

I want to give you an interesting and perhaps useful information for you. According to a study of the European Association EuroFM 8 % of GDP in EU activities connected with the Facility's Management. This represents an impressive € 900 billion a year. In a world now more than 20 000 Facility managers, interacting within a professional association IFMA. IFMA headquarters located in Houston (USA). The association has around 65 branches throughout the world. Facility Management is now taught in many universities around the world. There is a certification program for certifying professional experts in the world, European or local standards.

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EDUCATIONAL ENVIRONMENT FACILITY MANAGEMENT

The decisive factor affecting the efficiency of enterprises, capital is not in the traditional sense, and human capital in the form of highly skilled and creative staff. A special role is played by senior officials – managers. Formation of new competencies for managers is the key success of the enterprise. Management education in the field of Facility Management (facility management) is a feature of education systems in developed countries. The appearance of this type of education in the Czech Republic (CR) contributed to "velvet revolution" and the arrival of foreign capital into the country. With foreign participation have been created entirely new organization for the CR, which was originally pushed by outsourcing non-core support to ensure that the activities of industrial enterprises. Subsequently, these organizations have begun to specialize exclusively in providing services to outside work; some of them have become centers of Facility Management. This activity is rooted in the Czech Republic under the name borrowed from Facility Management. Facility Management is a special kind of management and requires new competencies managers, professional qualifications, and new requirements for education specialist.

Before Facility Management has established itself as an independent profession for which you want to acquire knowledge and skills through formal education, a school for managers in this area of activity was the practice. It is generally accepted that successful leadership is predetermined in the first place talent, personality traits, motivation and practical experience in a manager, rather than specialized training in educational institutions. If the positive impact of educa-

tion on the level of managerial ability and admitted that it was not about special education and on education, provided by multinational companies, consulting firms and various agencies to provide training, seminars, etc.

The problem of systematic education on Facility Management was devoted to two significant events in Amsterdam (2009) and Olomouc (2008).

At the Congress of the European Association of Financial Management and Marketing (EFMA) in Amsterdam had adopted principles and objectives of the educational environment of formation of Facility Management in the European Union. In particular were identified:

1. Purpose: To provide a level of education that brings value.
2. Methodology: The training program across Europe EFMA (RE/FM – an international character – a project NHTV 3 years).
3. The benefits for investors: creativity, full of knowledge, implementation of international principles and approaches in building standards, Facility Management, collaboration with universities and national associations of universities, professional.
4. Organization, which provides special education applied in the field of Facility Management (Absolute Facilities Management Ltd (AFM companies: GrupoCador Madrid, ArcadisAqumen FM UK, Procos Belgium); Planon Integrated Workplace Management Solutions, funtsioniruyuschaya in 14 countries, including the Europe).
5. The results of the university educational activities on the example of Germany, Austria and Switzerland (for a review of educational institutions, training programs, the structure of graduates by level of education (Bachelor, Master) with specific universities (construction, architecture, technology)).

In Olomouc, met representatives of the universities of the CR and Slovakia, which is being trained Facility Management to jointly evaluate the existing form of training and exchange experience with colleagues from other universities. Participants agreed that it was necessary to form a single university educational environment, providing tight integration of economic, technical and computer training in areas of Facility Management. Were offered a form of integration:

- 1) the academic field;
- 2) science and research;
- 3) subsidized projects.

Currently, the CR there are two approaches to obtain formal education in the field of Facility Management in higher education (universities) generic types: 1) technical education (examples: Faculty building VŠB-TU in Ostrava and the Department Construction ČVUT in Prague), 2) managerial and economic education in the form of undergraduate (examples: Faculty of Economics Higher School of Economics enterprises in Prague and the Moravian private col-

lege high school in Olomouc). Education is focused mainly on subjects such as management, technical management of real estate, stuff management, decision making, information technology, i.e. distsipiny, which, although closely related to the management of an enterprise engaged in the provision of services outside work, but not to the goal of forming managerial knowledge and skills. In this case, the mission of universities is mainly in the provision of education high school graduates, that is, young people without work experience, which corresponds to the form and content of education. Begins to develop management education for practicing managers and professionals in a succinct manner – as a so-called certified courses in Facility Management professionals, such as the Faculty of Economics School of Economics in Prague, businesses, or re-training courses organized by HEIN Consulting sro in Ostrava or DTO, in cooperation with the FAST VŠB-TU in Ostrava. For senior managers (top management) program offered MBA, as a specific characteristic of the content and forms of learning, based mainly on active methods (FPH VŠE Praha, PIMS Praha, MUVS ČVUT Praha).

Educational programs for managers, implemented in the above mentioned universities or other educational institutions in the CR, as a rule, are designed for people who already hold a leadership position, or are preparing to make her take, and have experience in a business or other organization engaged in the management of the Facility. In this case, the combined form of study or correspondence. Besides the attention given to people engaged in practical activity, is being trained by the Facility Management University students full-time students, that is, young people, who, with rare exceptions, have no experience in the workplace. While the focus of another employee education, managers have mainly active methods in the case of students with no experience in case of transfer or deployment, primarily theoretical information, usually in the form of the classic lecture or seminar. From the essence of Facility Management as a matter of course, it should be, and this is confirmed by experience, that such a form students can pass only general theoretical framework for the management company or the technical problems of Facility Management, which is certainly important, however, is quite insufficient to qualify a manager. Education Facility Management can not, unlike some other items to the study of theory only, it is necessary to simultaneously develop managerial skills. That's because the college students there is no experience in the enterprise, including the personal experiences of specific situations, the use of active methods is necessary for effective learning of the Facility Management to a greater extent than students with work experience.

By the formation of active methods of management knowledge and skills development in the field of Facility Management includes the study of practical situations (as in programs MBA) and simulation techniques – especially role-

playing. Both these methods have been shown to have a great effect and can not replace each other, but the business game show certain peculiarities which are not present in the study of practical situations. For example, in dealing with practical situations, students do not need to implement their decisions and to "live" with their consequences, or be responsible for (the decisions), for example, a client at the conclusion of the contract for provision of services or in any contest. In contrast, the business game in the field of Facility Management is creating a situation in which the players through their ideas, actions and interactions with customers (service providers) or competitors, creating a constantly changing environment (i.e. not just react to it), the process Strategic thinking requires students to go beyond just solving immediate problems, etc. This form of training stimulates a natural communicative person, playfulness and competitiveness. The desire to play and win is how to develop creative thinking and the development and cultivation of social relationships.

In the Higher School of Economics in Prague, the educational process for the Facility Management is based on books:

1. VYSKOČIL V.K., ŠTRUP O.: Podpůrné procesy a snižování režijních nákladů (Facility Management). 1. vyd. Praha: Professional Publishing, 2003. 288 s. ISBN 80-86419-45-2.
2. VYSKOČIL V.K., ŠTRUP O., PAVLIK M.: FACILITY MANAGEMENT a Public Private Partnership. 1. vyd. Praha: Professional Publishing, 2007. 262 s. ISBN 978-80-86946-34-4.
3. VYSKOČIL V.K.: FACILITY MANAGEMENT procesy a řízení podpůrných činností. 1. vyd. Praha: Professional Publishing, 2009, 176 s. ISBN 978-80-86946-97-9.
4. VYSKOČIL V.K., ČASOVSKICH V.P.: FACILITY MANAGEMENT. 1. vyd. Jekatěrinburg: UGLTU, 2009, 160 s. ISBN 978-5-94984-231-7.

The main principle that unites these monographs are management functions Facility Management, under which management is divided into planning, organizing, directing, coordinating and monitoring. For structured similarly to key thematic areas added to other areas within the historical development of management systems approach, communication, information systems, the profile of a specialist in Facility Management, the various modern techniques and approaches to the Facility Management etc. These are important observations that can be well applied in practice for successful management. On the other hand, we must bear in mind the student who is just beginning to study the theory of Facility Management, and for which these problems can be very obvious to a certain extent, and can cause it is not always good feelings towards this discipline. It is possible that a greater degree than in the study of other disciplines in higher education programs, in education manifests itself in the Facility Man-

agement as a key issue to explain the structure of the course. The reason for this – the very concept of Facility Management is a general, multi-faceted phenomenon, and because some structuralization is not possible using simple principles of classification, especially those who aspire to classification based only on one criterion. The consequence is the fact that, whatever the structure of exposition, it is in something will always be unacceptable. Information is often repeated, is not very experienced students, unfortunately, do not realize that we are not talking about something new, but only on a different point of view on the same or a manifestation of some general patterns in other specific circumstances.

We think that to start learning about the theory of Facility Management to explain the three main areas, which will certainly have a significant impact on the success of the enterprise management:

- the capacity of the Facility Management to make the right decision;
- its ability to reach that its employees have realized that decision;
- organize the environment in which the management activity (technical management of buildings and objects).

Facility Management is a relatively new phenomenon in Europe that there is 20–25 years, until the last two years there was no structured training Facility Management. Integration of educational processes Facility Management are in the EU, and particularly in the Czech Republic. Formed the Association of Universities, create common standards and educational programs, business demand and the market, specific market segments.

Education Facility Management cannot, unlike some other items to the study of theory only, without the simultaneous development of managerial skills. That's because the college students there is no experience in the enterprise, including the personal experiences of specific situations, the use of active methods necessary for effective teaching of Facility Management. For active methods of knowledge creation and management capabilities in the field of Facility Management should include: the study of practical situations and simulation techniques – especially role-playing. Groups of methods have been shown to have a great effect and cannot replace each other, but the business game show certain features not found in the study of practical situations.