Gaming Methods as an Educational Instrument of Project Manager´s Competencies Increase

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Abstract: The aim of presented paper is to present gaming methods to teach Management at the secondary schools towards the increase of the future project manager´s competencies and his labor market placement. The concept is anticipated with the analysis of information sources describing gaming methods and their principles with an emphasis on managerial competencies increase. Next in form of research we identify, if gaming methods are attractive for secondary school pupils and through the interviews with teachers of economical subjects we identify the possibilities of using these methods in the Management teaching on secondary schools with the impact on the increase of competencies of future project managers. The core of the work is the design of specific gaming methods for teaching the subject Management, which were actually implemented in the classroom. Questionnaire survey with pupils identifies strengths and weaknesses of the use of these methods and validates the use of these methods.

Keywords: Gaming methods, economical subjects, management, project manager.

JEL classification: A29, I25, J01, M53.

I. INTRODUCTION

Nowadays an important factor presents ability of each individual to adapt, be dynamic and to learn new things. In time when information technology is developing, everything is changing constantly who is not be with it sooner or later lose track of trends in neighbourhood or do not understand them. Especially more then can discover others who manage this and can prepare less adaptable on site. Organizations change, increase or disappear, arise branches, merger or amalgamation of organizations, new information system is implemented. Neither for management it is not easy because of insists on keeping up, innovative and proactive behaviour and the use of modern techniques and tools as well as prepares colleagues and

employees. First of all need to begin to effectively learn because no everyone has this property and each person has a unique mix of features and capabilities. More than time to effective learning is just at secondary schools.

It turned out that the most effective way of learning is a form of gaming as cited in **Horčička and Jelínková (2003) or Porubčanová, Vojteková (2014)**. But the game is not a game. Normal game possibly amuses or learns some interesting facts. The principle of teaching gaming method is quite similar to the classic games but contain some features which distinguish it to the classic games.

Gaming methods in the system of didactic method as such are not exhaustively defined. Elements of the game can expose into many didactic methods which are classified on various factors. "Game" occurs for example in didactic method, simulation, role playing or didactic method aimed at learning and problem solving etc.

The output of this paper is answer to the question whether we can use gaming methods for improvement in Management teaching with specifics economic subjects at the secondary education. We suggest specific gaming methods in the Management teaching. We apply them to the teaching at the secondary school among pupils based on interviews and questionnaires. Than we identify the strengths and weaknesses of gaming methods and validate their application in secondary education.

II. METHODOLOGY

The concept of specific game methods preceded by analysis of information sources describes gaming methods and their principles with an emphasis on learning and education with regard to the specifics of economic subjects. We use the analysis and summary of relevant findings which were collected during about fifty-year history of gaming methods by scientific community. In this area we mainly focus on the validity of using gaming techniques as alternatives for traditional learning methods (lectures and case studies). After elaboration of this part we should be able to estimate about using games and gaming methods for specific purpose. We specifically mean the suitability of gaming methods as tools for teaching specific knowledge and skills.

We could found only a little information of the issue of gaming methods in the Czech secondary education. We have to use mainly English expert articles which are concerned with this topic.

Through the use of questionnaire survey we could identify facts whether game and gaming methods are attractive not only for pupils and also for adults. With this step we wanted make sure whether it is appropriate and relevant to propose the inclusion of gaming methods into contemporary secondary teaching. The questionnaire survey was carried out between April 11th 2016 and April 22nd 2016 between 100 samples of respondents. The goal was to determine if respondents like games which develop their skills and thinking. For process of the questionnaire we used *www.vyplnto.cz*. This questionnaire contained 6 questions.

Using interviews with teachers of economic subjects we investigated the possibility of using gaming methods in these subjects in light of the time terms, demands on the preparation, applicability and legislation. In this context w formulated the following key questions:

KQ1: Which significance have games in secondary education?

KQ2: How effective use games in the process of secondary education?

Respondents were pre-selected and approached with the request to participate in the qualitative survey. There were 5-dpth qualitative interviews with 3 men and 2 women.

The result of this paper is the design of gaming methods for teaching the subject Management which were implemented in the classroom. Questionnaire survey of pupils we identifies strengths and weaknesses of those methods in teaching. The survey was realized personally in April 2016.

III. GAME METHOD AS AN IMPORTANT TOOL OF EDUCATION

Significant stimulus to use games in school teaching have come psychology and research about principle and significance of the game, for example **Čáp (1997)** and Fontana (1995). Beyond question is also positive effect of game like spontaneous activity resulting from the satisfaction of natural needs and interest of adult human (spontaneous learning „out of curiosity").

Game theory contribute to the knowledge of the game as a multipurpose activities which serves satisfy of many different needs of the child and allows his development in all aspects. Prominent Greek philosopher Plato was one of the first who realized practical value of game. Plato in his „Laws"provides practical advices how encourage game on small children.

Theoretical considerations about the game and its essence appear with some exceptions (J. A. Comenius, J. J. Rosseau, B. Froebel) as lately as 19th century which come into notice to a child in many ways.

Maňák in (1997, s. 31) indicates that another promoter of the idea of using games in school teaching has also Czech teacher, theologian, philosopher, social and religious thinker, priest and writer J. A. Comenius through his work „*Schola ludus*".His approach but rather emphasized the child near a natural activity as a framework for learning. He also used dramatization of teaching materials which pupil conveys the experience of becoming recognized activities and exact conditional and permanent adoption.

English philosopher Herbert Spencer (1820–1903) was based on the belief that children play mainly weed out excess energy. He considered unusual game for speech innate power and the energy that a child needs discharge during the day. Instead German psychologist Karl Gross saw that game is a king of certain functional exercise where a small child (like an animal cub) is preparing for future embarking on life.

In a further understanding the importance of game came on in the early 20th century renowned Viennese physician and psychiatrist Sigmund Freud (1856–1939).

He saw the opportunity how tap into deep of personalities through the game, how to know their wishes and interests. H used the game as well as a method for treating mental illness. Based on the assumption that "*human expressions and behaviour are determined how many pain or pleasures bring. A man repeatedly finds the pleasant experience and prefers to avoid unpleasant one. In the game human behaviour and conduct may not conform to any external givens, is motivated by the desire of the individual*" (Freud, 2016).

Freud also supposed to the game activities of child are directly or indirectly in symbolic action reflect wishes and conflict as mentioned Geoffrey (1996).

Significant contemporary theory of game is theory of Geneve psychologist Jean Piaget. He connects the game of child with his intellectual development as described in Piaget, Inhelder (2014).

The Dutch historian Johan Huizinga (1971) wrote that the reason for the game is for example discharge of energy, training in the activities which will be operated seriously or vicarious satisfaction of desire which cannot be fulfilled in fact. According to Huiziga (1971) the game was kind of similarity or other facility to Freudian displacement (in this role would rivalled with dream). Huizinga (1971) in his book Homo loudens (The Origin of Culture in the game) set of several characters which do not lose their topicality till today:

– the game is free negotiation, nobody can force me to play,

– it is the appearance of an ordinary life into a temporary sphere of activity with own tendency,

– the game is closed spatially and temporally bounded,

– it is possible the repeated the game – whole game or in part,

– the game has specific rules and regulations,

– for the game can be found rhythm, harmony and tension.

Huizinga (1971) wrote this definition: *"According to a form we can collectively called game as a freedom of action which is meant by just and stands outside ordinary life but that can still players to fully take on which further no material interest and which is net achieved any benefit which takes place in specifically designated time and in specially designated space which takes place according to certain rules and raises the life of a social group that likes to surround secret of which lifted out of the ordinary world that is acted by for another."*

With this definition we cannot certain agree wholeheartedly that the game achieves nothing. Through the game is it possible practice a variety of skills (motor skills, memory, and creativity) to simulate a variety of situations occurring in real life. The game is able to relax. The game increases the intensity of life and enriches the human being as a personality. By game we are expanding experience and enrich our own life.

It is necessary to appreciate the importance of game in learning of children and give them thoughtfully official space in the school work a significant educational resource. The game is an activity which entertains and is based on the intrinsic motivation of the pupils that we need to encourage. In contrast the learning and work are only a secondary motivation (for a fee) which is confirmed in Kalous, Obst (2002), Kukal (2005) or Sárkozi (2005).

Authors of Pedagogical dictionary Průcha, Walterová, Mareš (1998, s. 48] define a didactic game follow: *"Didactic game is an analogy of spontaneous activity of children which tracks (for students is not always obvious way) educational goals. It can take place in a classroom, the gym, on the playground, in the village or in the countryside. The game has rules and requires preliminary management and final evaluation. It is designed for individuals and also groups of pupils. The role of educational leadership tends to have a wide range of main organizer to the observer. The advantage is a stimulate charge because awake interest in increasing the involvement of pupils in activities undertaken, stimulates their creativity, spontaneity, collaboration and competition forcing them to use different knowledge and skills, engage life experience. Some educational games are similar model situations from real life"*

Durič (1979, s. 65) wrote that didactic game is *"game with the educational program. The goal of didactic game is develop cognitive processes and intellectual abilities of the child to expand his knowledge amusing way. The structure is consist role, activities and rules of the game. The game role reflects didactic summary and concrete objectives, form of activity which didactic riddle should solve. An essential requirement is entertaining, attraction activities. Game activities motivate child to solve didactic tasks without them didactic game is not game. Game rules contain specific requirement for game activities more attractive and enjoyable. Compliance with the rules increased dumping efficacy of didactic games. Didactic game have abundant principally use in pre-school education but in modified form is massively applies on older children and adults."*

IV. DIDACTIC GAME AS ONE OF TEACHING METHODS

Lately many innovative currents emphasize the importance of the game as a teaching method. Using the game for educational purposes has a long history which is confirmed by Montessori (2014). Consistently use them teachers of the lowest of primary school. Incorporate it into the education process with a goal to fostering interest of students in learning and new knowledge, says Skalková (2007). Based on the efforts to alternative approaches to teaching this method meant increased application in recent years. Through the games and play activities is it possible solve common and complex learning tasks with pupils because the game is for them powerful motivation stimulus which is able to significantly mobilize their cognitive potential, says Patersonová (1996).

Preparation of classwork in which the method is implemented is for teachers consuming and requires rethinking functional filling organizational and content, material security, preparation and selection of students groups. Space for inclusion of didactic games in teaching which perform this function while not delay we can look at each subject in question. The game has own place in all subjects. This is of course a didactic game but disturbing didacticism can be easily wiped such games. If teacher know how to play game correctly and sensitively choose the appropriate time to include teaching and competently implement (Rosecký, 2003).

The benefit is if a teacher takes a card catalogue of games for his teaching subjects. In this card catalogue he could sort of game according to certain criteria. He can sort it or example in terms of the impact of games on the development of creativity. In light of the impact of games we distinguish game that affect mobility, fluidity and originality of though and creation, design, production, organization, transformation, ability of novel expression, implementation, translation and transposition, combination, decision making, customization and organization. There can be also aspects exclusively methodical which provides Kalous and Obst (12, s. 323-324).

In the literature we can find a variety of educational games for example various quizzes, competitions, problematic tasks – treasure hunt, searing for the tomb of the Pharaoh, Jumanji, Scrablle (to make form letters so many words). In teaching can be used mostly games that develop cognitive functions of students. It provides vicariously a kind of cognitive training in general (this can also include free games – constructive and thematic) or specifically focused on the acquisition, repetition and practice relevant curriculum (educational games and simulation).

Didactic game has a firm place in school teaching and good orient teachers do not regard it as a waste of time. They recognize that the appropriate classification reduces energy consumption significantly - mainly repetition and practice subject matter. Didactic game contains a significant element of self-realization in cognitive activities. Deliberately evoke productive activities and developed thinking because most educational games are based on problem solving. The student learns to follow the rules in the didactic games and in games with rules. It supports his socialization and leads to his self-control. Teaching and cognition go through peacefully and with spontaneous interest which is important. In the game is applying culture of adult life. Student has the opportunity learn through the game to deal with people as confirmed by Evengelu, Fridrich (2009), Gentry, Burns (2003) and Hagoort (2009).

Result of the game as a didactic method always depends on the classroom climate but also on creativity and organizational skills of teacher.

V. OUTCOMES AND FINDINGS OF ANALYSES

The results of the questionnaire survey can be concluded that the proposal to include gaming methods in secondary school would have found in this sample of your application. Respondents reported particularly

experience of a bad time working and a sense for organization and control. This fact points to the fact that gaming methods are rejected unlikely. Whether the player improvements realized or not it surely would have enjoyed the game and helped to develop these skills.

Further interviews were conducted with the teachers of economic subjects. In its basic form the scenario of talks dealt with the question of the nature and benefits of secondary education from the perspective of the respondents. Other question was about motivation of pupils play with practices. Than which kind of games is the most popular among the pupils. Example of some game brings a concrete contribution to development and education of pupils in secondary schools. Last question (according to predetermined outline) was asked at another area of secondary education which should be used more gaming methods.

We note that the inclusion of gaming methods in secondary education has been made by all five of the respondents perceived generally as very important. Specifically essence of the games has seen as for example games offer the opportunity to solve problems from a different perspective. Than enrich the learning process, the benefit was for example effectively lead of game to the acquisition of new competencies or detect hidden personal qualities and skills also enable assume other roles and behaviours and lead to the promotion of cooperation and defining roles within the team.

Based on the findings above we decided to design of specific gaming methods which we recommend include in teaching of Management in secondary schools.

VI. CONCEPT OF GAMING METHODS FOR TEACHING OF MANAGEMENT

Below there are examples of gaming methods which we implemented to the course Management in secondary school (advanced subject field). Those gaming methods are described in detail in Maxa (2012).

- **Mind map**: Mind map is for repeating and deepening knowledge of planning, setting goals and priorities in the work of manager

  o **Process:** the teacher writes in the middle of the board DETERMINATION OF PRIORITIES. Pupil say everything what they know to key word. The teacher writes on the blackboard and together with pupils creates graphically the connection which organized into the mind map. Pupil improve actively their knowledge, gain visibility, classify their knowledge systematically and discovering new context. The teacher can change the key word for example to TIME MANAGEMENT or PLANNING TIME OF MANAGER.

- **Brainstorming:** Brainstorming within the frame of theme „Communication and presentation skills of manager".

  o **Process:** Objective of pupils is detect a variety of communicate competence of the manager. Other objective is get to know communication with each other. They use their current knowledge, equip berth of their parents. The teacher encourages and motivates pupils to be creative, open and active. Pupils work first of all individual (within 5 minutes each pupil notes his proposal), then discuss their ideas with other members of the group and then present it as a group against other. The role of the teacher is organizing ideas of pupils, help to check the essential, together with pupils define other key communication skills of managers.

- **Venn diagram:** Venn diagram in the frame of topic „Monitoring and controlling".

  o **Process:** The task is comparing two terms: monitoring and controlling. Pupils draw two intersecting circles. In the first cycle they briefly wrote characters of monitoring. Second characterized controlling. At the intersection is space for common features. Pupils work individually or in the pairs and then present their results in front of the class and teacher. Together define common features and differences of both terms.

- **Cube method:** Cube method in the frame of the topic "Corporate culture - structure, level, formation and change over".

  o **Process:** The teacher introduces pupils with the topic of "Corporate Culture" what about they will be thinking according to six criteria and in random order (determined roll of the cube). The task of pupils is write about the topic within 2-4 minutes as it gives an instruction that "fell" on the block "1" describe, "2" compare, "associate 3", 4 "analyse," 5 "apply, "6" argue.

  o Example of the topic:

    DESCRIBE: corporate strategy – what is it and what the function of the company is;

    COMPARE: corporate culture and corporate image

    ASSOCIATE: sanctions and bullying in the workplace;

    ANALYSE: assumptions making and changes in corporate culture, corporate values, norms, symbols, patterns of behaviour, manners of company employees, company reputation;

    APPLY: principles of healthy corporate culture at school;

    ARGUE: why create a healthy corporate culture.

- **Roundabout:** Roundabout in the context of practicing and repeating ot the theme „Stress of the manager at work, how to face and how to cope."

  o **Process:** The teacher divides the class into two halves. One half of the pupils are sitting on chairs arranged in a circle. Second half of pupils form cycle around them - face get out of the ring while the formed around them a second ring such that the face pointing to the circle. Pupils sit in pairs and contact with eyes. Couples sitting opposite each other working together at a specified time. Subsequently, the inner ring is designated as "visitors" and outer as "guests". Visitors are invited by the teacher to move on the next group of clockwise direction. After a certain period of time, the outer circle moves one place so everyone gets a new partner. The role of hosts is to share the information with new visitors. The information has learned from previous discussions in the original composition.

  o Visitors ask of hosts and inform them about the new knowledge which they gained in the previous composition. After lapse of time are visitor asked again move to another group. The hosts remain in the place. This process continues until reunites the original group back. The original members of the group again discuss together about given questions in the context of new knowledge which they get during the entire of carousel.

Half of the students are sitting on chairs arranged in a circle so that his face goes out of the ring (outer configuration) while the other half of the students formed a circle around one second, so that his face heading

to the ring (internal organization). It is essential that teachers instruct students how to implement this activating method. Students divided into halves, then groups and circles. Each group enters a sort of starter questions and comments on the papers. He asks a group of fast processing of questions. Continuously monitors time and ensures that each group worked well. Visitors to the instructions of the teacher move to the hosts in a clockwise direction. After connecting with the original group teacher asks the students to re-discuss issues starting with the newly acquired knowledge. In conclusion, there is a discussion across the group.

Example of questions:

1. What is stress?
2. How stress?
3. Provide examples of stressors.
4. How a person reacts to stress?
5. How to handle stress? Indicate the process.
6. How can a manager help of stress?

– **6-3-5 Brain writing:** Using the Brain writing 6-3-5 within the frame of topic "Motivation and stimulation of workers"**.**

  o **Process:** It is a special method which enjoys pupils, important is role of the teacher who is the moderator and evaluator. We use the brain writing 6-3-5 virtually for example with the theme of motivation and stimulation of workers. It is sort on introduction, before the interpretation. The task of groups of pupils is write "what motive them at the present time and what is their positive motivation." Virtually they proceed by a six-member groups of pupils have specified that issue. Each student of the group to question produces three ideas to the question, ideas writes on the sheet of paper which passes its neighbour on the left side and take suggestions from a neighbour on his right hand. Each pupil write other 3 ideas and thus proceed until the moment when the sheet of paper gets back to the original owner, the discussion round ends (takes 5 min) and the following evaluation group, presentation representatives of the groups before the other and the final solution formulation. Method for evaluating enables teacher to differentiate between the concepts of motive and stimulus which in our experience pupils often used interchangeably or do not see any difference.

Additionally we used marking and production of roles. From the lengthier gaming methods which rather than individual topics of education (hard skills) develop basic management skills (soft skills) as team management, coordination, taking responsibility, ability to make decisions in stressful conditions we used Abigail and Colour tower.

VII. RESULTS OF THE QUESTIONNAIRE ABOUT USE OF GAMING METHOD IN THE TEACHING OF MANAGEMENT

We found through the questionnaire survey that 49 % of girls responded to the questionnaire positively, 27% responded negatively to the questionnaire and 24% responded to the questionnaire do not know.

Almost half of the girls liked gaming methods and interest them. The girls positively assessed the gaming models reflect actual practice and teaching through gaming methods for them interesting. The girls

also had positive reviews on gaming method as a modern form of education and the problems and issues to be addressed gaming methods are addressed in the classroom. Girls negatively assessed the fact that the gaming method did not motivate them have after school own business.

Questionnaire survey among a group of boys we found that 48% of them responded to the questionnaire positively, 27% responded negatively and 25% responded to the question of the questionnaire do not know.

More than half of the boys liked gaming methods and interest them. Boys positively evaluated teaching through gaming methods as interest. Boys negatively evaluated the gaming method did not reflect actual practice and also that for them is a good way of teaching. Boys as well as girls rated negatively the fact that the game did not motivate the methods to do business after school.

VIII. CONSLUSION

Gaming methods are in the 21st century one of the most attractive teaching methods. They govern them uniquely area quantitatively-based capabilities in the field of business economics with an area of decision-making skills in the field of management and teamwork and people management in the field of managerial psychology. In addition of the practical experience of managing a real company we would be difficult to find another type of educational activities which in this regard as good conditions.

Gaming method divide players into teams which then act in certain roles which mediate the players a lot of experience, offer the opportunity to develop talent and acquire so desired skills, knowledge and skills. From the team character of gaming methods imply emphasis on interaction. On the one hand is active form collaboration of team members. On the other hand it is a process of communication, cooperation and competition between teams. Objectives of different applications gaming methods may be different almost always in them but occurs element evaluation and reflection. Its outstanding feature is a stage, then their character. Each game is divided into several stages representing a specific time period. It gives players the opportunity to feedback and strategic decision making. The winner is the team which the best maximize their profits.

One of the objectives of the present paper was to define and describe the gaming methods and their use in the secondary education. It was accomplished with the help of the study of theoretical knowledge of this phenomenon in many professional publications and resources that combine andragogy knowledge with the practical use of gaming method in secondary education. These sources also revealed the fact that the game is reflected in many areas of human life from childhood to adulthood and old age and its concept is extremely subjective and based on many different factors, so there is no uniform definition of games as such, neither game within secondary education. As it emerged from several sources used the game can be primarily seen as a children's activity, among other things, can serve as a form of remuneration for the time off, after completion of the tasks and responsibilities, but in many cases it may be just a game that helps us overcome problems or dealing with difficult situations in their personal and professional lives.

In an analysis of information sources we focused on those authors (e.g. Zapletal (1996), (1985), Huizinga (1971), **Hanuliaková (2015)**, **Porubčanová, Vojteková (2014)** etc.), who in their definition of the game also reflects the education and development, and the game more broadly understood as a source entertainment and a means to relax, but also as the bearer of self-realization, educate, educational functions or states that the game can be a means to fulfil the various professional, personal and educational needs (**Vaněk, Vaníčková, 2015**).

Also respondents in the context of a qualitative survey confirmed that games occupy an integral part of the learning process and the development pupils of secondary school especially because they can be consulted on the personal and professional problems from a different perspective, developing soft skills, team collaboration and fulfilment of the individual and give him space creativity, finding new solutions for dealing with and overcoming oneself, discovering new skills.

As well as secondary economic education has specific elements also game in the lives of secondary school pupils may have a specific shape and perform different functions, for example, than the children's games and almost adults also have other gaming themes. Among secondary school pupils who themselves already know rather than the physical important psychological aspect of games and their subsequent analysis because in different situations of your life and get to perceive a degree feedback which is an important means of self-realization. The psychological context may also be related many of the barriers that often secondary school pupils are playing against. This was also confirmed by respondents in the survey because of their expertise and experience has shown that many pupils are in the beginning of the motivation is very low mainly because of various barriers, low self-esteem, shyness or the belief that play is just for kids. It is important to such participants clearly explain the benefits of gaming with respect to practical use in your personal and professional life successfully is drawn into an imaginary plane through the game's story and new roles to find solutions to real problems.

As for classification of gaming methods in the secondary education is concerned, based on the research literature there is no uniform taxonomy and many authors or publication offers various divisions on the basis of different internal and external factors of the educational process. "Game" appears for example in the teaching methods of simulation, role playing, in teaching methods aimed at learning and problem solving etc. In addition the introduction of several classifications from the perspective of various authors (eg. Rachow (2005), Hermochová (2004), Wallenwein (2003) etc. .) are described in detail in the work of the game within the design of which was devoted to the possibilities of using gaming techniques for teaching Management.

Topics of gaming importance in the secondary education, their benefits and relationship to the didactics and andragogy etc. were confirmed in this work.

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