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Training and Educating Managers in Tourism

Jasmina Starc^{1*}, Barbara Rodica¹, Iva Konda¹

¹Higher Education Centre Novo Mesto, Faculty of Business and Management Novo Mesto, School of Business and Management Novo Mesto, Slovenia

Abstract: We are living in a time when organizations, much like the individual – manager, have to learn throughout their existence. The future of organizations depends primarily on the ability of all employees to learn and broaden their education, which applies above all to managers, who have to set an example for all of their co-workers. Active education and training of managers forms the basis for innovations, which enable organizations to gain or maintain a greater competitive advantage on the market. The main objectives because of which we must accelerate the development of managers are the development and progress of the work of the organization, developing the efficiency of management as a process of planning, directing, coordinating and supervising work within the organization, increasing the motivation of employees, and preventing the out datedness of managerial skills and knowledge. Managers who wish to perform their work successfully must constantly upgrade their knowledge. Due to the too frequent overload, the work volume and lack of time, managers must thoroughly think about whether to take part in the offered training and education programs. Each manager is influenced by various factors when opting for training and education: economic, technical and technological, social, humanistic, demographic and individual factors, which influence the planning of education and training of managers in a specific environment and in the branch, in which they are employed. The research study that was conducted among 120 middle- and top-level managers, employed in tourism, reports about the decisive factors that influence their participation in training and educational programs and about some of the important motivational factors that influence their participation in those programs. An analysis of their answers has shown that the prevailing factors of planning the training and education of managers, employed in tourism, are: ability to use the acquired knowledge in practice, relevance of the learning content, professional profile of the teachers, possibility of upgrading the knowledge, solving concrete problems in their work, how the training/education suits their objectives and strategy, motivation, and time available. The analysis has also shown that the prevailing motives for the training and education of managers are primarily internal or personal motives, such as greater knowledge, testing one's abilities and professional development. Two external motives are predominant: achieving work success and a higher reputation.

Keywords: manager, training, education, factors of planning training and education, motivation for training and education

JEL classification: I210, L83

* jasmina.starc@vs-nm.si

Оспособљавање и образовање менаџера у туризму

Сажетак: Живимо у времену када се, слично као појединац-менаџер, који мора учити цео живот, учи и његова организација. Будућност организација зависи, пре свега, од способности учења и образовања свих запослених, а поготово менаџера, који морају да буду узор свим осталим сарадницима. Активно образовање и оспособљавање менаџера основа је за иновације које организацијама омогућавају да остваре или сачувају већу конкурентску предност на тржишту. Главни циљеви ради којих морамо да убрзамо развој менаџера су развој и напредак у раду организације, развијање ефикасности руковођења као процеса планирања, усмеравања, координације и контроле рада у организацији, повећање мотивације запослених, спречавање застарелости управљачких компетенција и застарелости знања. Сваки менаџер који жели да буде успешан у обављању свог посла, стално мора да надограђује своје знање. Ради пречесте преоптерећености, опсега рада и премало времена, добро се мора размислити о укључивању у понуђене програме оспособљавања и образовања. На сваког менаџера у одлуци за оспособљавање и образовање утичу различите врсте фактора: економски, техничко-технолошки, друштвени, хуманистички, демографски и индивидуални фактори, који утичу на планирање образовања и оспособљавања менаџера у одређеној околини и у грани, у којој су запослени. У истраживању које је обављено уз помоћ 120 средњих и виших менаџера, запослених у туризму, извештавамо о пресудним факторима који утичу на њихово учествовање у оспособљавању и образовању, те неким важним факторима мотивације који утичу на њихово оспособљавање и образовање. Анализа одговора показала је да међу факторима планирања оспособљавања и образовања менаџера, запослених у туризму, преовладавају могућности коришћења стеченог знања у пракси, одговарајући садржај, стручни профил извођача, могућност надограђивања знања, конкретно решавање проблема у свом послу, усаглашеност оспособљавање/образовање циљевима и стратегији, мотивација и расположиво време. Анализа одговора је такође показала да међу мотивима за оспособљавање и образовање менаџера преовладавају унутрашњи и лични мотиви, као што су више знања, тестирање својих способности и стручни развој. А међу спољним мотивима преовладавају два: постизање успеха у послу и већа репутација.

Кључне речи: менаџер, оспособљавање, образовање, фактори планирања оспособљавања и образовања, мотивација за образовање и оспособљавање

JEL класификација: I210, L83

1. Introduction

The globalization of markets and the severe international competition, which have been triggered mainly by the exponential growth of technological knowledge and the related innovations in organizational structures, production methods and the products themselves, confront companies with the task of having to react quicker, more creatively and flexibly. Simultaneously, the development in the broader and local entrepreneurial world, dramatic changes in international policies, social development in society and ecological responsibility place additional requirements on company management. Directing and forming companies in such a highly complex and turbulent systemic

environment demands top personnel in a company's managerial positions that possess distinct, highly-qualified knowledge and the necessary competencies to transfer that knowledge.

In order to successfully function in a global society the need for permanent and organized education and training is becoming stronger and more prominent, as it contributes to permanent changes in the behavior of individuals. Constant changes in science, technology and technique are continuously generating new needs for more organized supplementary education and training. New services and products are appearing, as well as innovations in information technology, increasingly more qualified candidates for employment, competition on the market, entrepreneurial ideas, profit and loss, success and bankruptcy, expectations of participatory management methods, aspiration for a learning organizational culture and the like, which, according to Možina (2002, p. 13), intertwine, thus creating a globalization environment in which we are competing to achieve as much success as possible.

The process of educating oneself as a manager consists of the acquisition of knowledge, skills and abilities for managing the ways of satisfying needs, and the gaining of life and work experience, habits, developing a critical attitude towards work, goods, values and the environment in general (Florjančič, Ferjan, 2000, p. 307). One important fact is that the supplementary education and training of managers must be harmonized with the structural needs of work and the social changes of work if we wish to achieve work efficiency (Effron, Gandossy, Goldsmith, 2003, p. 87).

2. Factors of the Development of Managers that Influence Their Planning and Training

The business success and efficiency of an organization is closely related to the efficiency of its managers. It can therefore be claimed that the development of a manager is very important. Its urgency is demonstrated by the (Možina *et al.*, 2002, p. 22):

- *competitive edge*: Under competitive conditions with fast and constant changes on the market and in technologies, with demographic and political changes, only an organization directed towards continuous learning can endure. Traditional learning can no longer keep up with the above-mentioned changes. This is why a need for continuous learning arises, not only among managers but at all levels within an organization.
- *progressive self-change*: Continuous learning in an organization makes the employees less susceptible to potential destructive influences from the environment. Thus change becomes practically a regular feature of life in the organization.
- *adaptability and contemplative employees*: In order for employees to be adaptable and to contemplate what they do, continuous learning is necessary. It will help them to fully exploit their creative potential.
- *development of employees*: The previous decade was all about technological development, but now we are facing a time when we have to do more for the development of employees. Technology can be imitated, but people cannot be copied; their creativity, dedication and ability to deal with new and unpredictable situations must be developed further.
- *teamwork*: In order to achieve the best results and high quality, and to use advanced technology, we must increase the level of teamwork and reduce the number of individual assignments. Since teamwork is becoming a new

paradigm, the need for group learning and exchanging of experience is also increasing.

The process of suitable personnel treatment and suitable management is increasing. Personnel management – a process, in which an organization plans the needs for personnel, recruits personnel, develops and evaluates its personnel, builds on it and maintains efficient relationships with it in a systematic manner and integrated with its business strategy – is the responsibility of top-level management. It is therefore very important that the latter is aware of the importance of continuous education and training, i.e. of lifelong learning. However, mere awareness is not enough; the management must see to its own education and training, too, and set an example for all other employees. Knowledge and the transfer of this knowledge to all employees should be the value of every organization. If management fosters an organizational culture of a learning organization, then all the levels of management and their subordinates will accept education and training as something natural and not as a necessity, an obligation, something that they have to do.

With the development of managers the organization ensures its long-term development and prospects. The benefits of personnel development measures largely depend on the suitability of the programs of educating and training managerial personnel. Florjančič (1996, p. 196) believes that personnel and management programs should primarily include those dedicated to the development of young and promising personnel or candidates for managerial functions (successors), and to improving the qualifications of existing managers, i.e. personnel that will help the organization to achieve its strategic objectives. The development of a manager must be planned in such a way that in addition to the interests of the organization it also satisfies the development desires, needs and interests of the candidates and managers. In light of the fact that the interests of individuals differ, the system of the development of managers must be shaped so that it offers diverse development opportunities. In doing so the "developmental anchors" can be of aid, based on which we can plan an individual's path – career in accordance with the individual's dominant anchor.

The system of the monitoring and development of managers holds the key to the successful development of the entire organization. In ideal cases the system of monitoring the development of an individual co-worker begins with providing a scholarship, in some cases including vocational counseling and choice of profession, which is in the interest of or in accordance with the tendencies and abilities of both the individual and the organization, and continues with internship or orientation and with the first assignment to a specific post. After becoming integrated into the staff, the development continues with the gaining of work experience and adapting to the organizational culture. An individual's abilities, ambition and willpower, and his or her needs and possibilities, decide the individual's advancement - horizontal or vertical (Merkač, 1998).

Years ago it was often the case that organizations had limited possibilities for the advancement of experts. Ambitious and capable individuals had to switch to the managerial hierarchy if they wished to receive a substantial promotion (in status, salary and benefits). The tops of career ladders differed substantially – the managerial one had a much higher peak. It was not uncommon for top experts to occupy important managerial positions and fail completely. By recruiting personnel in this manner the organization caused double damage, since it lost a good expert and gained a poor manager. Today the tops of career ladders are much more even.

The most intensive level of the work cycle is marked by the period of an individual's maturity. Some workers already reach their developmental "plateau" on this level,

whereas others advance further, based on their development potential and ambitions. The work cycle concludes with retirement.

The desire for advancement and the conviction that a person cannot lead a decent life with the post he or she is occupying are most certainly not solid arguments for a promotion. When negotiating for better professional status we must rely on our concrete achievements, capabilities and abilities, which will form compelling proof that we deserve the promotion. Merkač Skok (2005, p. 152) lists the following arguments:

- knowledge and experience that stand out in one's work thus far,
- high level of self-initiative when working,
- reliability and precision,
- desire to take part in supplementary education and training, and to absorb it,
- willingness to accept responsibility,
- enthusiasm for new tasks and assignments,
- desire for a higher income (prove that you truly deserve it),
- desire for greater influence and a more important role in specific programmes,
- flexibility and persistence when working,
- acknowledgement of one's power and influence from co-workers and subordinates,
- ability to lead and to transfer responsibility,
- a knack for teamwork and professional ambitions.

The managerial career of an individual depends on his or her capabilities, abilities, ambitions and willpower, and on the needs and possibilities within the organisation. The factors which can be influenced undergo change at different levels of career development, as do the individual's roles, tasks and duration of an individual task. Numerous personnel development measures largely depend on the career level of the individual manager for whom we are planning the measures.

3. Managers' Motives for Opting for Training and Education

Research on managers is connected with the research on motivation for leadership. Namely, many people show absolutely no inclination to become leaders. Among the most common motives of leaders are the following (Mullins, 2010, p. 63):

- need for achievements,
- need for power,
- need for connecting.

In the case of more efficient managers the need for power prevailed over others. However, it was the need for socialized power, for power for the benefit of the organization, and not for one's own benefit. The need for power was primarily characteristic of successful leaders in bureaucratic organizations. This need is obviously connected with self-confidence and determination, which are both needed to lead large teams. Successful leaders also have an average need for connecting, sometimes only in order to fulfill some of their public relations obligations. However, the need for connecting is important as a basis for forming good relationships with co-workers, superiors and subordinates.

In Slovenia, what motivates a manager the most when working? Based on the research study conducted by Možina with his circle of co-workers, I have gathered that the answers were quite similar to those received by researchers elsewhere in the world. The order and contents of the answers were as follows (Možina, 2000, p. 24):

- work success, success of the organization, good business results, company growth and personal development,

- independence when working, greater possibility of decision making and achieving objectives, possibility of affirmation and assertion,
- higher personal income, recognition for one's work, reputation and respect,
- satisfaction of the staff, cooperating with others, teamwork, responsibility for the accepted assignments and so on.

In addition to motives that encourage individuals to educate themselves, we must also know the obstacles that deter the individuals from it; that is something we must pay attention to when defining the very objectives of education and training. If we are not familiar with the reasons that prevent an individual from opting for education, we cannot eliminate them.

It is characteristic of adults that they become involved in education more or less voluntarily. We cannot simply force adults, who have a number of obligations at work, in their families, in society to study or educate themselves, as one can do with primary school children, who are forced to go to school by law. In the case of adult education one can talk about "life's constraint" in connection with the conditions at work, in the family and in one's personal life, which, in addition to internal needs, force individuals to educate themselves. Of course the principle of voluntary adult education demands a comprehensive and developed system of encouragement and circumstances that motivate adults to educate themselves and to learn.

The opposites are obstacles or anti-motives that prevent persons from educating themselves. They appear at all stages of education, prior to its start and during it. Since the education of an adult is constant and one cannot talk about formal entry into it, which is especially true of informal education, which makes up the majority part of adult education, obstacles are likewise created constantly and not only occasionally, i.e. in intervals.

At least as important as knowing the motives for education are knowing what prevents adults from opting for education. If we are not familiar with the reasons that prevent an individual from opting for education, we cannot eliminate them or at least mitigate them. According to Daines (2006), many adults are afraid when deciding on education, which reduces their motivation to learn. They often feel that the educational programs are too difficult for them. In addition, this belief is joined by other factors that hinder and discourage education, such as:

- failure to achieve goals,
- the goals that the trainee wishes to achieve are insufficiently defined,
- unrealistic goals,
- unfriendly atmosphere among the trainees,
- unpleasant ambience,
- poor organization of education,
- unsuitable and inadequate educational tools,
- lack of individual attention,
- patronizing and unfriendly tutors and lecturers,
- not enough support in the family.

Levicki (2002) states that the following motives are most important for not taking part in education:

- lack of information, since those who are not taking part in education do not have the proper information about educational possibilities;
- fear of failure, i.e. various obstacles;
- educational selection, meaning that experience from school days affects the decision to once again receive education, since many individuals who were not

successful in their initial education at school do not opt for further education and are very distrustful towards any kind of education in general;

- socioeconomic status and affiliation with a specific group, since certain groups of individuals see education as a privilege of the higher socioeconomic class, which are entitled to education and which suits only their desires and needs;
- an individual's view, which, as has already been mentioned, is based on experience from school, that learning is boring and connected with failure;
- not planning a future, which is caused by lack of ambition; unrealistic setting of goals;
- an amalgam of various factors, with several factors holding a key role, such as e.g. lack of self-confidence, time or money, and problems with arranging child care during lectures.

Generally speaking, expectations regarding education in the future are more pessimistic, since individuals are overloaded with work at their jobs and at home. The costs of education are increasing, which is why not everyone can afford them in today's expensive lifestyle. For some, another obstacle is the distance to the location of education, since the majority of organizations that provide education are concentrated in larger towns. Some individuals also feel that they are too old to be educated. This does not apply when their employers enter them in an educational program.

4. Research Methodology

The research conducted among middle- and top-level managers, employed in tourism, wished to determine:

- the decisive factors that influence the planning of their training and education, and consequently the defining of the objectives of training and education;
- the most important motives that influence their participation in training and education at various educational institutions.

The basic population of the sample is made up of top-level and middle-level female and male managers, employed in tourism. Of the 200 questionnaires sent, 120 (60%) have been returned. The sample of interviewed managers, employed in tourism, consists of 120 units, of which 50 are women and 70 are men (41.7% : 58.3%). The majority of respondents are older than 46 (38.5%), which indicates that they are middle-aged male and female managers with a lot of experience and length of service. It can be assumed that the positions of top-level and middle-level managers in tourism are occupied by persons with rich experience, which they have gained during their long years of service. Research has shown that the majority of respondents (45.3%) are employed in medium-sized companies. 59.8% are employed as top-level managers, whereas 39.4% respondents occupy the positions of middle-level managers. 90.1% of respondents have a suitable or higher level of education than that which is formally required of them.

The data needed for the research was collected using a *questionnaire*. The data was processed using the SPSS 15.0 program.

5. Results and Interpretation

Because we were interested in the decisive factors that influence the planning of the training and education of managers, employed in tourism, and consequently the defining of the objectives of training and education, we offered a scale of thirty-four factors that were measured using a five-point scale, with the units of the scale defined as: 1 –

completely unimportant, 2 – slightly important, 3 – neutral, 4 – important and 5 – exceedingly important.

Table 1: Factors that Influence the Planning of the Training and Education of Managers, Employed in Tourism

FACTORS	f	Arithmetic mean	Standard deviation	Variance
objectives, strategy of the organization	120	4.12	.719	.516
financial assets	120	3.50	.853	.728
support from co-workers	120	3.20	.968	.936
problem solving	120	4.20	.694	.482
eliminating discontent	120	3.74	.957	.916
lagging behind the competition	120	3.94	.932	.869
discontent, pressure	120	3.29	.923	.853
Reorganization	120	3.77	.988	.976
new legislation	120	3.49	.951	.904
new products	120	3.87	.990	.981
critical attitude towards knowledge	120	3.61	1.048	1.099
lack of skills	120	3.66	.854	.730
individual assessment of needs for education and training	120	3.34	1.063	1.129
Motivation	120	4.02	.867	.751
leisure time	120	4.00	.805	.647
image, references	120	3.28	.926	.857
Price	120	3.57	.986	.973
Proximity	120	3.41	.903	.816
time of implementation	120	3.11	1.003	1.005
Premises	120	3.64	.891	.795
learning contents	120	4.30	.933	.871
teaching methods	120	4.30	.742	.550
learning contents	120	3.98	.767	.588
learning materials	120	3.80	.782	.612
professional profile	120	4.25	.741	.549
personality profile	120	4.25	.761	.580
professional references	120	3.92	.855	.731
application of knowledge	120	4.55	.753	.568
upgrading of knowledge	120	4.24	.634	.402
influence on the course of education and training	120	4.24	.685	.469
Evaluation	120	3.56	.760	.577
tests prior to the start of education and training	120	3.47	.859	.738
tests after education and training	120	3.06	.848	.718
contact with participants	120	3.38	.884	.781

Managers list the following among the most important factors of planning training and education:

- possibility of using the acquired knowledge in practice: average score 4.55; standard deviation 0.753
- relevance of learning contents: average score 4.30; standard deviation 0.933
- professional profile of lecturers: average score 4.25; standard deviation 0.741
- possibility of upgrading one's knowledge: average score 4.24; standard deviation 0.634
- solving concrete problems in your work: average score 4.20; standard deviation 0.694
- how the training/education suits the objectives and strategy of the organization: average score 4.12; standard deviation 0.719,
- motivation: average score 4.02; standard deviation 0.867
- time available: average score 4.00; standard deviation 0.805.

When viewing the curriculum factors separately, managers find the following more important:

- teaching methods: average score 4.30; standard deviation 0.742
- personality profile of lecturers: average score 4.25; standard deviation 0.761
- professional profile of lecturers: average score 4.25; standard deviation 0.741
- possibility of influencing the course of education and training: average score 4.24; standard deviation 0.634
- forms of teaching: average score 3.98; standard deviation 0.767
- professional (scientific) references of lecturers: average score 3.92; standard deviation 0.855.

It has been verified whether statistically significant changes exist between genders regarding the importance of the factors of planning education and training. It was of interest whether female managers prioritized any of the above-mentioned factors in comparison with their male colleagues. A T-test for verifying the differences in the importance of factors with regard to gender has shown that female managers prioritize the following factors:

- financial assets ($t = -3.308$ $\alpha = 0.05$; $p_{\alpha} = 0.001$),
- solving concrete problems in their work ($t = -3.053$ $\alpha = 0.05$; $p_{\alpha} = 0.002$),
- eliminating the discontent of employees ($t = -2.547$ $\alpha = 0.05$; $p_{\alpha} = 0.011$),
- discontent of and pressures from users of their products/services ($t = -2.198$ $\alpha = 0.05$; $p_{\alpha} = 0.029$),
- individual assessment of the needs for training/education ($t = -2.394$ $\alpha = 0.05$; $p_{\alpha} = 0.017$),
- motivation ($t = -2.962$ $\alpha = 0.05$; $p_{\alpha} = 0.003$),
- leisure time ($t = -4.425$ $\alpha = 0.05$; $p_{\alpha} = 0.000$),
- image, references of the educational institution ($t = -3.160$ $\alpha = 0.05$; $p_{\alpha} = 0.002$),
- attractive organizational forms of education ($t = -3.070$ $\alpha = 0.05$; $p_{\alpha} = 0.002$),
- possibility of upgrading one's knowledge ($t = -2.078$ $\alpha = 0.05$; $p_{\alpha} = 0.038$),
- possibility of influencing the course of education/training ($t = -3.253$ $\alpha = 0.05$; $p_{\alpha} = 0.001$),
- possibility of evaluating (assessing) the learning contents after the training and education process has ended ($t = -2.901$ $\alpha = 0.05$; $p_{\alpha} = 0.004$).

It can be established that when planning education and training female managers feel that the most important factors are those that are connected with their post and their performance of tasks (economic/organisational objectives), and individual objectives,

since the choice of the latter depends solely on the needs, opinions and motivation of each individual female manager, who is deciding on education and training. Since we were interested in which motives influence the participation of managers in training and education, we offered them a scale of twelve motives that were measured using a five-point scale, with the units of the scale defined as: 1 – completely unimportant, 2 – slightly important, 3 – neutral, 4 – important and 5 – exceedingly important.

Table 2: Motives Influencing the Participation of Managers, Employed in Tourism, in Training and Education

MOTIVES	f	Arithmetic mean	Standard deviation	Variance
personal development	120	3.70	.822	.676
professional development	120	4.29	.643	.413
greater knowledge	120	4.48	.599	.358
higher reputation	120	4.34	.646	.417
problem solving	120	3.13	.947	.897
achieving work success	120	4.16	.662	.439
testing one's abilities	120	4.35	.654	.427
being autonomous and independent	120	3.65	.886	.786
better salary	120	3.86	.908	.825
meeting with colleagues	120	3.05	1.010	1.020
encouragement among the staff	120	3.36	.938	.880
encouragement and support from family	120	3.39	.876	.768

The following was included among the most important motives that influence the participation of managers in training and education:

- greater knowledge: average score 4.48; standard deviation 0.599,
- testing one's abilities: average score 4.35; standard deviation 0.654,
- higher reputation: average score 4.34; standard deviation 0.646,
- professional development: average score 4.29; standard deviation 0.643,
- achieving work success: average score 4.16; standard deviation 0.662.

An analysis of the answers has shown that the prevailing motives for training and education are primarily internal or personal motives, such as greater knowledge, testing one's abilities and professional development. Two external motives are predominant: achieving work success and a higher reputation.

One delightful piece of information is that the respondents opt for training and education primarily for professional development, since with it they also gain personal development and yearn for more knowledge and to be successful in performing their jobs. The ranking of motives has in fact shown that they opt for training and education primarily for professional development, i.e. for the desire for knowledge. Improving one's material status came in last and it can therefore be said that this external motive is not a decisive one when deciding on education and training.

It can be claimed with certainty that education and training are a means to achieving an end, mainly improving one's life. With education and training managers are trying to increase the level of their professional development, which will in turn contribute to better work performance with visible results. Also of great importance to them is learning the skill of problem solving, which is understandable, since due to the nature of

their work they face conflict situations and problems on a day-to-day basis, which they wish to solve as quickly as possible.

We were also interested whether there were any differences between older and younger managers when choosing the motives for education and training.

Table 3: Pearson's Correlation Coefficient between the Variables 'Motives for Education and Training' and 'Age'

MOTIVES		AGE
personal development	Pearson's correlation coefficient	.037
	Risk level	.488
professional development	Pearson's correlation coefficient	-.177(**)
	Risk level	.001
greater knowledge	Pearson's correlation coefficient	-.150(**)
	Risk level	.005
higher reputation	Pearson's correlation coefficient	-.099
	Risk level	.064
problem solving	Pearson's correlation coefficient	-.144(**)
	Risk level	.007
achieving work success	Pearson's correlation coefficient	-.067
	Risk level	.211
testing one's abilities	Pearson's correlation coefficient	-.159(**)
	Risk level	.003
being autonomous and independent	Pearson's correlation coefficient	-.062
	Risk level	.247
better salary	Pearson's correlation coefficient	-.064
	Risk level	.231
meeting with colleagues	Pearson's correlation coefficient	-.155(**)
	Risk level	.004
encouragement among the staff	Pearson's correlation coefficient	.005
	Risk level	.931
encouragement and support from family	Pearson's correlation coefficient	-.073
	Risk level	.171

**Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis has shown that there is a very weak connection between the motives that are predominant when deciding on taking part in training and education and the age of the respondents:

- professional development ($r = -0.177$, $p < 0.01$), which means that with greater age (years of age) the importance of professional development diminishes,
- greater knowledge ($r = -0.150$, $p < 0.01$), which means that with age less importance is placed on the quantity of knowledge,
- problem solving, ($r = -0.144$, $p < 0.01$), which means that with age the desire for more successful and quicker problem solving diminishes,

- testing one's abilities, ($r = -0.159$, $p < 0.01$), which means that with age the desire to test one's abilities diminishes,
- meeting with colleagues, ($r = -0.155$, $p < 0.01$), which means that with age the desire to meet colleagues - business partners diminishes.

We were also interested whether the motivation for the education and training of managers is also influenced by the number of days allocated to education and training.

Table 4: Pearson's Correlation Coefficient between the Variables 'Motives for Education and Training' and 'Number of Days Spent on Education'

MOTIVES		NO. OF DAYS SPENT ON EDUCATION
personal development	Pearson's correlation coefficient	.166(**)
	Risk level	.002
professional development	Pearson's correlation coefficient	.224(**)
	Risk level	.000
greater knowledge	Pearson's correlation coefficient	.190(**)
	Risk level	.000
higher reputation	Pearson's correlation coefficient	.136(*)
	Risk level	.010
problem solving	Pearson's correlation coefficient	.091
	Risk level	.089
achieving work success	Pearson's correlation coefficient	.067
	Risk level	.209
testing one's abilities	Pearson's correlation coefficient	.142(**)
	Risk level	.007
being autonomous and independent	Pearson's correlation coefficient	.135(*)
	Risk level	.011
better salary	Pearson's correlation coefficient	.098
	Risk level	.065
meeting with colleagues	Pearson's correlation coefficient	.047
	Risk level	.379
encouragement among the staff	Pearson's correlation coefficient	.096
	Risk level	.072
encouragement and support from family	Pearson's correlation coefficient	.061
	Risk level	.252
number of days of training and education	Pearson's correlation coefficient	1
	Risk level	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis has shown (Table 3) that a connection exists between the motives that are predominant when deciding on taking part in training and education and the number of days spent on education, but only in the case of the following motives:

- personal development,

- professional development,
- greater knowledge,
- testing one's abilities,
- being autonomous and independent.

Managers have demonstrated a connection between the number of days spent on training and education and the motive of professional development ($r = 0.224$, $p < 0.01$).

Managers who annually allocate more days to training and education place greater importance on this motive.

Managers have demonstrated a connection between the number of days spent on training and education and the motive of greater knowledge ($r = 0.190$, $p < 0.01$). Managers who annually allocate more days to training and education place greater importance on the motive of greater knowledge.

Managers have demonstrated a connection between the number of days spent on training and education and the motive of testing one's abilities ($r = 0.142$, $p < 0.01$). Managers who annually allocate more days to training and education test their abilities more frequently or to a greater extent.

Managers have demonstrated a very weak connection between the number of days spent on training and education and the motive of being autonomous and independent ($r = 0.135$, $p < 0.05$). Managers who annually allocate more days to training and education are more autonomous and independent (when performing their jobs, since they receive a great deal of useful information and learn more than those who do not allocate many days to training and education); however, this correlation is very slight.

It has been ascertained that there are virtually no correlations between the other variables from the group "motives for education and training" and the variable "number of days of training and education".

6. Conclusion

We must be aware of the fact that we are living in a time when organizations, much like the individual – manager, have to learn throughout their existence. The future of organizations depends primarily on the ability of all employees to learn and educate themselves, which applies above all to managers, who have to set an example for all their co-workers. Active education and training of managers forms the basis for innovations, which enable organizations to gain or maintain a greater competitive advantage on the market. Hence nowadays comprehensive tasks are placed on education, which require a reform of the entire sphere. In the process we must not forget past experience; however, we must also take into account the possibilities offered by modern technology. Better results can be reasonably expected only from harmonized modernization of all the elements of the field of education. Modern technology is without a doubt one of the conditions for creative and innovative thinking of managers, as it provides them with countless possibilities for obtaining information, with which they can actively monitor the events on the domestic and foreign markets.

It takes 15 to 20 years to develop a first-class manager. The success of a manager is influenced by the following: 10% by his or her education, 20% by the people he or she works with, and as much as 70% by experience gained from part-time studies, early management experience, project work, increased responsibility, confronting problems etc.

Managers are beginning to view lifelong education and training as a way of life and an everyday activity, which they carry out using formal (educational institutions) and informal (use of modern technology, computer network – access to knowledge at every

step) methods. Managers require a broad spectrum of knowledge in light of the complexity of tasks they are already performing or which they will have to perform in the future. It is not enough that they possess certain abilities to educate themselves, since the end result also depends on the exploitation of these abilities and even more on their motivation for education. It is important that educational institutions and the organization continuously provide suitable educational and training programs with a planned and professionally prepared curriculum, which will attract managers to take part in education and training.

Every manager has to be professionally qualified to perform his or her job, which means that he or she must master the profession and efficiently apply the theoretical bases of his or her discipline. Furthermore, managers must possess suitable practical knowledge and professional skills that they are able to use in their jobs. This makes them feel more confident and safer, and provides them with the possibility of making the right choice at any given time.

The organized development of management contributes to business success and, in turn, helps managers with their requirements to deal with their current and future needs. The development of management is proved by the work and success of managers; it provides them with development opportunities: they become flexible – managers contribute to long-term planning, respond quickly – they purposely solve or redirect problems, and are motivated – focused on an individual career.

Various factors, such as *economic* (objectives and strategy of the organization, financial assets), *technical and technological* (lagging behind the competition, reorganization, new legislation, new products), *social and humanistic* (support from co-workers, eliminating the discontent of employees), *demographic* (discontent of and pressure from the users of their products/services) and *individual* (solving problems in their work, a critical attitude towards the knowledge gained thus far, lack of basic skills, individual assessment of needs for training and education, motivation, leisure time), which were examined among the factors for education, influence the decision to plan the education and training of managers (definition of objectives).

Among the factors that are predominant in the planning of the education and training of managers and present the desired objectives of education are: the possibility of applying the acquired knowledge in practice, the possibility of upgrading one's knowledge, solving concrete problems in their work, suitability of the training/education for the objectives and strategy of the organization, and the time the managers have available.

When assessing the motivational factors, managers most often chose the following values: greater knowledge (average score 4.48; standard deviation 0.599), testing one's abilities: average score 4.35; standard deviation 0.654), higher reputation: average score 4.34; standard deviation 0.646), professional development: average score 4.29; standard deviation 0.643), and achieving work success: average score 4.16; standard deviation 0.662).

The definition of motivational factors that encourage managers to take part in training and education may present directions for the content of the lifelong learning process of the leading personnel within a company. Thus we can define the directions of the answers to the questions regarding the most effective and most appropriate motivational factors, which would enable managers of the future to constantly improve the success of their work, the work of their co-workers and the competitive advantages of their work organizations by continuously involving them in the education and training at educational institutions.

The analysis of the needs of managers for the future is based on the planning of well-defined standards, since today, regardless of any potential assumptions and anticipated circumstances, we cannot foresee exactly how many and what kind of managers an

organization will need. Nevertheless, there is much we can do – we can provide the managers we have with constant development, continuous learning, education and training.

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