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THE SIGNIFICANCE OF TEACHING METHODS/FORMS AND ORGANIZATIONAL FORMS AS IMPORTANT ELEMENTS FOR THE PROFESSIONAL DEVELOPMENT IN THE EDUCATION AND TRAINING OF MANAGERS INVOLVED IN TOURISM

ZNAČAJ NASTAVNIH METODA I OBLIKA TE ORGANIZACIJSKIH OBLIKA KAO VAŽAN DIO PROFESIONALNOG RAZVOJA U OBRAZOVANJU I OSPOSOBLJAVANJU MENADŽERA ZAPOSLENIH U TURIZMU

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Abstract

The article presents the adequacy of teaching methods, forms of teaching and organizational forms in the education and training of managers involved in tourism. The first part presents and provides a detailed description of forms of teaching (frontal, group work, pair work, individual work), teaching methods (conversation, discussion, explanation, lecture etc.) and organizational forms (seminar, course, workshop, educational meeting, e-learning etc.) as important elements for the professional development in the education and training of managers. The second part provides results of a research that was conducted on a sample of 120 top- and middle-level managers involved in tourism. In the scope of the research, managers involved in tourism were asked to assess the adequacy of teaching methods, forms of teaching and organizational forms, in light of their suitability for high-quality conveyance of educational and training contents. The most suitable form of teaching according to managers involved in tourism is therefore group work, in the framework of which workshops, seminars, courses and expert excursions were chosen as the most suitable forms. Role play, the case method and discussion method were assessed as being the most suitable teaching methods. Workshops and seminars are considered to be the most suitable organizational forms. This research

Sažetak

Članak predstavlja analizu prikladnosti nastavnih metoda, nastavnih oblika i organizacijskih oblika u obrazovanju i osposobljavanju menadžera zaposlenih u turizmu. U prvom dijelu su prezentirani i detaljno analizirani nastavni oblici (frontalni, grupni, rad u parovima, individualni rad), nastavne metode (objašnjenje, razgovor, rasprava, predavanje idr.) i organizacijski oblici (seminar, kurs, radionica, obrazovni sastanak, e-obrazovanje idr.) kao važan dio profesionalnog razvoja u obrazovanju i osposobljavanju menadžera. Drugi dio predstavlja rezultate istraživanja koje je provedeno na uzorku od 120 viših i srednjih menadžera zaposlenih u turizmu. Menadžeri zaposleni u turizmu u istraživanju su ocjenjivali prikladnost nastavnih metoda, nastavnih oblika i organizacijskih oblika koje su po njihovom mišljenju najprikladnije za kvalitetan prijenos sadržaja obrazovanja i osposobljavanja. Kao najprikladniji nastavni oblik su menadžeri zaposleni u turizmu ocijenili da je to grupni nastavni oblik gdje su kao najprikladnije oblike odabrali radionice, seminare, kursove i stručne ekskurzije. Kao najprikladnije nastavne metode opredijelili su igru uloga, metodu slučaja i metodu rasprave. Među najprikladnije organizacijske oblike oni uključuju radionice i seminare. Istraživanje je potvrdilo osnovnu pretpostavku da su menadžeri zaposleni u turizmu, kao najpri-

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confirmed our initial hypothesis postulating that managers involved in tourism will choose as the most suitable those forms of teaching, teaching methods and organizational forms, which enable their active participation in the process of education and training.

1. Introduction

In Slovenia and other European countries globalization gave rise to the need for integration and collaboration based on principles of common interests and integration of contents, geography and cultures. Due to its poor natural resources and poor visibility, Slovenia cannot really compete with bigger, intellectually and economically more developed countries, and instead has to base its development on the solid education of its population and its capacity to adapt to the circumstances on the European markets and at home.

Constant changes in science, technology and engineering are continuously generating the need for increasingly organised supplementary education and training. New services and products, as well as innovations in information technology are popping up, candidates for employment are becoming increasingly qualified, the competition on the market is getting harsher, we witness new entrepreneurial ideas, profit and loss, success and bankruptcy, expectations for participatory management methods, aspiration for a learning-oriented organisational culture etc. which, according to Možina /**1**/ all intertwine, thus creating a globalised environment in which we compete for maximum success.

The basic purpose of HR development in the future is to ensure that companies have at their disposal adequately qualified staff that will be able to achieve the set goals and contribute with its work to successful business operations. However, development of HR is only possible if each employee has the knowledge, skill set and competence to efficiently carry out work; if the quality of the work carried out by individuals and teams is constantly improving; and if the employees develop in the direction that facilitates their maximal progress and growth /**2**/.

kladnije među nastavnim oblicima, nastavnim metodama i organizacijskim oblicima izabrali one koje im pružaju aktivno sudjelovanje u procesu obrazovanja i osposobljavanja.

An important part in HR development within an organization is the development of managers, which is based on systematic, long-term and individual development plans that are aligned with the strategic directions and company's corporate culture. As a result of the continuous changes in the organization and environment, the development must keep up with the managers throughout their years of service. The level of formal education and finished education programme do not guarantee the person's efficiency in performing managerial tasks. At various stages in the development of manager careers, the manager roles, duration of the role, tasks and variable factors undergo changes.

A manager's career depends on the opportunities provided within the organization and his/her innate capacities, abilities, motivations, ambitions and will power. Of course, the individual's aspirations must be in accord with the needs and objectives of the organization. Numerous countries succeeded in developing highly efficient systems to foster the development of managerial staff. All systems include modern educational methods, forms of teaching and organizational forms, which enable fast accumulation of knowledge and skills, thereby helping managers to contribute to company's growing profit margins.

2. Teaching methods, forms of teaching and organizational forms as important elements for the professional development in education and training of managers

2.1 Teaching methods

There are several classifications of teaching methods to be found in teaching literature. Older teaching literature most frequently sets out the following teaching methods:

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- *Spoken explanation method (narration)* requires the lecturer to transfer knowledge to others through spoken words by explaining, elaborating, narrating, describing, arguing and guiding the mental activities of the participants in front of a group of participants /**3**/ /**4**/.

- *The conversation method* (discourse) *or dialogue method* takes place as bilateral communication between teachers and education participants and between the participants /**4**/. This method entails the first form of the least challenging type of activity pursued by education participants, attended by all the participants, and the leader of the education process.

- *The discussion method* enables the teacher direct contact with the education participants, enables him to guide their thinking and encourage their mental activities, enables creative collaboration, positive enforcement and contributes to shaping the whole group /**5**/.

- *Lecture* is a form which entails transferring knowledge of one person (the lecturer) to others (hearers) in the traditional frontal form /**6**/. A lecture could be described as a meeting of a larger group of people where the lecturer speaks to the participants about a topic that had been unfamiliar to the up to that point /**7**/, followed by participants further delving into the topic and mastering it through individual study and learning.

- *Method of written and graphic production* which is used primarily in indirect lessons, in which education participants work more or less solitary following precise instructions or just basic guidelines. This method is suitable in technical activities for vocational work, as it requires the educatee to learn sketching, technical drawing and other types of graphical depictions, and describe work methods and finished products /**3**/ /**8**/.

- *The method of using AV media* enables the teacher to utilize audio-visual media which convey information audibly and visually, as to expand the limited opportunities in illustrating and demonstrating subjects, phenomena and processes. Modern teaching technology enables a multimedia approach which allows to present life processes and technological process in various fields of na-

tural science through pictures and motion /**4**/.

- *The laboratory method* is an active method characterized by the fact that it enables a significant change of the status of education participants in education, as it relies largely on their activity and autonomy, enabling them to be directly acquainted with real-life situations and processes /**3**/. It is important to develop curiosity, a work culture and mutual collaboration /**8**/.

- *The demonstration method* implements the demonstrability principle, facilitates perception and memorization and livens up the educational process and participants' interest in education. Adult education values demonstration and makes use of all of its possibilities – demonstration of pictures, schemes, models; demonstration of phenomena; pictures, movies and audio clips enrich demonstrability; depiction of relationships (on film or through role play) can give a much clearer idea; showing motions and operations is the basis for emulating them in the course of hand-on work /**5**/.

- With *the problem method,* the starting point for the activities is the problem at hand. It is based on psychological theories of learning through problem solving. As a rule, it applies to problem situations, which either consist of a small-scale finished problem or a partial problem of a bigger problem. The education participants solve problems in order to gain specific knowledge and develop cognitive and creative competences /**4**/.

- *The case method* entails the development of capabilities and traits in participants. The general premise of the method is represented by real-life or specifically simulated cases of particular situations, which are discussed by the leader of the educational process with the education participants. It is aimed at training and is well suited for advanced professional training in adult education /**4**/.

- *The role play method* requires education participants to play out various roles from real-life situations. Didactically, this method is more suitable and effective when working with smaller groups of participants, in which roles can be given to everyone. The

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method can be applied for professions in catering, retail and similar, where communication skills are required /**9**/.

- *The project method* requires individual participants or a group of participants in the education to carry out an assignment or product from start to end, i.e. from the planning stage and preparation to the manufacture and product control stage. It allows laying down and solve complex assignments and problems, and implement the principle of integrating theory and practice. It is suited for specialist education and allows laying down and solve complex assignments and problems, and implement the principle of integrating theory and practice /**10**/.

Recently, in pedagogical and andragogical theory and practice, the *experiential teaching method* has come to the forefront, which treats experience as a vital component in adult education and teaching. Experiential teaching is very important as each new insight is reshaped by the individual based on its own experience, whereby the students are an important source of learning/teaching. In this way, the educator can increase in the educatees the desire to gain new knowledge, improve their confidence, deepen their understanding and facilitate the integration of new knowledge with everyday life and work both vocationally and professionally as well as personally /**11**/.

In addition to traditional methods, *action teaching* is gaining ground, focusing on a real-life problem that needs to be addressed, analysed and ultimately solved. This type of teaching is suitable for effective actions in new circumstances, involving the ability to acquire new approaches, when the management wishes to achieve good quality improvements and implement concrete business changes, and find alternatives to the current solutions through knowledge amalgamation /**12**/.

New methods emerged which allow adults taking part in the education process to express their ideas, thereby leaving room for their sovereignty and creativity and their world views. These methods include *brainstorming, brainwriting* and *Method 635*. The educator can employ these methods for creative task- or problem-solving, pertaining to tasks/problems discussed

with the educatees, ultimately guiding them toward the objectives defined in the course of education /**13**/.

We believe that the selection and utilization of teaching methods depends on the lecturer and his/her style, the subject matter or topic conveyed by the lecturer to the educatees, on the educatees (their age, maturity, prior knowledge, abilities, experience, profession) who are to receive lectures on a particular topic by the lecturer, the teaching equipment and teaching aids available to the lecturer (also on the furnishing of workshops with state-of-the-art computer technology, among others, provided that the lecturer knows how to use it), and last but not least on the number of educatees.

We have only listed some of the classifications. This means that it is futile to speak of the generally best methods for all groups and individuals, as it may turn out that under particular circumstances one method may be better suited for one group, but prove far less effective for another group or individual. Every time a leader of the education programme picks out teaching methods, he/she must keep in mind to select such methods that will increase educatees' desire to acquire more knowledge and skills, and that they should also improve their confidence and teachableness. The greater the variety, the more dynamic the education.

2.2 Forms of teaching

Forms of teaching are closely related to teaching methods. An education form is the fundamental organizational framework outlining the education process, in which various education methods are applied to achieve education goals. Usually, a specific form of education limits our choice of education methods and vice versa (Jereb, 1998).

The teaching discipline classifies forms of teaching in the following way /**4**/:

- *Frontal*, in which the teacher works with the entire group at once. Its advantage is that it is an efficient teaching form, although it has some drawbacks. Its greatest drawback (weakness) is that the pupils are in a subordinate position, mostly being the recipients to the teacher's delivery. Their

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activity is thus limited only to sensory perception (listening, watching) and memorizing the delivered topics.

- *Group form*, in which the educatees can be divided into larger or smaller learning groups, performing a part of the teaching process independently. The teacher supervises their works, corrects their mistakes and provides encouragement. The group teaching process is more varied, boasting improved work discipline, work motivation and work efficiency.

- *Pair work* is used when learning in pairs makes sense due to the nature of the work, when mutual help and collaboration are required or when teaming up an experienced and new educatee. Pair work is suitable for acquiring new knowledge, consolidate it, repeat and practice, or to create products, while it also beneficial for joint learning and mutual help.

- *Individual form*, whose main feature is that the teacher only works with one participant in the education process at a time. The strength of this form is that the individual is directly active in certain parts or stages of the process and leverages his/her own activity to achieve the objectives in the education process. The individual acquires knowledge, develops cognitive and other abilities, personality traits and gets accustomed to independent work (in education and otherwise).

Some authors /**7**/ /**14**/ give three basic forms of education, defined by the number of participants:

- Mass or frontal forms, where the teacher instructs a larger group of education participants, and where communication is one-way – teacher to pupils;

- Group forms, where we create smaller groups for individual work who share their findings with the teacher and remaining groups;

- Individual forms, which entail individual's independent work with the help of the teacher.

Essentially all authors list the same forms of teaching and all can be applied in adult education.

2.3 Organizational forms

Various works on this topic state a multitude of *organizational forms*. Below is a short description of those which we deem particularly suitable for adult education:

- *A seminar* is defined as a gathering of a larger group of people targeted at discovering new truths, explore new data, exchange experiences, knowledge and views on a particular topic from several angles /**15**/.

- *A course* is an organizational form of education, in which the subject matter or contents are delivered to the participants, mostly a group of people, systematically, exhaustively and in a defined sequence. Courses can take from a few days up to a few weeks or even months /**16**/.

- *A workshop* is a meeting (gathering) and an opportunity for people with similar interests or issues to meet experts in particular fields, and directly acquire knowledge from them, and receive practical training /**6**/.

- *An educational meeting* is a meeting of a smaller or larger group of people intended to explain certain events or issues, inform of novelties or examine collectively certain phenomena and events /**16**/.

- *An expert consultation* is a short, boiled-down group form of covering a narrow expert topic. It involves examining the issue from different points of view, mostly through the exchange of knowledge and experience of participants in order to form new views on this basis. The most prominent forms of expert consultation are congresses, symposia, colloquiums and expert conferences /**6**/.

- *Instructional or study circles* are formal or informal gatherings of people with the intention to facilitate the acquisition of knowledge and solidify the knowledge of a particular subject matter through joint effort /**17**/. It involves active learning in a group of equal members who learn from each other, autonomously plan their education and its course, share study obligations and help each other in the process, all in order to achieve the set education goals /**16**/.

- *A demonstration* is the depiction of a certain activity or phenomenon either in real-life

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circumstances (company, institute, and nature) or in artificially created circumstances (museum, exhibition). Typical demonstrations include exhibitions with an accompanying text, presentation of a production procedure, doors open days in kindergartens, schools or companies /**6**/.

- *Visitations* are very similar to demonstrations, as they can also take place in a real-life or artificially created setting. The aim is to see novelties, gather information and accumulate new knowledge. Typical visitations include study visits, expert excursions and expert field trips /**17**/.

- *Training* entails repeating assignments so that they are ultimately carried out fluently, correctly and independently. Training takes place under supervision of an instructor/mentor who is present at the start of the training to supervise and help with the execution of the assignment. Later, the mentor supervises only occasionally, but is always close by to help out with advice, should the candidate carrying out the assignment require one to successfully meet the objective /**3**/.

- *Consultations* are carried out as mutual consulting, conversations, counselling, explaining particular issues or answering questions /**6**/. The ultimate goal of a consultation is successful and autonomous learning of the participant /**16**/.

- With *counselling*, an expert person (professional or experienced person) helps others to troubleshoot with their learning or education. Such assistance comprises providing advice and information with regard to questions relating to learning and education, as well questions on its organization. Counselling is described as the link with modern adult education /**18**/.

- *Mentorship* is a form of educational work consisting of several related meetings, in which the leader of the education programme, i.e. the mentor, guides the education participant to his/her ultimate education goal /**6**/.

- *Action teaching* is an education form, in which education is a part of the activity or action. It is often part of the programme of group actions in a setting or local communi-

ty and is designed to meet the needs of the community /**18**/.

- Organizational forms also include e-learning which is gaining traction in companies due to its several advantages and as a logical addition to traditional education and training. The internet provides a suitable technological platform for the organization and realization of scenarios in e-learning, especially so in decentralized enterprises. To this end, companies provide educational courses according to the just-in-time principle and facilitate this type of education by using multimedia /**19**/.

Before one can make the decision on which teaching method, form of teaching or organizational form to use in education, it is essential to establish the prior knowledge of the participants in the education, identify what methods/forms lend themselves to the particular subject matter, and establish the adequacy of teaching materials and premises.

The types and forms designed for training people for work are markedly different and mostly depend on the needs dictated by new technology, on the guidelines of the organization's management, type of activity, teaching technology available etc. Practice shows that as long as the corporate climate is nurturing, there is always a suitable way to train the staff /**20**/.

6.1   3. Research Methodology

3.1 Research purpose and objective

The research which was carried out among middle and upper management members involved in tourism, working in Slovenian companies, tried to establish what teaching methods, forms of teaching and organizational forms of manager education and training are vital for managers' professional development. The initial hypothesis was that the choice of forms of teaching, education and training methods aimed at managers favours group forms of learning/teaching as the most suitable,

and methods which allow managers to actively take part in the teaching process.

3.2 Research questions and hypotheses

The research will provide answers to the following research questions:

- Which teaching methods do managers involved in tourism define as essential for the education and training in their professional development?
- What form of teaching is deemed by the managers involved in tourism as the most suitable in their education and training to ensure high-quality professional development?
- What organizational forms do managers involved in tourism identify as being the most adequate for their education and training in their professional development?
- What learning materials are commonly employed by managers involved in tourism when opting for solitary types of education (self-education) that are based exclusively on independent work?

With regard to the research question, we proposed the following hypotheses:

- In training and education, female managers, unlike their male counterparts, prefer teaching methods that encourage communication between the education participants.
- We assume that there are no statistically relevant differences of opinion between female and male managers involved in tourism in terms of the most suitable form of teaching in education and training.
- There are differences between older and younger managers involved in tourism when choosing organizational forms of education and training to advance their professional development.

3.3 Research methods and techniques

By means of the inductive and deductive approach applied in the analysis and synthesis process, we used the description compilation method, the comparative method and the method of proof. Interdependence was analysed by means of the **t-test for analysing differences and Pearson's correlation coefficient (r) for analysing correlation.** The reliability of the sample was calculated based on Cronbach's Alpha (0.72), indicating a high degree of reliability in measuring. Since its value is greater than 0.70, which is the threshold above which the sample is defined as reliable according to relevant sources /**21**/, we can concluded that our sample is large enough. Among the research techniques, we employed the surveying technique and statistical data processing with the SPSS 18.0 software suite.

3.4 Sample

The basic population of the sample is made up of top-level and middle-level female and male managers, employed in tourism. Of the 200 questionnaires sent, 120 (60%) have been returned. The sample of interviewed managers, employed in tourism, consists of 120 units, of which 50 are women and 70 are men (41.7%: 58.3%). The majority of respondents are older than 46 (38.5%), which indicates that they are middle-aged male and female managers with a lot of experience and length of service. It can be assumed that the positions of top-level and middle-level managers in tourism are occupied by persons with rich experience, which they have gained during their long years of service. Research has shown that the majority of respondents (45.3%) are employed in medium-sized companies. 59.8% are employed as top-level managers, whereas 39.4% respondents occupy the positions of middle-level managers. 90.1% of respondents have a suitable or higher level of education than that which is formally required of them.

4. Results and interpretation

For the purpose of this research, we laid down several teaching methods, forms of teaching and organizational forms based on multiple authors:

- *Teaching methods:* Method of lecturing, method of explanation, method of conversa-

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tion, method of discussion, method of working with texts, method of written and graphic production, demonstration method, method of using AV media, laboratory method, project method, case method, role play method.

- *Forms of teaching:* Frontal form (visitation, conference and presentation), group form (seminar, workshop, course, educational meeting, expert consultation, learning or study circles, action teaching and transactional analysis), pair work, individual work (individual lessons, training, distance education, e-education, consultations, counselling and mentorship).
- *Organizational forms:* Seminar, conference, course, workshop, educational meeting, expert consultation, learning or study circle, presentation, visitation, training, consultation, counselling, mentorship, action teaching, distance education, e-education.

Given that the choice of correct teaching methods and forms to execute training and education is integral and essential for the curriculum, the managers were asked to rate their relevance and in what sense do they regard them as being the most suitable to deliver subject matters so that they are understandable and applicable (the subject taught must be closely connected to practice and successfully applicable in their managerial operations).

We assumed that they will prefer methods that influence or challenge their views with regard to emotional teaching, and methods aimed at acquiring knowledge in terms of cognitive teaching. With regard to forms of teaching, we proposed that group and individual forms of education and training will be rated as the most important. Relevance was assessed based on a scale from one to five, where 1 means completely unsuitable, 2 – less suitable, 3 – neutral, 4 – suitable and 5 - very suitable.

Table 1: Suitability of teaching methods and organizational forms

TEACHING METHODS AND ORGANIZATIO-NAL FORMS	*f*	*Arithmetic mean*	*Std. deviation*	*Variance*
Case method	120	3.94	.855	.731
Role play	120	4.12	.751	.563
Discussion	120	3.75	.832	.693
Workshop	120	4.14	.690	.475
Seminars	120	4.02	.761	.580
Courses	120	3.67	.721	.520
Demonstration	120	3.61	.747	.559
Individual tutoring	120	3.48	.770	.592
Emotional/interactional training	120	3.72	.910	.828
Expert excursions	120	3.60	.868	.753
Text work method	120	3.28	.878	.771
Lecture	120	3.72	.783	.613
Conferences	120	3.55	.780	.608
AV media	120	3.44	.869	.756
Auditory media	120	2.82	.896	.803
Transactional analysis	120	2.67	.908	.824
E-education	120	3.07	.860	.740

Considering the survey result, we conclude that the following teaching methods are deemed as the most suitable by managers involved in tourism:

- *Role play:* Average score 4.12; std. deviation 0.751;

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- *Case method:* Average score 3.94; std. deviation 0.855;
- *Discussion:* Average score 3.75; std. deviation 0.832
- *Lecture:* Average score 3.72; std. deviation 0.783

The least suitable teaching method is considered to be:

- *Use of AV media – auditory media:* Average score 2.82; std. deviation 0.896

In light of the survey result, we establish that the respondents consider the following organizational forms to be the most suitable:

- *Workshops:* Average score 4.14; std. deviation 0.690;
- *Seminars:* Average score 4.02; std. deviation 0.761;
- *Emotional/interactional training:* Average score 3.72; std. deviation 0.910;
- *Courses:* Average score 3.67; std. deviation 0.721;
- *Expert excursions:* Average score 3.60; std. deviation 0.868.

The least suitable organizational form is thought to be:

- *Transactional analysis:* Average score 2.67; std. deviation 0.908.

Considering the division of organizational forms into group, individual and frontal forms of teaching, respondents rated as the most suitable the *group teaching form* comprising workshops (average score 4.14; std. deviation 0.690), seminars (average score 4.02; std. deviation 0.761), courses (average score 3.67; std. deviation 0.721) and expert excursions (average score 3.60; std. deviation 0.868), which managers rated as the most suitable organizational forms of education and training.

When analysing the scores regarding the teaching methods in the education and training of managers, we established that *role play* was deemed to be the most suitable method, as it allows to influence or shift perspectives in terms of emotional teaching. The *case method* as the second

most suitable method appeals to the respondents because it advocates that management *cannot be learned from a textbook*, on the contrary, it needs real-life *study subjects* taken from practical running of an organization, in line with the premise that contents and the state of facts in management education must be closely associated with practice. The emphasis lies on addressing everyday management problems, simulating entrepreneurial day-to-day operations, analysing essential problems and determining to resolve them through team work. The *discussion method* comes in second, as it enables active and direct participation in the collective thought process and solution-finding, analysing the present situation and compare notes with other managers. In addition to discussion, they have the opportunity to explain, collaborate in a creative way and for positive reinforcement through expressing opinions, ideas, views and suggestions. A well-organized discussion can increase their interest for a particular field, shape their opinions of certain phenomena, alleviate prejudice, develop sensibility for varying views and perspectives, develop the ability for team work, boost confidence etc. There is no doubt that these factors influence their attitude to other people, to the company and job performance. *Lecture* was chosen as a suitable method. We assume that this is because it provides the opportunity for transferring new knowledge and information from the educator in a shorter time period, which is most certainly an advantage of this method. Apparently, the fact that lecturing involves exclusively one-way communication is not that big of an issue.

We analysed whether there are statistically significant differences between the genders when it comes to choosing teaching methods that promote communication between education participants. We wanted to know whether female managers in comparison with their male colleagues favoured any of the above-mentioned teaching methods. A T-test for verifying the differences in the importance of teaching methods with regard to gender has shown that female managers prefer the following teaching methods:

- Role play (t =-2.078 α=0,05; p_α=0.038);
- Case method (t =-3.253 α=0,05; p_α=0.001);
- Discussion (t =-2.901 α=0,05; p_α=0.004).

It was established that female managers, when choosing teaching methods employed in the edu-

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cation and training aimed at facilitating their professional development, prefer teaching methods that promote communication between the participants in education.

The analysis of scores relating to the suitability of organizational forms in manager education and training revealed that *workshops* were rated as the most suitable form, which came as no surprise, as workshops enable education participants with similar interests or problems to meet professionals in relevant fields and directly gain new knowledge, in addition to practical training. *Seminars* also scored rather high, as they are an organizational form which favours active work and group work. The essence of the seminar quality is that it covers a wider array of topics in a shorter time frame along with discussions, where every participant is afforded the chance to critical thinking. Participants can exchange experiences and knowledge, gather new information and obtain new views on the covered issues, which is appealing to managers, because they are actively involved when they can share their own experiences on a particular topic. *Emotional/interactional training* is attractive for managers, because it gives them the opportunity to exercise tasks over and over again, until they are able to do it fluently, correctly and independently. This allows them to constantly monitor their performance and strive for quality and quantity in their performance. The next organizational form deemed as attractive was the *course.* We assume that this form is favoured, because it enables them to gain specific knowledge which they require to perform their job in a relatively short time and in a systematic and organized way. The last organizational form was the *expert excursion*, which appeals to managers because it gives them the chance to witness novelties in a real-life setting.

The correlation analysis has shown that there is a very weak connection between the organizational forms that are predominant in training and education of managers designed to facilitate their professional development and the age of the respondents as it relates to the following organizational forms:

- Seminars (r =-0.150, p < 0.01), indicating that with progressive age seminars lose relevance as one of the most suitable organizational forms of training and education;
- Emotional/interactional training (r =-0.144, p (0.01), indicating that with progressive age the desire for such training diminishes;
- Courses (r =-0.159, p < 0.01), indicating that with progressive age the desire for training and education in the framework of courses diminishes;
- Expert excursions (r =-0.155, p < 0.01), indicating that with progressive age the desire for training and education in the framework of expert excursions diminishes.

When choosing forms of teaching in the education and training of managers, the most suitable forms appears to be *group work*, as it is important for managers to be able to express their opinions, gather information and share experiences. Based on the correlation analysis, it was established that in terms of the scores on the most suitable forms of teaching which prevail in the training and education of managers there are no statistically relevant differences between male and female managers (t = 0.781 α=0.05; p$_\alpha$=0.463).

The choice of and the implementation of the suitable teaching method, form and organizational form for effective delivery of important subject matters is very important in the education and training of managers. We must bear in mind that methods and forms, being instruments for the delivery of knowledge and skills, must correspond to the current subject matter and ensure extensive transplantation of knowledge into real-life day-to-day management operations – it is essential that the acquired knowledge can be directly used in practice.

For this reason, methods are ranked according to their practical relevance, relevance for group work and functioning in complex systems. Teaching methods that are deemed abstract or highly individualized (the method of using AV material – auditory media) and as such less suited to manager education and training, ranked lower on the scale. Likewise, transactional analysis which offers comprehensible social interactions and simplifies complicated topics in interac-

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tion and communication is still regarded as a highly abstract organizational form of education and training.

We were also curious to find out, what learning/teaching materials are commonly employed by managers when opting for individual-based types of education (self-education) that rely exclusively on independent work. The frequency of using learning/teaching materials was based on a scale from one to five, where 1 – never, 2 – very rarely, 3 – occasionally, 4 – frequently and 5 – very frequently.

Table 2: Frequency of using learning/teaching materials

LEARNING/TEACHING MATERIALS	f	Arithmetic mean	Std. deviation	Variance
Dictionaries	120	2.84	.929	.864
Manuals	120	3.41	.915	.837
Professional monographs	120	3.69	.826	.682
Technical journals	120	3.24	.941	.886
Electronic media	120	4.08	.741	.549
Auditory media	120	4.19	.857	.734
AV media	120	1.99	.918	.843

The analysis of the results has shown that the surveyed managers frequently reach for:
- Auditory media: average score 4.19; std. deviation 0.857;
- Electronic media: average score 4.08; std. deviation 0.741;
- Professional monographs: average score 3.69; std. deviation 0.826.

They never or very rarely reach for:
- AV media: average score 1.99; std. deviation 0.918;
- Dictionaries: average score 2.84; std. deviation 0.929.

Managers reported that audio-visual media, electronic media and professional monographs allow them to acquire specific theoretical knowledge, and to learn when they have the time to do it, while also adjusting the speed of learning to best suit their needs. Quite surprisingly, with regard to individual learning they prefer auditory media, while this method ranked very low in the group form of education and training. We might assume that the market offers an abundance of relevant learning/teaching materials that they can listen to individually, for instance while driving during business trips, so that they can make the most of the time spent driving. Usually, these materials provide topics on social skills which might come handy in actual management. It is also commendable that they consult professional monographs, indicating that they keep up with the events in their relevant professional field, follow expert authors (dealing with

practice and from the academical sphere) who write about business and economy on a smaller and bigger scale, and closely follow the findings and scientific research that might influence the quality of managers' performance. For this reason, professional monographs are undoubtedly an important element in the education and training of managers.

Beside the importance of choosing suitable teaching forms and methods, the manner in which manager training and education with regard to the specific needs of senior staff in the organization takes place most commonly is also important. Seeing that with senior staff the main obstacle is time, it is important to de-

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termine whether education and training will be carried out in-house or externally (forms of teaching). Almost 75% of the surveyed managers stated that their organizations carry out manager training and education both in-house and externally (70.0%), whereas 12.4% of organizations only provide in-house manager training and education, and 17.6% only external manager training and education. It appears that organizations that provide exclusively in-house or exclusively external manager development can implement their preferences and the preferences of senior staff so that the teaching dimension fits the intentions of the organization. This conclusion is also supported by the results. For organizations that provide manager training and education in the form of both teaching dimensions this means that they select external and in-house educational institutions and providers thoughtfully and deliberately. This does not mean that external holders are chosen to fill in a gap for the perhaps unavailable training and education resources within the company due to the lack of in-house providers and resources. On the contrary, external providers can be tailored to deliver a teaching offer for the whole spectrum of the curriculum and match the interests of the organization. This means a high applicability of the offered teaching contents in the day-to-day practice of management and business operations. Manager development carried out in-house is taken on by organizations when this enables them to address specific aspects in the teaching process, which will qualify people for managerial positions, e.g. proximity to their own work place, familiar corporate culture, being familiar with other participants, all of which has a positive influence on the teaching results, staff's attitude to their own work place and recognizing the significance of a particular topic for the events in the organization.

5. Conclusion

It is crucial for delivering high-quality education and training to adequately choose and implement teaching methods which, however, are not specifically prescribed for adult education. The selection and implementation of methods thus depends on the topic, maturity and prior knowledge of educatees, teaching aids available and the educator himself. Technical literature fails to provide a uniform classification of teaching methods for adult education. Authors classify them based on the communication between the educator, educatees and knowledge source, based on the overall development of education technology, based on the activity being in the forefront and which is common to the group of educatees, but also based on the field of study. Nowadays, these methods are complemented by newer ones allowing adults who take part in the education process to express their ideas, thereby leaving ample room for autonomy and creativity and their perspectives. Adults find this very motivating, as they are encouraged to cooperate and given the sense of equality in the education process.

Closely connected to teaching methods are forms of teaching that constitute the basic organizational framework of the educational process which implements various education methods to attain education goals. In adult education the most suitable forms of teaching are the individual and group form of teaching.

The significance of the adequate teaching methods and forms in adult education was also proven with our research. With regard to the forms of teaching, education and training methods, which are aimed at managers involved in tourism, the hypothesis that group-based education along with methods that allow managers to actively take part in the teaching process is regarded as the most suitable, can hereby be confirmed on the following grounds:

- *Teaching methods* rated as the most effective for manager education and training by surveyed managers are role play (average score 4.12; std. deviation 0.751), case method (average score 3.94; std. deviation 0.855), discussion (average score 3.75; std. deviation 0.832) and lecture (average score 2.72; std. deviation 0.783). The selection of these teaching methods indicates that managers prefer to be active in the teaching process when acquiring new knowledge, that they are keen to co-shape the teaching process, keen to share their own experiences, keen to refresh the already learnt subjects, and develop their

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ability for independent information-processing and problem-solving. Choosing the lecture method as one of the most adequate forms suggests that managers are able to assess that the lecture method is occasionally the only possible method to deliver subjects.

- Among the *forms of teaching*, the surveyed managers specify group works as being the most suitable form. They report that receiving information from other participants in the group involved in education or training, developing independent thinking, developing attention and focusing on opinions, views, experiences of other participants on the discussed topic, as well as linking personal experiences with experiences of others are all crucial factors in active learning and acquiring new knowledge.

- With regard to *organizational forms*, the most suitable were ranked by the surveyed managers in the following order: workshops (average score 4.14; std. deviation 0.690), seminars (average score 4.02; std. deviation 0.761), emotional/interactional training (average score 3.72; std. deviation 0.910), courses (average score 3.67; std. deviation 0.721) and expert excursions (average score 3.60; std. deviation 0.868).

We realize that the results of the survey represent a temporary solution – a *hic et nunc* solution which cannot be held to apply tomorrow, as it reflects today's interaction of the work organization with its environment, today's prudent manager contemplations on the necessity of finding new information through supplementary education and advanced training, today's possibilities and needs pertaining to the involvement in various types of supplementary education and advanced training, and today's competitive edge of the respective company. The speed of the shifts taking place in science, technology and engineering also dictates shifts in teaching methods, forms of teaching and organizational forms, making them acceptable and effective only in a particular period of time.

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