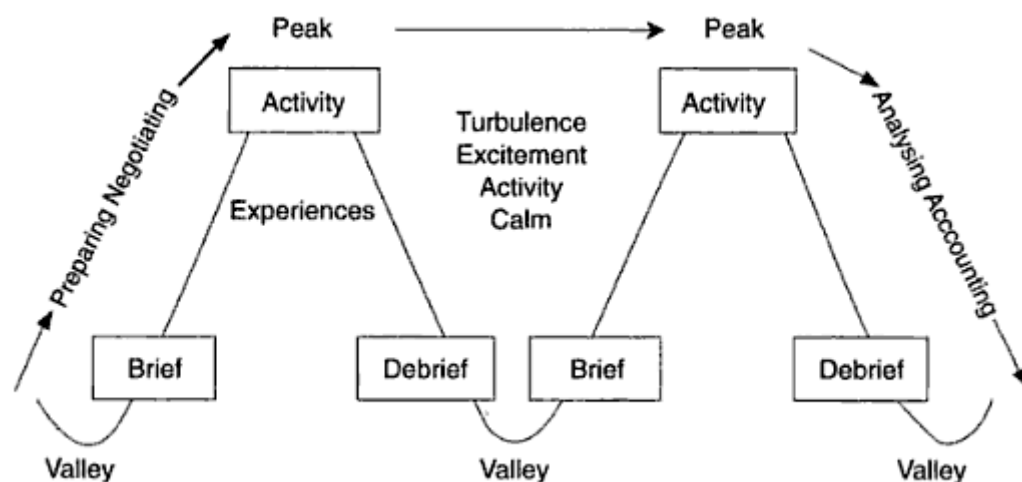
- Outdoor programs help participants to develop in areas identified by participants as important;
- Supports unexpected and unplanned learning and knowledge;
- Is based on a holistic approach;
- Requires program flexibility.

Research of Jones and Oswick (2007, p. 349) emphasizes the importance of overall view and select elements, as well as the importance of external factors.

7.3.1. Adventure Wave Model

Adventure Wave Model (Schoel, Prouty, Redclife in Martin, Franc, Zounková, 2004, p. 17) suggests that patterns of experiences in effective outdoor programs are similar to waves (see Figure 13).

Figure 13: Adventure wave model

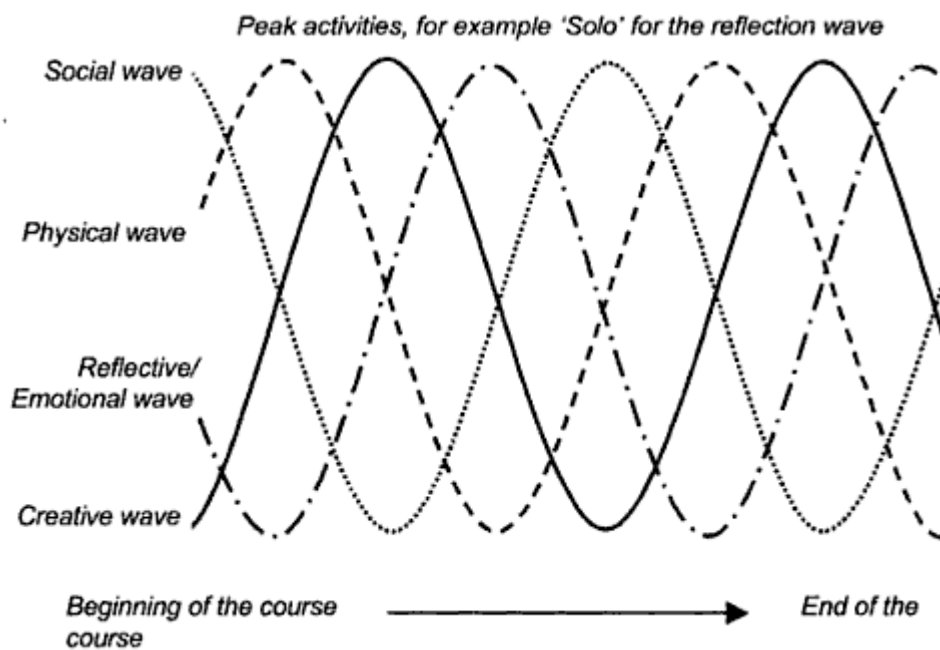


(Source: Schoel et al. in Martin, Franc, Zounková, 2004, s. 17)

Mikšíčková (in Martin, Franc, Zounková, 2004) states that the dramaturgical approach uses not only the wave of adventure, but it works with other types of waves (social, physical,

creative and psychological) that mingle, and each of them has its peaks and slumps . The course should be designed to maintain a balance of intensity and rhythm. The different types of challenges alternate with moments of silence and reflection. All senses and intellectual and spiritual aspects of the individual are engaged. Participants then develop a social, creative, physical, emotional and spiritual area. This approach allows participants to experience a comprehensive introspection in a safe and supportive environment. Figure 14 shows the ideal blending of waves:

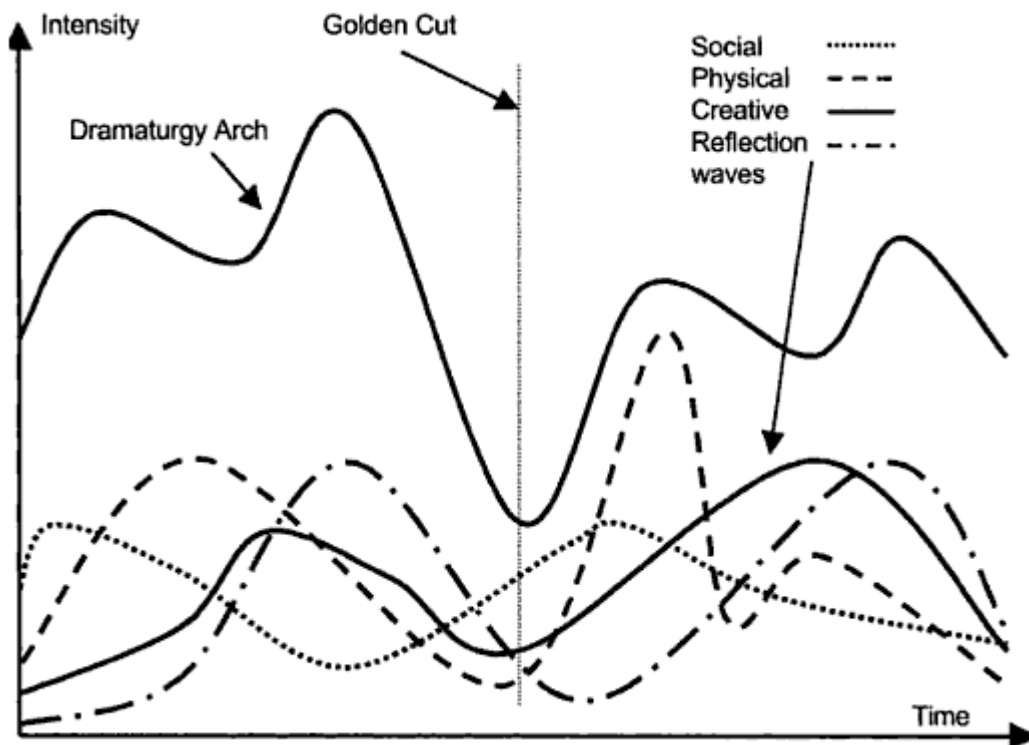
Figure 14: The dramaturgy wave



(Source: Martin in Martin, Franc, Zounková, 2004, s. 25)

Martin (in Martin, Franc, Zounková, 2004, p. 25) describes the changing waves symmetry is not essential. The lines in the real scenario are more chaotic. How the waves follow depends on the goals of the course and also must be flexible. A 'dramaturgy arch' is a connection between activities, which comes naturally and magically. It is a mutual relationship of activity that comes naturally to the course and the participant's experience. Figure 15 shows an example of a dramaturgy arch and the 'golden section', which may symbolize an important breakthrough, when there is a change in the intensity, energy, atmosphere, environment, etc.

Figure 15: Example of dramaturgy arch

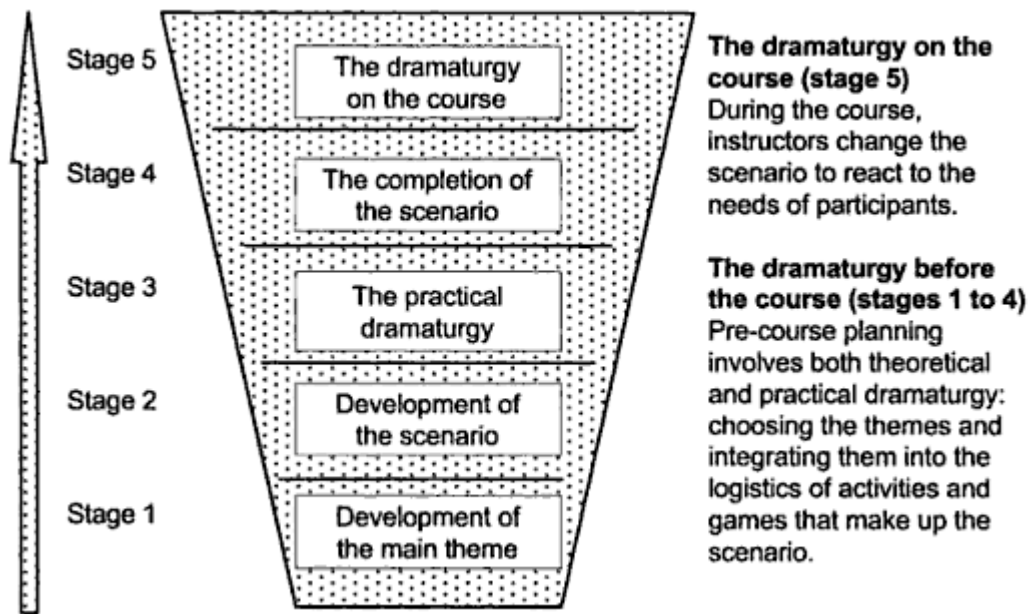


(Source: Martin, Franc, Zounková, 2004, s. 26)

7.3.2. Five Stages of Developing Dramaturgy

Authors Martin, Franc, Zounková, (2004, p. 22), based on the experience of the Vacation School Lipnice courses present planning method of outdoor courses with the support of ‘dramaturgy in five stages’ (see Figure 16):

Figure 16: Five stages of developing dramaturgy



(Source: Martin, Franc, Zouneková, 2004, s. 22)

- *Development of the main theme.* The main theme answers ‘what actually is the course about’ and represents the most abstract level of dramaturgy. Well-defined and internalized topic serves as an anchor, as a binder of all elements of dramaturgy. It should be general and should indicate the direction the course will take. It allows developing more specific goals. Based on the theme what type of course to choose is decided (expeditionary, residence, winter ...), what activities are used (games, real challenges, workshops ...), which environment to choose (nature, city, leisure centre...), what a necessary staffing will be, and what the target group is.
- *Development of the scenario.* The scenario is a detailed plan of the course. A team brings it along to the course, and it is likely that there will be changes. The scenario allocate the time for each activity. So far, it is not necessary to place specific activities, but it is useful to know what type of activities will be included (with respect to overall social, emotional, physical and creative peak). The scenario is like a living organism, in which everything is connected to everything else. The change leads to many other changes; flexibility and adaptability is important. When drawing up scenarios it is necessary to keep in mind what should be achieved and how to achieve it.

- *The practical dramaturgy.* At this stage concrete activities are placed in the scenario according to the desired characteristics. Also now it is recommended to take production issues (number of instructors, preparation time, material, length of program, group status, etc.) into account.
- *The completion of the scenario.* Finally, it is necessary to finalize preparations of logistics and material requirements, rules of games, etc. Also, check that the dramatic peaks and bottoms are well laid out during the course, whether the rhythm and flow is held. Often it is not possible to anticipate the course of the event, in that case a lecturing experience and intuition coming into play.
- *The dramaturgy at the course.* The fifth stage is dramaturgy as it takes place in the course. Changing the scenario is based on observation of participants, consideration of participants' needs and estimating how the prepared program will impress participants. Furthermore changes might be effected by unexpected factors (weather, accidents, the need to extend the time for analysis after an important activity, etc.). Good management of this phase requires experience and facilitation skill.

7.4. Game

Using games in Outdoor Management Trainings appears in the Czech environment often unlike abroad. (Svatoš, 2005, p. 57)

Franc (Martin, Franc, Zounková, 2004, p. 58) describes that a game is 'life as if', it is 'a draft life'. In the game there is a model world that allows people to try out new roles and behaviours, to experiment and explore different ways of interacting with the environment. Svatoš (Svatoš, Lebeda, 2005, p. 58) notes further great advantage of games. In the game there is no fundamental risk of material losses.

A game is one of the forms which manifest the principle of experience 'unreal-real' situations (see section 7.2.1). Although the game environment is artificial, processes (emotions, interactions, etc.) often bring real and lasting effects. (Martin, Franc, Zounková, 2004, p. 58)

Game elements by France (Martin, Franc, Zounková, 2004, p. 58-59):

- *Challenge*: The challenge element is closely related to the intensity of the game. It often forces the participants to use resources and processes that are challenging and they usually do not use it in everyday life. The challenge may involve many levels: social, physical, creative, psychological, intellectual, emotional or spiritual.
- *Attraction*: The game must be attractive for the participants. Attraction can be greatly enhanced by the way of introducing the game.
- *Rules*: Every game must be defined by the set of rules.
- *Appropriate audience*: The game should be appropriate to the age, experience and other characteristics of the participants.
- *Special time/space*: Every game is defined at time and space in which it takes place, although the space may be unusual and the time may flow differently.
- *Physical, psychological and emotional safety*: The concept of security is also related to the fact that in games the players are often encouraged to step out from the comfort zone and explore the problematic parts of their personality or behaviour. Such moments should be accepted as a development opportunity rather than a reason for the low rating.

The game can be a powerful tool for Outdoor Management Training, however Svatoš (Svatoš, Lebeda, 2005, p. 57-58) comments that a necessary condition is that the participants act in the game, that participants internally accept the game framework. This is a very fragile process for adults. Even at this point an instructor may have a great influence - how the game is introduced, how to drag participants in the game world, etc.

7.5. Role of Instructor

Topic of characteristics and role of instructor is very broad and a lot of literature deals with it. For the purposes of this paper a brief overview of the activities and roles that Outdoor Management Training instructor holds is chosen to be introduced by Svatoš (Svatoš, Lebeda, 2005, p. 104-121).

A team of instructors has to excellently manage a wide range of activities - participating in client's needs analysis, negotiation of contract, dramaturgy specification, preparation of suitable program, compilation of various activities, managing all the logistics, organization and realization of the course and final assessment.

It follows a number of different roles that instructors become:

- *Expert-advisor*: Along with a client an instructor is looking for the best solutions for corporate needs. He must demonstrate an expert knowledge in the field of human resource management, organizational behaviour, etc. At the end of a course an instructor evaluates progress of participants and offers insights and recommendations for further development of participants.
- *Dramaturg*: He/she proposes suitable program according to the objectives and needs of the group with all the elements mentioned in the section 7.3.
- *Logistician*: Organization of outdoor course often requires transfer of huge amount of material, etc. An instructor must perfectly master a logistics that everything is always on its place.
- *Diplomat*: An instructor will use personal maturity, reasonable confidence and good communication skills when dealing with employees of client's company, with participants, as well as with subcontractors.
- *Safety expert*: Outdoor trainings involve a certain degree of risk that is minimized by safety precautions (appropriate clothing, protective equipment, best practices, overcoming

obstacles, etc.). An instructor must be aware about it, interpret it to participants and require compliance. The responsibility is shared between an instructor and participants. Emphasis on safety must be placed at every moment of a course.

- *Team Leader*: A senior instructor constitutes and coordinates an implementation team, distributes tasks and manages activities and processes. In the position of a boss an instructor needs managerial skills.
- *Initiator*: This is a very important role directly related to the program. In this role, an instructor has two functions. The first is to encourage participation, to enchant, to attract an interest. The second function is to inform, communicate necessary rules and guidelines for participation in activities. Ability to attract participant's attention is very important especially in the initial phase of training.
- *Observer*: Observation of participants, activities and an atmosphere in the group serves both as the basis for conducting the analysis, but also to consider the current state of the group, discovering their needs and it can lead to possible modification of a program.
- *Facilitator*: To be a good facilitator is a great skill and it is important for Outdoor Management Trainings. In particular, an instructor helps participants during a group analysis with a process of becoming aware of own experiences and rationalizing them into a usable experience. The main tasks of a facilitator include: to create a necessary conditions and a favourable atmosphere for the success of a process of an analysis; to offer appropriate techniques of analysis; to initiate discussion; to manage the process (time frame, asking constructive questions, noting key ideas, etc.); to summarize and draw conclusions; and to provide comparison of conclusions of a group with known theories or with different experience.
- *Evaluator*: It is expected that an instructor provides feedback on behaviour of a group and individuals during the course, and also after its termination. It is a very responsible task where very strict ethical rules apply, due to a fact that instructor's conclusions can affect some personnel decisions. Prerequisite for quality assessment is not only professional instructor's knowledge, but also lecturing and life experience.

- *Expert Authority*: Outdoor Management Training is a specific method of managerial skills training and team development, and so it is expected from an instructor that he/she also has knowledge in the field of management theory and adult education.
- *Human Authority*: “If an instructor inspires confidence in participants, he/she can be perceived not only as a professional but also as human authority with whom they want to discuss professional and personal problems out of an official program.” (Svatoš, 2005, p 118, own translation)

Warren (2002, p. 231) claims that outdoor leaders are often at a loss as to how to address social justice issues that arise on courses. Good instructors should be able to cope with race, gender and class sensitive issues.

From the above mentioned it is possible to conclude that it is very demanding to be a good instructor. Many authors of literature agree that a high-quality team of instructors is a necessary but insufficient condition for successful Outdoor Management Training.

7.6. Use of Outdoor Programs

The outdoor courses can be use for different aims in corporate environment. There are three main types of programmes offered (Martin, Franc, Zouunková, 2004, p. 49-50):

- *Management Training*: Usually for groups 12 – 20 people lasting from two to four days. Training is usually focused on one of the following issues:
 - *Teambuilding*: It is designed for particular working groups most at the beginning of their cooperation in that stage of significant changes. It develops the ability to work in a team of individuals and significantly speeds up the group dynamics.
 - *Management training*: Programs aimed at developing managerial skills (team coordination, prioritization, delegation, conflict resolution, etc.) usually for selected managers at a given level of the company hierarchy.
 - *Teamwork training*: Programs that deal with the principles and techniques of teamwork. They are primarily not addressed to specific teams but to any ‘team players’.

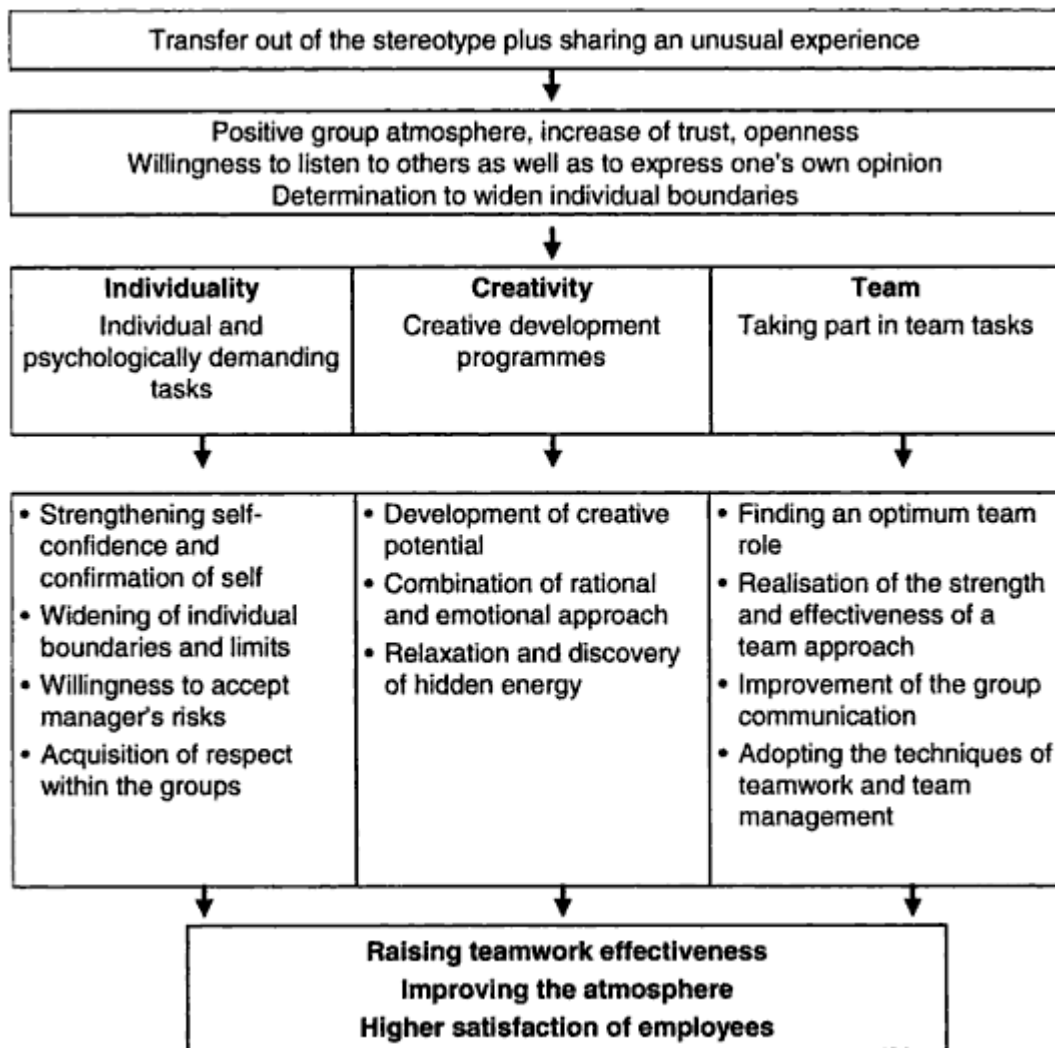
- *Leadership training*: It offers a chance to explore participants own leadership skills and it helps participants to develop these skills further.

In these programs most of the activities are followed by group review where instructors play the role of discussion facilitators. The quality of the mediation between the experiential training activity and management training practice is essential. After the course ends, the instructor usually puts together a final report, which contains comments on the course, characteristics of the group and often ideas for future development.

- Other two types of programs can be labelled as ‘non-educational’. The main purpose of *team spirit events* is to offer a pleasant, interesting and fun shared experience for participants. *Management assessment* uses outdoor programs for assessing management group processes as well as managers’ personalities.

Figure 17 identifies the steps and procedures used on Outdoor Management Trainings and the perceived benefits (Martin, Franc, Zounková, 2004, p. 51).

Figure 17: Techniques used on OMT and their benefits



(Source: Martin, Franc, Zounková, 2004, p. 51)

7.6.1. Examples of the Use of Outdoor Management Training

The modern concept of a type of organization is also a 'learning organization'. Some of its necessary elements and principles (Vessa and London, 2006, p. 3-6) can be developed and supported by Outdoor Management Training (reflection and communication, participatory management, atmosphere, team learning, collaboration, etc.).

Another skills that can be properly formed and developed through Outdoor Management Training are the creation of teams and teamwork, which might be used in concepts such as 'team-based organization' (Mohrman, Cohen, Mohrman, jr., 1995, p. 5-8).

Literature e.g. Drucker (1999), Russel-Jones (2011) often alerts to a necessity of organizational changes, to be flexible, to be ready to change. Outdoor Management Training method may support a process of change.

Leadership competencies can be also cultivated at Outdoor Management Courses. Adair (2009, p 13) stated that leadership is not just a matter of genes, but it can also be taught using a combination of experience and practice on one hand and the principles and theory on the other.

Peter Drucker in his book *Management Challenges for the 21st Century* (1999, p. 135) discusses among other things, the importance of a *knowledge worker* (capital asset, increase productivity, and others). He predicts the changes in a view of the control of corporations and a structure of economic system in the coming decades. The estimation can be made that at such developments outlined the demand for education and thus for Outdoor Management Training may increase.

7.7. Sceptical Views on Outdoor Management Training

Svatoš (Svatoš, Lebeda, 2005, p. 137-140) identifies some facts, which limits application of Outdoor Management Training:

- *Attractive activity distracts an attention:* An interesting activity easily absorbs a participant, who may have a tendency to discuss the optimal solutions, share his experiences in the subsequent analysis, and who can forget monitor personnel, group processes and managerial processes, their description and generalization.
- *Low generalization ability and understanding of the metaphors used:* Less advanced groups may have problems with the formulation of metaphors and transferring knowledge and principles into the corporate environment.
- *It goes against the conservative understanding of education:* The education system in the Czech Republic prefers knowledge to skills; memorization method prevails.

- *Organizational complexity, financial costs:* Financial costs of Outdoor Management Training are significantly higher than the costs of other forms of education (e.g. indoor training).
- *Incompatibility with the corporate culture:* The experiential learning approach (built on openness, uses informal atmosphere) may be in conflict with tight formal structures and on a hierarchy focused cultures of some companies.

Latham (in Dolezalek, Holly, 2010, p. 27) states that outdoor training is a big commitment of time, money, and energy and it is possible to get the same kind of results by other means. "If this kind of training is going to be effective, you have to make sure their environment encourages them to use what they learned. Often, when people go back to the daily grind, they also go back to their normal habits; very few people will come back and start acting differently without encouragement." Latham suggests that the way people behave in one situation is not a good indicator for how they'll behave in another.

IV. ANALYTICAL PART

8. Historical Impact on Outdoor Management Training

This section briefly describes the history of the Outdoor Management Training in the Czech Republic and impacts that form and change its development. It is important to understand the current situation and specifics of the Czech Outdoor Management Training.

8.1. Before 1989

Martin (Martin, Franc, Zounková, 2004, p 4) states that Jan Amos Comenius has a large share in the creation and development of experiential learning. Comenius promoted the holistic development of the personality, linking theory with practice, linking separate subjects, he supported individual education and solving problems motivated by self-interest. He recommended the use of games and links teaching with the nature.

The general interest in the Czech history and nature has contributed to founding a physical education movement *Sokol* and a tourist club *Turistický klub* in the 19 century. Tourism, very popular in Bohemia, and further development of sports led to the establishment of many other clubs. The link between sports, nature and education is promoted. (Martin, Franc, Zounková, 2004, p 4)

At the beginning of the 20th century the development was influenced from abroad (Baden-Powell of Great Britain, Woodcraft of America), The Scout Movement started to arise within the country. In the 1920s Scouts began to use the term 'outdoor education'. At the same time a typical Czech phenomenon - tramping and camping in the countryside, inspired mainly by American literature and movies, was arising. In addition, summer camps, experimental and educational courses were established. (Martin, Franc, Zounková, 2004, p 4-5)

Period 1948-1989, World War II and the Nazi occupation forcibly severed this development. The activities of all associations were politically controlled, but democratic currents were never completely silenced. (Martin, Franc, Zounková, 2004, p 5)

At this time, the school education is inspired by interesting elements of tourism and sport in the countryside. Traditions of school trips, ski courses, summer camps were established. The first department of Charles University focusing on education and sports were established in 1953. An integrated approach to education involving sports, games, creative activities and education in the countryside was gradually developed at the department. Although these concepts were hampered by political normalization, other movements dealing with nature and education arise (Brontosaurus, Association for Nature Conservation, Environmental Education Centre, etc.). (Martin, Franc, Zounková, 2004, p 5)

8.2. Vacation School Lipnice

In 1977, on the initiative of many teachers and volunteers a predecessor of nonprofits organization Vacation School Lipnice (VSL) was founded. This organization began to create the foundations of a modern and creative approach to outdoor education in the Czech Republic together with the Faculty of Physical Education and Sport, Charles University. The psychologist Allan Gintel gathered a team of exceptional teachers, psychologists, managers, artists and students. They cooperated with famous persons of science and culture. During the occupation VSL was on the border of illegality. In this movement, among others, they spoke about politically inappropriate topics and methods, and there was an emphasis on personal growth and accomplishments of the individual. The roots of outdoor training in the Czech Republic were developed in different ways than abroad due to isolation from foreign influences. VSL built on the Greek ideal of "Kalokagathia". (Martin, Franc, Zounková, 2004, p 6-7)

In the 21 century a development of strong personality capable of self-reflection and ready to cooperate with others became the aim of the courses. In 1991, VSL became an associate member of the international organization Outward Bound. The first Czech organization engaged in Outdoor Management Training emerged from Vacation School Lipnice and is called *Česká cesta*. (Svatoš, Lebeda, 2005, p. 53)

The mission of Vacation School Lipnice that it states on its website¹, reads:

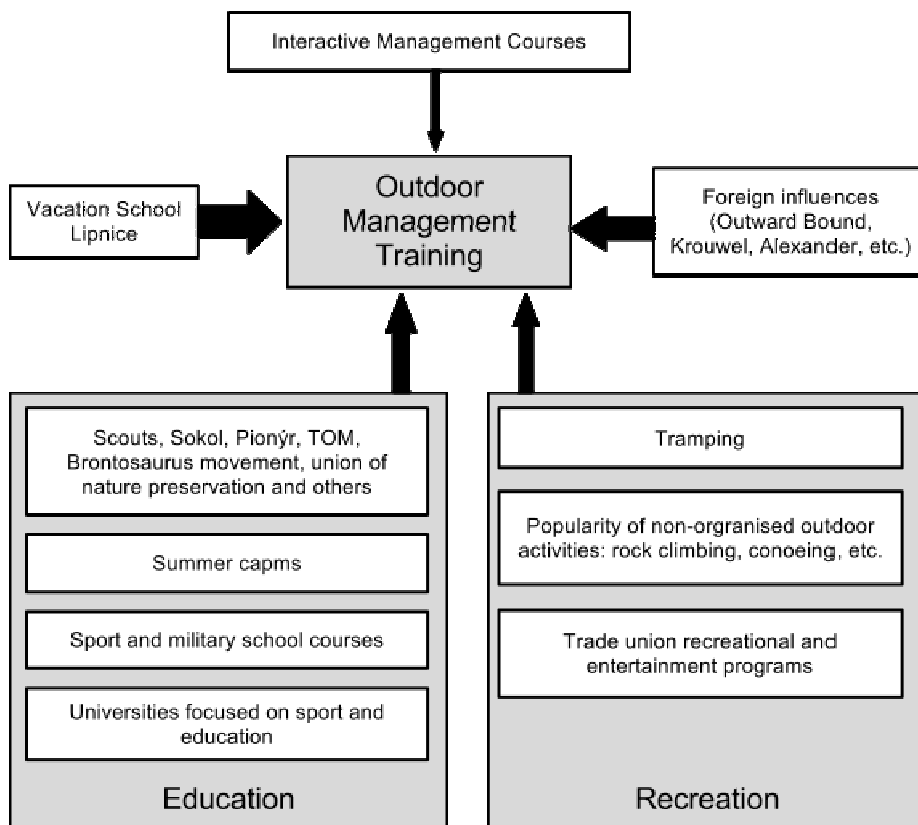
¹ <http://www.psl.cz/index.php?menu=1&submenu=3> [cit. 2012-05-04]

“Vacation School Lipnice’s ambition lies in motivating and mobilizing human courage and creativity by tackling demanding challenges, which are essential for acquiring direct experience. The experience we are promoting leads to positive transformation, increased confidence and a responsible approach towards one’s own life, other people and the world. The world is a reflection of ourselves and everyone of us displays its troubles and conflicts. Therefore, the key for their solutions has to be sought within us.”

8.3. Other Impacts After 1989

Along with the development of all areas of production, trade and services after 1989, the education and care for employees was developing, an Outdoor Management Training was created. Svatoš (Svatoš, Lebeda, 2005, p. 51) estimates the impact of individual concepts for the development of outdoor courses for management teams see Figure 18.

Figure 18: Roots of outdoor management training in the Czech Republic
 (The arrow size expresses an opinion of Mr. Svatoš of the degree of influence of concepts to development of Outdoor Management Training in the Czech Republic)



(Source: Svatoš, 2005, s. 18; own translation)

In previous sections (8.1, 8.2) the influence of Vacation School Lipnice and roots based on the tradition of children's organizations (Scouts, Sokol, Brontosauři etc.), tourism and the popularity of sports and more was already mentioned.

Great inspiration came from abroad, especially from the Outward Bound organization, and cooperation with two leading experts, Bill Krouwel and Richard Alexander. Thus other schools devoted to specialized courses for managers and work teams were spreading in the Czech Republic.

Svatoš (Svatoš, Lebeda, 2005, p. 53-54) further notes that the Czech tertiary education follows the trend of outdoor courses until the end of the nineties (Palacky University in Olomouc), but still lacks a dedicated study program focused on the application of experiential outdoor education to Outdoor Management Training.

Moreover, compared to developments abroad, where Outdoor Management Training was originated by linking equally important streams - traditional management education and outdoor education principles, in the Czech Republic the influence of traditional management education was far weaker (since it has not been fully developed yet). Svatoš (Svatoš, Lebeda, 2005, p. 55-56) believes that this fact is reflected in the specifics of the Czech Outdoor Management Training mainly by unsatisfactory formulation of clear conclusions for the management practice and transfer of experience and skills in the business environment.

Since the beginning the development of outdoor courses goes in two directions, first for the purposes of education (especially youth), second for recreation. This division can be noticeable in outdoor courses even today.

8.4. Implications for the Present

Based on an interview with Mr. Vladimír Svatoš and on information from previous sections (8.1, 8.2, 8.3) it is possible to conclude some facts about a situation in this field.

After 1989 a large demand for outdoor courses gradually appeared. This created a gap in the market, which was filled by newly created organizations. Thus outdoor courses were

organised not only by professional educational agencies but also by a lot of people from other fields, such as: summer camps instructors, leaders of sport and leisure clubs, people interested in outdoor activities (mountain climbers, sportsmen, paddlers, etc.), and others. A lot of those people were not professionals in adult education, they neither had experience with facilitation and conducting reviews nor had managerial experience from corporate environment. In addition to that, universities did not improve the situation because appropriate study programs did not exist.

As a reason of this situation it often happened that ordered training courses turned just into 'fun'. So many clients have undergone an experience that outdoor training may have a positive impact on relationships, on relaxation, that it's a good reward for employees, but *it is not the method for quality education*. Today, therefore, the public (many recruiters, employees, etc.) has prejudices against Outdoor Management Training, that it is just for fun, or they even may have a negative belief, that outdoor courses are 'mockery'.

This process also contributes to misusing the terms. Public does not distinguish between names such as "*outdoor*", "*outdoor management training*", "*outdoor course*", "*teambuilding*", etc. They perceive them as synonyms. *Public do not distinguish whether the event is educational or for "fun"*. It is therefore difficult to understand the demand of clients, the offers of teambuilding companies and educational agencies, etc.

With the arrival of the global economic crisis a demand for business education, especially for outdoor courses, has greatly decreased. It is possible to speculate that the crisis 'cleared' the market and that mainly good quality actors remain.

Another consequence of the period of normalization in the development of Czech outdoor courses is a difference from international approaches. Czech outdoor courses are now valued thanks to the use of dramaturgy methods, games, art workshops, etc. (Svatoš, Lebeda, 2005, p. 56)

9. Continuing Vocational Training in CZ/EU (statistical data)

9.1. Survey CVTS (1999, 2005)²

Researches Continuing Vocational Training Survey 2 (CVTS2) (data 1999) and Continuing Vocational Training Survey 3 (CVTS3) (data 2005) allow to look at corporate training in the Czech Republic compared to EU countries.

CVTS2 provides comparable statistical results on training and non-training enterprises, the supply of and the demand for vocational skills, the need for CVT (Continuing Vocational Training) and the forms, content and volume of CVT, the use of enterprises own training resources and of external providers, and the cost of CVT courses. It processes data from 24 countries (EU and others). The research involved a total of approximately 76,000 companies with more than 10 employees from different sectors. The CVTS3 follows CVTS2 research with data from 2005.

9.2. Definitions

For the purpose of interpretation of survey the definitions of certain concepts follows (European Communities, 2002, p. 15-16):

Continuing vocational training (CVT) is training measures or activities, which the enterprises finance, partly or wholly, for their employees who have a working contract. Continuing vocational training measures and activities include *continuing vocational training courses (CVT courses)* and *other forms of continuing vocational training*.

Continuing vocational training courses (CVT courses) CVT courses are events designed solely for the purpose of providing training or vocational education which take place away from the place of work, i.e. in a classroom or training centre, at which the participants receive

² Metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_cvts_esms.htm

instruction from teachers/tutors/lecturers for a period of time specified in advance. There are two types of courses:

- *Internal CVT courses:* Internal courses are those designed and managed by the enterprise itself even if they are held at a location away from the enterprise, e.g. in a hotel conference room.
- *External CVT courses:* External courses are those designed and managed by an organisation which is not a part of the enterprise even if they are held in the enterprise.

Other forms of continuing vocational training are those forms of continuing vocational training beyond the CVT courses. I

This definition can include Outdoor Management Training to *external CVT courses*. The survey also classifies information according to a provider; Outdoor Management Training is usually provided by *Private training organisations*. The survey also informs about which areas of competence are developed; Outdoor Management Training is applicable to the categories Personal Development and Working life. Unfortunately, survey does not provide more detailed classification, which would reveal more about the particular use of Outdoor Management Training.

9.3. Statistical Outcomes

The European Centre for the Development of Vocational Training (CEDEFOP, 2010, 2, p. 1-2) interprets surveys CVTS2 and CVTS3 as follows:

- Enterprises EU-27 invested 27 % less in continuing training per employee in 2005 than they did in 1999.
- “Moreover, in 2005, 39 % of enterprises in the EU failed to provide any continuing training for their employees, the same figure as in 1999. In the current crisis, the downward slide of company investment in training is expected to get worst.” (CEDEFOP, 2010, 2, p. 1)

- While the overall picture of Europe is stagnation, the Czech Republic has joined the high performers.
- Cedefop's analysis of the CVTS3 examines the policy and management of continuing training in enterprises in considerable depth. The survey found that large enterprises are more likely than smaller ones to observe an effect from public measures and incentives on their own training provision, especially in the newer Member States. As Cedefop's report argues small enterprises problems in providing training for their employees are not being addressed adequately and that public incentives are not well targeted.

An interactive database server Eurostat³ with CVTS3 data was used to show a broader framework of continuing vocational training, and information that at least may partly be related to Outdoor Management Training.

A summary of key findings from the data of the year 2005 follows (Supplement 3 presents more data in tables):

- In the Czech Republic, 72 % of companies provided continuing vocational training to their employees. The survey shows that all companies with more than 250 employees offered some type of continuing vocational training. 63 % of companies used a form of CVT courses. 80 % of training enterprises used the services of external provider. (See Table 4, Table 5)

³ Statistical Office of the European Communities (Eurostat); [cit. 2012-04-10]; <http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>

Table 4: Training enterprises as % of all enterprises, by type of training

TYPTRAI/GEO	EU-25	CR	UK
Any type of training	61	72	90
CVT courses	50	63	67
Any type of other forms	49	59	86
CVT courses	Enterprises providing CVT courses as % of Training enterprises		
External course	89	80	81
Internal course	54	66	67
Any type of other forms	Enterprises providing any other form of training as % of all Enterprises		
Continued training at conferences, workshops, lectures and seminars	34	46	60
Job rotation, exchanges or secondments	11	4	27
Learning/quality circles	11	9	20
Self-learning	13	17	36
Continued vocational training in worksituation	34	42	75

(Source: CTVS 3, 2005)

Table 5: Training enterprises as % of all enterprises, by size class

TYPTRAI SIZECLAS/GEO	Any type of training		
	EU-25	CR	UK
Between 10 and 49	56	66	89
Between 50 and 249	80	93	92
Between 250 and 499	90	100	95
Between 500 and 999	94	100	99
1 000 or more	97	100	99
Total	61	72	90

(Source: CTVS 3, 2005)

- 76 % of training enterprises evaluated the effect of CVT courses in the Czech Republic (76 % in the EU-25). The larger the enterprise, the more and more often applied the evaluation. The evaluation in the Czech Republic was performed with less frequency compared to the EU-25. (see Table 6, Table 7)

Table 6: Enterprises evaluating the effect of CVT courses as % of training enterprises, 1

FREQUENC/GEO	EU-25	CR	UK
All positives	76	76	90
Always	35	24	56
Often	33	29	38
Occasionally	48	63	44

(Source: CTVS 3, 2005)

Table 7: Enterprises evaluating the effect of CVT courses as % of training enterprises, by SIZE, (CZ), 1

FREQUENC/SIZECLAS	Between 10 and 49	Between 50 and 249	250 or more	Total
All positives	73	83	92	76
Always	33	39	54	35
Often	30	40	48	33
Occasionally	46	53	58	48

(Source: CTVS 3, 2005)

- In 2005, the costs of CVT courses were 0.9 % of the sum of wage costs for all enterprises in the Czech Republic (EU-25 - 0.7 %). The highest level of this indicator was 2.5 % for the financial intermediation sector within the Czech Republic. (Cedefop, 2010, 1, p 95)
- Total costs of CVT courses per employee in enterprises with CVT courses in the Czech Republic were 31 % lower than in the EU-25; 379 PPS⁴ in the Czech Republic; 621 PPS in the EU-25 (see Table 8). Costs per training hour were 24 PPS in the Czech Republic, while 52 PPS in the EU-25. Enterprises with more than 250 employees spent 37 % more than companies with fewer than 50 employees on CVT courses per participant. (see Table 9)

Table 8: Structure of costs of CVT courses per employee in enterprises with CVT courses (PPS)

TYP/COST/GEO	EU-25	CR	UK
Contributions to collective funding arrangements	83	1	87
Direct costs	286	173	276
Labour costs of participants	282	209	101
Receipts from collective funds, from sources of revenue for CVT courses etc	30	3	48
Total costs	621	379	416

(Source: CTVS 3, 2005)

⁴ PPS = Purchasing Power Standard, tj. standard kupní síly

Table 9: Cost of CVT courses, by size class

per employee (all enterprises)			
SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	270	168	359
Between 50 and 249	395	290	373
250 or more	614	446	331
Total	472	332	345
per training hour			
SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	50	22	56
Between 50 and 249	52	23	54
250 or more	53	26	51
Total	52	24	53
per participant			
SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	589	192	924
Between 50 and 249	631	214	749
250 or more	666	307	627
Total	646	258	703

(Source: CTVS 3, 2005)

- 65 % of training hours of external CVT courses were provided by private education organizations in the Czech Republic. Private educational organizations arranged 36 % of training hours of external CVT courses in the EU-25 (see Table 10).

Table 10: Percentage of the total hours in external CVT courses, by training provider

PROV/GEO	EU-25	CR	UK
Private training organisations	36	65	51
Private training companies whose main activity is not training	19	15	3
Public training institutions (financed or guided by the government; e.g. adult education centres)	9	6	9
Chambers of commerce, sector bodies, employers' organisations	12	5	11
Other providers	8	4	2
Public schools and colleges	9	4	23
Unions	1	0	1

(Source: CTVS 3, 2005)

- Only 9 % of training hours of CVT courses were realized in the field of personal development and working life in the Czech Republic. In more developed markets, the EU-25 carried 16 % and in the UK was realized 25 % of training hours of CVT courses in this field (see Table 11). Enterprises with more than 250 employees arranged 11 % of training hours of CVT courses in the field of personal development and working life in the Czech

Republic, while companies with fewer than 50 employees realized only 5 %. Financial intermediation sector showed the greatest interest, 15 %, in this field (see Table 12).

Table 11: Percentage of the total hours in CVT courses, by field of training

FIELD/GEO	EU-25	CR	UK
Personal development, Working life	16	9	23
Languages (foreign + mother tongue)	7	18	1
Sales and marketing	11	7	6
Accounting and finance, management and administration, Secretarial and office work computing	12	7	12
Computing	11	7	11
Engineering, manufacturing and construction	16	10	15
Personnal services, transport services, protection of persons and property, military and defence	5	5	10
Environment protection, occupational health and safety	11	20	20
Other field of training or education	14	17	2

(Source: CTVS 3, 2005)

Table 12: Percentage of the total hours in CVT courses, by NACE, (Field of training: Personal development, working life)

NACE/GEO	EU-25	CR	UK
All NACE branches covered by CVTS (Continuing Vocational Training)	16	9	23
Mining and quarrying; electricity, gas and water supply; construction; hotels and restaurants; transport, storage and communication	14	6	25
Manufacturing	15	11	18
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	16	7	17
Financial intermediation	19	15	27
Real estate, renting and business activities	16	7	26
Other community, social, personal service activities	22	5	25

(Source: CTVS 3, 2005)

It is expected that the education market in the Czech Republic will evolve towards a more developed markets, which would have led to increasing interest in educational programs focused on personal development and work-life and more rigorous assessment of the impact of education. This trend could be slowed down by the impact of the economic crisis.

10. The Use of Outdoor Training in the Czech Republic

This section briefly paraphrases the results of quantitative researches, which are a part of two bachelor theses (Němcová, 2008) (Kučíková, 2007). They deal with the use of outdoor programs in Czech companies.

In the following text the first information comes from the research of Němcová (2008) and the second, in parentheses, is from the research of Kučíková (2007):

- A research sample includes 97 (84) randomly selected companies operating in the different sectors in the Czech Republic.
- 61 % (67 %) of surveyed companies used outdoor courses.
- The most often types of organized programs was *Teambuilding* - 51 % (43 %) and *Teamspirit* - 38 % (24 %). Outdoor courses focused on education were included by 35 % (24 %).
- 50 % (35 %) respondents chose *Training and development of skills and abilities* as one of the possible reasons for organizing an outdoor course.
- Most companies, 66 % (73 %), organize an outdoor course annually. Only 11 % (5 %) of companies arrange outdoor courses more often.
- Satisfaction (sum of two levels on a five point rating scale) with outdoor courses expressed 76 % (79 %) of companies.
- Kučíková (2007) reported that 90 % of companies see the benefits of these courses for their employees.

When interpreting the results of these surveys based on questionnaires it is necessary to take into account the fact that there is very usual inaccurate and misleading using of terms in the Czech Republic (see section 8.4).

V. EMPIRICAL PART

11. Research

11.1. Research Question

The aim of the diploma thesis is to create a model of Outdoor Management Training, which transparently shows the amount of information transferred. The goal is to find out if there are any factors which make an educational Outdoor Management Training course successful. Are there any? What are they? What are the linkages between them? Can an organiser affect them? Etc. The intention is to gain an insight into the field of Outdoor Management Training.

The research question is:

- “What are the critical success factors of educational Outdoor Management Training in Czech environment?”

To answer this question it is necessary to answer several sub-questions:

- What is the definition of successful Outdoor Management Training?
- What is the difference between an outdoor course in general and an educational Outdoor Management Training course in particular?

11.2. Methodology

Lapan (2011, p. 10) states that a researcher chooses a strategy based on the nature and purpose of research data that can be obtained. In this case, where the intention is to examine the issue in its complexity, including understanding of relationships between phenomena and where data are not of numerical character. A *qualitative approach*, specifically a *grounded theory approach*, has been chosen.

The key ideas about the grounded theory approach are the following (Lapan, 2011, p. 41):
“Grounded theory methods consist of strategies that shape data collection and analysis for the purpose of constructing theories of studied phenomenon.

These strategies are flexible guidelines that researchers can use to fit their research objectives and specific topic.

Grounded theory methods are particularly helpful for studying individual, social, and organizational processes as well as research participants’ actions and meanings.

Grounded theory research is an iterative process in which data collection and analysis occur simultaneously, with each informing the other.”

Dick (2005) describes the approach of grounded theory as emergent. Thus, the results and the direction of the research are gradually emerging during the research. The researcher enters the field with vague concepts initially; records data collected by observation, interviews and revising documents; analyses data simultaneously and extends their investigation on the basis of present knowledge to other cases that should bring some new information for the development of the theory. Finally, the researcher compares different cases; tests his/her notes; identifies ongoing processes; improve categorization systems; integrates knowledge; generalizes empirical assertions and formulate additional hypotheses. Data collection is carried out until the theory is saturated, i.e. more data do not contribute to the development of the theory.

The aim is not to propose a whole theory, but only to construct the model on the basis of the grounded theory.

11.2.1. Data Gathering Method

The grounded theory method is open to many methods of data collection. It is important to choose a method that fits best to the research problem and enables analysis of data. During the research process is possible to change or add other data gathering methods which correspond with progress. (Lapan, 2011, p. 43)

Corresponding to Merriam (2009, p. 89-91) data gathering was started using an unstructured interview to get the first knowledge about a phenomenon to be able to ask relevant questions.

A set of questions did not exist in the beginning. The researcher held an informal conversation trying to focus on anything interesting that was mentioned during the interview. The goal was to learn enough about a situation to formulate questions for subsequent interviews.

For each additional interview a semi-structured interview was used. A list of issues to be explored was prepared before interviews. Open-ended questions were formulated to encourage a respondent to expand on the topic. When a new issue was mentioned, it was written down for other interviews.

“Less structured formats assume that individual respondents define the world in unique ways.” “This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic.” (Merriam, 2009, p. 90)

Following the grounded theory approach, the researcher acquainted with a literature on this topic and studied issues that emerged in interviews. The grounded theory approach processes equally both knowledge from literature and data obtained by other methods (Dick, 2005). When something interesting was found in the literature, it was added into the question list.

Triangulation is a technique using multiple sources of data means comparing and cross-checking data collected during the research that facilitate validation of data (Merriam, 2009, p. 216). Methodological triangulation was employed by using three methods of data collection – interviews, literature and observation and also data triangulation by interviewing three different groups of stakeholders – Outdoor Management Training companies, HR managers and participants.

11.2.2. The Research Sample, Data Collection

The first group of respondents was organizers and lecturers of Outdoor Management Training, i.e. those who held trainings from a contract negotiation, a creation and a preparation of the program, a program implementation to an evaluation. Instructors of leading industry companies in the Czech Republic were addressed. The fifth interview did not give any progress – a state of saturation had been reached.

Another progress was accomplished by interviewing three clients - HR managers, for whom successful Outdoor Management Trainings were organized by some of the companies contacted.

The third group of respondents are participants of successful Outdoor Management Trainings. Four participants were interviewed.

Their personal opinions and perspectives of outdoor training events were identified. Generally, each interview concentrated on a detailed examination of one successful outdoor management training event which that respondent experienced. Topics such as the cost, benefits, conditions of success, relation to the corporate environment etc. were discussed.

The length of the interviews ranged from 45 to 75 minutes. The first few interviews were audio recorded for analysis and coding afterwards. Later a note-taking was conducted simultaneously during interview.

In cooperation with a teambuilding company, the researcher was involved in organising Outdoor Training for 60 participants. Field observation was used for additional data collection from the very beginning (the contract negotiation, preparations) till the end of the event (the event evaluation).

11.2.3. Limitation of the Methodology

It should be underlined that this type of research has some limitations. The first limitation arises from the methodology of a qualitative research. While the aim of a quantitative research is to describe the population of individuals, in the qualitative research it is to describe the problem and its relevant dimensions (Disman, 1993 in Dudová, Křížková, Fischlová, 2006, p 31). Generalization is thus possible in the sense of a typology and an outline of the various existing relations between the factors of Outdoor Management Training. The results can be regarded as a hypothesis for further quantitative research.

The second limitation arises from the diversity and a scope of the sample. "In order to reach saturation, a researcher maximizes the difference in the selection of groups surveyed in order

to find the widest variety of this concept. (...) Saturation can never be achieved by studying a single issue in a single group.” (Glaser, Strauss, 1967 in Dudová, Křížková, Fischlová, 2006, p 32). This research examines the information from three different types of stakeholders and collaborates with four training agencies.

The third constraint follows from the nature of the interaction between an interviewer and an interviewee. During the interview the respondent and researcher create and construct their own narrated version of their social world. The interview can not provide a mirror image of the objective reality, but it can get to the hearth of the meanings that people attach to their experience. (Dudová, Křížková, Fischlová, 2006, p 32)

The quality of the research is influenced by the attitude and experience of the researcher. Here, the researcher’s attitude to Outdoor Management Training method is very positive, and thus it could affect his interpretation and data processing. To maintain maximum objectivity of the research the researcher followed the prescribed methodology.

11.2.4. Data Processing

11.2.4.1. Method Used

Because a grounded theory focuses on a generation of theories which are grounded in data, it begins with immersion in data, using inductive logic. However, since the grounded theory is a multistage process, the researcher begins by using inductive logic, but the developing theory is then explored, expanded and tested as the researcher returns to the field – the researcher uses also deductive logic (Oktay, 2012, p.17).

Grounded theory as a method of data analysis is a set of systematic procedures of qualitative research aimed at developing the theory. Lapan (2011, p. 44) mentions basic elements of grounded theory:

Codes are the basic units of analysis. Codes are generalized terms that we assign to obtained data.

Categories are higher and more abstract level than concepts. They are formed as a parent group of similar codes. Categories and the relations between them form the basis of the theory.

The data is processed using coding, i.e. naming segments of data with a label that simultaneously categorizes, summarizes and form a new integration. Coding helps to explain what is happening in the data. The whole process with noting memos helps to justify the emerging theory. (Lapan, 2011, p. 44)

Lapan (2011, p. 44-53) identifies three types of coding, which represent different ways to work with data.

Initial coding: Initial coding aims to do thematic analysis of the text. The researcher goes through data trying to reveal certain topics in them and assigns them a sign - the code. The code can be a word or more words that name the found topic. Categories arise by merging codes into groups and assigning more abstract names.

Focused coding: The aim of focused coding is an integration, which leads to a more complex organization of individual parts. The main effort is to find a core category which links other categories and is most frequent.

Theoretical coding: During the theoretical coding the researcher looks for relations between categories, considering the causes and consequences, conditions and interactions, strategies and processes. Theoretical coding should stimulate thinking about the connections between the codes and issues arising from it. New questions may appear. This phase may suggest leaving some topics or exploring any other in more depth.

11.2.4.2. Field Process

In the beginning, data from eight interviews were gathered and according to the process of initial coding more than 160 different codes in data were identified. For illustration some of the codes are presented: feedback, review, contract instructor-client, atmosphere, adequate program, challenge, fun, phenomenon of play, use in practise, etc. The frequency of codes

occurring in data shows an importance of these codes. During coding a great number of memos, which show the possible relationship between codes, was noted. Supplement 1 illustrates the process of initial coding.

In an effort to sort codes and gather them into categories the importance of the applied context was recognized. Some groups of codes were interesting more than others and when frameworks of “Optimal flow of information” and “Utility” were used the model of *Three Contracts* has become emerging (see section 11.3.1).

When grouping codes from different perspectives 27 categories were identified (e.g. group of participants, self-organization, skills of an instructor), and some categories got additional attributes (e.g. group of participants - openness to experience). Supplement 2 illustrates the process of sorting codes and identifying categories.

During the analysis, however, other topics emerged, where the situation was still unclear or inconsistent. Answers to some questions were still not clear. Question of the benefits of outdoor training, or, what a benefit of the educational Outdoor Management Training is compared to Outdoor Fun Events and what an opinion of a client to this difference is. This question relates to the aim of Outdoor Management Training, the definition of a successful Outdoor Management Training and measuring training effectiveness. Further research (interviews, data processing) was aimed at improving clarity.

Model of Outdoor Management Training began to emerge at the time of data collection, since the respondents mentioned the relationships between elements. Further work on the data, sorting, specifying relationships (elements of focused and theoretical coding) gradually began to shape the model of Outdoor Management Training. To complete the model and verified it the researcher looked "through the model" on the gathered data trying to sought for inaccuracies and deviations. Two other persons were also interviewed to clarify the model.

11.3. Research Outputs

11.3.1. Model of Three Contracts

The research identified three main stakeholders who influence events in the course: the client (contracting authority), the instructor (contractor) and participants (employees of client). The model of *Three Contracts* shows how negotiation between actors is preceded and how the final contract is reached.

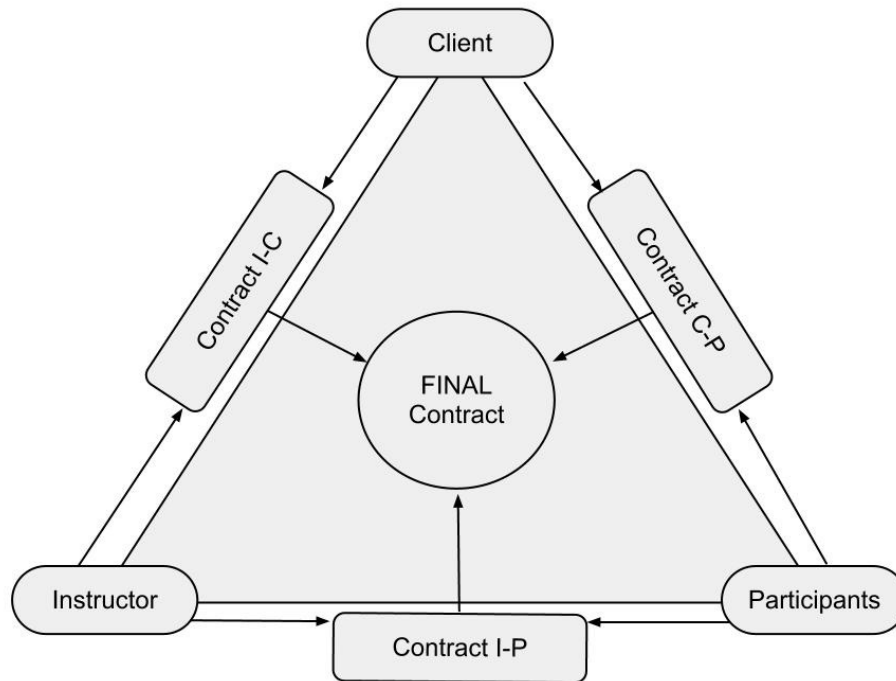
Contract Client-Participants: An agreement between the client (usually manager of the unit or HR manager) and participants about why the Outdoor Management Training is organised and what is the aim and what activities they are going to experience. The need of Outdoor Management Training can result from a needs analysis; it can be a decision of the manager or it can even be a demand of employees. The way how the contract is negotiated can fundamentally affect the attitude of the participants towards the Outdoor Management Training, which has a significant impact on the outcome of the Outdoor Management Training.

Codes that create this category are for example: Awareness of the training before it starts, needs analysis, meaningfulness, etc.

Contract Client-Instructor: A client and an instructor are partners in the agreement of contract. The client knows an aim, has his/her ideas and concepts about the event. The instructor holds the function of an expert on outdoor education - whether the Outdoor Management Training is a suitable method for achieving client's goals; how to prepare and implement training to be the most effective, etc.

Codes that create this category are for example: Suitability of methods, financial and time cost, meeting the objectives, etc.

Figure 19: Model of Three contracts



(Source: author)

Contract Instructor-Participants: The contract between the instructor and the participants is usually negotiated only at the course. Its main purpose is to arrange that participants get what they need. The ideal situation is when each individual identifies with the final contract of the training. The contract Instructor-Participants should be changed whenever the needs of individuals and groups are changed. Negotiation of the contract may take place at the verbal level, but also at non-verbal (e.g.: Instructor concludes from the manifestations of the group that current need is to address some topic.).

Codes that create this category are for example: Program flexibility, Instructor's sense of the needs of the group, individual identification with the objectives, individual's impact on the program, self-organization, etc.

All three contracts together form the final contract of the Outdoor Management Training. It is appropriate to renegotiate all contracts, when one of the contracts is changed, or more precisely, it is appropriate to maintain a dynamic equilibrium of the three contracts. Presence of the client on the site keeps continual negotiation.

The model of Three Contracts seems to be applicable for the Educational Outdoor Management Training also for Outdoor Fun Events, because categories that were the basis of its origin are of general application – they do not contain aspect of education.

Well negotiated final contract contributes to the motivation of all those involved. It should ensure that each individual gets what he/she needs to get from the training. This helps that the group matches Martin's characterization of the groups in a holistic model (see section. 7.1.5): “A diverse group of participants, who are willing to participate in activities and to think about themselves and others. They need to be open, want to be there and be able to listen” (Martin, Franc, Zouňková, 2004, s. 15).

11.3.2. Definition of Successful Training, Effectiveness of Education

The secondary objective of the research was to determine what it is considered to be a successful Outdoor Management Training. A clear answer was expected that the course is successful, when the change request is met after the training. But the definition of successful Outdoor Management Training is more complicated. The matter is connected with the issues of contracting the training and measuring the effectiveness of training.

A general target of an educative Outdoor Management Training has been indirectly derived from the data: “Achieving such changes to improve processes / performance / attitudes... in the company.” Hence, that means, that there is *a change request* in the beginning, and that *some change is achieved* after the course (see Figure 20). In the best case, *an achieved actual change* in the company should correspond to *a change request*. I propose a more universal statement on purpose – *to achieve some change* (see section 11.3.1: Constantly changing training contract). However, this assumption had to be confirmed by an additional research.

Figure 20: General target of an educative Outdoor Management Training



(Source: author)

Research shows that companies usually evaluate the training twice. First, participants evaluate the training still on the site or immediately after the training in the company. The only criterion is participants' satisfaction and the satisfaction of the client (if present). Possibly, instructors' evaluation is taken into account.

The second evaluation, if ever takes place, is assessed after some time (about a month). Participants are asked to answer the question if they brought along something applicable from the training into the company. In a better case a superior manager is asked about his/her opinion of changes in participants' performance.

Every evaluation therefore is based on the views and feelings of individuals. None of the respondents mentioned that the evaluation was supported by a visible, measurable change. The opinion of the respondents indicated that the educational aspect of outdoor training has little effect on the change in the corporate environment. Finding the practice of measuring the effectiveness corresponds with the views of the authors of literature, as it is showed in section 6.4.

Definition of a successful Outdoor Management Training based on the perspective of client could state: "A successful Outdoor Management Training is one where the participants and the client are satisfied and feel that the training fulfilled their contracts."

However, this practise contrasts to theoretical background of systematic education, change management, etc. (See sections 5.2.2, 5.2.3, 6)

11.3.3. Model of Outdoor Management Training

Codes processed, sorted in categories, relationships are identified, notes are reviewed, beliefs confirmed. The output of my research is a model of Outdoor Management Training displayed symbolically (see Figure 21). A description of the components and connections follows.

Connections and elements that occur within the boundaries of the training are not surprising since they only confirm what it is already described in the literature. These are therefore expressed only briefly. Interesting findings concern the end of the course and achieving changes in the company.

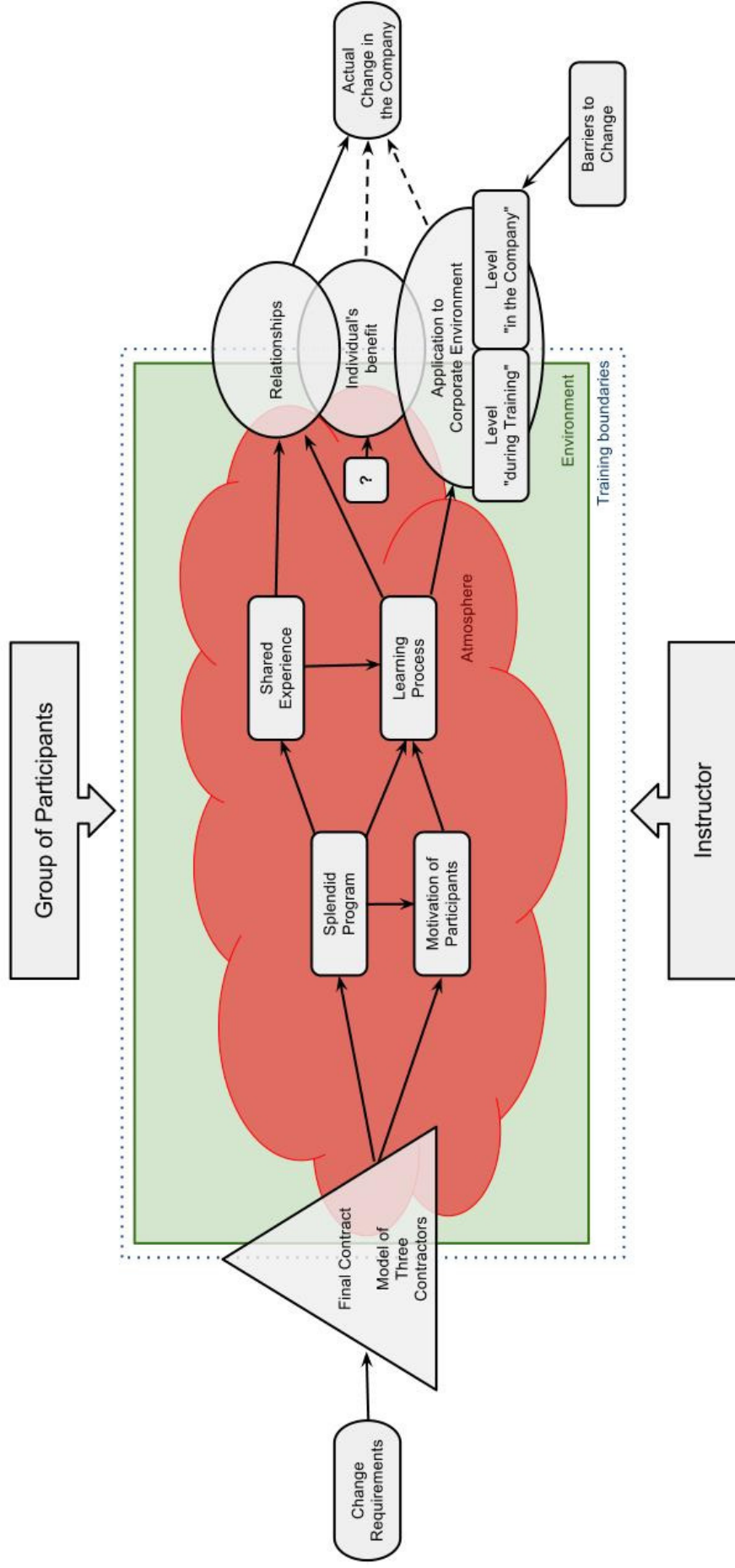
11.3.3.1. Group of Participants

Category a *Group of Participants* is at a distance in the model and thick arrow indicates a considerable impact on the ongoing processes. This is because characteristics of participants (as various individuals and as a group) significantly influence other processes. The participants come with various attitudes towards the training, stereotypes and habits from the corporate environment. Each participant enters the training as a unique person involved in the creation of the contract of the training, etc. They are their attitudes, behaviour, thinking that should be changed. It is important that other factors are maximally adapted to the characteristics of the group of participants.

Crucial elements for a success of the training are the positive attitudes of participants, and openness to activities and learning.

Codes that create this category are for example: attitude of participants, group maturity, their experience, program adjusted to participants, behaviour patterns, diversity of participants, participants' motivation, etc.

Figure 21: Model of Outdoor Management Training



(Source: author)

11.3.3.2. Instructor

Instructor is also at a distance and also significantly affects the other factors. The instructor is the one who, through various tools and techniques, helps participants to discover something new. How much the participants gain depends on instructor's skills. The instructor's main tasks are: to prepare the training in order to be useful for participants; to make participants enthusiastic, to help transforming the experience into a usable experience, etc.

Codes that create this category are for example: skill of teaching, ability to reveal current needs of the group, to ensure safety, trust, an expert on the process, facilitation, openness to participants, authenticity, to make participants enthusiastic, etc.

11.3.3.3. Final Contract

Model of Three Contracts was already introduced in a section 11.3.1. The main finding is that the client (contracting authority), instructor (contractor) and participants are all involved in negotiation of the final contract of the training. The contract is slightly changing during the course and it is advisable to prevent discrepancies between contracts by dynamic negotiation between the parties.

11.3.3.4. Splendid Program

The name suggests that a common program is not sufficient for outdoor training. *Splendid program* must attract participants and drag them in action. It must be a challenge; it has to put fizz into an event; and it has to lead to the fulfilment of the contracts. Splendid program should be arranged by the principles of a "Dramaturgy" (see section 7.3).

Instructor influences the category of the splendid program a lot. First, the splendid program is compiled by the instructor, but mainly the instructor guide participants through the program. The Splendid Program must be splendidly implemented.

Codes that create this category are for example: Program according to objectives, program adjusted to participants, dramaturgy, reasonable challenge, precise preparation, action program flexibility, progressive learning etc.

11.3.3.5. Motivation of Participants

Motivation of participants is a necessary condition for an Outdoor Management Training. If than motivation of participants is low and they do not want to work and learn, it is almost impossible to make any progress. A dimension of motivation is dependent on the characteristics of each individuals, its current mood and emotions. The instructor or the client may try to influence it by well negotiated contract, by interesting splendid program, by the atmosphere or an environment.

Codes that create this category are for example: Motivation of an individual, drama, sparkling program, awareness, positive relationships, etc.

11.3.3.6. Shared Experience

Shared Experience outside the working environment enables the development of relationships, contacts, better understanding of colleagues, etc. The splendid program makes the experience intense, but it is important to ensure the overall message of the training is positive. In addition, experience is the basic element of experiential learning.

Codes that create this category are for example: social contact, make friends, developing relationships, shared experience, informal recreation, etc.

11.3.3.7. Learning Process

The effort to control *the Learning Process* is the difference between an Educational Outdoor Management Training and an Outdoor Fun Event. It is a mastery ability of an instructor to help participants appropriately to discover something new. A necessary condition for a well-going learning process is, as already mentioned, the motivation of participants. The Learning

Process can be supported by the splendid program, by facilitatory skills of an instructor, by selecting the appropriate environment, and by supporting the formation of a psychologically safe atmosphere, etc.

Codes that create this category are for example: Feedback, review, the persistence of the education effect, link between requirement and activities, feeling safe, support, soft leadership, progressive learning, learning through experience, the influence of the environment, etc.

11.3.3.8. Environment

The category *Environment* represents the location where the course takes place (a forest, a meadow, a city, water, a foreign country, etc.), a hotel, a site of specific activities and weather conditions. All aspects together constitute a framework for the training. The training will certainly be perceived differently when it takes place in the rain, in the mud, in the middle of a forest or in the classroom.

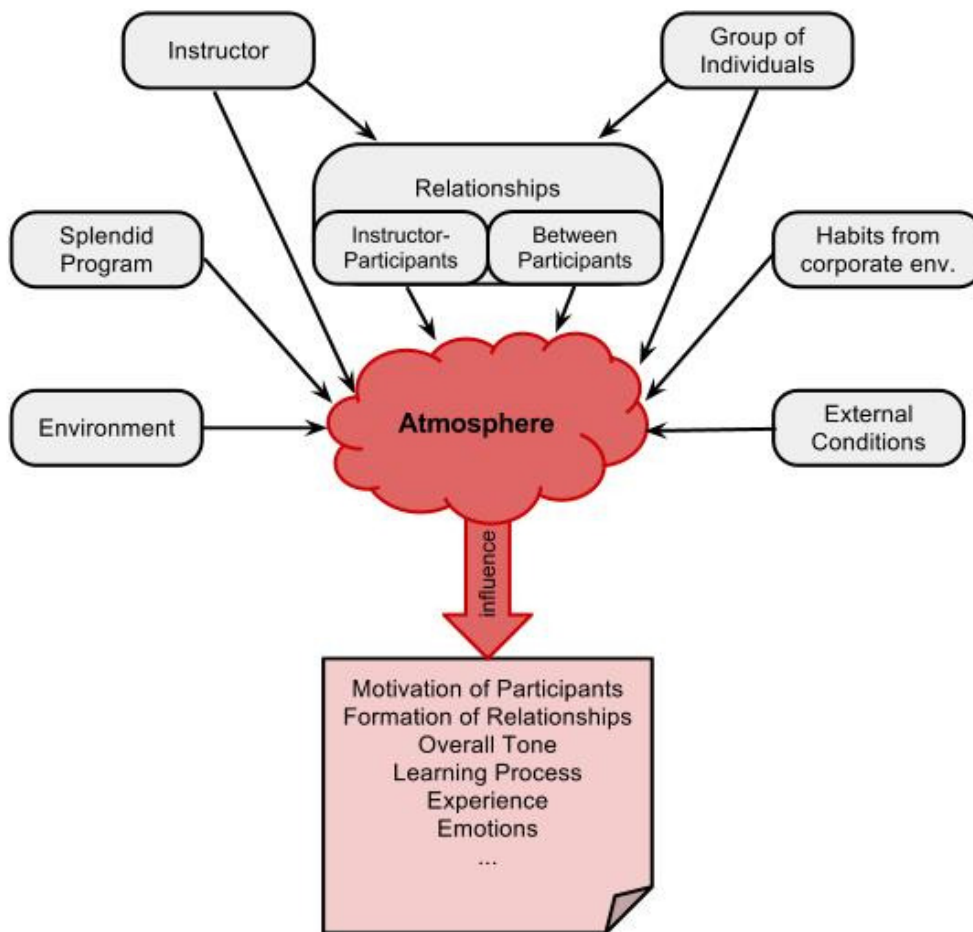
Codes that create this category are for example: facilities, a weather conditions, a location, services (food ...), etc.

11.3.3.9. Atmosphere

Atmosphere is an “invisible cloud” formed at the beginning and changing during the training. The successful Outdoor Management Trainings are characterised by supporting and safe atmosphere. Figure 22 illustrates what factors form the atmosphere and what is the influence of the atmosphere.

Codes that create this category are for example: The atmosphere, feeling safe, respect, building relationships, etc.

Figure 22: Model of atmosphere



(Source: author)

11.3.3.10. Relationships

The category *Relationships* is located on the border of the training, because it is one of the areas that are transferred from the training back to the company. All respondents stated that the improvement at the level of relationships was apparent after the course. However, the research shows different answers to the question about lasting of these improved relationships.

Codes that create this category are for example: Self-cognition, get to know each other, contacts, common relations, social contact, etc.

11.3.3.11. Individual's Benefit

It may happen that the course will have some *benefits for an individual*, who possibly brings a change and improvement into the company. A question mark pointing to this category indicates that *the benefit for an individual* can appear anywhere. Dashed arrow indicates a small or unmeasured impact on achieving a change in the company.

Code that creates this category is: Individual's Benefit.

11.3.3.12. Application to the Corporate Environment

Application to the Corporate Environment is an element that is significant for an Educational Outdoor Management Trainings. It does not exist in Outdoor Fun Events. *Application to the Corporate Environment* is the effort of all stakeholders to apply the knowledge and skills learned during the training to the corporate environment. In the research there were many codes with great frequency, which showed a strong emphasis on linkages with corporate practice.

Application to the Corporate Environment has two levels:

- The level *During Training*: It represents what participants experience and try to transform it into the corporate environment during the training. This process is supported by implementing a splendid program, using a feedback and review, etc.
- The level *In the Company*: It represents skills and knowledge the participants gain during the training and integrate it into a daily practice in the company. It is not possible to support this level during the training. This transfer should be supported within the company level.

The research shows the contradiction between the great emphasis placed on an *Application to the Corporate Environment* and the observation outcome that these efforts have almost no effect in practice. The respondents are not aware of any changes in the company, which would be based on this factor. The dashed arrow indicates a small or unmeasured impact on achieving a change in the company.

Codes that create this category are for example: Transferring experience into practice, review, program correspond with needs, linking competencies with the corporate environment, management teacher, analogue, usability of knowledge, business events, enlargement of knowledge, etc.

11.3.3.13. Barriers to Change

A category *Barriers to Change* informs that barriers which prevent the participants to apply their knowledge and skills in the company may exist. This category was explored only marginally.

Codes that create this category are for example: Effect of caravans, boundaries course / company, the persistence of the education effect, etc.

11.3.3.14. Factors in Harmony

The respondents stated that the training is highly successful if all parts are successful and all the elements work well together. Contracts clearly arranged, participants excited and eager for learning, activities held at an appropriate place, splendid program perfectly prepared, a professional instructor and participants understanding each other, a supportive atmosphere created ... Then there is a big chance that the course becomes very successful.

11.3.4. Difference - Outdoor Management Training vs. Outdoor Fun Event

The model of Outdoor Management Training described in section 11.3.3 can be applied generally to any outdoor course. Categories that apply only to educational Outdoor Management Training and missing on Outdoor Fun Events are as follows:

- *The Change Requirements*: Educational training is required to lead to a change (see Figure 20). The change requirement should be incorporated into a contract of the training (see section 11.3.1).

- *The Learning Process*: Deliberate efforts of all stakeholders to develop skills and personalities of the participants.
- *An Application to Corporate Environment*: The great emphasis is put on a transfer of knowledge and skills in corporate practise.

Promoters of Outdoor Management Training method would like to add one more category which would support the educative use of the method. *Actual Change in the Company*, preferably the change that would correspond to the contract. But as the companies have not adequately dealt with the evaluation and measurement of these changes yet, it remains only a hypothetical classification of this category. The fact of difficulty of measurements (his absence) may reduce the motivation of all interested stakeholders in the application of knowledge and skills to practice.

The research has highlighted an interesting contradiction between the emphasis placed on the factor *Application to the Corporate Environment* and the responds of the participants that they perceive *the Actual Change* only at the level of relationships, not a change in their personal development. If we take this statement as an assumption, we have to ask a question about a value of an educational Outdoor Management Training, because an Outdoor Fun Event can be use for building relationships as well and it is easier to carry out thus less expensive.

I suggest following questions to be answered by further research:

- Does the Educational Outdoor Management Training significantly benefit in other areas than only in relationships?
- What and why is / is not a difference in the benefit of Educational Outdoor Management Training and the Outdoor Fun Event at the level of changes in the company?

VI. EVALUATION AND RECOMMENDATION

The research and established models – model of Three contracts (see section 11.3.1) and model of Outdoor Management Training (see section 11.3.3) highlighted some problematic points about corporate education and outdoor courses in practise: terminology and use of Outdoor Management Training; maintaining a dynamic equilibrium of the three contracts (client-participants-instructors); importance of all factors; focus on transfer of knowledge and skills into corporate environment not only during the course but also after the training in the company; measurement of educational outputs and actual behavioural change or even measuring the ROI, etc.

Knowledge of these topic and relations might be useful for HR managers dealing with corporate education to order appropriate training and to make sure the educational agency will provide everything their company need.

The author of this work suggests two recommendations concerning these problematic issues:

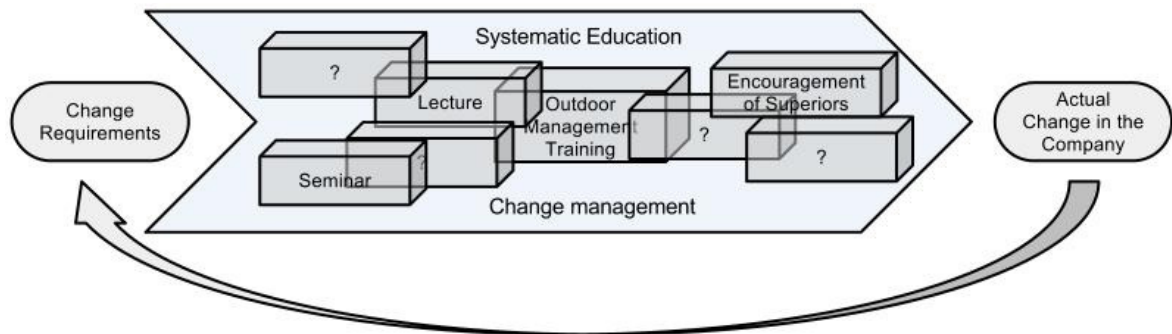
12. Outdoor Management Training as a Part of the Development Strategy

Outdoor Management Training is a method used for education, personal development, change of attitudes and behaviour. Andragogy (see section 4) states that education is a long, gradual process. Especially, when the aim is to change behavioural patterns it is not possible to meet this target using only one training. In the context of change management (see section 5.2.3) it is necessary to ensure many steps before and after a course.

The research has highlighted the fact that although there is a strong stress put on a process of transfer of knowledge and skills in the corporate environment, the practical impact in companies has not been shown (see section 11.3.4)

It is possible to set an assumption that better results in achieving the change and transferring knowledge and skills in the corporate environment can be significantly supported by the following approaches (see Figure 23):

Figure 23: Change as a systematic process



(Source: author)

- *Systematic Education:* Education should be seen as a long-term systematic continuous process. Companies should first carry out a need analysis (not only ad-hoc but also a strategic) then choose appropriate education program and finally perform measurement of effectiveness of education, evaluation and set new education needs (see section 5.2.2). Outdoor Management Training must be understood as one of the educational methods, which is suitable for a particular area (see section 7.6.1).
- *Change Management:* Education and training are means to achieve desired change hence change management approach should be applied. Change management enlarges the concept of systematic education. Employees should be identified with the education needs before it starts; the positive atmosphere should prevail in the company; etc. (see section 5.2.3). Change management approach should for example eliminate the “syndrome of caravan“- camel, who can run fast, still must follow the pace and habits of caravan. The immediate superior is the most competent to encourage new behaviour patters to be employed.

In practice, this approach could be presented at least in the way, that after setting education objectives, participants would initially go through **theoretical lecture** on the chosen topic; after some time they would experience **outdoor management training** with their immediate superior participation; in the company everyone should strive to support new ways of

behaviour; and after a month a **one-day indoor workshop**, which would serve for a feedback and embedding a transfer of knowledge and skills to the daily routine, would be organized. **Effectiveness measurement, evaluation and formulation of new objectives would follow.**

13. Competitive Advantage of Educational Agencies

Research indicates that the market currently requires successful Outdoor Management Trainings where *participants and a client feel satisfaction and fulfilment of a contract* (see section 11.3.2). No measurements of results and change in a company are required to provide a successful training.

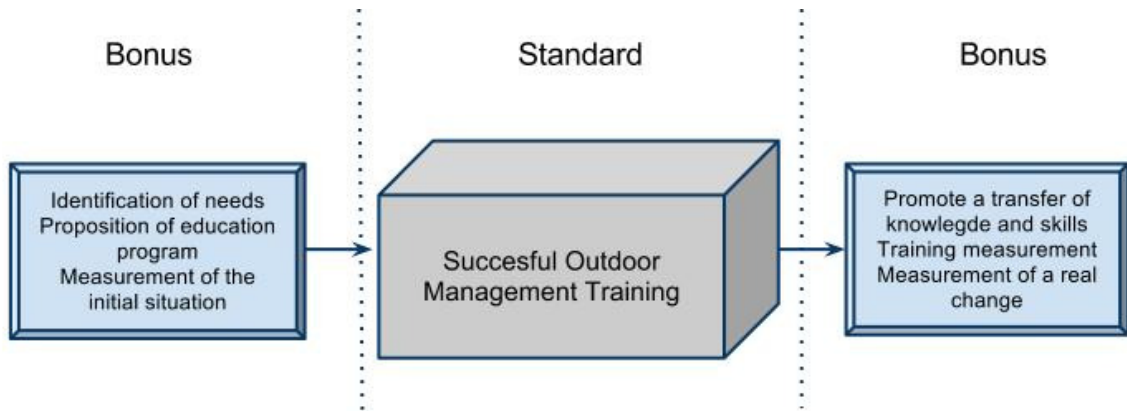
At the same time, the client has *Change Requirements* in the beginning and a great emphasis is placed on *Application to the Corporate Environment* (see section 11.3.3.12).

According to a CVTS survey, mature markets (EU-25, UK) invest more time into the development of personal skills and they are more engaged in evaluating effectiveness of training sessions (see section 9.1). It can be expected that companies in the Czech Republic will follow this trend as well.

It means that there is a demand for a *Change in the Company* on the market and current products do not meet this requirement. The gap in the market has been identified.

Educational agencies that meet the current requirements of successful training can produce development of clients' employees, achieve changes within the corporate environment and measure the results as a bonus. An agency gains **competitive advantage** if it can analyze the needs and measure the situation of a company before a training, provide and implement a standard successful training, and eventually promote a change in the company and measure real benefits of a client (see Figure 24).

Figure 24: Competitive advantage of educational agencies



(Source: author)

The question is how much do the costs of training rise due to the “bonus” activities and if companies are willing to pay these additional costs.

It is also necessary to find a suitable way to measure training effectiveness. Section 6 discusses this matter.

It is possible to speculate if the intention of clients to change is real and serious. No measurements of the training results and general success based only on the participant’s feelings might indicate that the client has low interest in any change in the company. Statement of “change requirements” may be used, for example, only to justify expenses to the financial department.

Further research into this topic is recommended.

VII. CONCLUSION

The intention of this diploma thesis was to explore the field of Outdoor Management Training and especially to create a model of Outdoor Management Training, which transparently shows the amount of information transferred.

In this case, where the intention was to examine the issue in its complexity, including the understanding of relationships between phenomena and where data is not of a numerical character. A qualitative approach, specifically a grounded theory approach, has been chosen.

The literature review is concerned with four topics. The fourth chapter “Process of Education and Learning” discusses the main principles and specifics of adult learning. The next chapter describes Outdoor Management Training in the context of the business environment, HR management and corporate training. Problems and approaches to the evaluation of training programs are discussed in chapter no. 6. The Kirkpatrick model in addition to that also ROI measurement and other approaches are introduced. The “Characteristics of Outdoor Management Training” chapter describes existing models of outdoor courses, pillars of the method, dramaturgy approach to organization of trainings, importance of games and skilled instructors and also the possible use of outdoor courses. The last part of the chapter discusses sceptical views of the method.

The first chapter of **the analytical part** explains that the terminological confusion and distrust of Outdoor Management Training as an educational method have been caused by an excess of demand of outdoor courses meaning they were even supplied by unqualified providers after 1989 in the Czech Republic.

Secondary research was done using Continuing Vocational Training Survey (European Communities, 1999, 2005). Mature markets (EU-25, UK) invest more time into the development of personal skills and are more engaged in evaluating the effectiveness of training. It can be expected that this trend will be followed in the Czech Republic.

The empirical part is the main part of the diploma thesis. The research based on the grounded theory approach has contributed with several outputs and implications.

The first *model of Three Contracts* stresses the importance of maintaining the dynamic equilibrium of the three contracts: client-participants, client-instructor, and instructor-participants. In practice participants are often omitted which may lead to significant inefficiencies (see section 11.3.1).

The secondary aim of the research, defining successful training, was met: "*Successful Outdoor Management Training is one where the participants and the client are satisfied and feel that the training fulfilled their contracts.*" However, this contrasts with the theoretical background. Further, successful training, defined like this, does not include the fulfilment of the initial contract.

The model of Outdoor Management Training has answered the research question. Figure 21 symbolically shows the critical success factors and indicates relationships; a further description follows in section 11.3.3. The critical success factors are: *change requirements, contract, group of participants, instructors, atmosphere, environment, splendid program, motivation of participants, shared experience, learning process, benefits (relationships, individual's benefits, application to corporate environment – during the training; in the company), and barriers to change.*

The second partial aim of the research was achieved. Categories that apply only to educational Outdoor Management Training and are missing in Outdoor Fun Events are: *the change requirements, the learning process, and application to corporate environment* (see section 11.3.4)

The research has highlighted an interesting contradiction between the emphasis placed on the factor *Application to the Corporate Environment* and the response of the participants that perceived *the Actual Change* only at the level of relationships, not a change in their personal development. If this statement is taken as an assumption, a question must be ask about the value of educational Outdoor Management Training, because an Outdoor Fun Event can be used for building relationships as well and it is easier to carry it out and thus less expensive.

The following questions should be answered by further research:

- Does educational Outdoor Management Training significantly benefit other areas than those specifically mentioned?
- What is / is not the difference in the benefit of educational Outdoor Management Training and Outdoor Fun Event at the level of changes in a company and why?

However, companies do not adequately measure the learning outcomes and actual change in the company. Hence, there is no evidence if an educational Outdoor Management Training contributes / does not contribute to *the Actual Change* in both relationships and personal development. It is also recommended that this topic is researched.

The author suggests two **recommendations** based on the research and the literature review.

Outdoor Management Training should be understood as one of many methods, which is suitable for particular training needs. Education in the corporate environment should be seen as a **long-term systematic continuous process**. Achieving changes in the company should be managed by **principles of change management** (see section 12).

The research indicated that the market currently requires successful Outdoor Management Training where *participants and clients feel satisfaction and fulfilment of the contract*. At the same time, the client has *Change Requirements* in the beginning and a great emphasis is placed on *Application to the Corporate Environment*.

It means that there is a demand for *Change in the Company* on the market and current products do not meet this requirement. The gap in the market has been identified.

Educational agencies that meet the current requirements of successful training can gain **comparative advantage** by offering an extra bonus for clients - they can offer the measured development of client's employees and achieved changes in the corporate environment. The question is how much do the costs of training rise due to the "bonus" activities and if companies are willing to pay these additional costs. This issue is also recommended to be further researched (see section 13).

The diploma thesis might be useful for the public. A transparent view is presented with identified possible problematic points. HR managers dealing with corporate education may ensure ordering an appropriate training and to make sure an educational agency will provide everything their company needs.

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IX. SUPPLEMENTS

Supplement 1: Sample of Coding

The research was held in Czech language in order to prevent possible losses in translation. A sample of initial coding is provided to illustrate the process. This interview was audiorecorded. Afterwards the researcher replayed the record and wrote simplified transcript down. Initial coding identifies important information and names them by codes. In following sample **the bold** indicate codes, *italics* indicate researcher's notes.

“...Je to zábavné, účastníkům se nechce překlápet do vzdělávacího modu (již od Krouvell?); **chut' účastníků se vzdělávat**

Trend je sestupný (méně rozvojových kurzů) – lidé se chtějí více bavit; po revoluci deficit vzdělávání- velký boom (tedy velká poptávka *vyvolala nárůst lektorů z řad skautů, vedoucích táborů. Horolezců apod... avšak tito lidé neví nic o tom, co účastníci prožívají ve firmách – analýza?*; lidé dnes nevěří tomu, že když budou dobří (se rozvíjet), přinese jim to úspěch a posuny ve firmě (to jim přinese politika..., chtějí z práce vypadnout a užít si); **provázanost vzdělávání s úspěchem (expektace);**

Dobře se pracuje s mladými perspektivními (nadšení...); **přístup účastníků**

Zda lektor dokáže ukázat Maruše, Tondovi... že to pro ně osobně bude dobré; **nalezení zakázky (lektor-účastník);**

Kurzy nemají často dobrou pověst, už tam jedou s tím, že budou lítat jak šašci, je to na houby, práce nám tu stojí; **předsudky účastníků, přístup účastníků**

Kurzy jsou fajn, když je atmosféra v týmu dobrá, je to další nakopnutí; **naladění kolektivu**

Je-li atmosféra dlouhodobě špatná, s hlubokými kořeny, z kurzu se stane další šaškárna, bez výsledku;->*nelze udělat dobrý kurz!!(divadlo, nebude to opravdové), max. zábava, naladění kolektivu*

Lidé musí jet na kurz se stejným očekáváním jako zadavatel **zakázka (zadavatel-účastníci) trojúhelník zakázek – lektor, zadavatel, účastníci ->schéma do DP.**

Je-li odtržen zadavatel (a zaplatí-li to) je to OK, možná se dojde jinam než chtěl, ale bude to smysluplné.

Ze zábavy do vzdělávání se jde *kvalitním rozbořem*, vést tak, aby lidé z toho měli užitek pro firmu! Musí být **Lektor managementu! Rozbor; Lektor managementu**

Pozn: pohled na činnosti z hlediska kdo se čeho účastní př.: rozbor (lektor-účastníci)

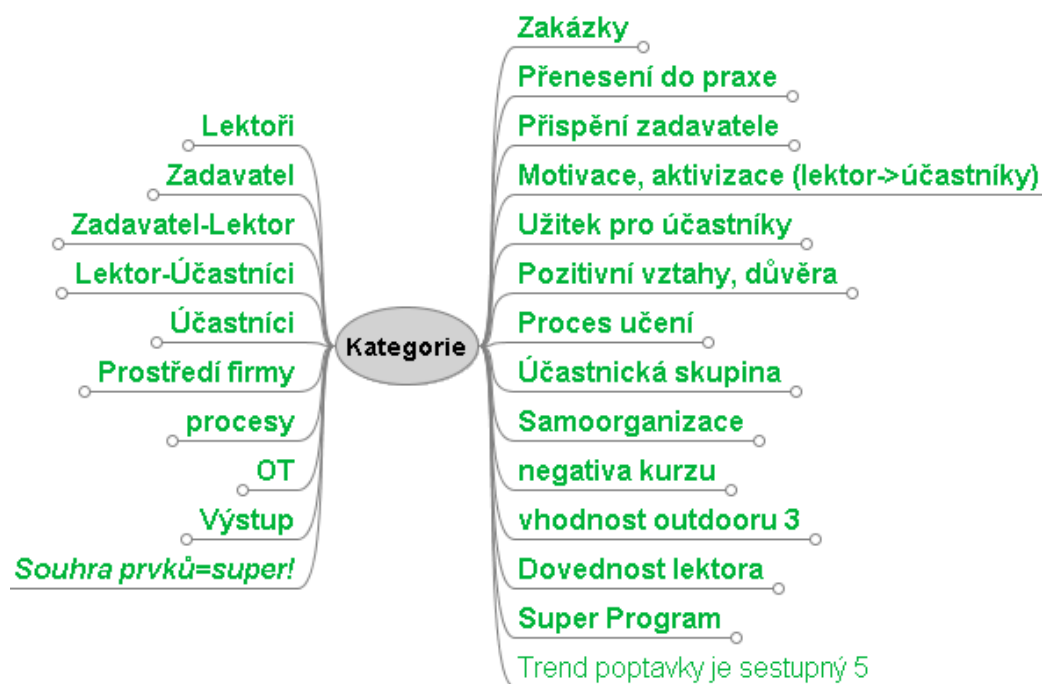
Dobře předložit, zadat hru; **zadání aktivity**

„Hraje se hra! Firma se chce pobavit, ale to nejde dát do nákladů -> objednáme „outdoor vydělávání“ my budeme hrát, že se vyděláváme, lektori budou hrát, že nás vzdělávají a bude z toho čurina“ – proč teda toho nevyužít ke vzdělávání? Zástěrka pro to, jak si jít užít = špatné jméno outdooru...”

Supplement 2: Categorization of Codes

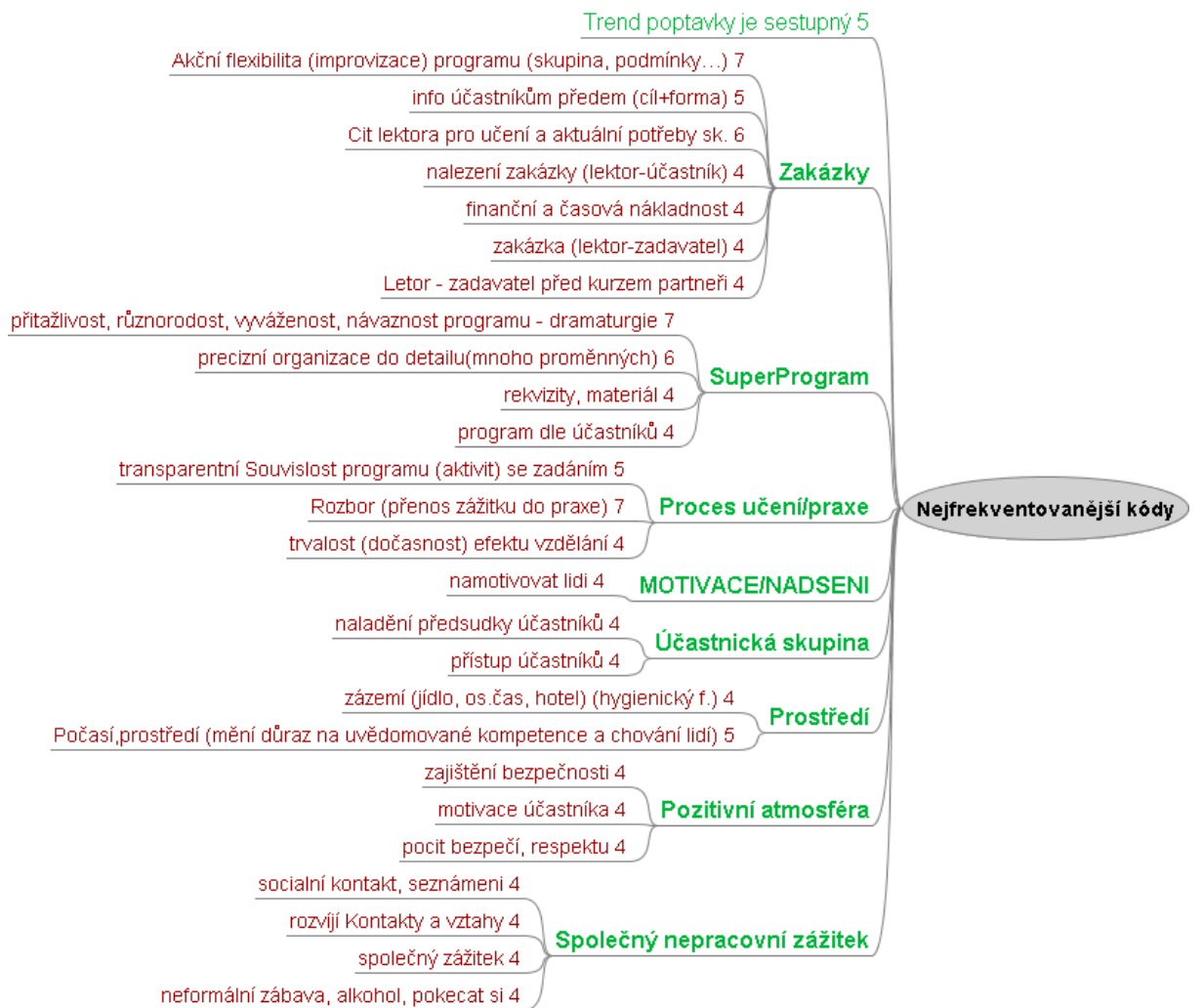
The second supplement shows how the codes obtained by conceptualisation of data from interviews were sorted. The FreeMind software was used. Figures show different categories that emerged in the research.

Figure 25: Overview of categories



(Source: author)

Figure 26: The most frequent codes



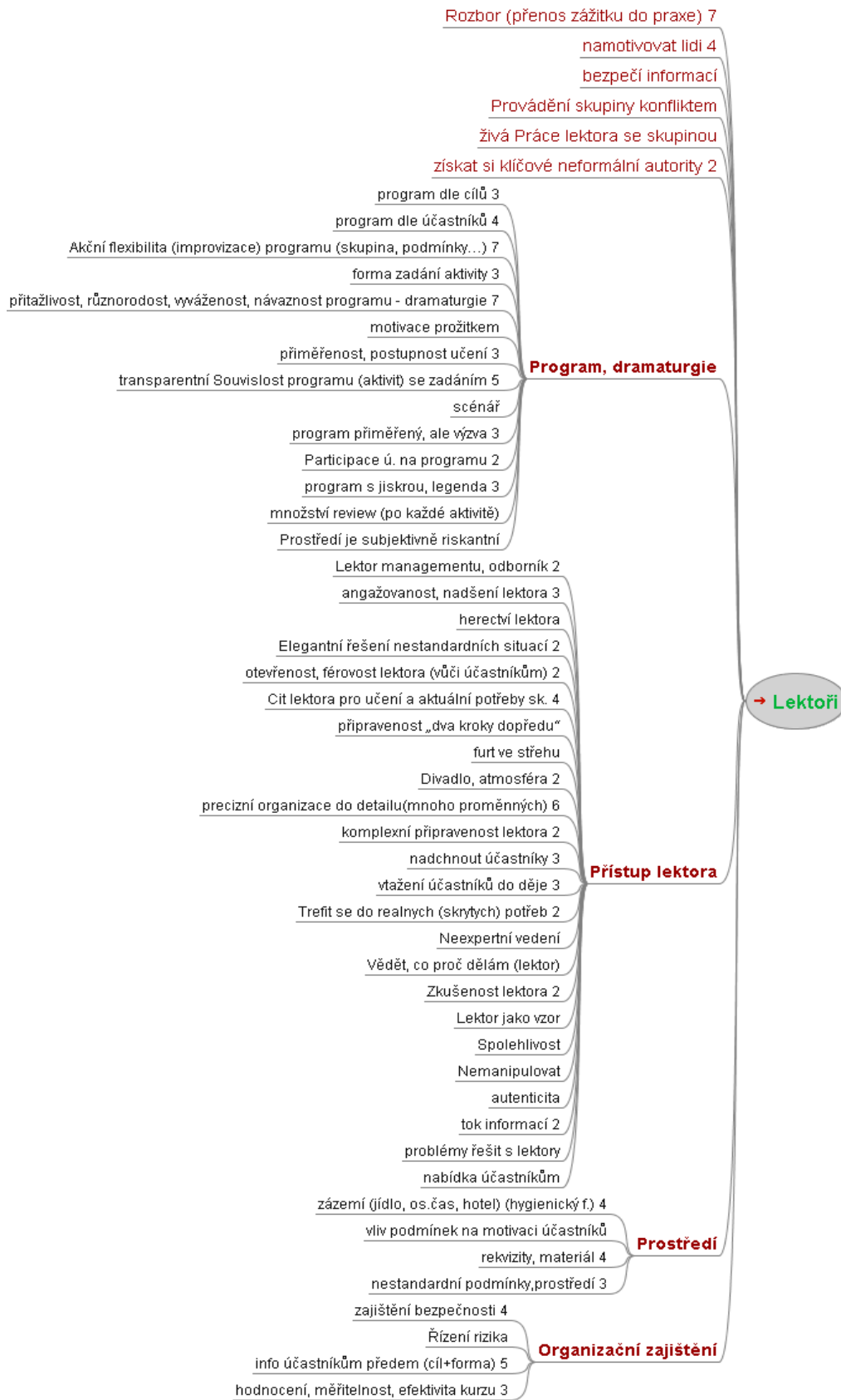
(Source: author)

Figure 27: Positive relationships



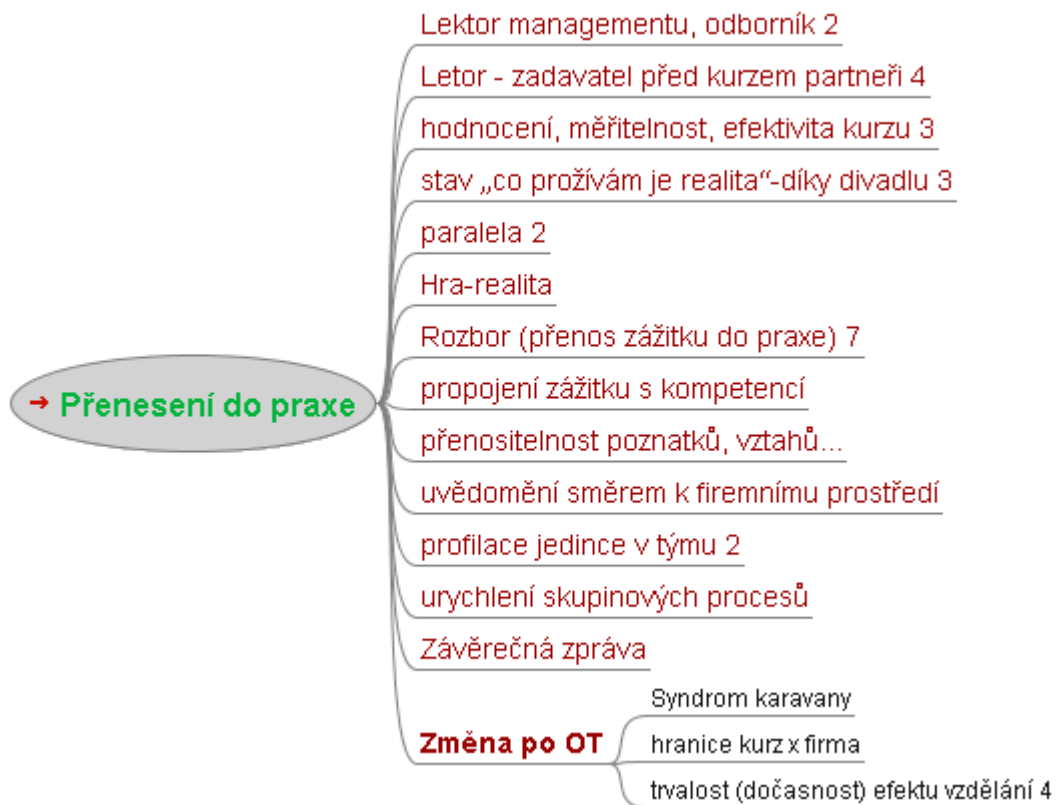
(Source: author)

Figure 28: Instructors



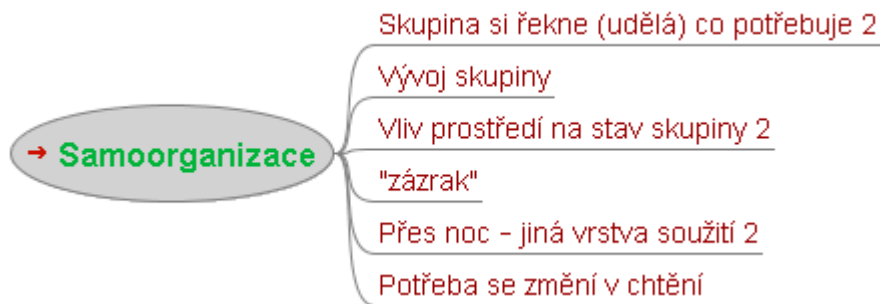
(Source: author)

Figure 29: Transfer in practise



(Source: author)

Figure 30: Self-organization



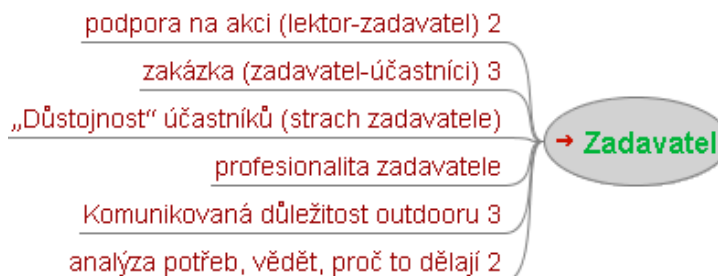
(Source: author)

Figure 31: Process of education



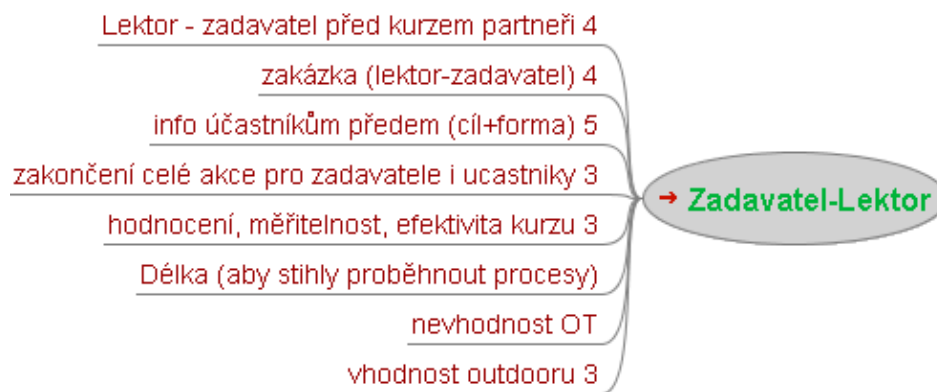
(Source: author)

Figure 32: Client



(Source: author)

Figure 33: Client-Instructor



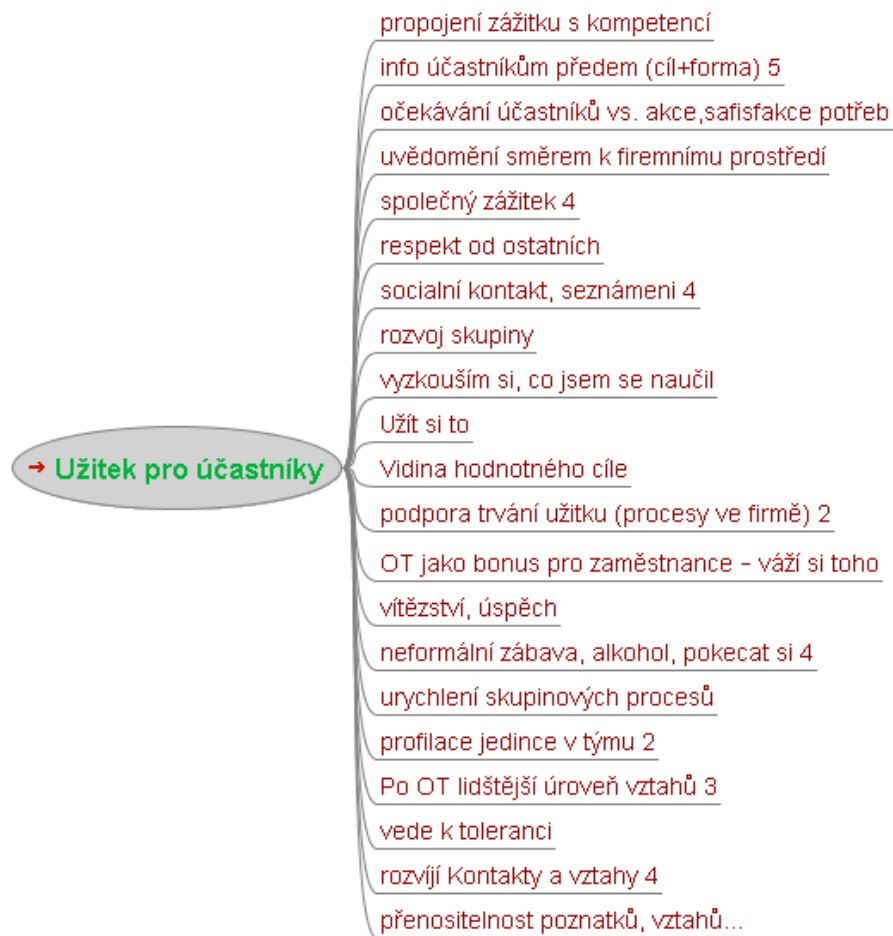
(Source: author)

Figure 34: Participants' group



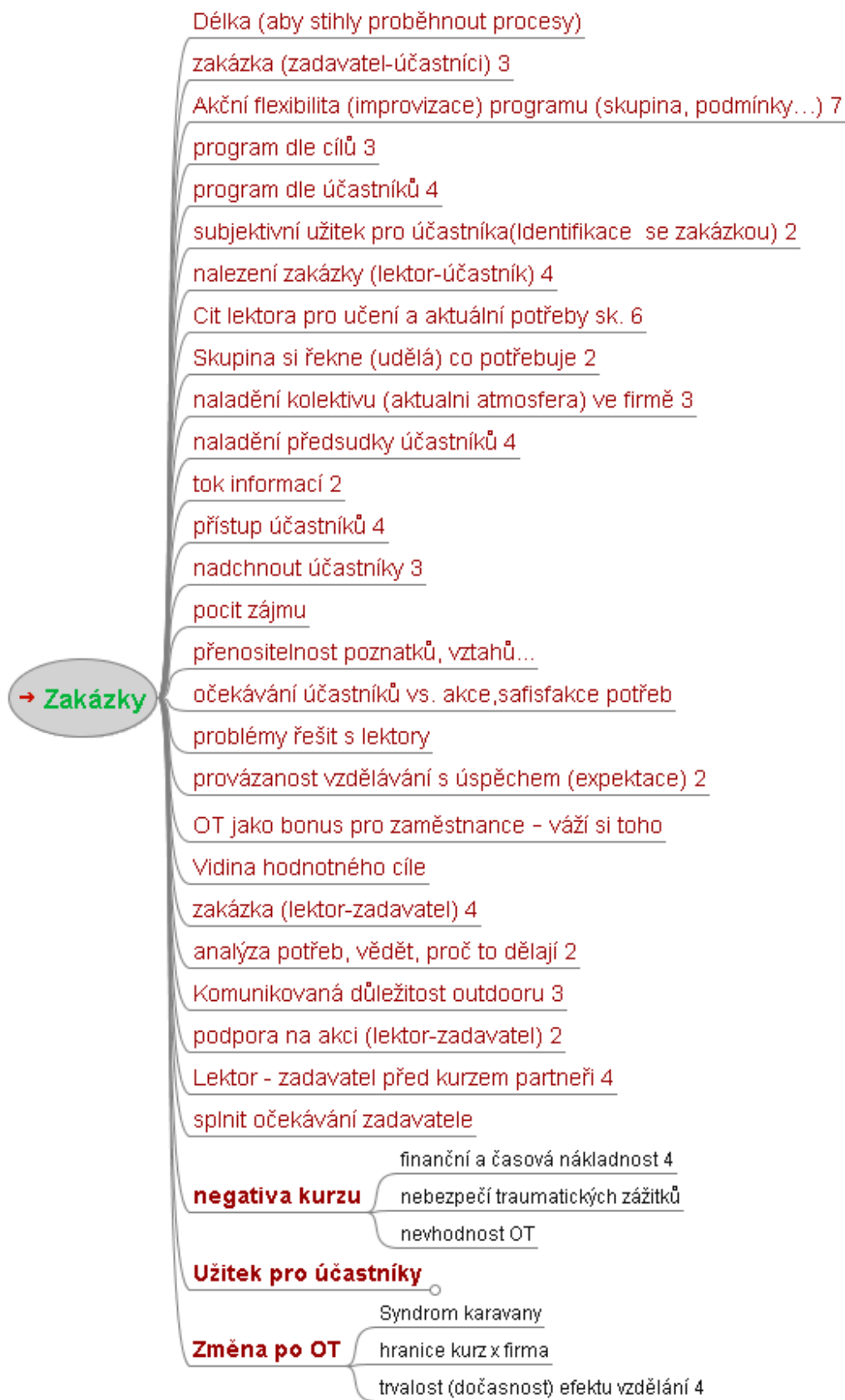
(Source: author)

Figure 35: Benefits for participants



(Source: author)

Figure 36: Contracts



(Source: author)

Supplement 3: Survey CVTS3 – Additional Tables

Table 13: Training enterprises as % of all enterprises, by type of training and NACE

TYPTRAI NACE/GEO	CVT courses			Any type of training		
	EU-25	CR	UK	EU-25	CR	UK
All NACE branches covered by CVTS	50	63	67	61	72	90
Mining and quarrying	46	74	63	55	86	93
Manufacturing	44	64	59	55	73	88
Electricity, gas and water supply	72	84	55	80	90	89
Construction	44	70	74	53	78	86
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	50	60	58	62	69	87
Hotels and restaurants	39	37	62	50	49	89
Land transport; transport via pipelines; water transport; air transport; supporting and auxiliary transport activities; activities of travel agencies	50	62	67	58	70	82
Financial intermediation	80	72	77	89	80	96
Real estate, renting and business activities	64	66	76	76	73	98
Other community, social, personal service activities	60	77	76	71	85	92

(Source: CTVS 3, 2005)

Table 14: Enterprises providing CVT courses as % of Training enterprises, by type of training and NACE

TYPTRAI NACE/GEO	External course			Internal course		
	EU-25	CR	UK	EU-25	CR	UK
All NACE branches covered by CVTS (Continuing Vocational Training)	89	80	81	54	66	67
Mining and quarrying	91	91	81	49	70	52
Manufacturing	88	78	78	58	71	71
Electricity, gas and water supply	97	86	85	55	72	95
Construction	91	81	90	40	69	59
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	87	80	74	52	64	65
Hotels and restaurants	84	68	79	55	62	67
Land transport; transport via pipelines; water transport; air transport; supporting and auxiliary transport activities; activities of travel agencies	88	74	78	51	65	68
Financial intermediation	92	92	85	67	64	75
Real estate, renting and business activities	91	87	88	56	57	69
Other community, social, personal service activities	88	83	79	57	60	64

(Source: CTVS 3, 2005)

Table 15: Training enterprises as % of all enterprises, by type of training and size class

TYPTRAI SIZECLAS/GEO	Any type of training		CVT courses		Any type of other forms	
	EU-25	UK	EU-25	UK	EU-25	UK
Between 10 and 49	56	66	45	56	44	54
Between 50 and 249	80	93	70	88	66	76
Between 250 and 499	90	100	82	100	78	85
Between 500 and 999	94	100	87	100	84	91
1 000 or more	97	100	96	100	90	98
Total	61	72	50	63	49	59

(Source: CTVS 3, 2005)

Table 16: Enterprises providing CVT courses as % of Training enterprises, by type of training and size class

TYPTRAI SIZECLAS/GEO	External course		Internal course	
	EU-25	UK	EU-25	UK
Between 10 and 49	88	77	49	63
Between 50 and 249	92	85	63	70
Between 250 and 499	90	93	79	84
Between 500 and 999	95	95	87	87
1 000 or more	94	98	93	94
Total	89	80	54	66

(Source: CTVS 3, 2005)

Table 17: Percentage of all non-training enterprises, by reason for not providing CVT

REASON/GEO	EU-25	CR	UK
The existing skills and competences of the persons employed corresponded to the current needs of the enterprise	73	80	79
People recruited with the skills needed	51	42	54
Other reasons	21	28	17
No time	32	26	32
Too expensive	21	13	15
Major training effort realised in a previous year	8	9	10
Lack of suitable CVT courses in the market	15	3	12
Difficult to assess enterprise's needs	10	2	11
Either focus on IVT than CVT	10	0	7
Total	39	28	10

(Source: CTVS 3, 2005)

Table 18: Training enterprises : % of reasons having an influence on the scope of the enterprise's CVT activities

REASON/GEO	EU-25	CR	UK
No need	42	65	43
No time	52	57	46
Other reasons	22	39	28
Too expensive	36	32	24
Lack of suitable CVT courses in the market	22	10	19
Difficult to assess enterprise's needs	13	9	11
Major training effort realised in a previous year	14	8	13
Either focus on IVT than CVT	15	3	21

(Source: CTVS 3, 2005)

Table 19: Enterprises evaluating the effect of CVT courses as % of training enterprises, 2

FORME/GEO	EU-25	CR	UK
All forms of assessment	76	76	90
Assess occupational behaviour performance	61	54	82
Measuring satisfaction level of participants	58	50	70
Carrying out tests to verify new skills	55	60	80
Measuring if new skills are applied at work	43	47	62

(Source: CTVS 3, 2005)

Table 20: 1 Enterprises evaluating the effect of CVT courses as % of training enterprises, by SIZE, (CR), 2

FORMEV/SIZECLAS	Between 10 and 49	Between 50 and 249	250 or more	Total
All forms of assessment	73	83	92	76
Assess occupational behaviour performance	58	68	78	61
Measuring satisfaction level of participants	53	68	84	58
Carrying out tests to verify new skills	52	62	76	55
Measuring if new skills are applied at work	40	47	59	43

(Source: CTVS 3, 2005)

Table 21: Enterprises with a training centre used exclusively or partly for CVT as % of training enterprises, by SIZE

SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	10	7	12
Between 50 and 249	16	9	25
250 or more	31	24	38
Total	12	8	16

(Source: CTVS 3, 2005)

Table 22: Enterprises with an agreement on CVT as % of training enterprises, by SIZE

SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	9	2	8
Between 50 and 249	14	5	7
250 or more	23	15	10
Total	11	3	8

(Source: CTVS 3, 2005)

Table 23: Percentage of training enterprises making use of an External advisory service by size class

FREQUENC/GEO	EU-25	CR	UK	Czech Republic			Total
				Between 10 and 49	Between 50 and 249	250 or more	
All positives	57	100	66	100	100	100	100
Always	8	3	10	3	3	2	3
Often	11	9	18	7	11	16	9
Occasionally	39	88	38	89	87	82	88

(Source: CTYS 3, 2005)

Table 24: Enterprises who assess the future skills needs of the enterprise as a % of training enterprises by SIZE

FREQUENC/GEO	EU-25	CR	UK	Czech Republic			Total
				Between 10 and 49	Between 50 and 249	250 or more	
All positives	55	46	76	42	55	71	46
Always	14	5	24	4	6	14	5
Often	12	8	22	6	10	19	8
Occasionally	29	34	29	32	39	37	34

(Source: CTYS 3, 2005)

Table 25: Enterprises who establish the training needs of their personnel as % of training enterprises by SIZE

FREQUENC/GEO	EU-25	CR	UK	Czech Republic			Total
				Between 10 and 49	Between 50 and 249	250 or more	
All positives	60	67	78	60	72	82	64
Always	13	6	26	13	19	30	15
Often	13	13	23	13	20	23	15
Occasionally	34	48	29	34	33	29	34

(Source: CTYS 3, 2005)

Table 26: Enterprises where there was an impact of public measures on their CVT plans as a % for all training enterprises by size class

SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	34	18	44
Between 50 and 249	41	27	45
250 or more	50	38	56
Total	36	21	45

(Source: CTVS 3, 2005)

Table 27: Enterprises where there was an impact of public measures on their CVT plans as a % for all training enterprises by size class

PUB_MEAS/GEO	EU-25	CR	UK
Any public measure	36	21	45
Financial subsidies towards the costs of training persons employed	17	1	17
Publicity-funded advisory service aimed at identifying training needs and/or developing training plans	9	2	9
Provision of recognised standards and frameworks for qualification and certification	20	19	32
Procedures to ensure the standards of trainers (e.g. by national registers, assessment).	11	3	25
Tax relief on expenditure on training persons	10	:	9

(Source: CTVS 3, 2005)

Table 28: Hours in CVT courses per participant, by size class

SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	26	18	22
Between 50 and 249	26	20	22
250 or more	28	26	19
Total	27	23	20

(Source: CTVS 3, 2005)

Table 29: Percentage of employees (only enterprises with CVT courses) participating in CVT courses, by size class

SIZECLAS/GEO	EU-25	CR	UK
Between 10 and 49	43	73	44
Between 50 and 249	41	66	42
Between 250 and 499	45	66	42
250 or more	45	66	37
Total	44	67	39

(Source: CTVS 3, 2005)