

# IMPORTANCE AND ROLE OF E-LEARNING IN MANAGEMENT DEVELOPMENT

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## **Abstract:**

Management development in any company is one of the most important responsibility of human resources management. It allows managers to achieve a certain degree of satisfaction in their work performance and to gain competitive advantage in the labour market. In today's globalized economy with its rapidly changing environment, any company that isn't investing in professional development of the employees will fall behind. Management development is the overall concept that describes the many different ways in which companies help employees develop their personal and organizational skills and competencies either as managers in a management job or with an eventual management job in mind. Management development is important motivation element – if the company supports and promotes management development it is clear that employees are highly appreciated there. Thereby this company gives them perspective and strong motivation. Clark and Mayer define e-learning as instruction delivered by any technological mode intended to promote learning. Teaching and learning in an e-learning environment happens in different way in comparison with traditional classroom training and can present new challenges to teachers, instructors and learners participating in this online learning environment. The main objective of this paper is to determine the importance of e-learning in management development. We will observe the limits of e-learning and we will find the answer on questions about how to overcome the most important challenges in e-learning, especially low motivation, busy schedule of learners and technical skills of employees.

## **Key words:**

human resource management, e-learning, management development, employee, motivation.

## **Introduction**

Any organization need people with high and appropriate levels of knowledge, skills, competences and abilities. There is a constant need to rapidly train and retrain people in new technologies, products, and services found within the environment. Industrial Aged was replaced by the Information Age and now we are in the era of the Knowledge Age. Learning and development becomes the key for any organization to be able to obtain, assimilate and apply the right knowledge. Survival of any company will depend on their capacity to learn and develop their knowledge. Learning and development activities make a major contribution to the successful attainment of the organization's objectives and investment in it benefits all the stakeholders of the company. E-learning becomes a necessity of today. It brings flexibility and it helps people manage effectively their time, jobs, budgets and family life.

## **Learning and development**

This need is fulfilled by business-led steps based on an understanding of the organizational strategy. Learning and development (L&D) is defined as the process of ensuring that the organization has the knowledgeable, skilled and engaged workforce it needs. It involves facilitation the acquisition by individuals and teams of knowledge and skills through experience, learning events and programs provided by the organization, guidance and

coaching provided by line managers and others, and self-directed learning activities carried out by individuals. (Armstrong, Taylor, 2014) Learning is at the heart of organization. Learning has the power to enable individuals and companies to meet their personal and collective targets and ambitions.

There are several components of (L&D):

- Learning – this process is defined as modification of behavior through experience as well as more formal methods of supporting people to learn including both – outside and inside workplace. Simply said – it is the process by which an individuality gains and develops knowledge, skills, capabilities, behaviors and attitudes.
- Training – formal process which systematic application help people to acquire the skills necessary for them to perform their jobs satisfactorily.
- Development – the growth of a personality through learning and educational experience.
- Education – knowledge development.

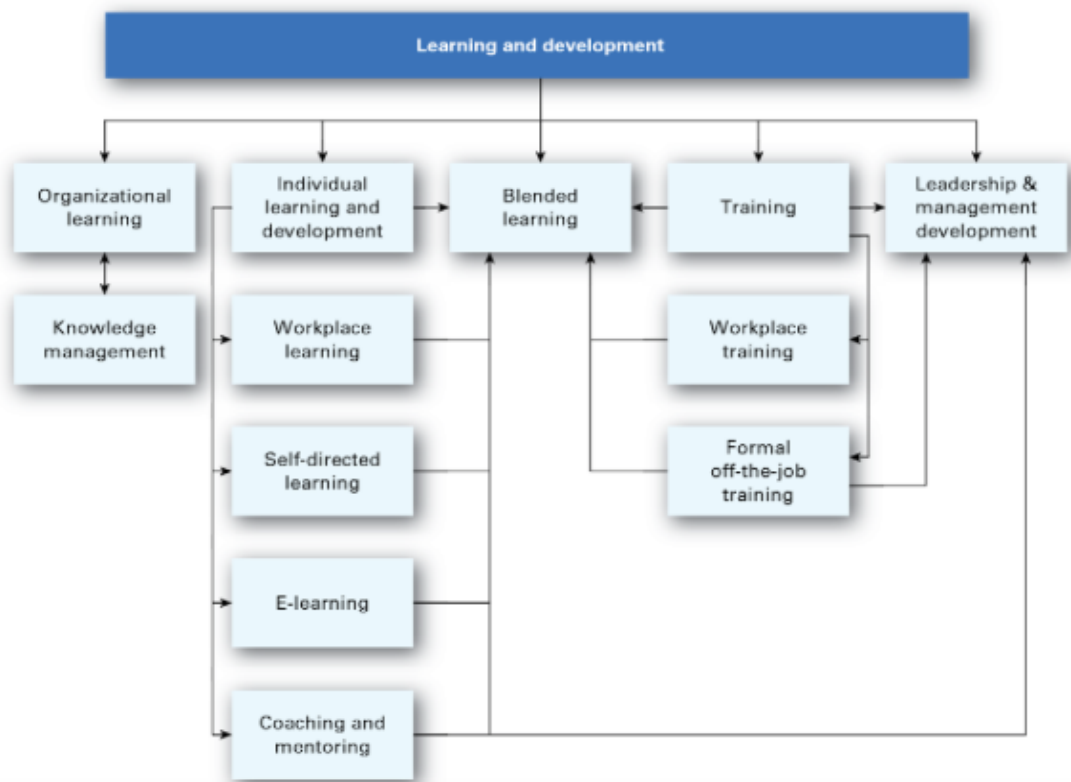


Figure 1 Components of learning and development, Source: Armstrong, Taylor (2014)

The design of different types of learning environments can depend on the learning objective, target audience, access (physical, virtual and/or both), and type of content. It is important to know how the learning environment is used, and the influences of the tools and techniques that distinguish the differences in learning outcomes as the technology evolves. (Moore, Dickson-Deane, Galyen, 2011) E-learning is a term encompassing many teaching approaches, types of technologies and administrative practices. The history of e-learning is short, and it can be characterized by rapid changes in technological development. A challenge in analyzing e-learning is that the technologies and their educational applications are developing extremely rapidly. Armstrong and Taylor (2014) define e-learning as a process involving the use of computers, networked and web-based technology to provide learning material and guidance to individual employees. It can be delivered through a firm's intranet.

E-learning transforms the learning process in several ways. It allows the firm to bring the training to employees rather than vice versa. *E-learning*: E-Learning is a term that refers to a wide range of electronically distributed teaching and training materials. E-learning also allows companies to offer an individual training to employees when and where they need them. This type of training, which is referred to as just-in-time training, helps alleviate the boredom trainees experience during full-blown training courses, and employees are learning management system (LMS).

E-learning systems need not be overly expensive. Many e-learning training programs use existing applications employees are familiar with such as PowerPoint, Word, Adobe Acrobat, and audio and video files that can be easily uploaded and viewed or listened to online with any web browser.

Figure 2 Comparison of e-learning and traditional classroom learning

	<b>Classroom</b>	<b>E-learning</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Immediate feedback</li> <li>• Motivating participants</li> <li>• Strong social community and its cultivation</li> <li>• Being familiar to both – instructor and training participant</li> </ul>	<ul style="list-style-type: none"> <li>• Learner-centred</li> <li>• Time flexible</li> <li>• Location flexible</li> <li>• Global audience</li> <li>• Unlimited repetitiveness</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Expensive to deliver</li> <li>• Time and location constraints</li> <li>• Instructor centred</li> <li>• Limited repetitiveness</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• No immediate feedback</li> <li>• Time consuming for preparation period</li> <li>• Lack of motivation for participants</li> <li>• Lack of comfort to some people</li> <li>• Increase of frustration, anxiety and confusion</li> <li>• Computers availability</li> <li>• Based on self-motivation</li> </ul>

### Benefits of E-Learning implementation in the workplace

The benefits of e-learning are mainly the cost efficiency, accessibility and flexibility in terms of time and place. E-learning allows learning to take place when the lecturer and the learner are separated both in time and space (Uys, 2003). It offers convenience for both tutor and the learner (learning anytime or anywhere). Other benefits of e-learning include:

- Ease of access to information.
- E-learning gives staff the flexibility to fit in training around work commitments and make maximum use of their available time. We have to mention as well the flexibility for busy employees, e-learning provides huge benefits for staff with disabilities or mobility problems, or whose irregular hours and shifts mean they are unable to commit to a regular external course.
- Just-in-time learning — e-Learning and performance support are available whenever and wherever needed by the workforce.

- Suitable for Millennials. E-learning is better suitable for the millennial workforce. Today's employees work not just for money, but also to continually learn. Classroom style learning environment is strictly limited by the number of training programs that an employee could attend over any given period of time. With e-learning, the knowledge is always available at the employee's disposal. This gives Millennials better access to subjects they are interested in and not necessarily those that would benefit them (only) at work.
- Enables conduct of lessons from a remote location and extends geographical access to education.
- Content is more timely, consistent and dependable with potential for re-use,
- E-learning lowers costs and improves cost-effectiveness of educational resources. low-cost delivery—upfront costs may seem prohibitive but in the long run, huge savings are made for the organization as access to training courses and materials will only incur a fraction of traditional classroom training costs.
- Eliminate travel costs and the time away from the workplace and job that travel necessitates.
- Offers the combination of education with work and family life,
- Facilitates the management of participant records and tracking participants' progress.
- Always up-to-date — with e-Learning and performance support resources available a finger touch away, updates are immediately available to all workforce involved.

### **Challenges in e-learning usage in the workplace**

Based on Tynjala and Hakkinen (2005) e-learning is not a miracle remedy to the problems of any work organization. The success of e-learning is highly dependent on factors related to the overall work and learning culture of an organization. It is an organizational structures and an atmosphere at work environment that may include both opportunities and barriers to e-learning. Group work in virtual environment seems to be a major problem related to e-learning. Certain phases of problem-solving may be so complicated without face-to-face contact that the productive sharing and elaboration of knowledge through electronic tools is almost impossible.

Guiney (2015) described several barriers in implementing e-learning in the workplace are:

- High up-front costs that include new and/or upgraded systems, training the trainers, and developing interactive and/or personalized content.
- Employee resistance to e-learning.
- Organization's not having an appropriate learning culture in place.
- Lack of management support
- Adopting technologies and systems that are difficult to use and access, are unreliable, and/or lack technical support.
- Employees and trainers lacking the skills and capabilities to teach and learn in e-learning environments.
- Irrelevance to real-time work tasks and not integrated with business processes.

One of the most important disadvantage of e-learning is that this isolated method of learning may not be optimal for everyone. Individuals that are less aggressive in comparison with others may not ask for clarity when in doubt about certain content; and/or may find it difficult to navigate around the program because they lack good computer skills. Another drawback is the evaluation process that seems to be difficult for e-learning. Next disadvantage is employees who are not quite computer savvy may lack motivation and confidence for e-learning and would instead prefer face-to-face instructor-led teaching. All these facts, if not

dealt with appropriately, could interfere with increased learning ability and would ultimately decrease accurate productivity in the workplace.

Many other studies of e-learning support this conclusion; the best results have been gained by integrated solutions, that is, by combined face-to-face learning and e-learning (Dillenbourg, 2002). E-learning environments have often chiefly been used to deliver learning materials. This is a waste of time and resources as the aim of workplace learning is not to transmit knowledge but to transform and create knowledge. Materials delivery should occupy only a marginal role in e-learning environments. The most important events should take place in collaborative knowledge building modes. Freund (2004) has suggested that main reasons for unsuccessful e-learning initiatives have been:

1. (1) lack of personalization;
2. (2) lack of collaboration and interactivity; and
3. (3) that e-learning has not been learner oriented.

Tynjala and Hakkinen (2005) suggest that to enhance both individual and organizational learning and development e-learning solutions should include the following features:

- support of both individual reflection and collaborative knowledge building or epistemic social practices;
- integration of theoretical knowledge with participants' practical experience;
- learning tasks that lead learners to examine their work in the light of the
- conceptual tools provided;
- learning tasks that help learners to conceptualize their practical experiences;
- support for the invention and use of boundary objects;
- support for the explication of implicit knowledge;
- encouragement of collaboration and knowledge exchange between different groups of people (different professional groups, people from different domains, experts and novices, for example);
- real dialogue;
- a progressive problem-solving orientation;
- integration of different forms of representation and different forms of learning activities (reading, writing, discussing, using metaphors, audio, visual etc.);
- structured support and guidance for learning in all phases of the learning process; and
- integration of e-learning with face-to-face learning situations whenever possible.

### **eCampus in New Zealand**

There are many ways in which eLearning can be applied in. Because the applications can be technologically complicated, and because their use does not always match well with traditional modes of teaching and learning, much care needs to be taken in the design, creation and implementation of eLearning solutions.

There has been developed a quality assurance system that assists to eCampus team in New Zealand to provide effective eLearning solutions. Based on a set of four quality assurance procedures that facilitate five distinct applications of eLearning, the system combines flexibility with an effective design structure. The system further benefits from its clear step-by-step processes and self-correction through planned project reflection time.

Quality is made up of many elements. For eLearning products, the following is suggested as quality criteria (based on Garvin, 1988):

- Performance – the finished product should operate in an effective way, as determined by the end-user.

- Features – the ‘bells and whistles’ incorporated into the finished product should be appropriate, and not detract from the overall objectives of the project.
- Reliability – the finished product should not be subject to malfunction.
- Conformance – the finished product should comply with industry standards, using standard technologies (though those technologies can be pushed to their utmost) and reflect established education theory.
- Durability – the finished product should be relevant and either timeless (in the case of teaching established principles) or easily updated.
- Serviceability – it should be easy to repair or adjust the finished product as required.
- Aesthetics – the overall ‘feel’ of the finished product should be professional and user-friendly.

To apply eLearning solutions in response to identifiable teaching and learning prerogatives, in turn making education more accessible, efficient and effective. To improve education efficiency by:

- Providing increased opportunities for collaborative and problem-based learning.<sup>[SEP]</sup>
- Encouraging eLearning practices that can be used to ‘free up’ class contact time for more productive pedagogical approaches than didactic lecturing.<sup>[SEP]</sup>
- Reducing the necessity of excess time teaching areas that can be more clearly illustrated using eLearning tools.<sup>[SEP]</sup>
- Storing class resources in a Web-based repository for all hour access.

To improve education effectiveness by

- Enhancing delivery in areas that students typically find conceptually difficult
- Enabling and encouraging student interaction and structured discussion.
- Facilitating increased levels of tutor involvement with students as a group and as individuals.
- Providing opportunity for preview / review of resources online.
- Providing an overall education context that ensures the sound application of eLearning tools within a course.
- Working with subject matter experts to ensure that technology is applied in a way that identifies their unique needs, and that sets innovative approaches in ways relevant to the subject matter.

These objectives are underpinned by the following core values.

To believe in the potential of eLearning tools. Existing technologies can be powerfully and creatively applied to enhance teaching and learning, improving the access, effectiveness and efficiency of education.

To believe in quality education. The use of eLearning tools cannot be separated from quality teaching practice. To apply eLearning in the context of a sound understanding of education processes, supporting subject matter experts in the creation and integration of eLearning tools.

To use eLearning in ways that motivate and value students. Sound education engages with and values the contributions of students. To use eLearning tools in ways that are intrinsically motivating and empowering to students.

To know that good teachers interact with their students. The most powerful role of the teacher is as a personalised source of learning support. eLearning is applied in such a way that the teacher is empowered to spend more time responsively interacting with students as a group and as individuals.

## Conclusion

From the broadest perspective, the goal of e-learning is to contribute to the organization's overall goals. Training and development programs should be developed with this in mind. Managers should keep a close eye on their firm's goals and strategies and orient their training and development accordingly. For example, is it the firm's goal to develop new product lines? If so, how should this goal affect its training initiatives? Is the firm trying to lower its costs of production so it can utilize a low-cost strategy to capture new business? If so, are there training initiatives that can be undertaken to deliver on this strategy?

Unfortunately, some organizations fail to make the connection between training and an organization's goals. Instead, fads, fashions, or "whatever the competition is doing" can sometimes be the main drivers of an organization's training agenda. As a result, e-learning training programs are often misdirected, poorly designed, and inadequately evaluated—not to mention a waste of money. One, not all of a firm's strategic initiatives can be accomplished with e-learning. Two, not all training programs—no matter how widely they are adopted by other organizations—will be a strategic imperative for any other firm.

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## **ONLINE PUBLIC MARKETING**

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### **Summary**

Online marketing is marketing that takes place in a specific environment of the Internet. Paper clarifies the use of the tools they use as Internet advertising and website, as well as marketing communication tools that are in the online marketing also apply.

### **Keywords**

Online marketing tools, Marketing in social Media, SWOT analysis, website promotion,

### **Introduction**

To understand the use of online marketing tools in practice is the most appropriate case study that represent the following article.

In this following article you will find all the necessary information to understand our company and to evaluate our marketing strategy. Thereby, in a first part, we decided to analyze our business by quickly describing our concept, our missions and goals and our target. Then, in a second part, we realized a micro-environment analysis of our business so you will see the SWOT analysis, who are our principal competitors and the survey that we organize on the market. To continue this assignment, in the third part, we focused on the marketing strategy with a definition of the market segment, the target and the positioning but also with the description of the 4 P's.

Finally, last part content is about the description of our website with an argumentation about the choice we made for the design for example.