

The thesis analyzes the approach and motivation for further professional education of managerial staff in a selected banking institution. The first part of the thesis defines the basic concepts using specialized literature, particularly adult education, lifelong learning, corporate education, motivation for education, and the education system of employees in the banking institution. It also interprets terms such as competence, management, and leadership. This section thoroughly explains the theoretical foundations essential for understanding the entire topic. The theoretical framework provides a comprehensive overview of how adult education is conceived and what its main principles are.

The practical part of the thesis focuses on the satisfaction of managerial staff with their further professional education. Through interviews, their motivation is uncovered, and potential deficiencies in the current education system in the banking institution are identified. The interviews with managerial staff provide a deep insight into their personal experiences and opinions on their further professional education.

Based on the collected data, proposals are presented for more effective education of employees from an andragogical perspective. These proposals include recommendations for improving the motivation of managerial staff, innovations in education methods, and creating a supportive environment for lifelong learning. The results of the interviews are compared with the results of a survey conducted by the banking institution twice a year. The subsequent recommendations are based on the consistent responses of the respondents and supplemented by best practices in andragogy, ensuring their relevance and practicality. The results indicate that managerial staff are generally satisfied with the current education system, but they have identified several areas for improvement. These include better coordination and organization of educational activities, increased availability of time to participate in these activities, strengthening the role of coaches, and supplementing the missing types of training.