

This diploma thesis aims at the self-development of a lector of adult education as a worker whose concern could be, from one point of view, considered as a helping profession. The diploma thesis will first introduce the possibly theoretical resources that characterize the profession of adult education, the roles that lectors of adult education can find themselves in and it will bring closer the preparation for this profession.

In the following, it pays attention to the key competences, not only on the general level but in particular to those competences that prove to be necessary for a lector of adult education and for the most efficient performance of his profession, also on the manager level. It will introduce the possibilities of the development of these competences by an interactive system and that is mainly because certain abilities have to be developed not only by a theoretical preparation and a classical study programme but above all by a person's own activity. These competences develop mainly in groups and the ways of development are defined in particular with the help of a socially-psychological training, manager training and the methods that spring from the principles of experience pedagogy.

The final part of the thesis describes the particular activities that lead to the development of the chosen key competences and the interpersonal abilities. The emphasis is placed on the personal responsibility and the continuous willingness to self-educate oneself. The aim of the thesis is to point out the absolute importance of self-development in response to the most efficient performance in the profession of an adult education lector, and to do so not only with the reference to the professional site but above all to the human one.