GAME MANAGEMENT AS PART OF EDUCATION MANAGERS PROJECT FOR E-LEARNING

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The article discusses management games. The aim of this paper is to approach one of the few methods used by educational managers. The article mentioned the possibility of using these games as well as their benefits. Management games are considered more interesting and efficient learning, as well as e-learning, which is also described in the paper.

K e y w o r d s:Education of workers, managerial games, e-learning, Moodle, course

1 INTRODUCTION

Man learns from life. Regardless of whether the subordinated worker or manager, everyone needs their knowledge, skills and abilities to improve, as is constantly evolving and time. There are many methods that can be used for learning, such as. Lectures, seminars, training, mentoring and many others. The method by which a party may try situation that could actually happen and make there decisions that affect anything called Management game. In terms of management simulation games situations in which they can practice and hone the ability to communicate, lead a team, make decisions, and so on. This method is considered fun and efficient than other methods.

2 SUMMARY OF THE CONCEPT OF EDUCATION WORKERS

In today's modern society is becoming a lifelong learning process and the formation of working ability. This process plays a major role in business and educational activities, which it organized.

The main task of training staff is working officials' ability to adapt to constantly changing demands of the job, ie. enhancing working abilities. It is also increasing the life of the workers so that at least partially cope with the knowledge and skills that are needed to carry out other jobs. This leads to an expansion of job skills.

On this basis, we could say that staff training is a permanent process, which changes the working behavior of employees, set their adaptation to specific situations, changing their level of knowledge, skills and motivation, and that they learn by different methods .

2.1 Methods of Learning

Over time, created a lot of learning methods. These methods can be divided into two groups.

2.1.1 Methods of learning on the job

These methods are also known as method "on the job". These are the methods used for a particular job in carrying out routine work activities.

Methods of learning on the job are often held in a similar mode as training. Traditional as well as modern methods of those are focused mainly on the development of knowledge and social characteristics.

2.1.1.1 Mentoring

It is the most common method, which consists in the fact that senior staff work out a new employee through a simple process. Senior staff demonstrate a new employee working procedure by trained staff watching him and mimics the workflow. This will gain their own workloads.

2.1.1.2 Coaching

This is a long-term approach and encouraging staff training to desirable workplace. It is a process that takes place between the coach and the employee. Everything happens in a work environment based on the performance of specific tasks, setting personal responsibility, representation during the holidays and the like.

2.1.1.3 Mentoring

It is a similar process as coaching with the difference that the initiative and the responsibility rests with the employee training itself. That in order to develop my career I will choose a mentor (my personal pattern), which becomes a sort of mentor. That he advises, directs and stimulates it.

2.1.1.4 Consultation

It is a mutual consultation and influencing trainer and trainee, and within the steadfastness to overcome the relationship between supervisor (supervisor) and staff training (subordinates). It is a method that is one of the newer methods of staff training.

2.1.1.5 Assisting

It is a method that consists in the fact that the trained employee is assigned as an auxiliary to the skilled worker. Its mission is to assist him in carrying out its tasks and learns from him and workflows, until able to perform work independently.

2.1.1.6 Taking over the role of

This method is used for forming the working ability of directors. Trained employee receives from his trainer role is fulfilled, and has created all necessary conditions and will also receive the respective competencies.

2.1.1.7 Rotation of work

In this method, a trained staff member assigned to each different part of the company, and to a certain period, which performs a variety of workloads. The method is used mainly for training managers.

2.1.1.8 Staff meetings

In this method, the staff familiar with the issues and facts concerning not only their work, but also business or other areas of interest. It is considered as a suitable method to shape employment skills.

2.1.2 Methods of training outside the workplace

These methods is the method says "off the job". These methods are used mainly for training managers and specialists.

2.1.2.1 Presentation

The lecture is communicating information listeners. Lecturer under his control the content of the lectures, but also its temporal structure and conclusion lectures devoted to questions and answers. Nevertheless, as a very effective lecturer is unlikely that the audience at the end of the day they will remember more than 20% of what was said at the presentation. That is why the lecture was the most effective, it should not take more than 30-40 minutes, and should not contain too much new information.

2.1.2.2 Case Study

It is used in the education of managers and executives. It is about determining the actual problem of a company and the trainees under examination, studying and trying to propose a solution of the problem.

2.1.2.3 Workshop

The workshop is one of a variety of case studies. Lies in the fact that problems are dealt with in teams and more globally. Provides to share ideas and solve, respectively. look at the real problem from different aspects.

2.1.2.4 Brainstorming

This method encourages creativity and bringing new alternative approaches to solving the problem. Be such that each of the trainees will propose ways to address. These proposals shall be submitted before all learners and debate occurs, which is looking at an optimum way to solve the problem.

2.1.2.5 Simulation

It is a method aimed at active participation of trainees so that they get the script and within a certain time range must make a decision. Usually, this situation, which is the most similar to real life. Training your staff and practice their practice and their behavior in similar conditions as they will wait for the completion of the course.

2.1.2.6 Role Playing

Role playing is a method focused on developing practical skills of participants. Required There is considerable activity and independence. Each participant takes on a role, and it recognizes the nature of human relationships. It is always necessary to deal with a particular situation and the need to maintain the desired level of authenticity.

2.1.2.7 Assessment center (diagnostic and training center)

This method is highly rated method for the selection and training of managers. The point is that trained staff to deal with such problems and perform tasks that are daily on duty manager. These tasks are randomly generated by a computer. In this case, the trained worker learns how to manage time, overcome stress, deal with various tasks, deal with people and also gaining managerial skills.

2.1.2.8 Training game

Based on a game managers develop their skills, for example. coordinate some activities to communicate with co-workers, and lead them to instruct their tasks, etc. This method consists in the fact that the party asking for any task that is motion-activated and resolves the teams. Lead to harm one party either spontaneously or it is intended.

3 MANAGEMENT GAME

Management simulation games are a modern and efficient way in which the participants peacefully, through games learn to navigate in a very demanding disciplinessuch as. macroeconomics, government economic policy, the functioning of firms in the market or personality functioning as a team. Games are a fun, high voltage and educational potential. Team variants simulations are a perfect team-building activity.

The simulation game is most often defined as a technique in which an artificially created environment that replicates selected characteristics of real situations, and it allows participants to track the consequences of their decisions and properly respond to them.

These games allow the development of all components of human capital. Because human capital development takes place at all levels is so complex. From the perspective of some theories of learning, such developments are more effective because it comes from their own practical experience of participants games. The games are targeted as. to develop business skills, communication skills, negotiation techniques, leadership and so on.

During the game, players can or must form teams, strategies to set each other leaders, to solve given tasks, overcome obstacles, and all the rules that are set in advance.

3.1 Advantages games

Playing makes it easier to learn new things and moreover games unite us. When we experience something together, together we achieve some goal, thus attaining the best conditions for good cooperation and awakens in us a sense of belonging to the group. When the group reached the same company or department while meeting or workshop, this may be a positive impact in running the company, as this will improve the daily cooperation.

Other advantages of the use of simulation games are:
- transforming theoretical knowledge into practical experience,
- develop and improve teamwork,
- better understanding of the links between different areas of society,
- an overall understanding of the company.

3.2 Types of management games

According to the content that is displayed in the game, simulation games can be divided into two basic types: corporate and functional games.

A. *Enterprise-wide (complex) Games* - represent a wide range of management disciplines (simulation of decision-making at the level of business management, finance, marketing, production, etc..).

B. *Functional games* - these games are always focused only on one particular discipline, or a functional unit. Simulating the functions and forms of decision-making as. operationsmanagement, material handling, finished goods, supplies.

Management simulation games can have different forms, such as.:

a) management board games (monopoly, racing, etc..)
b) computer games (strategy games, building games, a variety of turn-based strategy, etc..)
c) team-based learning games (eg through team-building mana game, lost, promiscuity, etc.).

3.3 Basic elements of managerial games

Scenario simulation games, which defines the nature, content, conditions and deals with all aspects that are important for successful participation in the games, is the basis for every simulation game. Based on a scenario defines the different roles that represent the function, respectively. persons assigned performer, resp. team.

3.3.1 Types of roles

1. Played roles - these roles are of the live players, based on a scenario and are built into the game and the players show their decisions and actions.
2. Simulated role - activities and decisions of these roles are simulated in simulation models, ie. are not they live players and are built into the game.
3. Pseudo role - are targeted roles that are necessary to meet the immediate function and not based on the content of the scenario games.

The roles must follow the rules of the game. Game rules are used to determine the conditions of conduct for players, their demeanor in different roles and situations that may occur in the game.

3.3.2 Game rules

Coleman (1975) distinguishes five kinds of rules:
1. Procedural rules - these rules are based on empirical observations of reality and also include assumptions about the functioning of processes that has a game show. These rules are designed the way the game is played and how to proceed and also describe how to play the game.
2. Rules limiting behavior - from the title of these rules to see that down, respectively. enjoin what actions players need and can not do. Constitute compliance with those that have different roles to do in real life, which mimics the game.
3. Rules determining objectives - there needs to roll in the game was precisely defined, and also with regard to the motivation and objectives, since these rules define the objectives of each role.
4. Rules defining the reaction environment - under these rules, which determine the response of the simulated environment must build on the reactions simulated role.
5. Control rules - to the application of these rules is to ensure that they comply with rules of the game and is also defined to end the infringement.

3.4 Possibilities of using games

Management simulation games is most often used for the development of human capital. If simulation games used as a training and learning methods can identify the objectives of the use of simulation games (Kirk, 1997):

- active involvement of participants in the training / learning process,
- increase the interest of the participants of the problem area,
- participants learn new knowledge, abilities and skills,
- transform their values and attitudes,
- consolidation of previously acquired knowledge, skills and abilities,
- provide opportunities to include the acquired knowledge to real life,
- measure what participants learned.

The structured environment, which is to create simulation games objectives are achieved through the experience of players and their subsequent reflection. Based on the behavior of actors play experience is obtained and re-validation. Behavior of actors has the character of free expression of will. The basic source of learning is experience, which is obtained based on situationally contingent of information and learning takes place through the adoption of certain risks and by evaluating their impact and consequences. On this basis, learning takes place in several interfering levels.

Active participants approach to solving the problem is considered to be the most frequently cited benefit of using simulations in management education. The actual course of the game forces players to be active, make decisions, solve problems, communicate and work in teams.

By Fripp (1984) there are partially untapped potential of simulation games and in corporate research management issues. Fripp gave examples of specific management simulation games that can be used in various fields of business research. One of them is a game focused on the impact of the type of organizational structure on the quality of management and decision-making processes, which measures the number of conflicts and how to solve them, employee satisfaction, etc. .. Other examples of games are games used to study group behavior and its impact on the performance of the team or play area for research aimed at individual and collective decision-making.

3.5 Examples of management games

3.5.1 Manahra

This is a long-term managerial simulation game that focuses on the areas of development of managerial communication, negotiation and bargaining. The basis of the game is to create competitiveness and cooperation players. Players are divided into teams in a fictitious company and are designed to organize teamwork, focus on co-sharing of common values, acquire and process information, make decisions, assign tasks, motivate. All this in a highly competitive market environment.

The game has two levels. The first plane is for gaming operators find groups of people (teams) that represent manufacturing companies and banks. The second plane is that all individuals who participate in the games. This group also includes business owners and banks. Nesúťažiacim operators a stock exchange, whose activity is organized teacher (lecturer) games.

The basic entities games are manufacturing companies (car) that produce passenger cars. These operators are competing against each product market. The game represents a company seminar group with a number of people about 20, which represents senior management (CEO, professional directors, other senior professionals on).

Business owners are natural persons from the beginning of the game have significant holdings of shares of individual companies. Their main function is to exercise the rights relating to the shares that they hold. During gameplay enter the capital markets, where trading securities and valued as its initial capital.

The financial and capital market competing banks, which provide loans and other services to businesses and individuals. Banking services are provided on a contractual basis.

Stock Exchange, its activity within the game provides tutor, which allows trading of securities - shares of manufacturing companies and banks.

The game is thus realized product market, financial and capital market. Active participants in the market of products are only manufacturing companies. Their customers and business partners do not appear in the game. This product market is simulated on a computer.

Financial market takes the form of lending and borrowing. Participants in this market are all those games. Capital market takes the form of sale and purchase of securities. The participants of this market can be all those games.

3.5.2 Finding families - how to build a team

The aim of this game is to randomly create a larger team with establishing contacts and movements. This game takes about 5 minutes and the more participants in this game and the better it is. In preparation to fix hat, respectively.any container in which to keep papers with the names and roles of a family member (eg, father, mother, son, etc..) and also names that should be very similar (eg, Franko, Danko, Stanko, etc..).

Game description: Papers in the Hat, resp. container in a well-mixed and each party games you pulled a piece of paper, but does not show it to anyone. Players are then dispersed around the room and the coach's command loudly and suddenly say its name from paper. Consequently, as soon as we find another member of your family. Thanks to the names on slips of paper sound very

similar, occurs in a small room chaos. When family members find it and create together will address other activities at the seminar, resp. the workshop. Due to the fact that these teams are created randomly and the fun will be created in the group collective feeling pretty good. When actors play during gameplay determine that all names are very similar, accompany them while playing and laughter that uplifts your mood and are moving fast in the room begins to flow hráčov new influx of energy that further actions can be used creatively.

3.5.3 Active and creative - remember that

The aim of this game is repetition, creativity and team spirit. The game takes about 20-30 minutes and the number of players is unlimited and are formed by groups of 3 or 4 players. In this game you use white boards (each board 1 for 2 groups), paper cards, pens and cube (1 of 2 groups).

Game Description: Players sit together in groups and each team will write on paper cards concept to approach problems (eg, marketing, labor law, etc..) - One concept per card. Number of cards is determined in advance. Following this introduction are playing against each other two groups, where players either stand or sit facing each other. A member of the opposing team shows one player from the other team with that card. This concept then the player must explain to your team, but in a way which fits him when throwing dice. E.g. if the unit falls or two to explain the concept of using pantomime, if fit three or four must draw this concept, and if fits fiver or six so it must describe other words. Player during the term of explaining whether pantomime, drawing or copying shall not be disclosed and may also answer questions from players of his team. Each round is limited, for example. one minute and then the teams exchange roles. After each concept you guessed it writes one point and after games (according to the number of cards) wins the team that reached the most points. In the selection of terms, the players interested in the topics discussed and the game itself puts high demands on creativity, whether it explains who, but also those who argue and also creates a team spirit, because it shows that there are at each individual team members tuned.

3.5.4 Monopoly - desktop manager game

This is one of the best known and most popular of modern strategy games. The game is focused on trading, competing and earning. Great advantage in the game has players and Communication own decisions, but decisions may also random. Games will be open from 2 to 8 players and it is a very long game, which can take more than two hours.

Game description: The game begins with the Start box, which figurine playing each player moves around the game board. Players buy and sell plots, build them houses and hotels on them in the next round of revenue generating. The player who stops on your property you must pay the rent. Success depends on favorable speculation, smart investments and a convenience store. In the event that you fail, you can use a mortgage and business partnerships with other players. The player who goes bankrupt eliminated from the game. He that is so successful that he is able to drive their competitors, gaining a monopoly wins.

4 E-LEARNING

The term "e-learning" with different ways to write is used around the end of 1997. Until then, use different forms of concept learning on the web, such as reasons. education through the Internet, online learning, computer-assisted learning (CBT), or upgraded WBT stands, which already emphasizes the use of network communications.

E-learning or electronic learning is a worldwide trend computerization of educational process at different levels of education, the training of different target groups and lifelong learning. For this kind of education is needed computer and internet, through which the e-learning becomes a tool usable in any place and at any time.

4.2 Forms of e-learning

We distinguish two forms of e-learning, and off-line learning and online education.

4.2.1 Off-line training

This training does not require a computer connection that uses student in the classroom to a computer network. Students receive teaching materials on diskette, CD or DVD.

4.2.2 On-line Learning

Education requires the involvement of a workstation to the Internet computer network. Study Materials are distributed through a network of communication.

4.3 Implementation of e-learning

4.3.1 Synchronous form

It is characterized by the fact that participants can communicate from different places, but only at specified times via computer conferences, interactive video - communication, but also chatting. Realize, however, may be in the form of regular classroom instruction. Basically it comes to online communication between students and teachers. The condition is an internet connection.

Examples of synchronous communication:
- on-line courses,
- audio / video conferencing,

- Internet telephony, for example. Skype,
- virtual classroom,
- chat.

4.3.2 Asynchronous form

The condition is that the students were at the same time in the same place. Students do not study at the same time, they choose themselves time access to educational materials. Student learner when it wants to and not to anyone or anything dependent on. This form of learning is flexible, examples are correspondence courses, e-mail or website.

Examples of asynchronous communication:
- samovzdelávacie courses on Internet / Intranet,
- educational CD-ROMs,
- instructional videotapes or audiotapes,
- study of web presentations,
- e-mail,
- discussion forums.

4.4 Role of e-learning

Students - a student needs a computer and Internet access and must have sufficient motivation. Training is effective, if a student has the opportunity to join the course on a regular basis, preferably every day, even if it was just to check the response to your posts in the discussion. On-line communication is very important, the student should be involved in it as actively as possible.

Teachers - Teachers should encourage, motivate and mobilize students for the entire duration of the course. It should particularly focus on active and responsive communication with students, which entails a timely response to the posts in the discussions, a rapid assessment of homework, tests, etc.. When learning is important not remain only in theoretical texts, but it is necessary to use the experiences of practical life.

Communication between teacher and students - Communication between teacher and students should be equivalent. To break the ice and the atmosphere release may use activities that engage students and encourage their own activities. Establishing an informal friendly atmosphere should be directed to the teacher's communication strategy. It should adequately measure students' knowledge, their contributions to the debate and their achievements.

4.5 E-Learning Course

Such a course can create in Moodle, which is also used in the Faculty of Aeronautics. Moodle contains a wealth of tools for managing, monitoring and evaluation of educational activities.

Rate in this system is a structured environment, and consists of individual instances of models such as. study material, lectures, forum, test, vocabulary and so on. These modules allow users to easily create, compile and maintain the content of teaching, but also to create

different forms of tests directly via a simple web interface.

As part of the article was created on the system and a course called manager games as part of the training of managers. The course includes lectures, the content of which is the topic, the final test to test students' knowledge and poll. Included in the course are also videos for better understanding of the issues. This course can serve as a teaching material.

5 CONCLUSION

At the end of this article we can say that with the increasing demands on the knowledge, skills, and knowledge of everyone's growing requirements and to provide effective education. To meet this objective one can make use of e-learning.

Using management games and e-learning in training employees can bring progress and efficiency of education, managers in particular.

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