



Secretaría General para el Deporte
Instituto Andaluz del Deporte

Departamento de Formación
formacion.iad.ctcd@juntadeandalucia.es

DOCUMENTACIÓN

Código curso 200721901****

**NAVEGACIÓN MEDIANTE GPS: USO
EDUCATIVO EN LA ESCUELA, EN LA EMPRESA,
GEOCATCHING**

Bibliografía de interés

**Sierra Nevada, (Granada)
2, 3 y 4 de octubre**

BIBLIOGRAFÍA

ABBEY, D.S., HUNT, D.E., y WEISER, J.C. (1985). Variations on a Theme by Kolb: A New Perspective for Understanding Counseling and Supervision. *The Counseling Psychologist*, 13(3), 477-501.

ABERNATHY, D. (1999). Thinking outside the evaluation box. *Training and Development*, 53(2), 18-24.

AKANDE, A. (1992). Team skill development: an experience-based framework for management training. *Journal of European Industrial Training*, 16(1), 10-16.

ALLIGER, G. y HOROWITZ, H. (1989). IBM takes the guessing out of testing. *Training and Development*, 43(4), 69-73.

ALLIGER, G. y JANAK, E. (1989). Kirkpatrick's levels of training criteria: Thirty years later. *Personnel Psychology*, 42(3), 331-342.

ALONSO, C. (1992). *Estilos de Aprendizaje: Análisis y Diagnóstico en Estudiantes Universitarios*. Madrid: Editorial Universidad Complutense de Madrid.

ALONSO, C., GALLEGOS, D. y HONEY, P. (1994). *Los estilos de aprendizaje: procedimientos de diagnóstico y mejora*. Bilbao: Ediciones Mensajero.

AMABILE, T. (1998). The Intrinsic Motivation Principle of Creativity. In B. STAW Y L.L. CUMMINGS. *Research in Organizational Behavior* (Vol. 10). Greenwich, CT: JAI Press.

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT (1997). *National HRD executive survey, measurement and evaluation, 1997 fourth quarter survey report*. [en línea] Disponible en Internet: http://www.astd.org/virtual-community/research/uhrdnhrd_executivesurvey_97me [Consultado: Octubre de 2003].

AMORÓS Y ONDEANO, F. (1848). *Nouveau manuel complet d'éducation physique, gymnastique et morale*. París: Ediciones Revne EPS.

APPELBAUM, S.H. (1992). Organizational deflection or who owns the real problem? Debunking the nurse-physician conflict by team building. *Leadership & Organization Development Journal*, 13(1), 21-26.

ARISTÓTELES (1970). *Política*. Madrid: Instituto de Estudios Políticos.

ASSOCIATION FOR EXPERIENTIAL EDUCATION (2002). *What is the definition of experiential education?*. Boulder, Colorado: Author.

ATKINSON, G. (2003). Does size matter for sports performance researchers? *J Sport Sci.*, (21), pp. 73-74.

AUSUBEL, D.P. (1968). *Educational Psychology: a cognitive view*. New York: Holt.

BACHMAN, W. (1988). *Nice Guys Finish First: A SYMLOG Analysis of U.S. Naval Commands*. In R.B. POLLEY, A.P. HARE y P.J. STONE. *The SYMLOG Practitioner: Applications of Small Group Research* (133-153). New York: Praeger.

BACON, S. (1983). *The Conscious use of metaphor in Outward Bound*. Denver, Colorado: Colorado Outward Bound School.

BACON, S. (1987). *The evolution of the outward bound process*. Greenwich: Outward Bound USA.

BAILEY, B.A. (1990). Developing self-awareness through simulation gaming. *Journal of Management Development*, 9(2), 38-42.

BAKER, P. (2000). I'm sensing some hostility. *Works Management*, 53(12), 42-46.

BAKKEN, D. y BERNSTEIN, A. (1982). A Systematic Approach to Evaluation. *Training Development Journal*, 36(8), 4-51.

BALDWIN, T.T. y FORD, J.K. (1988). Transfer of Training: a Review and Directions for Future Research. *Personnel Psychology*, (41), 65-105.

BANK, J. (1985). *Outdoor Development for Managers*. Aldershot, USA: Gower Publishing Company Limited.

BARNER, R.W. (1989). The right tool for the job. *Training & Development Journal*. July, pp. 46-51.

BARNES, B. y WREN, P. (1993). *Paintball: Strategies and Tactics*. Memphis: Mustang Publishing Company .

BAR-ON, R. (1997). *The Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto: Multi-Health Systems.

BARRICK, M.R. y MOUNT, M.K. (1991). The Big Five Personality Dimensions and Job Performance: A Meta-Analysis. *Personal Psychology*, (44), 1-26.

BARRICK, M.R. y MOUNT, M.K. y STRAUSS, J.P. (1993). Conscientiousness and Performance of Sales Representatives: Test of the Mediating Effects of Goal Setting. *Journal of Applied Psychology*, (78), 715-722.

- BARSADE, S. (1998). *The ripple effect: emotional contagion in groups*. New Haven, USA: Yale University School of Management.
- BARSADE, S.G. y GIBSON, D.E. (1998). Group Emotion: A View from Top and Bottom. In D.H. FRUENFELD, B. MANNIX Y M. NEALE. *Research on Managing Groups and Teams: Composition* (Vol. 1, 81-102). Greenwich, CT: JAI Press.
- BECKER, R. (1998). Taking the misery out of experiential training. *Training*, 35(2), 78-88.
- BEEBY, J.M. y RATHBORN, S. (1983). Development Training-Using the Outdoors in Management Development. *Management Education and Development*, 14(3), 170-181.
- BELFIELD, C., HYWELL, T., BULLOCK, A., EYNON, R., y WALL, D. (2001). Measuring effectiveness for best evidence medical education: a discussion. *Medical Teacher*, 23(2), 164-170.
- BENNETT, N., BUCKINGHAM, D., y DUNNE, E. (1994). *Personal Transferable Skills. Report to Teaching Development Fund*. Exeter, England: University of Exeter, pp. 159.
- BENNETT, R. (1996). An Outdoor Management Development Type Exercise Which Can Be Completed Indoors. *Training & Management Development Methods*, 10(1), 601-619.
- BERGER, M. (1991). Breaking down barriers - part I: inter- departmental team building. *Industrial and Commercial Training*, 23(1), 24-36.
- BICKERSTAFF, G. (1993). Measuring gains from training. *Personnel Management*, 25(11), 48-51.
- BILLET, S. (1994). Authenticity in Workplace Learning Setting. In J. STEVENSON (ed.) *Cognition at Work: The Development of Vocational Expertise* (91-105). Leabrook, Australia: National Centre for Vocational Education Research Ltd.
- BIRKENBIHL, M. (1996). *Formación de Formadores*. Madrid: Ed. Paraninfo.
- BLANCHARD, K. y CHESCA, A. (1986). *Antropología del Deporte*. Barcelona: Bellaterra.
- BORZAK, L. (1981). *Field Study. A Source Book for Experiential Learning*. Beverly Hills: Sage Publications.
- BOULMETIS, J. y DUTWIN, P. (2000). *The abc's of evaluation: Timeless techniques for program and project managers*. San Francisco: Jossey-Bass.
- BOYATZIS, R.E. (1982). *The Competence Manager: A Model for Effective Performance*. New York: Wiley.

BOYATZIS, R.E. y BURRUS, J.A. (1995). *The Heart of Human Resource Development: Counseling Competencies* [en línea] Disponible en Internet: <http://www.eiconsortium.org>

BOYATZIS, R.E., GOLEMAN, D., y HAY/McBER (1999). *Emotional Competence Inventory*. [en línea] Disponible en Internet: <http://www.hayresourcesdirect.haygroup.com> [Consultado: Diciembre 2003].

BOYATZIS, R.E., GOLEMAN, D. Y RHEE, K. (2000). Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI). In R. BAR-ON y J.D.A. PARKER. *The Handbook of Emotional Intelligence: Theory, Development, Assessment and Application at Home, School and in the Workplace* (343-362). San Francisco: Jossey-Bass.

BOYLE, M.A. y CROSBY, R. (1997). Academic program evaluation: lessons from business and industry. *Journal of Industrial Teacher Education*, 34(3), 81-85.

BRADFORD, J.P. (1989). Getting together: a composite case study in team building. *Optimum*, 20(2), 38-51.

BRAMELY, P. y NEWBY, A.C. (1984) The Evaluation of training. Part I: Clarifying the concept. *Journal of European & Industrial Training*, 8(6), 10-16.

BRAUCHLE, P.E. y WRIGHT, D.W. (1993). Training work teams. *Training & Development*, (42), 65-68.

BRENSON LAZAN, G. (1992). *Preceptos de Facilitación del Auto-Desarrollo Psicosocial Integral (ADPI)*. Bogotá: Fundación Neo-Humanista. Amauta Internacional.

BRENSON LAZAN, G. (1995). *Transformación Personal y Social. Guía para Facilitadores*. Bogotá: Fundación Neo-Humanista.

BRENSON LAZAN, G. y SARMIENTO, M.M. (1999). *Haravicus, el arte, la ciencia y la tecnología de la facilitación*. Santafé de Bogotá: Programa de Formación Virtual de Facilitadores.

BRENSON LAZAN, G. y SARMIENTO, M.M. (2000). *Intervención Facilitadora en Crisis y Desastres*. II Encuentro Latinoamericano de Facilitadores. 7-11 Noviembre, Cochabamba-Bolivia.

BRINKERHOFF, R.O. y GILL, S.J. (1994). *The Learning Alliance: System Thinking in Human Resource Development*. San Francisco: Jossey-Bass.

BRINKERHOFF, R.O. y MONTESINO, M. (1995). Partnership for Training Transfer: Lessons from a Corporate Study. *Human Resource Development Quarterly*, 6(3), 263- 274.

BROAD, M. y NEWSTROM, J.W. (1992). *Transfer of Training: Action-Packed Strategies to Ensure High Payoff From Training Investments*. Reading, Massachusetts: Addison-Wesley Publishing Company.

BRONSON, J., GIBSON, S., KICHAR, R. y PRIEST, S. (1992). Evaluation of team development in a corporate adventure training program. *Journal of experiential education*, 15(2), 50-53.

BROOKFIELD, S.D. (1983). *Adult Learners, Adult Education and the Community*. Milton Keynes: Open University Press.

BROOKS, M. (1989). *Instant Rapport*. New York: Warner Brooks.

BROWN, G. y ATKINS, M. (1993). *Effective Teaching in Higher Education*. London: Routledge.

BULLER, P. F., CRAGUN, J. R., McEVOY, G. M. (1991). Getting the most out of outdoor training. *Training and Development Journal*, 45(3), 58-62.

BUNTING, C. (1990). Interdependency: A Key in Environmental and Adventure Education. En, J.C. MILES y S. PRIEST (Eds.), *Adventure Education* (453-458). State College, PA: Venture Publishing, Inc.

BURNETT, D. (1994). Exercises Better Management Skill. *Personnel Management*, 26(1) 42-46.

BUSHNELL, D.S. (1990). Input, processing, output: a model for evaluating training. *Training and Development*, 44(3), 41-43.

BUTLER, B. y ELLIOTT, D. (1985). *Teaching and Learning for Practice*. Aldershot: Gower.

CADAVID, J. C., CALLEJAS, A., OLAVE, T., MORENO, G.A., QUIÑÓNEZ, A. (1999). *Outdoor Training: entrenamiento de habilidades y fortalecimiento de actitudes para el liderazgo y el trabajo en equipo*. I Simposio Nacional de Vivencias y Gestión en Recreación. 25-27 de noviembre, Paipa-Colombia.

CADAVID, J.C. y QUIÑÓNEZ, A. (2001). *Educación experimental: El Proceso que Facilita la Transformación*. II Simposio Nacional de Vivencias y Gestión en Recreación. 22-24 de Noviembre, Cali-Colombia.

CAFFARELLA, R. (1994). *Planning Programs for Adult Learners*. San Francisco: Jossey-Bass Publishers.

CALIGURI, J. (1984). The Evaluators Journal: a Qualitative Supplement to Program Evaluation. *Evaluation News*, 5(4), 54-58.

CAMPBELL, D.T. y STANLEY, J.C. (1966). *Experimental and quasi-experimental designs for research*. Skokie, IL: Rand McNally.

CANFIELD, A.A. (1977). *Learning Styles Inventory*. Plymouth: Humanics, Inc.

CARAVAGLIA, P.L. (1993). How to Ensure Transfer of Training. *Training and Development*, 47(1), 63-68.

CARUSO, D. R. (1999). *Applying the ability model of emotional intelligence to the world of work*. [en línea] Disponible en Internet: <http://www.themanager.org> [Consultado: Noviembre de 2003].

CASCIO, W. (1987). *Applied psychology in personnel management* (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.

CHANNELL, G. (1998). Barclays banks on teamwork and quality improvement. *Human Resource Management International Digest*, 6(4), 9-14.

CHAPMAN, A. y LUMSDON, C.A. (1983). Outdoor Development Training: A new tool for management. *Leadership & Organization Development Journal*, 4(4), 28-32.

CHERNISS, G. (2000). Emotional Intelligence: What it is and Why it Matters. Paper presented at the annual meeting of the society for industrial and organizational. *Psychology*. (15 de abril). New Orleans, Louisiana.

CHERNISS, G. y ADLER, M. (2000). *Promoting Emotional Intelligence in Organizations: Making Training in Emotional Intelligence Effective*. Washington: American Society for Training & Development.

CHI, M.T.M. (1985). Changing conceptions of sources of memory development. *Human Development*, (28), 50-56.

CLARK, R.E. y VOOGEL, A. (1985). Transfer of Training Principles for Instructional Design. *Education Communication and Technology Journal*, 33(2), 113-123.

CLAXTON, S. y RALSTON, Y. (1978). *Learning Styles: Their Impact on Teaching and Administration*. Washington: American Association for Higher Education.

CLEMENTS, C., WAGNER, R. J., ROLAND, C. (1995). The ins and outs of experimental training. *Training & Development*, 49(52), 52-58.

COLL,C. (1987). *Psicología y currículo*. Barcelona: Laia.

COMBARIZA, X. (2000). *Formación básica de facilitadores en entrenamiento experimental al aire libre*. II Encuentro Latinoamericano de Facilitadores. 7-11 de Noviembre, Cochabamba-Bolivia.

- CONGER, J.A. (1993). The Brave New World of Leadership Training. *Organizational Dynamics*, 21(3), 46-58.
- COOK, L. (2000). Open the door... outdoor learning. *Works Management*, 53(4), 16-18.
- COOPER, R. (1997a). Applying emotional intelligence in the workplace. *Training & Development*, 51(12), 31-38.
- COOPER, R. (1997b). *EQ Map*. San Francisco: AIT and Essi Systems.
- COOPER, R., y SAWAF, A. (1997). *Executive EQ: Emotional Intelligence in Leadership and Organizations*. New York: Berkeley Publishing Group.
- COPELAND, T., KOLLER, T. y MURRIN, J. (1995). *Valuation, measuring and managing the value of a company* (2nd ed.). New York: John Wiley.
- CORMIER, S. y HAGMAN, J. (1987). *Transfer of Learning*. San Diego, California: Academic Press.
- COUBERTAIN, PIERRE DE (1973). *Ideario Olímpico*. Barcelona: Ed. Doncel.
- CRAIG, A.R. (1997). *The New Citizenship: Unconventional Politics, Activism and Service*. Boulder, Colorado: Westview Press.
- CRANT, J.M. (1995). The Proactive Personality Scale and Objective Job Performance Among Real State Agents. *Journal of Applied Psychology*, (80), 532-537.
- CREE, V.E., MACAULAY, C. y LONEY, H. (1998). *Transfer of Learning. A study*. Edinburgh: The Scottish Office Central Research Unit.
- CREE, V.E. y MACAULAY, C. (2000). *Transfer of Learning. Theory and Practice*. London: Routledge.
- CRESWICK, C. y WILLIAMS, R. (1979). *Using the Outdoors for Management Development and Team Building*. Gloucester: The Food, Drink and Tobacco Industrial Training Board.
- CURRY, L. (1983). An Organisation of Learning Style Theory and Constructs, in L. CURRY (Ed) *Learning Style in Continuing Education* (29-43). Canada: Dalhousie University.
- CURRY, L. (1997). Exterior motives. *People Management*, 3(11), 32- 35.
- CUST, J. (1995). Recent Cognitive Perspectives on Learning Implications for Nurse Education. *Nurse Education Today*, 15(4), 280-290.

DAINTY, P. y LUCAS, D. (1992). Clarifying the confusion: a practical framework for evaluating outdoor development programmes for managers. *Management Education and Development*, 23(2), 106-122.

DAVIDSON, S., ROBINSON, P., RUBIN, R., SMITH, S., FIELD, P., BRAUN, J. (2002). *The Complete Guide to Paintball*. Long Island City: Hatherleigh Press.

DELAY, R. (1996). Forming Knowledge: constructivist learning and experiential education. *The Journal of Experiential Education*, 19(2), 76-81.

DETERMAN, D. y STERNBERG, R. (1993). *Transfer on Trial*. Norwood, New Jersey: Ablex Publishing Co.

DEWEY, J. (1938). *Experience and Education*. New York: Simon and Schuster.

DICKSON, D. y BAMFORD, D. (1995). Improving the interpersonal skills of Social Work Student: The Problem of Transfer of Training and What to do About It. *British Journal of Social Work*, 25(12), 85-105.

DUFRENE, D., SHARBROUGH, W., CLIPSON, T., McCALL, M. (1999). Bringing outdoor challenge education inside the business communication classroom. *Business Communication Quarterly*, 62(3), 24-36.

DULEWICZ, V. y HIGGS, M. (1999). *Emotional Intelligence Questionnaire – User Guide*. Windsor: NFER-NELSON.

DUNN, R., DUNN, K., y PRICE, G. (1985). *Manual: Learning Style Inventory*. Lawrence, Kansas: Price System.

EASTERBY-SMITH y MACKNESS, J. (1992). Completing the cycle of evaluating. *Personnel Management*, 24(5), 42-45.

EHRENBERG, L.M. (1983). How to Ensure Better Transfer of Learning. *Training and Development Journal*, (37), 81-83.

EISMAN, R. (1995). Leap of Faith. *Incentive*, 169(9), 28-35.

ELLIOT, M.P. (1999). The Role of Facilitators, Mediators and other Consensus Building Practitioners. In L. SUSSKIND, S. McKEARNAN y J. THOMAS-LARMER (Eds.). *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement* (129-240). Thousand Oaks, California: Sage Publications.

ENTWISTLE, N. J. (1981). *Styles of Learning and Teaching*. New York: Wiley.

- ENTWISTLE, N. (1990). Teaching and the Quality of Learning in Higher Education. In N. ENTWISTLE (ed.) *Handbook of Educational Ideas and Practices* (123-145) London: Routledge.
- ENTWISTLE, N. (1995). *Defining Quality in Teaching: the research perspective*. SHEFC/British Council Conference on Quality Assessment in Higher Education, Edinburgh, (1-15 Septiembre).
- EWERT, A. (1987). Research in Experiential Education: An overview. *Journal of Experiential Education*, 10(2), 4-7.
- EWERT, A. (1989). *Outdoor Adventure Pursuits: Foundations, Models, and Theories*. Columbus, Ohio: Publishing Horizons, Inc.
- EWERT, A. y McAVOY (2000). The effects of wilderness setting on organized groups: a state-of-knowledge paper. In S. McCool, D. COLE, W. BORRIE y J. O'LOUGHLIN (Eds.) *Wilderness Science in a Time of Change Conference* (13-26). Missoula, Montana. Vol. 3: Wilderness as a Place for Scientific Inquiry. USDA Forest Service Proceedings.
- FAINSTEIN, H. (2002). *Algunas claves para la realización de ejercicios rompehielos en actividades de formación de equipos*. Bogotá, Colombia: Asociación Colombiana para el Avance de las Ciencias del Comportamiento.
- FITZ-ENZ, J. (1994). Yes. You can weigh training's value. *Training*, 31(7), 54-58.
- FLAVIN, M. (1996). *Kurt Hahn's School and Legacy: To discover you can be more and do more than you believed*. Wilmington, Delaware: Middle Atlantic Press.
- FLOR, R. (1996). Book Review: Book of Metaphors. *The Journal of Experiential Education*, 19(1), 50-51.
- FOWLER, A. (1995). How to: Decide on training methods. *People Management*, 1(25), 36-42.
- FOXON, M. (1986). Evaluation of training: the art of the impossible. *Training Officer*, 22(5), 133-137.
- FOXON, M. (1989). Evaluation of Training and Development Programs: a review of the literature. *Australian Journal of Educational Technology*, 5(2), 89-104.
- FRIEDMAN, H. y DiMATTEO, R. (1982). *Interpersonal Issues in Health Care*. New York: Academic Press.
- FRÖBEL, F. (1913). *La educación del hombre*. Madrid: Biblioteca científico-filosófica Daniel Jorro.
- FULMER, W.E. (1992). Using cases in management developing programmes. *Journal of Management Development*, 11(3), 33-37.

FULMER, R.M. y GRAHAM, K.R. (1993). A New Era of Management Education. *Journal of Management Development*, 12(3), 30-38.

GAGER, R. (1977) *Experiential Education: Strengthening the Learning Process*. Boulder: University of Colorado.

GAGNÉ, R.M. y DICK, W. (1983). Instructional psychology. *Annual Review of Psychology*, (34), 261-295.

GANESAN, S. (1993). Negotiation Strategies and the Nature of Channel Relationships. *Journal of Marketing Research*, (30), 183-203.

GARDNER, H. (1983). *Frames of mind: The Theory of Multiple Intelligences*. New York: Basic Books.

GASS, M. (1991). Enhancing metaphor development in adventure therapy programs. *The Journal of Experiential Education*, 14(2), 7-13.

GASS, M., GOLDMAN, K. y PRIEST, S. (1992). Constructing effective corporate adventure training programs. *The Journal of Experiential Education*, 15(1), 35-42.

GEORGE, J.M. y BETTENHAUSEN, K. (1990). Understanding Prosocial Behavior, Sales Performance, and Turnover: A Group Level Analysis in a Service Context. *Journal of Applied Psychology*, (75), 698-709.

GIANNETTO, N. (1981). *Vittorino da Feltre e la sua scuola: umanesimo, pedagogía*. Florencia: Leo S. Olschki.

GILLEY, J.W. y EGGLAND, S.A. (1989). *Principles of Human Resource Development*. Boston: Addison-Wesley.

GOLDENBERG, M.A. (2001). Outdoor and Risk Educational Practices. In A. J. FEDLER (Ed.). *Defining Best Practices in Boating, Fishing and Stewardship Education*. (129-141). Alexandria, VA: Recreation Boating and Fishing Foundations.

GOLDSTEIN, I.L. (1978). The pursuit of validity in the evaluation of training programs. *Human Factors*, 20(29), 131-144.

GOLDSTEIN, I.L. (1986). *Training in Organizations: Needs Assessment, Development and Evaluation* (2nd ed.). Monterrey: Brooks-Cole.

GOLEMAN, D. (1995). *Inteligencia Emocional*. Madrid: Planeta.

GOLEMAN, D. (1998). *La Práctica de la Inteligencia Emocional*. Barcelona: Kairós.

- GOLEMAN, D. (2000). Leadership that Gets Results. *Harvard Business Review*, 78-92.
- GOLEMAN, D., y BOYATZIS, R.E. (2001). *Emotional Competence Inventory, Edition University* [en línea]. Disponible en Internet: <http://www.hayresourcesdirect.haygroup.com> [Consultado: Septiembre de 2003].
- GOLEMAN, D. y CHERNISS, C. (2001). *The Emotionally Intelligent Workplace: How to Select For, Measure and Improve Emotional Intelligence in Individuals, Group and Organizations*. San Francisco: Jossey-Bass.
- GREENAWAY, R. (1995). *Powerful learning experiences in management learning and development*. Unpublished Doctoral Dissertation. Lancaster, United Kingdom. University of Lancaster, Centre for the Study of Management Learning.
- GREGORC, A.F. (1979). Learning/Teaching Styles: Their Nature and Effects. In J.W. KEEFE (Ed.). *Student Learning Styles: Diagnosing and Prescribing Programs* (19-26). Reston, VA: National Association of Secondary School Principals.
- GRELLER, M. (1980). Evaluation of Feedback Sources as a Function of Role and Organizational Level. *Journal of Applied Psychology*, (65), 24-27.
- GROSS, G. (1990). *A Social History of Leisure since 1600*. State College, Pennsylvania: Venture Publishing, Inc.
- HAMMERMAN, D.R., HAMMERMAN, W.H., y HAMMERMAN, E.L. (2001). *Teaching in the Outdoors* (5th ed.). Danville, Illinois: Interstate Publishers, Inc.
- HARRISON, D. (1995). Outdoor Training Exercises: More Fresh Air Than Hot Air. *People Management*, 1(7), 51-53.
- HATTIE, J., MARSH, H., NEILL, J. y RICHARDS, G. (1997). Adventure education and outward bound: out-of-class experiences that make a lasting difference. *Review of educational Research*, 67(1), pp. 43-87.
- HAYGROUP (2000). *Factbook Recursos Humanos*. Elcano, Navarra: Aranzadi & Thomson.
- HILL, J. (1971). *Personalized Education Programs Utilizing Cognitive Style Mapping*. Bloomfield Hills, Michigan: Oakland Community College.
- HOLAHAN, C.K. y SEARS, R.R. (1995). *The Gifted Group in Later Maturity*. Stanford, CA: Stanford University Press.
- HOLDING, D.H. (1965). *Principles of Training*. New York: Pergamon Press.

HOLLI, B. y CALABRESE, R. (1998). *Communication and Education skills for dietetics professionals* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

HOLTON, E.F. III (1996a). The Flawed Four-Level Evaluation Model. *Human Resource Development Quarterly*, 7(1), 5-25.

HOLTON, E.F. III (1996b). Final word: response to reaction to Holton article. *Human Resource Development Quarterly*, 7(1), 27-29.

HONEY, P. y MUMFORD, A. (1986). *The Manual of Learning Styles*. Maidenhead, Berkshire: Peter Honey Publishing.

HORTON, W. (2001). *Evaluating e'learning*. Alexandria, Virginia: American Society for Training and Development.

HOULE, C. (1980). *Continuing Learning in the Professions*. San Francisco: Jossey-Bass.

HOUSE, R.J. (1988). Charismatic and Non-charismatic Leaders: Differences in Behavior and Effectiveness. In J.A. CONGER y R.N. KANUNGO. *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness*. San Francisco: Jossey-Bass.

HOVELYNCK, J. (1995). A Dutch reading of the metaphoric model. In L. Frank. Seeds for change (23-35). Lake Geneva, Suiza: *AEE 23rd international conference proceeding*. Boulder: AEE.

HOVELYNCK, J. (1998). Facilitating Experiential Learning as a Process of Metaphor Development. *Journal of Experiential Education*, 21(1), 6-13.

HUGHES, T. (1932). *Tom Brown's Schooldays*. London: J.M. Dent & Sons.

HUNT, D.E. (1979). Learning Style and Student Needs: An Introduction to Conceptual Level. In J.W. KEEFE (Ed.). *Student Learning Styles: Diagnosing and Prescribing Programs* (27-38). Reston, Virginia: National Association of Secondary School Principals.

HUNT, D.E. (1987). *Beginning with Ourselves in Practice, Theory and Human Affairs*. Cambridge: Brookline Books.

HUNTER, D., BAILEY, A. y TAYLOR, B. (1995). *The Art of Facilitation. How to Create Group Sinergy*. Cambridge: Fisker Books.

HUSZCZO, G.E. (1990). Training for team building. *Training & Development Journal*, 44(2), 37-43.

HYMAN, R. y ROSSOFF, B. (1984). Matching Learning and Teaching Styles: the Jug and What's in It. *Theorie into Practice*, 23(1), 35-43.

- IBBETSON, A. y NEWELL, S. (1999). A comparison of a competitive and non-competitive outdoor management development programme. *Personnel Review*, 28(1/2), 58-76.
- INDUSTRIAL REALTIONS SERVICES (1992). Training Evaluation: an IRS survey. *Industrial Relations Review and Report*, (512), 2-12.
- INTERNATIONAL ASSOCIATION OF FACILITATORS (2000). Facilitator Competencies. *Group Facilitation: A Research & Applications Journal*, 2(2), 23-57.
- IRVINE, D. y WILSON, J.P. (1994). Outdoor Management Development: Reality or Illusion?. *Journal of Management Development*, 13(5), 25-37.
- ITIN, C. (1995). Utilizing Hypnotic Languaje in Adventure Therapy. *Journal of Experiential Education*, 18(2), 70-75.
- ITIN, C.M. (1999). Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century. *Journal of Experiential Education*, 22(2), 91-98.
- JAYNE, V. (1992). Are better managers built outdoors?. *Management*. February, 42-49.
- JAMES, T. (1980). *Can the mountains speak for themselves?* [en línea] Disponible en Internet: <http://www.wilderdom.com/facilitation/Mountains.html> [Consultado: Marzo de 2003].
- JAMES, W.B. y GARDNER, D.L. (1995). Learning Styles: Implications for Distance Learning. *New Directions for Adult and Continuing Education*, (67), 19-32.
- JONES, P.J. y OSWICK, C. (1993). Outcomes of outdoor management development: articles of faith?. *Journal of European Industrial Training*, 17(3), 10-18.
- JUCH, B. (1983). Personal development: *Theory and practice in management training*. Chichester, Inglaterra: Wiley.
- JUVENAL, D. J. (1965). *Sátiras*. Madrid: Colección Austral-Espasa Calpe.
- KAPLAN, R.E. (1991). *Beyond Ambition: How Driven Managers Can Lead Better and Live Better*. San Francisco: Jossey-Bass.
- KAUFMAN, R. y KELLER, J. (1994). Levels of evaluation: Beyond Kirkpatrick. *Human Resource Development Quarterly*, 5(4), 371-380.
- KAYSER, T. (1990). *Mining Group Gold*. California: Serif Publishing.
- KAZEMECK, E.A. (1991). Ten criteria for effective team building. *Healthcare Financial Management*, 45(9), 15-22.

KEEFE, J. (1988). *Profiling and Utilizing Learning Style*. Reston, Virginia: National Association of Secondary School Principals.

KELLEY, R. (1998). *How to be a Star at Work*. New York: Times Books.

KELLY, G.A. (1955). *Theory of Personality: The Psychology of Personal Constructs*. New York: WW Norton & Company.

KEMERER, R. (1991). Understanding the Application of Learning. In T. SORK (ed.) *Mistakes Made and Lessons Learned: Overcoming Obstacles to Successful Program Planning* (112-142). San Francisco, California: Jossey-Bass Publishers.

KIERSTEAD, J. (1999). *Human Resources Management Trends and Issues: Emotional Intelligence (EI) in the Workplace*. Toronto, Canada: Research Directore PSC.

KIRKPATRICK, D.L. (1959a). Techniques for evaluating training programs. *Journal of ASTD*, 13(11), 3-9.

KIRKPATRICK, D.L. (1959b). Techniques for evaluating training programs: Part 2- Learning. *Journal of ASTD*, 13(12), 21-26.

KIRKPATRICK, D.L. (1960a). Techniques for evaluating training programs: Part 3- Behavior. *Journal of ASTD*, 14(1), 13-18.

KIRKPATRICK, D.L. (1960b). Techniques for evaluating training programs: Part 4- Results. *Journal of ASTD*, 14(2), 28-32.

KIRKPATRICK, T. y SMITH, B. (1991). Team development for real. *Industrial and Commercial Training*, 23(4), 3-8.

KNOWLES, M. (1990). *The adult Learner: A Neglected Species* (4th ed.). Houston, Texas: Gulf Publishing Co.

KOLB, D. (1976). *The Learning Style Inventory: Technical Manual*. Boston: McBer.

KOLB, D. (1984). *Experiential learning: experience as the source of learning and development*. New Jersey: Prentice Hall.

KOLB, D. (1992). *Mapping the wild of adventure-based training*. A Presentation to the 1992 Annual Meeting of the Australia and New Zealand Academy of Management. Didney, Australia.

KRAFT, R. y SAKOFS, M. (1985). *The Theory of Experiential Education*. Boulder, Colorado: Association for Experiential Education.

KROUWEL, B. y GOODWILL, S. (1994). *Management Development Outdoors: A Practical Guide to Getting the Best Results*. London: Kogan Page.

- KROUWEL, B. y GOODWILL, S. (1995). *Outdoor Training. A Sourcebook of Activities for Management Trainers*. London: Kogan Page.
- KUHN, T. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- LAKER, D.R. (1990). Dual Dimensionality of Training Transfer. *Human Resource Development Quarterly*, 1(3), 209-235.
- LAKOFF, G. y JOHNSON, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- LANKARD, B.B. (1998). *Learning Styles and Vocational Education Practice* [en línea] Disponible en Internet: <http://www.cete.org/acve/docs/pab00007.pdf> [Consultado: mayo de 2003]
- LEVY-LEBOYER, C. (1996). *La gestión des compétences*. París: Les Éditions d'Organisation.
- LEWIN, K. (1935). *A Dynamic Theory of Personality*. New York: McGraw Hill.
- LEWIN, K. (1951). *Field Theory in Social Sciences*. New York: Harper & Row.
- LIM, D.H. y WENTLING, R.M. (1998). International Transfer of Training Modification of Training Programmes for Multinational Hotel Chains in Korea. *International Journal of Training and Development*, 2(1), 17-27.
- LINDSAY, A. y EWERT, A. (1999). Learning at the edge: Can Experiential Education Contribute to Education Reform?. *The Journal of Experiential Education*, 22(1), 12-19.
- LITTLE, J. y WONG, C., (2001) *Ultimate Guide to Paintball*. Chicago: Contemporary Books.
- LOCKE, J. (1986). *Pensamientos sobre la Educación*. Madrid: Akal.
- LUCKNER, J. y NADLER, R. (1997). *Processing the Experience: Strategies to Enhance and Generalize Learning*. Dubuque, Iowa: Kendall/Hunt.
- LUSCH, R.F. y SERKENCI, R.R. (1990). Personal Differences, Job Tension, Job Outcomes, and Store Performance: A Study of Retail Managers. *Journal of Marketing*, 54(1), 85-101.
- LUSHER, B. (1990). Improving working relationship: group effectiveness training. *Journal of European Industrial Training*, 14(5), 4-20.
- MACHAN, D. (1994). Can I go home now?. *Forbes*, 154(10), 250-251.
- MACK, H. (1996). Inside work outdoors: women, metaphor and meaning. In K. WARREN (Ed.) *Women's voices in experiential education* (45-57). Dubuque: Kendall/Hunt.

- MANDELL, R. (1986). *Historia Cultural del Deporte*. Barcelona: Bellaterra.
- MARINI, A. y GENEREUX, R. (1995). The Challenge of Teaching for Transfer. In A. McKEOUGH, J. LUPART y A. MARINI (Eds.) *Teaching for Transfer: Fostering Generalization in Learning* (1-19) Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- MAYER, J.D. y SALOVEY, P. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, (9), 185-211.
- MAYER, J.D. y SALOVEY, P. (1993). The Intelligence of Emotional Intelligence. *Intelligence*, 17(4), 433-442.
- MAYER, J.D. y SALOVEY, P. (1997). What is Emotional Intelligence?. In P. SALOVEY y D.J. SLUYTER. *Emotional Development and Emotional Intelligence: Implications for Educators* (3-31). New York: Basic Books.
- MAYER, J.D., SALOVEY, P., y CARUSO, D. (1997). *Emotional IQ test* [CD RO]. Needham, Massachusetts: Virtual Knowledge.
- MAYER, J.D., SALOVEY, P. y CARUSO, D. (1998). Competing models of emotional intelligence. In R.J. STERNBERG (Ed), *Handbook of human intelligence* (396-420). New York: Cambridge University Press.
- MAYER, J.D., SALOVEY, P. y CARUSO, D. (1999). *Instruction Manual for the MSCEIT Mayer-Salovey-Caruso Emotional Intelligence Test* (Research Versión 1.1). Toronto, Canada: Multi-Health System.
- MAZANY, P., FRANCIS, S., SUMICH, P. (1997). Evaluating the effectiveness of an outdoor training workshop for team building in a MBA programme. *Team Performance Management*, 3(2), 97-108.
- McBANE, D. (1995). Empathy and the Salesperson: A Multidimensional Perspective. *Psychology and Marketing*, (12), 349-370.
- McCAFFERY, J. (1992). *Facilitation Skills for trainers, Facilitators and Group Leaders (II)*. Alexandria, Virginia: Training resources Group.
- McCLELLAND, D.C. (1961). *The Achieving Society*. New York: Van Nostrand Reinhold.
- McCLELLAND, D.C. (1973). Testing for Competence rather than Intelligence. *American Psychologist*, (28), 1-14.
- McCLELLAND, D.C. (1975). *Power: The Inner Experience*. New York: Irvington.

- McEVOY, G. M. y BULLER, P. F. (1997). The power of outdoor management development. *The Journal of Management Development*, 6(3), 208-215.
- McEVOY, G. M. y CRAGUN, J. R. (1997). Using outdoor training to develop and accomplish organizational vision. *Human Resource Planning*, 20(3), 20-28.
- MEIER, J., MORASH, T. y WELTON, G. (1980). *High Adventure Outdoor Pursuits, Organization and Leadership*. Columbus, Ohio: Publishing Horizons, Inc.
- MERRIAM, S.B. y CAFFARELLA, R.S. (1991). *Learning in Adulthood*. San Francisco: Jossey-Bass.
- MESSICK, S. (1969). *The Criterion Problem in the Evaluation of Instruction*. Princeton, New Jersey: Educational Testing Services.
- MEYER, M. y ELLIOT, V. (2003). *Training Evaluation: a review of literature*. Mississippi: National Food Service Management Institute.
- MEZOFF, B. (1981). How to get Accurate Self Reports of Training Outcomes. *Training & Development Journal*, 35(9), 57-61.
- MMOBUOSI, I.B. (1985). An Alternative Approach to the Evaluation of management Training: the use of protocol analysis method. *Management Education & Development*, 16(3), 262-268.
- MOORE, A. y FELDT, J. (1993). *Facilitating Community and Decision-Making Groups*. Malabar, Florida: Krieger Publishing.
- MORGAN, G. y RAMIREZ, R. (1983). Action Learning: A Holographic Metaplor for Guiding Social Changes. *Human Relations*, 37(1), 1-28.
- MORRIS, M. (1984). The Evaluation of Training. *Industrial & Commercial Training*, 12(2), 9-16.
- MOSSMAN, A. (1983). Making Choices about the Use of the Outdoors in Manager Development and Management Development. *Management Education and Development*, 14(3), 182-186.
- MOTSCH, S. (1995). Think Grey. *Incentive*, 169(4), 59-60.
- MULLEN, T.P. (1992). Integrating self-directed team into the management development curriculum. *Journal of Management and Development*, 11(5), 43-54.
- MUMFORD, A. (1999). Viewpoint: Flexibility and Choice in Management Development. *Education & Training*, 41(2/3), 116-118.

MYERS, P.B. y BRIGGS, I.M. (1980). *Gifts Differing*. Palo Alto, California: Consulting Psychological Press.

NADLER, R. y LUCKNER, J. (1992). *Processing the Adventure Experience*. Dubuque: Kendall/Hunt.

NADLER, R. (1995). Edgework: stretching boundaries and generalizing experiences. *The Journal of Experiential Education*, 18(1), 52-55.

NATIONAL TRAINING LABORATORIES (1970). *Learning Pyramid*. Bethel, Maine: Circa.

NEILL, J.T. (2002). *Are the Mountains Still Speaking For Themselves? A Defining Tension 20 Years On*. [en línea] Disponible en Internet: <http://www.wilderdom.com/html/Neill2002AreTheMountainsStillSpeakingForThemselves.doc> [Consultado: abril de 2003].

NEILL, J.T. (2003). *Instructor Effectiveness in Outdoor Adventure and other Adventure -Based Experiential Programs*. [en línea] Disponible en Internet: <http://www.wilderdom.com/facilitation/instructoreffectiveness.htm> [Consultado: octubre de 2003]

NEILL, J. T. (2004). *Experiential Learning Cycles*. [en línea] Disponible en Internet: <http://www.ExperientialLearningCycle.htm> [Consultado: septiembre de 2003].

NEWSTROM, J. (1986). Leveraging Management Development Through the Management of Transfer. *Journal of Management Development*, (5), 33-45.

NOE, R.A. (1986). Trainees Attributes and Attitudes: Neglected Influences of Training Effectiveness. *Academy of Management Review*, 11(4), 736-749.

NORMAN, D.A. (1985). *Aprendizaje y memoria*. Madrid: Alianza Psicología.

ORDUZ, J. R. (2000). *Principios Básicos de Facilitación*. Santaafé de Bogotá, Colombia: Futuro Humano Consultores.

ORDUZ, J. R. (2002). *De recreación a educación experimental: el debrief*. Bogotá, Colombia: Asociación Colombiana para el avance de las ciencias del comportamiento.

PAULET, R. y MOULT, G. (1987). Putting Value into Evaluation. *Training and Development*, 41(7), 62-66.

PAYNE, J. (2000). Outdoor Training-corpore jolly or valuable development tool?. *Training & Management Development Methods*, 14(1), 601-611.

PERKINS, D. (1994). *Outsmarting IQ: The emerging Science of Learnable Intelligence*. New York: The Free Press.

PERKINS, D. y SALOMON, G. (1996). Learning Transfer. In A. TUIJNMAN (ed.) *International Encyclopedia of Adult Education and Training* (2nd ed., pp. 422-427). Tarrytown, New York: Pergamon Press.

PETRINI, C.M. (1990). Over the river and through the woods. *Training & Development Journal*, 44(5), 25-36.

PFEIFFER, W. y JONES, J.E. (1975). *A handbook of structured experiences for human relations training*. (Vol. 1-5). La Jolla, California: University Associates.

PHILLIPS, J.J. (1991). *Handbook of training evaluation and measurement methods* (2nd ed.). Houston: Gulf Publishing Company.

PHILLIPS, J.J. y BROAD, M.L. (1997). *Transferring Learning to the Workplace*. Alexandria, Virginia: Association for Training and Development.

PIAGET, J. (1948). *Psicología de la Inteligencia*. Buenos Aires: Psique.

PIAGET, J. (1975). *L'équilibration des structures cognitives. Problème central du développement*. París: Presses Universitaires de France.

PILLING, B.K. y EROGLU, S. (1994). An Empirical Examination of the Impact of Salesperson Empathy and Professionalism and Merchandise Salability on Retail Buyers' Evaluations. *Journal of Personal Selling and Sales Management*, 14(1), 55-58.

PILONIETA, G. (2001). *La Educación Experimental en el contexto de las nuevas formas de realización personal en las organizaciones educativas y productivas*. Bogotá: Politécnico Marco Fidel Suárez.

PLATÓN (1970). *La República*. Madrid: Instituto de Estudios Políticos.

PRIEST, S. (1990). *Semantics of Adventure Education*. In, J.C. Miles y S. Priest (Eds.). *Adventure Education*. State College, Pennsylvania: Venture Publishing, Inc.

PRIEST, S. (1995). Challenge course facilitator competence: a consensus. *The Journal of Experiential Education*, 18(3), 158-160.

PRIEST, S. (2001). *Introduction to Experientially Based Training and Development*. [en línea] Disponible en Internet: <http://linezine.com/3.1/features/spitebtd.htm> [Consultado: mayo de 2003].

PRIEST, S., y GASS, M. (1997). *Effective Leadership in Adventure Programming*. Champaign, Illinois: Human Kinetics.

- RACKHAM, N. (1973). Recent thoughts on evaluation. *Industrial & Commercial Training*, 5(10), 454-461.
- RAE, W.L. (1985). How Valid is Validation? *Industrial & Commercial Training*, 31(1), 15-20.
- RAHIM, M.A. y PSENICKA, C. (1996). A Structural Equations Model of Stress, Locus of Control, Social Support, Psychiatric symptoms, and Propensity to Leave a Job. *Journal of Social Psychology*, (136), 69-84.
- RAIOLA, E. y O'KEEFE, M. (1999). Philosophy in Practice: A History of Adventure Programming. In, J.C. MILES y S. PRIEST (Eds.). *Adventure Programming* (45-54). State College, PA: Venture Publishing, Inc.
- RAKICH, J., KUZDRALL, P., KLAFEHN, K. y KRIGLINE, A. (1991). Simulation in the hospital setting: implication for managerial decision making and management development. *Journal of Management Development*, 10(4), 31-37.
- REES, F. (1998). *The Facilitator Excellence Handbook: Helping People Work Creatively and Productively Together*. San Francisco: Jossey-Bass/Pfeiffer.
- REINOSO, M. (2006). *Desarrollo de competencias emocionales en los individuos de una organización utilizando la metodología de formación: outdoor training*. Tesis doctoral, Universidad de Granada, Facultad de Ciencias Políticas y Sociología.
- RENZULLI, J.S. y SMITH, L.H. (1984). Learning Style Preferences: A Practical Approach for Classroom Teachers. *Theory into Practice*, 23(1), 45-50.
- RICHTER, J. P. (1920). *Levana o Teoría de la Educación*. Madrid: Ediciones de la Lectura.
- RODAS CARRILLO, M.B. (2000). *Técnicas Básicas de Facilitación*. II Encuentro Latinoamericano de Facilitadores, 7-11 de Noviembre, Cochabamba-Bolivia.
- RODRÍGUEZ LÓPEZ, J. (2000). *Historia del Deporte*. Barcelona: Inde.
- ROHNKE, K. (1989). *Cowtails and Cobras: A Guide to Ropes Course, Initiative Games, and Other Adventure Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- ROHNKE, K., TAIT, C., WALL, J. (1997). *The Complete Ropes Course Manual*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- RÖHRS, H. y TUNSTALL-BEHRENS, H. (1970). *Kurt Hahn. A life span in education and politics*. London: Routledge & Kegan Paul.
- ROMO, L. (2000). *Taller de Dinámicas y Juegos Vivenciales para Facilitar Procesos Grupales*. II Encuentro Latinoamericano de Facilitadores, 7-11 Noviembre, Cochabamba-Bolivia.

- ROSENTHAL, R. (1977). The PONS Test: Measuring sensitivity to Nonverbal Ones. In P. McREYNOLDS (Ed), *Advances in psychological assessment* (67-99). San Francisco, California: Jossey- Bass.
- ROSIER, R.H. (1996). *The Competency Model Handbook* (Vol. 3). Boston: Linkage.
- ROUSSEAU, J.J. (1985). *El Emilio o de la Educación*. Madrid: Edaf, Madrid.
- RUPEREZ, M. C. (1998). *Desarrollo de la Inteligencia Emocional para el Liderazgo en la Facilitación*. I Encuentro Latinoamericano de Facilitadores. 24-28 Agosto, Quito-Ecuador.
- SAKS, A.M. (1995). Longitudinal Fields Investigation of the Moderating and Mediating Effects of Self-Efficacy on the Relationship Between Training and Newcomer Adjustment. *Journal of Applied Psychology*, (80), 211-225.
- SALAZAR, L. y PEÑA, B. (1998). *El Facilitador de Aprendizaje*. I Encuentro Latinoamericano de Facilitadores, 24-28 Agosto, Quito-Ecuador.
- SANDFORD, L. (1993). Triumph Over Fear. *Success*, 40(2), 46-47.
- SARASIN, L.C. (1998). *Learning Style Perspective: Impact in the Clasroom*. Madison, Wisconsin: Atwood Publishing.
- SCHALOCK, R. (2001). *Outcome based evaluations* (2nd ed.). Boston: Kluwer Academic/Plenum.
- SCHMECK, R.R. (1983). Learning Styles of College Students. In R.F. DILLON y R.R. SCHMECK (Eds). *Individual Differences in Cognition* (233-279). New York: Academic Press Inc.
- SCHOEL, J., PROUTY, D., RADCLIFF, P. (1988). *Islands of Healing: A guide to Adventure Based Counseling*. Hamilton, MA: Project Adventure Press.
- SCHÖN, D. (1993). Generative metaphor: a perspective on problem setting in social policy. In A. ORTONY (Ed.) *Metaphor and Thought* (122-157). Cambridge: Cambridge University Press.
- SCHRIVER, R. y MARSHALL, V. (1994). Using evaluation to improve performance. In D. KIRKPATRICK (Ed.). *Another look at evaluating training programs*. Alexandria, Virginia: American Society for Training and Development.
- SCHUTTE, N.S., y MALOUFF, J.M. (1999). *Measuring Emotional Intelligence and Related Constructs*. New York: The Edwin Mellen Press.
- SCHWARZ, R. (1994). *The Skilled Facilitator. Practical Wisdom for Developing Effective Groups*. San Francisco, California: Jossey – Bass Publishers Inc.

- SCHWEIGER, D., SANDBERG, W. y RAGAN, J. W. (1986). Group approaches for improving strategic decision making: a comparative analysis of dialectical inquiry, devil's advocacy and concensus. *Academy of Management Journal*, 29(1), 55-71.
- SCHWEIGER, D., SANDBERG, W. y RECHNER, P. (1989). Experimental effects of dialectical inquiry. Devil's advocacy and consensus approaches to strategic decision making. *Academy of Management Journal*, 32(4), 74-85.
- SCOTT, A. y HUGHES, S. (1991). Developing the Whole Person in Business. *OD Practitioner*, 23(1), 23-45.
- SENGE, P.M. (1990). The leader's new work: building learning organizations. *Sloan Management Review*, 32(1), 7-23.
- SHUTTE, L., MUKTARSINGH, N., WHETTINGSTEEL, H. (1999). Fun in the name of work. *Director*, (9), 54-58.
- SIBBET, D. (2002). *Principles of Facilitation: The Purpose and Potential of Leading Group Process*. San Francisco: Grove Consultants International.
- SIEDMAN, B. (1979). Missing from the curriculum: the other side of program evaluation. *Evaluation News*, (12), 22-23.
- SMITH, M.E. (1980). Evaluating Training Operations and Programs. *Training & Development Journal*, 34(10), 70-78.
- SNYDER, R., RABEN, C. y FARR, J. (1980). A model for the systematic evaluation of human resource development programs. *Academy of Management Review*, 5(3), 431-444.
- SPENCER, L. (1989). *Winning Through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation*. Dubuque, Iowa: Kendall-Hunt Publishing.
- SPENCER, L.M. y SPENCER, S.M. (1993). *Competence at Work: Models for Superior Performance*. New York: Wiley.
- SPITZER, D.R. (1984). Why Training Fails. *Performance and Instruction Journal*, (9), 6-11.
- STEINFELD, C. (1997). Challenge courses can build strong teams. *Training and Development*, 51(4), 12-13.
- STERNBERG, R.J. (1996). *Successful Intelligence: how practical and creative intelligence determine success in life*. New York: Simon & Schuster.
- STEVENSON, J. (1994). *Cognition at Work: The Development of Vocational Expertise*. Leabrook, S. Australia: National Centre for Vocational Research Ltd.

- STEWART, A. (1989). *Team Entrepreneurship*. London: Sage Publications.
- STRAUS, D. (2002). *How to make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems and Make Decision*. San Francisco: Berrett-Koehler Publishers.
- STUFFLEBEAM, D.L. (2001). *Evaluation model*. San Francisco: Jossey-Bass.
- TANNENBAUM, S.I. y YULK, G. (1992). Training ad Development in Work Organizations. *Annual Review of Psychology*, (43), 300-441.
- TAYLOR, M. (1997). *Transfer of Learning. Planning Workplace Education Programs*. Ottawa: Partnerships in Learning.
- THORNDIKE, E.L. y WOODWORTH, R.S. (1901). The Influence of Improvement in one Mental Function Upon the Efficiency of Other Functions. *Psychological Review*, (8), 247-261.
- THORNDIKE, E.L. (1920). Intelligence and its uses. *Harper's*, (140), 227-235.
- THORNDIKE, R.L. y STERN, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin*, (34), 275-284.
- TOTTERDELL, P., KELLETT, S., TEUCHMANN, K. y BRINER, R.R. (1998). Evidence of Mood Linkage in Work Groups. *Journal of Personality and Social Psychology*, (74), 1504-1515.
- TUSON, M. (1994). *Outdoor Training for Employee Effectiveness*. London: Institute of Personnel Management.
- TYSON, L.A. y BIRNBRAUER, S. (1985). High-quality evaluation. *Training & Development Journal*, 39(9), 33-37.
- VISNUK, E. (2001). *Experiencias para vivir el aprendizaje. El mundo de actividades outdoor*. Congreso Nacional de Capacitación. 20 de Septiembre, Argentina.
- VIVES, J. L. (1988). *Diálogos y otros escritos*. Barcelona: Ed. J. F. Alcina, Planeta.
- VYGOTSKI, L.S. (1977). *Pensamiento y lenguaje*. Buenos Aires: La Pleya-de.
- VYGOTSKI, L.S. (1979). *El desarrollo de los procesos psicológicos superiores*. Barcelona: Crítica.
- WAGNER, R. J., BALDWING, T. T., ROLAND, C. C. (1991). Outdoor Training: Revolution or Fad?. *Training and Development Journal*. Marzo, pp. 51-57.
- WAGNER, R. J. y CAMPBELL, J. (1994). Outdoor Based Experiential Training: Improving Transfer of Training Using Virtual Reality. *Journal of Management Development*, (13), 4-8.

- WAGNER, R. J. y LINDNER, J.M. (1993). Data on Outdoor-centered training. Who's Doing What?. *Sales & Marketing Management*, 145(2), 39-40.
- WAGNER, R.J. y ROLAND, C.C. (1992). How Effective is outdoor training? *Training & Development*, 46(7), 61-66.
- WALSH, V. y GOLINS, G.L. (1976). *The Exploration of the Outward Bound Process*. Denver, CO: Colorado Outward Bound School.
- WARNER, A. (1999). Improving program quality through evaluation. In J.C. MILES y S. PRIEST (eds.) *Adventure Programming* (299-308). State College, Pennsylvania: Venture Publishing, Inc.
- WARR, P., ALLAN, C. y BIRDI, K. (1999). Predicting three levels of training outcome. *Journal of Occupational and Organizational Psychology*, 72(3), 351-375.
- WATSON, G. (1993). *Strategic Benchmarking*. New York: John Wiley.
- WEAVER, R. G. y FARRELL, J. D. (1997). *Managers as Facilitators. A Practical Guide to Getting Work Done in a Changing Workplace*. San Francisco: Berrett – Koehler Publishers Inc.
- WEBSTER, S. E. (1994). *Ropes Course Safety Manual: An Instructor Guide to Initiatives, and Low and High Elements*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- WECHSLER, D. (1952). *The Range of Human Capacities*. New York: Hafner.
- WEISINGER, H. (1988). *Emotional Intelligence at Work*. San Francisco: Jossey Bass.
- WENZ, A. y ADAMS, C. (1991). Life After Training: a look at follow-up. *Journal of Staff Development*, 12(1), 60-62.
- WILLIAMS, L.V. (1986). *Aprender con todo el cerebro*. Barcelona: Martínez Roca.
- WITKIN, M.A., MOORE, C.A., GOODENOUGH, D.R. y COX, P.W. (1977). Field-dependent and field-independent cognitive styles and their educational implications. *Review of Educational Research*, 47(1), 1-64.
- WOOD, D.J.; BRUNER, J.S.; ROSS, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, (17), 89-100.
- YAMNILL, S. y McLEAN, G. (2001). Theories Supporting Transfer of Training. *Human Resource Development Quarterly*, 12(2), 195-208.

Nombre del curso
