

Sports for Learning in People Management

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Abstract: Sports activities can be used in the form of metaphors, in order to be used in management-oriented learning situations of people. Based on this, an activity was carried out with students from the Technical Course in Workplace Safety, using cooperative and competitive sports practices, to train skills focused on human resources and applied within entrepreneurial management. Concepts related to recruiting and selecting people, teamwork, identification and allocation of talents, definition of tasks, training, the importance and types of leadership, multifunctionality, etc. can be worked in a playful way. The games used were not modality known as football, volleyball, tennis, etc., but exercises specially planned and created aiming to work a clear and objective relationship with the competence worked. Before each game, the rules and objectives of each game were presented and at the end there were debates about the strategies used by the groups and also the strategies adopted individually by the students, carrying out an explanation followed by contextualizing the theories and practices of each concept work in the activities and how they are applied in the labor market. These debates have as their objective the process of action and reflection on competence, in a practical, experiential and playful way, citing the theoretical framework and application in the routines of companies. The realization of learning situations outside the classroom, also stimulate and favor greater integration among students, as well as aiming to make the process of building learning light, inviting and fun.

Key words: learning, activities, sports

1. Introduction

The reported activity aims to allow the construction of competences using metaphors relating people management to sports in a playful way, providing students with an active, interactive and experiential activity so that they are always at the center of the activity as main actors.

This practice is directly linked to the training of young people and adults, with an intentional educational action, as a focus on the relationship of activities with professional applicability, so it is very important to highlight some principles of Andragogy present in the activity, such as interactivity, a climate of safety and respect and reflection.

The goal, in this case is to create a space and moment with a light, relaxed activity that can escape the common sense of traditional classes, thus making the activity more attractive, meaningful and with better understanding for students, and maintaining the intentionality and development of learning that this competence requires.

2. Literature Review

According to Kuller, “[...] The learning situation should allow an uncompromised rehearsal with immediate results, constant reflection on the action and repeated and improved experimentation (Küller, Rodrigo, 2012, p. 6), [...], so the objective of the activities is that students can, through the proposed games, try actions aimed at people management and then carry out a critical analysis on the experiences, identifying and punctuating errors, successes and possible changes.”

The use of ludic activity seeks the integration and involvement of students, as according to Heberle, the use of ludic activities can contribute substantially to professional training, “[...] The student’s motivation for the class is an essential factor for the process to occur teaching and learning. Playfulness, when used in education, becomes an important tool that enables this motivation, facilitating learning” (Heberle, 2011, p. 6). And activities in this sense are attractive to students, as they also provide a moment of leisure and integration. Heberle also adds that “[...] Playful activities can and should be worked on in different ways in different age groups, especially in the education of young people and adults, as playful activities can contribute to the teaching and learning process and to the improvement of education” (Heberle, 2011, p. 6).

Sport is used as a playful way of working on skills, as within the scenarios of the games, various experiences are simulated focused on people management, according to Tubino “[...] Sport is a great tool in humanization and must be inserted in the integration of educational instruments made available to society” (Tubino, 2001). According to Pedreira “[...] Administrative principles are inherent to any and all organizations, be it a company, a university, a musical group or a sports institution. Organizations are run by people who work on behalf of the organization to achieve the stated objectives” (Pedreira, 2006, p. 19).

3. Research Method

Sports activities of an individual, competitive or cooperative nature were carried out, all entitled educational games, aimed at people management. Before each game, the rules and objectives of each game were presented, and afterwards, a dialogue was presented, recapitulating the objectives of the game and relating it to practices aimed at People Management.

Five activities were carried out as described below.

1st Team Work: Place all players in the middle of the court, draw a rope around them, leaving them all together, tied in a circle, then a ball is thrown. The objective of the game is not to let the ball fall, it ends when all members touch the ball at least once. If the ball falls, the activity resumes.

Number of participants indicated up to 30.

Bases worked: Total cooperation (Teamwork, quality of life — everyone wins, cooperative organizational climate).

2nd Structural Organization: Let the members choose 2 teams according to their free choice. The game consists of crossing the bottom line in possession of the ball, it must be played with the hands and cannot run with the ball, just move without it, like the game of rugby. Observation you can use the demarcations space for the futsal court.

Number of participants indicated up to 30.

At the end, ask the losing team why they lost and the winner why they won by relating the selection, team positioning, and game strategy adopted with the results of the game.

Number of participants indicated up to 30.

Bases worked: Selection of people, identification and allocation of talents and definition of tasks.

3rd Training and personal development: The activity consists of simulating the taking of a penalty without a goalkeeper, but starts kicking on the opposite side of the court, whoever hits the goal stops kicking, whoever misses the goal on the next kick brings the ball closer to goal to facilitate, at each error a new approach is made until everyone hits the goal.

Unlimited number of participants.

Bases Worked: Different goals, times and training for the development of different people.

4th Multifunctionality and leadership: The game principle of activity number 2 can be used, new teams are chosen and only one player is chosen to make the goal/point. making the points is passed only to the opposing team. Note you can use the space demarcations for the volleyball court.

Number of participants indicated up to 30.

Bases worked: Identification and types of leadership, multifunctionality, and organizational strategies.

5th Change management: It is possible to play futsal game on a reduced court (volleyball court), using demarcation of the beams with cones (in the style of goal). 3 or 4 teams are selected, but only two play and the other team (s) are reserves. Competitors must be substituted at certain imposed moments, such as, after having scored a point, after the ball has left or even as instructed by the teacher, the frequency of exchanges should start gradually and increase according to the progress of the game. In this game there are no fixed teams, the exchange is constant, which is an obstacle to rivalry.

Number of nominated participants up to 30, initially divided into 3 or 4 teams.

Bases Worked: Organizational culture, conservative environments, change management and competitiveness.

Necessary Resources: Twine roll, whistle, scissors, 4 cones, a soccer ball and a volleyball ball, open space (sports court).

Total activity time: From three to four hours, considering 20 minutes for break, dividing the remaining time in 30 to 45 minutes for each activity, considering explanation about the game, team selection, performance of the game and post-match discussion.

4. Results

The activity allowed great interaction, involvement, cooperation and integration of students in a fun way, in addition to highlighting the importance and relevance of discussions and results for professional practice, this makes the teaching-learning process inviting, attractive and challenger.

The activities allowed to keep the students as the main actors of the actions, either as athletes or through the constructions carried out in the discussions after each game, because the explanations are always based on the reported experiences they had during the activities or on the previous knowledge that each student brought as a report of experience, adding to this the concepts and theories about each competence worked.

The apprentices were able to play thinking about the team's victory linked to their individual performance, realizing that each function has its importance for the whole, and that when properly performed they contribute to the achievement of the group's goals.

According to the testimony of student Kaique Augusto dos Santos, the understanding of the content became much clearer after the matches. "I realized that a team is like a team. Each person needs to play in their position to

score a goal” (SENAC-SP, 2016).

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