

This diploma work examines certain aspects of using games as a tool for adult training and development. The work first defines the term “game” and lists examples of possible uses of games as an educational tool with a focus on adult individuals in corporate training. Other parts of the work describe the conditions for using games as a tool for developing key skills and include details regarding the expectations of instructors and participants for effective use of development games and other influencing factors. Another part of the text focuses on participants in development as a social group with its own inherent rules and internal processes. The final part lists conditions and procedures for reverse processing of the course of the game in a way that fulfills its development potential and enables the game to serve as a benefit to the group of participants for their experience and therefore fulfill set educational goals. The concluding part of the work gives two illustrative examples of experience with the method, which point out potential problems that could arise if games are not used properly. This work does not examine the process of preparing and conducting games. The main topic of this thesis is work with a group when conducting a game and after a game has ended.