

ABSTRACT

This thesis examines the impact of managers' continuing education on their subordinates' motivation for continuing education. The aim of the thesis was to find out how employees are influenced by their supervisor's approach to continuing education and whether manager training has a positive effect on motivation for learning and development. The theoretical part is divided into three main chapters. First, it deals with an introduction to management, the role and tasks of the manager, approaches to leading people, or managerial competencies. The second part discusses manager education and a systematic approach to manager development, including possible barriers to learning. The third section deals with motivation, where the concepts of motivation and stimulation, the context of motivation and the hierarchy of needs are defined and strategies to motivate adults to learn are described. The practical part of the thesis analyses the educational offer within the selected organisation, which can be used regularly by managers and employees. Furthermore, structured interviews are conducted with six selected managers. These interviews serve to gain a deeper understanding of managers' attitudes towards training, their approach to developing both their own skills and those of their team members. The interviews are then followed up with a questionnaire survey of the teams that the interviewed managers lead. The aim of the questionnaire survey was to gain a broader view of employees' attitudes to further training and to identify how these attitudes are influenced by the manager's approach. The results of the two surveys were compared to identify links between the attitudes of managers and their teams towards training. Based on this comparison, the impact of manager training on motivation for learning and professional development is described, and recommendations for increasing employee engagement and motivation in a particular organisation are proposed.