

Review of: "Enhancing Corporate Cohesion with Ta'awun through Outdoor Activities for Senior Managers"

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This paper addresses an important issue: the effects of Outdoor Adventurous Activities (OAA) exposure on executive-level functioning – especially co-operative working (or Ta'awun) - in senior employees in small/medium enterprises (SMEs). Examples are focused on Malaysia. Essentially, the account justifies using OAA in staff development. This is a fiendishly challenging task, made all the more difficult in a short account. In this review, instead of pointing out shortcomings, I will emphasise some positive editing options.

Unexpectedly, the account argues – but without providing clear evidence - for introducing a cultural dimension into conventional OAA programmes. Importantly, and rightly, the work implies that OAA has no automatic 'influence'; rather, benefits arise from engaging with specific, targeted mechanisms of delivery and experience. To achieve what I take to be the objective of the account – to encourage better staff development by delivering more Ta'awun in OAA – it is important to address the known reservations regarding the parts of the proposition.

Address three main issues to make a more compelling case.

First, focus on ONE main point. This will make the account more persuasive. I'd suggest the focus might be on either the need to develop better social skills in SMEs or *transfer of learning* (see below). It will be important to adopt a standard term for the key elements of social functioning (the current draft has many distinctive concepts, including trust, leadership, cohesiveness, cultural sensitivity, team dynamics, etc.).

I recommend progressing the argument from general ideas (possibly adult development and/or behaviour change) to more specific themes (scientifically based OAA provision, methods of improving outcomes, staff development in SMEs). Emphasise where findings are strong, consistent, and from a range of different research designs and approaches. It is *unhelpful* to place authors' names at the start of sentences; this makes *them* the subject of the account. Instead, focus more sentences on illustrating how OAA delivery can readily integrate key features of Ta'awun.

Second, address THE main reservation *against* investing in any staff development training; it typically fails to transfer effects into everyday workplace routines. This *transfer of learning* is a major issue in all staff development. Helpfully, and contrary to what OAA 'deniers' might think, even the most rudimentary of OAA approaches automatically include some of these key transfer practices because they occur in socially-oriented routines.

Third, make a stronger case for more OAA providers to use Ta'awun within their existing provision. In effect, show how to

implement more routine use of Ta'awun within OAA. For example, as a well-known concept, its routines will be familiar, accepted, and readily repeated. This will help OAA providers to deploy it more often and encourage commissioners to require it within programmes. Repetition, by delivery agents and by attendees, will be central to most forms of human learning and development. It is also a central feature in ensuring the transfer of learning.

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