# Západočeská univerzita v Plzni

## Fakulta filozofická

# Bakalářská práce

# Involvement of students in extracurricular activities - student organizations at the University of West Bohemia in Pilsen and their contribution to the personal development of students

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**Plzeň 2020**

**Západočeská univerzita v Plzni**

**Fakulta filozofická**

Katedra anglického jazyka a literatury


**Studijní program Filologie**

**Studijní obor Cizí jazyky pro komerční praxi**

**Kombinace angličtina – němčina**


**Bakalářská práce**

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Plzeň 2020

Prohlašuji, že jsem práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

*Plzeň, květen 2020*                                              ............................................

                                                                          Sára Charvátová

## Poděkování

Tímto bych chtěla poděkovat své vedoucí bakalářské práce Bc. Janě Havlíčkové, M.B.A. za odborné vedení, ochotu a cenné rady, které mi při zpracování této práce poskytla.

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# 1   INTRODUCTION

Although a large number of extracurricular activities is nowadays offered to students, they are often neglected. The majority of universities and colleges enable students to participate in student organizations, where students have a chance to meet new people, be part of a team, engage in various projects, travel to other countries to continue in their studies, but primarily, improve and develop their social skills such as communication    and negotiation skills, time-management skills, problem-solving, conflict resolution, leadership skills, or team working, to name a few. These skills are appreciated in the labour market and are required in the majority of job positions. It is beneficial to possess them, as research shows that they will continue to be demanded in the labour market over the next decade as well. The range of benefits gained from participation in out-of-class activities or student organizations is thus considerably wide.

The thesis is divided into theoretical and practical parts. The theoretical part deals with the definition of extracurricular activities and related subjects, social skills that are required in the labour market, and the skills that will most likely be required in the labour market over the next decade. The practical part deals with student organizations that operate within the University of West Bohemia. Furthermore, it includes the results and evaluation of the questionnaire, which was filled by both former and current members of student organizations and is intended to describe their experience and skills acquired out of class. The main aim of this bachelor thesis is to familiarize individuals with the student organizations in Pilsen and to give them an overview of the benefits they can gain there.

## 2 EXTRACURRICULAR ACTIVITIES

### 2.1 Definition of extracurricular activities

Extracurricular activities are activities, which are not part of the school program or its curriculum, therefore, they are provided to students interested in these so-called semi-curricular or intra-curricular activities.[1]

"*Out-of-class experiences are broadly defined to include all activities in which students engage during undergraduate study that are either directly or indirectly related to their learning and performance and occur beyond the formal classroom, studio, or laboratory setting.*"[2]

Since humans are social beings and require socialization, many interests are carried out in groups. Groups could be either formally established with a fixed organizational structure - various clubs or organizations or they could have the form of informal groups such as various associations or fan clubs. Pursuance of activities in a team has proven to produce positive results, and subsequently, a sense of satisfaction from the interests attained. Furthermore, leisure activities appropriately stimulate, support, and develop qualities, namely, self-reliance or creativity, while at the same time encourage participants to adequately take part in the political, cultural, and economic life within the society. To summarize, out-of-class activities develop the personality of an individual, act motivationally, socially, support self-realization, and bring several valuable benefits such as health, cultural, educational, socio-economic, and eventually, economic values.[3]

These activities are not strictly defined and include many types, including studying or tutoring in school buildings or participating in school-run projects and events. Moreover, significant is also the use of resources that school provides students, both human resources, including university staff (trainers, mentors, guidance counsellors, or instructors) and physical resources, which are university buildings, including study rooms, libraries, laboratories, gyms, and training areas.[4]

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[1] FOSTER, Charles R. Extra-Curricular Activities In The High School. 2017. p. 1.
[2] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. 1994. p. 9.
[3] HÁJEK, Bedřich, Břetislav HOFBAUER a Jiřina PÁVKOVÁ. Pedagogické ovlivňování volného času: trendy pedagogiky volného času. 2011. p. 163-165.
[4] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. 1994. p.9.

## 2.2 Aspects relating to extracurricular activities

The current state of extracurricular activities can be influenced by the development of some positive aspects while reducing the negative ones in the following ways:

- One of the first common aspects is education for democratic membership, which requires and encourages everyone to participate in the life of society both in the local and international environment. The idea is to get familiar with, and later learn to apply the principles of democratic management of social affairs in practice, and at the same time reject such solutions related to violence.[5]

- The main purpose of extracurricular activities is to support the development of groups based on a certain interest as a whole and their individual members. Furthermore, one-sided individualization and manipulation, which may reflect in the concept of mass organizations, should be avoided.[6]

- Even though the effort to develop an individual's unique or specialized interests and talents is appropriate, there is an undesirable impact of a feeling of exclusion. It should be avoided by creating interpersonal relationships created by cooperation.[7]

- Nowadays, due to the social environment and geographical areas, diverse social prerequisites and opportunities for positive extracurricular activities are established. Due to the different conditions of people's lives and other factors within more or less developed countries and continents, they are further differentiated.[8]

- Multicultural education, whose importance is increasing due to manifestations such as social exclusion, aggression towards individuals, but also whole social groups, must not be overlooked. Multicultural education requires mutual respect for common democratic principles as well as mutually sensitive approaches, which are also reflected in the realization of leisure time. The pursuit of obliging and tolerant interpersonal relationships, both in the same country and in the

[5] HÁJEK, Bedřich, Břetislav HOFBAUER a Jiřina PÁVKOVÁ. Pedagogické ovlivňování volného času: trendy pedagogiky volného času. 2011. p. 9.
[6] Ibid., p. 9.
[7] Ibid., p. 9.
[8] Ibid., p. 9.

international context, has a strong impact on the weakening of social, national, and religious prejudices.[9]

## 2.3 Conditions encouraging participation in extracurricular activities

There can be many incentives for students to become more involved in extracurricular activities. Very often, however, the environment of extracurricular activities itself is overlooked, despite the fact that it has a significant amount of benefits for students mainly in the area of further education. It is widely believed that extracurricular activities have a significant potential for student learning. The following nine conditions represent an out-of-class environment that is influential in a positive way and encourages students to further develop and learn.[10]

### 2.3.1 Educational purposes that are apparent, coherent, and consistently expressed

The main purpose and the substance of the institutions are expressed in various ways, most often by the public statements of the leaders representing the given institution. In other words, the mission statement seems to be a considerably effective way to determine the essence of an organization.[11]

To lead a successful educational organization, clear and concrete set intentions that meet the expectations of desired learning and personal development outcomes are relevant to have.[12]

### 2.3.2 An institutional philosophy that is adapted to a holistic view of talent development

In addition to the other factors, an interplay of gained experiences from both school and extracurricular activities has a significant impact on learning. Institutions present their approach to carrying out the tasks that are necessary to achieve their goals through their philosophy. In other words, the means that an institution utilises to fulfil its mission represent the philosophy of the institution. Not all information including the philosophy of institutions made explicit, but some findings can always be obtained from other sources - statements made by the institution itself, newspapers or magazines, or directly from

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[9] HÁJEK, Bedřich, Břetislav HOFBAUER a Jiřina PÁVKOVÁ. Pedagogické ovlivňování volného času: trendy pedagogiky volného času. 2011. p. 9.
[10] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 47.
[11] Ibid., p. 47-48.
[12] Ibid., p. 47-48.

people working in the institution or members, who are already part of the institution, to name a few.[13]

Adopting a student holistic approach to learning and development is considered to be highly beneficial to the institution. Therefore, the most successful organizations include those that have a positive impact on student knowledge and development, as well as on the staff's productivity, ability, and attitude to teaching. Professors transmit new knowledge through teaching, but so do students, as they can also share their opinions and own knowledge, which can enrich others as well, bringing new learning experience.[14]

### 2.3.3 Strategies and practices of an institution that are compatible with student's requirements and needs

Whether or not students participate in extracurricular activities, how they spend their leisure time, and the amount of effort, which they dedicate to academic purposes, is substantially influenced by institutions. The other tasks of institutions include enacting their mission and philosophy through formal and informal policies and their own established practices. Universities and colleges tend to considerably value extracurricular education and therefore, do not consider such activities as a distraction or neglect of study, but as an opportunity for both faculties and students to practice effective skills, as well as civic education, and the application of all knowledge gained during classes or even in everyday life.[15]

### 2.3.4 Established and high expectations for student performance

During recent years, more and more emphasis has been placed on student expectations, which, as confirmed, affects the final student performance. Professors, academic staff, and the university itself strive to improve the quality of learning and overall student results by putting certain pressure and expectations on them.[16]

Several surveys came up with three valuable arguments, which confirm the claim that high and clear student expectations are substantially important. The first claim deals with the fact, that expectations can be used to determine the required level of performance, whether for students, faculty, or staff. Secondly, institutions show students that they support them in their studies and want them to succeed. This is evident from the

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[13] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 48-49.
[14] Ibid., p. 48-49.
[15] Ibid., p. 49-51.
[16] Ibid., p. 51-52.

various statements concerning institutional expectations, the degree and intensity of participation in various activities, and the overall approach to academic and personal behaviour. The last utterance refers to student goals and abilities. Faculties keep them on high standards of performance, and therefore, students see a value in continuing their studies at college and are more likely to obtain a university degree.[17]

### 2.3.5 Use of effective methods in teaching

Universities and colleges want students to continue their studies, as it plays an important role in their personal development, and therefore, offer them to join some of the communities. An important element that should be part of teaching is collaborative learning providing students with an environment in which the curriculum of the courses is passed through interactions with others. To conclude, collaborative learning involves collective intellectual effort and identifies a range of educational approaches that involve students, as well as professors and students together.[18]

Some of the educational approaches involved in collaborative learning may also include cooperative learning. These activities are comprised of discussion groups and seminars, peer teaching, or writing groups, to name a few. Since collaborative learning requires the participation of students, it supports their cooperation, teamwork, as well as civic responsibility.[19]

### 2.3.6 Systematic evaluation of institutional methods and student performance

Some universities dealing with students actively involved in extracurricular activities regularly assess students' relationship to out-of-class activities, various projects, events, and institutional policies and practices. In order to draw some results, institutions follow what students do outside the classroom. Survey results then help professors identify the types of activities and methods they can use in their classes to maximize learning effectiveness.[20]

### 2.3.7 Sufficient opportunities to involve students in extracurricular activities for further education

Learning different kinds of activities or learning itself is extensively influenced by the amount of time, attention, and effort that an individual dedicates to it. Universities

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[17] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 51-52.
[18] Ibid., p. 52-55.
[19] Ibid., p. 52-55.
[20] Ibid., p. 55-56.

and educational institutions strive to increase student interest in extracurricular activities contributing to education, endeavour to increase their potential, and seek ways to involve more students in this voluntary learning process. Nevertheless, these institutions should create conditions which are equal for all students without any differences and an environment in which everyone wants to participate. On the other hand, it has also been shown that too many extracurricular activities are not optimal and can even be counterproductive since the individual then does not have enough time to devote themselves properly to each of them as well as to their mandatory education. Therefore, students should only choose as many activities as they can manage with both study and social life.[21]

### 2.3.8 The setting of human thinking that characterizes the ethics of membership and care

For people to feel successful and valued, any kind of affirmation from someone else is demanded. That is why people often require to hear praise, appreciation, or acknowledgment. This statement is also applicable to students and is reflected in all aspects, including their social and student life. If students want to develop and improve their university performance and prosper in selected extracurricular activities, several factors can positively contribute to this.[22]

For students who engage in any extracurricular activities, it is very important to be in an environment in which they feel welcomed, and which is both mentally challenging as well as supportive, which gives them safety and at the same time enables their personal development, which eliminates anonymity, and which is not focusing entirely on one community, but conversely, supports the creation and prosperity of multiple communities.[23]

Furthermore, equally important factors are "ethic of care", which assures students that they are valuable participants and that institutions appreciate the qualities that students are willing to put in them as well as "ethic of membership", which should assure students in the fact, that the institutions believe in their success.[24]

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[21] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 56-58.
[22] Ibid., p. 58-59.
[23] Ibid., p. 58-59.
[24] Ibid., p. 58-59.

### 2.3.9 An ethos of learning that permeates all institutional aspects

Ethos can be understood as a set of habits, which represents a system of certain beliefs that are shared by the faculty, students, the university staff, administration, and others. Its main substance lies in the mission and philosophy of the institution, and in addition, is formed by their educational values and principles. Some authors also believe that students who are part of an institution complying with the ethos of learning, often show better results in educational and personal development. Moreover, these students are more encouraged to think, reflect, discuss, or debate than others.[25]

### 2.4 Institutions and their efforts to increase student interest in learning

One of the central goals of institutions is to increase the interest in learning among students. Many of them, therefore, seek to achieve this by making more efficient use of their resources and subsequently creating the most appropriate conditions to encourage students to learn, both inside and outside the classroom. The considerable valuable conditions and ethos of learning for students, including support and encouragement to participate in extracurricular activities, are created by the cooperation of administrative institutions, student affairs staff, universities, and colleges.[26]

Students interested in out-of-class learning being more closely associated with the educational purposes of an institution need a share of all the above-mentioned subjects. Several general recommendations, complemented by specific propositions of those who are in charge or have one of the leading positions in institutions, such as directors, presidents, council, or staff of certain universities and colleges, have been made to create the ideal conditions for students.[27]

### 2.4.1 Creating an ethos of learning throughout the institution

An important process to create an ethos of learning is a multi-annual plan that gathers an overall collaborative effort of faculty members, staff, or faculty administration. They seek to increase the impact of the offered programs into the sphere of student organizations and other institutional facilities. They apply this vision by developing institutional strategies and practices that involve students in learning by motivating them to use already existing educational resources. Furthermore, it is necessary to deal with

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[25] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 59-61.

[26] Ibid., p. 63.

[27] Ibid., p. 63.

human diversity through the creation of conditions in which all students without differences feel comfortable enough to be able to make full use of the resources offered for educational purposes.[28]

### 2.4.2 Emphasizing the importance of extracurricular activities explicitly in the institution's mission

A significantly efficient way to emphasize the importance and value of extracurricular activities is to create various debates and discussions. The institution's vision, namely, its main purpose and goals, as well as the qualities that an institution should have in order to achieve the given resolutions and effective performance, are created by general debates of the faculty, students, and staff.[29]

### 2.4.3 The introduction of a holistic approach as an institution's higher education philosophy

To create an ethos of learning that encourages students to take advantage of extracurricular activities, the implementation of the holistic approach philosophy that requires an undivided view of the institution is beneficial. This method is based on the fact that students have the possibility to choose how to use their time outside the classroom and whether they will utilize this situation responsibly and voluntarily decide to utilise their educational potential.[30]

### 2.4.4 Regular appraisal of the impact of extracurricular environment on students

Nowadays, institutions are insufficiently acquainted with those attending the institution, therefore, institutional research should be made to obtain information about students and their attributes, behaviour patterns, specific data, and figures. Besides evaluating information about the learning process and the acquired knowledge, research should focus on the qualities and skills with which students are endowed as well.[31]

Other factors include examining the process itself, in particular, how much of the student's effort was expended in extracurricular activities and whether any of the institution's requirements were met. As reviews have a substantial influence in society and people are more likely to be convinced by peers in a similar age category, a considerably suitable step would be a creation of a portfolio by students participating in

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[28] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 64-65.
[29] Ibid., p. 65-66.
[30] Ibid., p. 66-67.
[31] Ibid., p. 67-68.

extracurricular activities. Such treatises would summarize the benefits and overall experience gained out of class.[32]

### 2.4.5 Creation of a general perspective of relevant factors in university education

There are three categories classified in educational institutions - faculty, student affairs staff, and students. Each of these groups has a slightly different mental model that influences individuals' views of different situations and the way they behave. Furthermore, these groups have different opinions on what is relevant in both higher education and personal development. For instance, the curriculum and various programs supporting student activities have central importance. Student affairs staff focuses on the programs supporting students' social prosperity and their psychological and social development, while the most important things for students are grades, friendship, gaining enough credits, or managing time.[33]

Members of all these categories should learn how other group members think, and simultaneously, they should learn to communicate with each other more effectively. These factors have a significant impact on creating a shared perspective on what conditions contribute to quality academic education.[34]

### 2.4.6 Efforts to create a student culture that will have a positive impact on both responsible behaviour and valuable outcomes

All the previous conditions are indispensable for the involvement of students in extracurricular activities and the increase of their motivation to educate themselves. Nevertheless, they are still not sufficient enough to meet the institution's goals. The faculty should acquire the ability to understand the differences between students and learn to treat each of them according to their unique needs.[35]

To conclude, one of the crucial factors in increasing the overall institutional productivity and motivating students to achieve the desired outcomes appears to be the development of strategies preventing the influence of student culture, which is often associated with investing insufficient effort in academic activities.[36]

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[32] KUH, G. D., DOUGLAS, K. B., LUND, J. P., RAMIN-GYURNEK, J. Student Learning Outside the Classroom: Transcending Artificial Boundaries. p. 67-68.
[33] Ibid., p. 69-72.
[34] Ibid., p. 69-72.
[35] Ibid., p. 73-74.
[36] Ibid., p. 73-74.

## 2.5 The division of extracurricular activities

Although each university provides a different amount of extracurricular activities, the range of those offered is still considerably wide, and therefore, it is not difficult to choose the one with which the student resonates the most. Extracurricular activities may have various forms, whether it is primarily social organization, non-governmental or governance organization, or intercollegiate athletic program. Each of them has the same purpose- to connect their members and give them as much valuable experience and skills as possible. The following summary contains those activities that can be found at most universities and university campuses.[37]

- Athletics- Most of the universities enable students to join and be part of various sport teams with which they can later represent their university. Sport-based individuals have the opportunity to choose from sports such as football, floorball, ice hockey, basketball, or volleyball. Students participating in any sports team are required to be responsible and should be capable of organizing their time in order to study and simultaneously devote enough time to training, conditioning, and eventually competing.[38]

- Academic and Professional Organizations- These types of organizations usually focus on one field of interest and they aim to prepare their members for future professions. Students have the opportunity to gain valuable knowledge, skills, and experience required in most jobs, and they are encouraged to lead debates concerning their field of interest. Among these organizations belong, for instance, the Mathematics Society, American Marketing Association, or Student Education Association.[39]

- Volunteer and Service-Related Activities- Among Volunteer and Service-Related Activities belong activities such as community service projects, constructions of houses, children teaching, and any other activities, whose joining helps the local and global community.[40]

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[37] Education Encyclopedia- State University. College Extracurricular Activities: Impact on Students, Types of Extracurricular Activities [online]. Available from: https://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html. [Retrieved 07.01.2020].

[38] Ibid.

[39] Ibid.

[40] Ibid.

- Multicultural Activities- Nowadays, the world can be considered as a multicultural place. The universities are also aware of this fact, so they strive to raise awareness of cultures of different countries as well as their historical and ethnic background, and they pass this multicultural perspective on to students. Therefore, many schools offer students various multicultural activities such as projects, discussions, and lessons or they organize thematically focused festivals, events, and concerts. These kinds of events have many benefits and their primary aim is to remind that all people from different parts of the world, as well as people of different races, ethnicities, or religions, are equal.[41]

- The Arts- Artistic talented students or students interested in any kind of art have the opportunity to join activities in their specific field. Universities offer students a wide range of extracurricular activities including various drama, music, dance or orchestra groups, musicals, painting classes, or eventually concerts. [42]

- Other Activities- The extracurricular activities offered by the universities may vary and not all the types of them are available everywhere. Among several other extracurricular activities belong for instance various religious organizations intended for students who share the same religious belief or organizations dealing with means of communication such as radio, newspapers, television, or the internet.[43]

## 2.6   Student organizations

A student organization is a designation for an association whose purpose is to bring students together by creating a union, give them the opportunity to contribute to academic matters in some way, and strengthen the professional and service aspirations of student life. Student organization is comprised of at least 5 members who should be students, university staff, or individuals belonging to the university under which the specific organization falls. However, this is not a condition.[44]

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[41] Education Encyclopedia- State University. College Extracurricular Activities: Impact on Students, Types of Extracurricular Activities [online]. Available from: https://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html. [Retrieved 07.01.2020].
[42] Ibid.
[43] Ibid.
[44] University of Arkansas for Medical Sciences- Campus Life and Student Support Services. Student Organizations Guidelines and Registration Process [online]. Available from: http://studentlife.uams.edu/student-life/student-organizations-guidelines-and-registration-process/. [Retrieved 23.01.2020].

## 2.7　Benefits of being part of a student organization

Besides the fact that students take a short break from studying, there is a wide range of benefits gained from participation in out-of-class activities or student organizations. Among significantly advantageous and relevant gains belong:

- Self- knowledge - Students have many opportunities to get to know themselves better. They become aware of their abilities, strengths and weaknesses, visions, and plans, moreover, they will learn how to handle difficult situations or how to manage stress.[45]

- Social skills development- While working with people, it is necessary to have developed soft skills, which are based on qualities such as communication, problem-solving, work ethics, emotional intelligence, etc., as it is important to understand the way other people work and be able to collaborate with them. Soft skills are applicable in all directions of future career life.[46]

- Network expansion- Being part of a student organization brings connections with many people, which may be considered beneficial in the future, as it can be helpful whilst finding or getting a new job or internship. Furthermore, organizations connect people with the same interests and hobbies and help to get to know new people and make friends.[47]

- Earning Career Experience- Active participation in extracurricular activities or a student organization develops a wide range of skills, which are necessary for success in the potential job after graduation.[48]

- Leadership skills- Gaining leadership skills is another highly valuable benefit, as they are required in any leadership position. This quality also includes the ability to speak to the public, self-confident behaviour, or the ability to solve problems.[49]

- Teamwork- Since a group of employees is a part of nearly every job, it is very important to be able to collaborate with a team, understand and help others, and be a team player. There is no doubt that this quality can be considerably improved

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[45] World Education Services. Why Extracurricular Activities Are Important While Studying [online]. 2019. Available from: https://www.wes.org/advisor-blog/extracurricular-activities-for-education-abroad/. [Retrieved 17.02.2020].
[46] Ibid.
[47] Ibid.
[48] Ibid.
[49] Ibid.

in any student organization, as they are made up of members, who are constantly working together.[50]

- Time management- Nowadays, time management is considered to be a substantially relevant skill, especially in office-related professions, since it enables an individual to manage more tasks in less time and reduces the overall stress of the tasks themselves.[51]

- Resume improvement- Extracurricular activities have a considerable impact on improving the overall perception of an individual's CV. Many employers take this point into consideration whilst finding a suitable candidate for any job position, as it shows a willingness to participate in actions outside working hours or outside the class.[52]

# 3 SKILLS

Nowadays, skills play a significantly important role in getting any job. The majority of employers require a certain degree of skills from both their employees and from individuals aiming to fill job vacancies. Some types of skills may be innate, some skills can be acquired or improved during life with the help of various practices, internships, at school during classes, during extracurricular activities, etc.[53]

As already mentioned, many skills are developed through extracurricular activities or student organizations, as students are part of a team, they learn to collaborate with others, to take advantage of their strengths and to work on their weaknesses during multiple activities, to use their creativity, or they face to various situations in which it is necessary to correctly determine priorities and be able to deal with problems.

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[50] World Education Services. Why Extracurricular Activities Are Important While Studying [online]. 2019. Available from: https://www.wes.org/advisor-blog/extracurricular-activities-for-education-abroad/. [Retrieved 17.02.2020].
[51] Ibid.
[52] Ibid.
[53] Management Mania. Měkké dovednosti (Soft skills) [online]. 2016. Available from: https://managementmania.com/cs/mekke-dovednosti-soft-skills. [Retrieved 20.03.2020].

## 3.1 Division of skills

The basic division of skills is hard skills, which denote the technical skills or professional qualification and soft skills, also known as Interpersonal skills, relating to emotional and social intelligence.[54]

> Hard skills

Hard skills are considered to be specific technical expertise according to the subject of the company, and their level can be verified by theoretical knowledge or a practical exam. They include academic and professional knowledge as well as practical experience. Hard skills include the ability to speak other languages, operate machinery, or operate computer programs, to name a few.[55]

> Soft skills

On the other hand, soft skills relating to the individual's personality, characteristics and behaviour patterns are regarded as behavioural competences. Their level is difficult to measure, unlike hard skills, but they are transferable, and at the same time, applicable in all spheres of the career world. An individual who has more developed soft skills has better relationships with people in the workplace as well as in personal life. They form a large range of skills including communication, problem-solving, self-motivation, decision-making, and time management skills, as well as cooperation, assertive behaviour, autonomy, or strategic thinking. [56]

## 3.2 Soft skills

Possession of soft skills makes a significant contribution to getting a job, increasing chances of moving forward in the career, as well as maintaining an acceptable position in society. It is difficult to determine which of the soft skills are relevant and beneficial for people to have, however, it can be concluded from the requirements, which employers and companies demand from their employees or potential job candidates.[57]

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[54] WALKER, Phil. Hard and Soft Skills...What You Need to Know When Interviewing [online]. Available from: https://www.precision-people.uk/uploads/1509968944Precision_Search_-_Hard_&_Soft_Skills_(1).pdf. [Retrieved 15.03.2020].
[55] Ibid.
[56] Management Mania. Měkké dovednosti (Soft skills) [online]. 2016. Available from: https://managementmania.com/cs/mekke-dovednosti-soft-skills. [Retrieved 20.03.2020]
[57] Ibid.

### 3.2.1 Communication skills

Communication means the transmission of some kind of message containing one or more pieces of information, which may be transmitted through formal or informal channels. Communication is divided into verbal, non-verbal, and electronic forms. Verbal communication is represented by both speech and writing and is used primarily to deliver or to get information. In the second case, managing the questioning technique is essential. On the other hand, nonverbal communication comprises the process of coding thoughts into non-verbal expressions, namely, body posture, hand gestures, facial expression, tone and volume of voice, or eye contact. Although this type of communication may exist on a stand-alone basis, in most cases, it complements verbal communication, as it does not transmit information, but its function is to give the meaning to verbal expressions.[58]

The third type represents electronic communication, which has substantially accelerated and simplified the process of exchanging information, while at the same time, contributed to the partial replacement of traditional means of communication such as meetings. For electronic communication, companies use both the global network-internet as well as their intranets. This form of communication currently includes electronic messaging, voice communication, conference systems in the form of videoconferencing, which is a considerably suitable replacement for face-to-face meetings and groupware that allows team members to share documents, work scheduling, and overall team coordination.[59]

Nowadays, developed communication and negotiation skills create an essential aspect in the career world, as they have a significant influence on the performance of the entire organization. Strongly developed communication skills allow individuals to perform well in the market, negotiate with competitors or other companies, and build strong relationships with business partners. Furthermore, it gives the company a competitive advantage. On the contrary, underestimating this ability can lead to substantial problems. [60]

This type of skill requires a large number of employers and a sufficient level of knowledge is expected from almost a majority of the working population. To conclude, good command of communication skills can be manifested in several ways, namely, the

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[58] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p. 46-50.
[59] Ibid., p. 46-50.
[60] Ibid., p. 46-50.

use of formal language, a wide range of vocabulary, active listening, correct questioning technique, or empathy. Furthermore, other resembling qualities include the ability to express one's thoughts and opinions, the ability to listen to the opinions and thoughts of others, maintenance of eye contact during the speech, correct and varied use of words, or correct adaptation of speech to the situation.[61]

### 3.2.2 Negotiation skills

Negotiation refers to a higher degree of communication wherein partners aim to achieve their goals. Each party defends its interests and stands behind its truths, which can often lead to problems, which, if not solved, may bring conflicts. Nevertheless, the aim of negotiations is not only to put forward arguments and resolve the conflict in favour of one of the parties but to build a relationship with the partner and at the same time, gain the possibility of further cooperation.[62]

Negotiations always differ in some way, as their course is influenced by several factors. One of the main factors in negotiation are negotiators, especially their personalities and attributes such as the degree of assertiveness, tact, helpfulness, empathy, or willingness to respect others. Other factors may be the importance of the goals to be achieved or the position of negotiators or the whole company. Negotiation itself can be divided into three categories, depending on the progress and overall outcome of the negotiations.[63]

➢ Win-win- In this category of negotiation, the parties are willing not to fulfil all their goals but to give the partner a certain advantage. This type is intended to be the most civilised, as the parties respect each other and have an effort to strengthen the relationship and eventual future cooperation.[64]

➢ Win-defeat - This type indicates a scene where conflicts are not resolved constructively. One party is forced to withdraw in favour of the other one by negotiating with a more dominant person or by the use of means of power and subsequently concludes a disadvantageous agreement for itself. On the other hand, the adversary gains all the power and achieves all the set goals.

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[61] KHELEROVÁ, Vladimíra. Komunikační a obchodní dovednosti manažera. 2006. p. 16.
[62] Ibid., p. 32.
[63] Ibid., p. 32.
[64] Ibid., p. 32-33.

Nevertheless, in most cases, the winning party loses the possibility of further cooperation due to the indirect treatment.[65]

➢ Defeat-defeat- The last type represents a scenario where none of the negotiating parties gains benefit. Neither party is willing to make a concession, and therefore, there is no agreement. As in the previous type, there is no high chance of future cooperation as both parties are defeated.[66]

### 3.2.3 Conflict resolution

Situation when an individual has a different point of view and simultaneously different ideas and opinions when negotiating with another party, makes a conflict inevitable. Conflicts which have arisen can then be divided into positive, where conflict resolution has a significant influence on consolidating the relationship between the parties, and on the other hand, negative, where the solution to the problem interrupts the relationship or the overall cooperation of the parties. The inevitability of conflicts arises primarily because individuals consciously or unconsciously bring personal prerequisites into solving situations, including personal convictions, opinions, conceptions of the career, living standards, or personal behaviour patterns.[67]

While dealing with these conflicts, the individual should be able to cope with stressful situations and should have well-developed communication and negotiation skills, including other skills such as intellectual abilities (flexibility, objectivity, organization, planning, or innovation), emotional abilities (honesty, perseverance, ambition, assertiveness, or discipline), and interpersonal abilities (sensitivity, persuasiveness, or the ability to listen).[68]

### 3.2.4 Problem-solving

Problems that are solved in a group or within a team are more likely to have a successful conclusion than those resolved by a mere individual, as members provide more information, perspectives, and creativity to the problem. Furthermore, individuals are considerably more motivated and committed to solve the problem effectively when working collectively. Nevertheless, this alone does not make problem-solving easy, on the other hand, this type of skill requires practice and other competencies, which

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[65] KHELEROVÁ, Vladimíra. Komunikační a obchodní dovednosti manažera. 2006. p. 32-33.
[66] Ibid., p. 32-33.
[67] Ibid., p. 34-36.
[68] Ibid., p. 34-36.

contribute to a positive resolution of the problem. One of these competencies is problem analysis, comprising several steps that have a significant influence on the overall result.[69]

- ➢ Problem identification- the discovery of the problem and its subsequent determination and identification
- ➢ Searching for the primary source of the problem- several forms of investigation may be required to determine the primary source of the problem
- ➢ Setting solution requirements- these requirements serve to describe the ideal state after the problem is solved and to compare other possible solutions
- ➢ Creating alternative solutions- it is essential to devote a sufficient amount of time and energy to create other possible solutions
- ➢ Choice of alternative- the suitable alternative is selected using the solution requirements- if necessary, it is also possible to apply a qualitative and quantitative comparison technique
- ➢ Applying risk and cost-benefit analysis on the selected option- this analysis identifies whether the disadvantages and strengths of the option have been considered and whether the problem-solving is less expensive than the problem itself
- ➢ Creation of decision and action plan- organizing and filing the problem analysis results in case of revisiting the problem in the future.[70]

### 3.2.5  Decision making

Decision making represents the art of deciding between two or more things by determining the right result. An individual aiming for decision making should attempt to achieve four main attributes, namely, quality, timeliness, acceptance, and ethical suitability, as they contribute to the effectiveness of their decision and increase the probability of achieving efficient results. Fulfilling all the above-mentioned attributes may lead to a fully effective decision.[71]

Quality represents the content of the decision, which should lead to the requested performances while meeting the required criteria or restrictions. To meet the quality of decisions, they should comply with the strategic goals of the company and meet and

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[69] VERZUH, Eric. The Fast Forward MBA In Project Management. 4th ed. 2011. p. 287-289.
[70] Ibid., p. 287-289.
[71] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p.72.

alongside not compromise the interests of the company's stakeholders, including owners, employees, customers, and other authorities.[72]

The implementation of decisions in advance is another significantly important point. People or managers performing their duties usually have a deadline before which the decision must be made, and therefore, it is essential that actions are taken in time. In fact, late decisions can entail significant costs for the company. The creation of various timetables and schedules is a considerably effective way of making in-time decisions.[73]

Another factor of successful decision making consists of expected acceptance by the people who are in some way affected by the decision. Therefore, completed decisions should be understood, accepted, and properly implemented by everyone so that the manager making the important decisions knows that they have the support and comprehension of other workers within the company.[74]

Ethics, which in decision-making are often related to ambiguous laws and rules, different interests, and different values of various groups in the company, comprise the last factor. Although ethics are often underestimated, in the long-term perspective unethical practices can significantly harm the company. Therefore, progressive companies organize ethically focused training programs for employees to ensure compliance with ethical principles. In making ethical decisions, asking whether the decision will help or hurt other people or stakeholders, can be helpful. According to this consideration, a moral decision that is correct in the specific situation should then be taken.[75]

### 3.2.6 Self- motivation

Motivation significantly determines the overall behaviour, therefore, understanding the motives of a certain person helps to get to know their actions better. Motivation is examined from three interrelated perspectives.[76]

➢ Goals- Goals are perceived as the fundamental motives of the overall behaviour. Specific goals that an individual sets, force them to do things, which will help

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[72] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p.72.
[73] Ibid., p. 72-73.
[74] Ibid., p. 72-73.
[75] Ibid., p. 72-73.
[76] Ibid., p. 65.

them to achieve certain goals. The view on motivational goals is examined by the content theories of motivation.[77]

➢ Decision - The decision concerns why a person chooses certain goals. This view is examined by the process theories of motivation.[78]

➢ Influence - The influence deals with how to motivate other individuals. Examples include employers trying to motivate their subordinates to achieve the best possible results. This perspective is addressed by the theory of work enrichment.[79]

Self-motivation means setting priorities and ambitious goals together with creating a commitment to meet them. A sufficiently self-motivated individual tends to fulfil the set targets with a considerable effort, moreover, it is widely believed that successful people are driven predominantly by internal mechanisms, which drive them in their performances. Many employers require potential employees to be self-starter and self-driven, as these qualities are essential to performing the assigned tasks.[80]

### 3.2.7 Leadership skills

A leader is a person who has the ability to get people to follow their path to meet organizational goals. An individual leading other people should have several personality traits. These leadership characteristics, which are immutable in space and time, then distinguish them from others and cause other employees to follow them. Leaders with substantial respect, admiration, and constant enthusiasm are considered to be charismatic leaders who significantly differ from other leaders.[81]

According to Steve Radcliffe, leadership is built on three basic practices that each potential leader should adopt to become one of them: Future - Engage- Deliver.[82]

➢ Future- Future includes all goals, targets, ambitions, as well as vision, mission, or strategic intent that an individual set. If the commitment to a desired future is significantly strong, there are more chances that the individuals will persist, and they will be more capable of approaching their goals. In addition, potential leaders should have a clear vision of what leaders they would like to be in the future.[83]

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[77] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p. 65.
[78] Ibid., p. 65.
[79] Ibid., p. 65.
[80] COPLIN, Bill. 10 Things Employers Want You To Learn In College, Revised: The Skills You Need To Succeed. 2012. p. 14-15.
[81] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p. 258-259.
[82] RADCLIFFE, Steve. Leadership Plain and Simple. Second edition. Harlow: Financial Times. 2012. p. 8.
[83] Ibid., p. 8.

- ➢ Engage- Engagement is essential to the leader's ability to create involvement, ownership, alignment, or unity. In order to get help from others to create the desired future, there is a need for engaging them with qualities such as consistency, openness, or integrity. Furthermore, feedbacks can create substantial help in identifying both bright and dark sides that need to be worked on during leadership.[84]
- ➢ Deliver- The final phase carries the message of getting the best possible performance from the potential leader and others to achieve results. The main goal is to encourage and support people who are led in order to deliver the desired results. Therefore, this stage is associated with words such as implementation, performance, execution, and results.[85]

Leadership skills are essential for individuals tasked with leading more people. The personality of a leader is characterized by a set of typical features, abilities, and qualities; moreover, such a person should be visible, communicative, and adaptable. For individuals to become successful leaders, besides the ability to lead people, they should be able to master more skills, preferably some of the soft skills, namely, strategic thinking, the ability to handle crisis situations, problem-solving, time-management, action planning, decision making, or self-motivation, as these qualities substantially help to manage people.[86]

Another strength that a thriving leader should be endowed with is composed of optimism, self-confidence, humility, ambitions, and sufficiently developed communication skills. Since leaders are expected to speak to their team regularly, they should have sufficient vocabulary, be able to motivate others, be able to adapt their speech to the situation, be able to create their speech quickly and efficiently and be confident in their speech. Furthermore, they should have strongly developed negotiation skills and be able to actively listen to others.[87]

However, the prototype of a successful leader consists not only of mastering soft skills but also of the qualities which leader should possess or improve over the years, whether they are not fully developed. Personality traits, which meet these requirements,

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[84] RADCLIFFE, Steve. Leadership Plain and Simple. Second edition. Harlow: Financial Times. 2012. p. 8-11, 161-163.
[85] Ibid., 161-163.
[86] STÝBLO, Jiří. Leadership v organizaci. 2. aktualizované vydání. 2018. p. 41-46.
[87] Ibid., p. 41-46.

include for instance charisma, tolerance, creativity, generosity, empathy to ensure understanding of others, and the ability to deal with situations without aggression.[88]

### 3.2.8 Teamwork

A team or group is made up of a collection of people associated with a certain kind of interest, who work together to achieve a particular goal.[89]

A team is characterized by the following features:

➢ Teams are made up of more people, giving access to more ideas, resources, thoughts, experiences, and overall energy than a mere individual would be able to provide.

➢ The team collaboration allows to increase potential while suppressing any weaknesses that team members may have.

➢ Teams provide several solutions to the different situations and also enable more perspectives to meet needs or achieve goals.

➢ Teams share common achievements as well as failures, as the result is always based on overall cooperation.

➢ Teams are accountable to the leader, while individuals are only responsible for themselves, thus they are able to change their aims at any time.

➢ Teams are able to handle more tasks and situations than an individual.[90]

For the team to work effectively, it is essential to have developed communication skills, including related abilities such as active listening or correct expression of opinions and thoughts. Furthermore, the way members exchange information is fundamental as well. Besides the communication skills, which are crucial for the team cooperation, other soft skills and personality traits such as charisma, empathy, reliability, or responsibility, are required.[91]

Another important aspect is the appropriate team composition, as it relates to the roles that members hold. The role represents the team member's behaviour towards others, their approach to problem-solving, and their typical attitudes to the task performing. It is based on the values and attitudes of the person, however, the current situation, the certain problem, and the overall team composition also have a significant impact. To create an

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[88] STÝBLO, Jiří. Leadership v organizaci. 2. aktualizované vydání. 2018. p. 41-46.
[89] DĚDINA, Jiří a Jiří ODCHÁZEL. Management a moderní organizování firmy. 2007. p. 99.
[90] MAXWELL, John C. Teamwork 101: What Every Leader Needs to Know. 2009. p. 7-8.
[91] KHELEROVÁ, Vladimíra. Komunikační a obchodní dovednosti manažera. 2006. p. 94-95.

effective working team with harmonious relationships, as many roles as possible should be included. It is not a rule for each person to represent the function of one role, on the contrary, each individual should represent several roles.[92]

The last substantially relevant aspect of a thoroughly functioning team represents cohesiveness. Cohesiveness of a group itself determines the strength of relations between individual members. Furthermore, it affects the passion for the fulfilling of the team tasks.[93]

### 3.2.9 Time management

Time management is a skill that is required from a majority of employees, as it plays a significant role in the overall work efficiency. This kind of ability is primarily the result of organization, planning, and proper prioritization. Each task has a certain degree of importance, a degree of effort that must be spent on it, and a deadline. Therefore, it is essential to avoid procrastination, to create a plan according to the factors that the tasks have, and to follow the schedule to complete the tasks with minimum stress and maximum quality. Companies substantially appreciate the ability to handle time-management, as performing tasks on time is one of the prime priorities in the career world.[94]

## 4 TOP SKILLS 2030

Almost every year, skills which will be required by employers and which will have a significant impact on the potential acquisition of jobs are evaluated. Individuals who are looking for a job in a particular field should ascertain the required professional skills, become familiar with them, and if necessary, try to develop them in some way to become a suitable candidate for employers. Many jobs are changed every year, their performance requires different or improved skills and knowledge, and besides, many jobs are starting to be replaced by machines, as companies value their faster, better, and cheaper production.[95]

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[92] KHELEROVÁ, Vladimíra. Komunikační a obchodní dovednosti manažera. 2006. p. 94-95.

[93] Ibid., p. 85.

[94] COPLIN, Bill. 10 Things Employers Want You To Learn In College, Revised: The Skills You Need To Succeed. 2012. p. 19-20.

[95] McKinsey & Company. Skill Shift Automation And The Future Of The Workforce [online]. 2018. Available from: https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Future%20of%20Organizations/Skill%20shift%20Automation%20and%20the%20future%20of%20the%20workforce/MGI-Skill-Shift-Automation-and-future-of-the-workforce-May-2018.ashx¨. [Retrieved 05.03.2020].

A large number of job and work-related institutions dealing with employment publish their studies concerning skills that will be required by companies and necessary in a career over the next few years, and on the other hand, skills that will no longer be taken into account. According to the report from McKinsey Global Institute, some of the jobs that are performed by people will be significantly influenced by increasing artificial intelligence and automation in the future. This report has also revealed the skills that job-seekers should develop to improve their CV.[96]

This study compared the results of five separate categories indicating the work skills that are most in demand in the workplace- physical and manual, basic cognitive, higher cognitive, social and emotional, and technological skills.[97]

## 4.1 Physical and manual skills

This category of skills includes both lighter manual work that can be performed by rather unskilled workers including drivers, security guards, or cleaners, and work that already requires greater knowledge of the skills in a particular field such as nurses, stonemasons, or electricians. Demand for most sectors requiring physical and manual skills will continue to decline over the coming years, however, analysts expect a few exceptions for jobs that cannot be replaced by automation and artificial intelligence such as taking care of patients in the hospital or any form of cleaning up. According to forecasts, an overall drop in demand for physical and manual skills by 11% in the United States and by 16% in Europe is expected.[98]

On the other hand, according to the time spent in this sector, physical and manual skills will continue to occupy the largest category of skills. In other words, this research assumes 20% more time spent in this sector than in activities requiring social and emotional skills and even 50% more time spent than in jobs requiring technological skills.[99]

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[96] McKinsey & Company. Skill Shift Automation And The Future Of The Workforce [online]. 2018. Available from: https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Future%20of%20Organizations/Skill%20shift%20Automation%20and%20the%20future%20of%20the%20workforce/MGI-Skill-Shift-Automation-and-future-of-the-workforce-May-2018.ashx¨. [Retrieved 05.03.2020].
[97] Ibid.
[98] Ibid.
[99] Ibid.

## 4.2 Basic cognitive skills

Basic cognitive skills are relevant in jobs that require skills related to the fundamental knowledge of literacy, numeracy, communication, or data processing. Cashiers, typists, accounting clerks, or service employees work in this field.[100]

Due to the automation and artificial intelligence, a decline in demand for activities based on basic cognitive skills is predicted. Automation will have a significant impact on skills related to data input and processing, as analysts expect a decrease of 19% in the United States and 23% in Europe. On the other hand, basic literacy, numeracy, and communication should not experience such a slump in demand. Nevertheless, knowledge of only these skills will not be sufficient in the career world and it will be necessary to complement these skills with a set of new ones.[101]

## 4.3 Higher cognitive skills

The category of Higher cognitive skills includes a significant range of skills including project management, creativity, advanced literacy and writing, decision making, critical thinking, or complex information processing. These skill types are specific for financial analysts, doctors, accountants, lawyers, writers, purchasing agents, or PR specialists.[102]

Higher cognitive skills including skills such as critical thinking or decision making represent qualities that will continuously be an asset in the workplace, therefore their demand is expected to increase by 19% in the United States and by 14% in Europe. On the other hand, results from skills related to advanced literacy and writing or quantitative and statistical skills are not expected to be so positive, on the contrary, demand should experience stagnation or a slight decline.[103]

## 4.4 Social and emotional skills

Social and emotional skills, also known as soft skills, represent professions such as sales representatives, managers, teachers, instructors, social workers, therapists, or

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[100] McKinsey & Company. Skill Shift Automation And The Future Of The Workforce [online]. 2018. Available from: https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Future%20of%20Organizations/Skill%20shift%20Automation%20and%20the%20future%20of%20the%20workforce/MGI-Skill-Shift-Automation-and-future-of-the-workforce-May-2018.ashx¨. [Retrieved 05.03.2020].
[101] Ibid.
[102] Ibid.
[103] Ibid.

executives. These individuals are endowed with skills such as leadership, empathy, interpersonal skills, adaptability, entrepreneurship, advanced communication, or negotiation skills.[104]

Despite the increasing scope of artificial intelligence and automation in the workplace over the coming years, the demand for employees with developed social and emotional skills will increase, as these skills cannot be replicated by machines. This study assumes that the demand for social and emotional skills in America will increase by up to 26%, while the growth in Europe is projected by 22%. Although some of these kinds of skills are innated, it is possible to develop and improve them more.[105]

## 4.5 Technological skills

The last category deals with technological skills involving basic digital and advanced IT skills, programming, engineering, technology design, scientific research, and development. Network administrators, product designers, scientists, administrative assistants, engineers, or operations research analysts are endowed with the above-mentioned technological skills.[106]

The demand for this type of skills will grow rapidly over the next decade, especially the hours spent in the advanced skills sector will be increased by a substantial percentage both in America, where an increase of 50% is expected, and in Europe, where the forecast shows an increase of 41%. In conclusion, by developing and improving these skills, individuals will have a significant advantage in finding future employment.[107]

## 4.6 The summary of top skills 2030

The above-mentioned skills appear to be substantially valuable over the next decade, therefore, it would be beneficial to attempt to develop and improve them in any way. Social skills are trained effectively in groups and teams consisting of a large number of people. These include interest groups, student organizations, working on collective

[104] McKinsey & Company. Skill Shift Automation And The Future Of The Workforce [online]. 2018. Available from: https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Future%20of%20Organizations/Skill%20shift%20Automation%20and%20the%20future%20of%20the%20workforce/MGI-Skill-Shift-Automation-and-future-of-the-workforce-May-2018.ashx¨. [Retrieved 05.03.2020].
[105] Ibid.
[106] Ibid.
[107] Ibid.

projects in schools, universities, and jobs. To bring it to the end, many possibilities may be seized to gain valuable experience, knowledge, and skills that will be duly appreciated.

# 5   PRACTICAL PART

## 5.1   The aim of the practical part

The practical part of the bachelor thesis called "Involvement of students in extracurricular activities - student organizations at the University of West Bohemia in Pilsen and their contribution to the personal development of students" is focused on student organizations in Pilsen and their former and current members.

In the practical part, a questionnaire is used to analyse the qualities that the participation in the student organization brings and to identify and describe circumstances related to participation in certain student organizations.

The aim of the research of the practical part was to find out how the student members heard about the organizations, what led them to participate, and which qualities they gained through their participation in the student organization.

The survey was conducted in the form of an anonymous questionnaire directed to student organizations in Pilsen and their current and former members. The basis of the practical part of the bachelor thesis is the realization of own research.

## 5.2   Questionnaire survey

The questionnaire is written in Czech language, as it was aimed at Czech members of student organizations. It was sent electronically to ten student organizations in Pilsen via e-mail and social networks. The representatives of these organizations were asked to forward the questionnaire to their former and current members and to share it in their common groups on social networks. The questionnaire was eventually filled by 66 respondents from all but one student organizations.

The questionnaire consists of eight questions, which could be answered both by choosing one answer or by selecting more answers. All questions are closed, with the possibility of writing one's own answer or point of view.

**Question n. 1 - Are you currently a member of any student organization?**

The aim of the first question was to ascertain how many respondents are current members of the organization and how many of them are former members. The results showed that the current members are represented by 51 respondents and the former members are represented by 13 respondents.

*Table 1. Question n. 1 Are you currently a member of any student organization?*

| Yes- I am a member | 51 | 80% |
|---|---|---|
| No- I am a former member | 13 | 20% |

*Figure 1. Question n. 1 Are you currently a member of any student organization?*
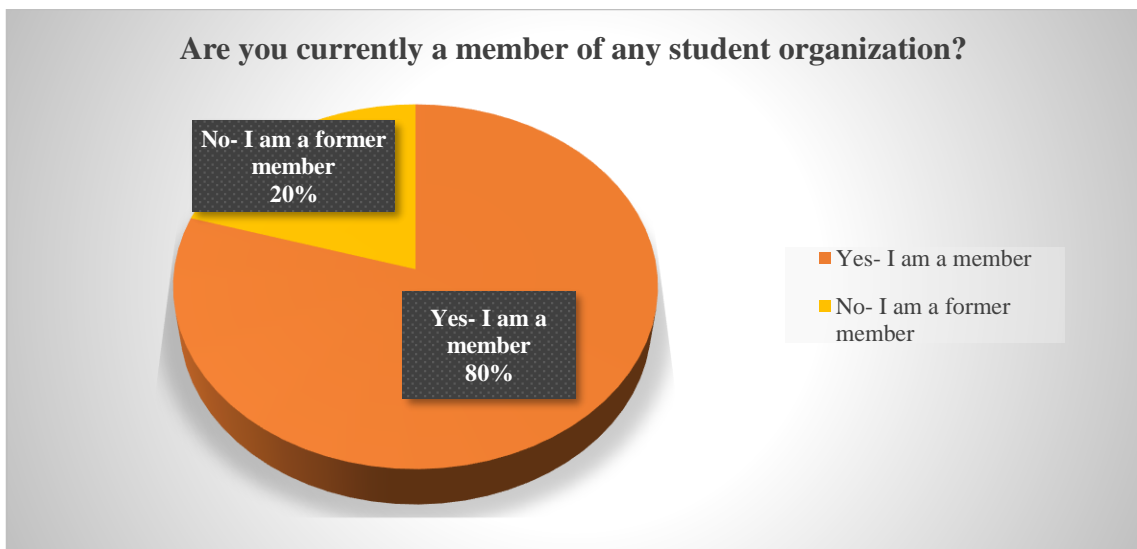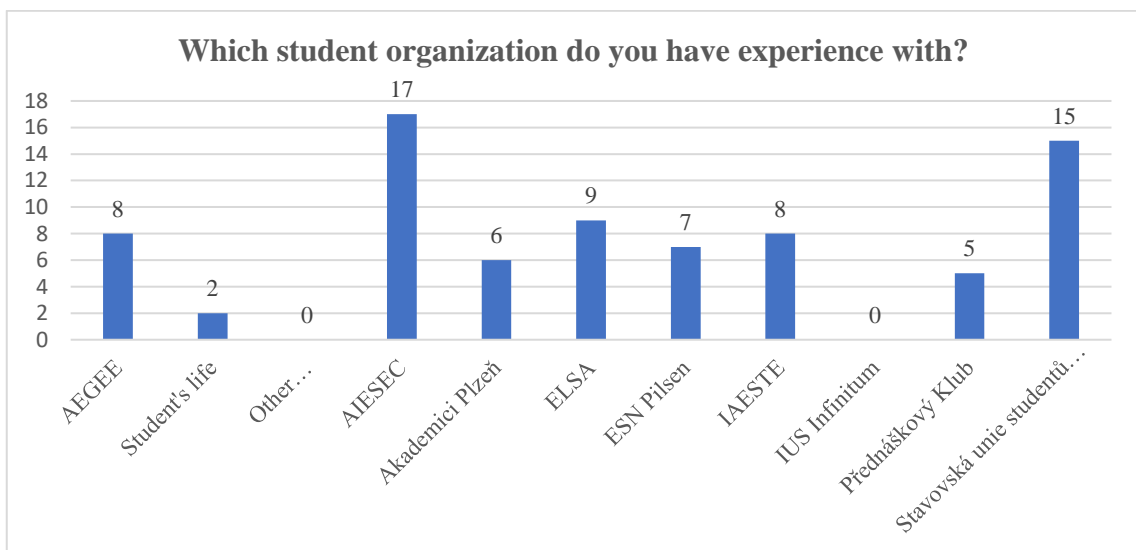


**Question n. 2 - Which student organization do you have experience with?**

The second question aimed to determine which of the ten listed organizations the respondents have experience with or which one of them they represent. The results show that AIESEC and the Stavovská unie studentů have the largest representation, with seventeen and fifteen respondents respectively. The questionnaire was then filled by nine respondents representing the organization ELSA, eight respondents representing the organization AEGEE, eight respondents representing the organization IAESTE, seven respondents representing the organization ESN Pilsen, six respondents representing the organization Akademici Plzeň, five respondents representing the organization Přednáškový klub, and two respondents representing the organization Student's life. Unfortunately, no respondents representing the student organization IUS Infinitum were obtained.

*Table 2. Question n. 2 Which student organization do you have experience with?*

| | | |
|---|---|---|
| AEGEE | 8 | 10 % |
| Student's life | 2 | 3 % |
| AIESEC | 17 | 22 % |
| Akademici Plzeň | 6 | 8 % |
| ELSA | 9 | 12 % |
| ESN Pilsen | 7 | 9 % |
| IAESTE | 8 | 10 % |
| IUS Infinitum | 0 | 0 % |
| Přednáškový Klub | 5 | 7 % |
| Stavovská unie studentů ZČU | 15 | 19 % |
| Other… | 0 | 0 % |

*Figure 2. Question n. 2 Which student organization do you have experience with?*



**Question n. 3 - How did you hear about the student organization?**

The third question aimed to determine how the respondents heard about the student organization. The results showed that twenty-one respondents learned about the organization from friends or acquaintances, twenty respondents learned about the organization from other members of the organization, seventeen respondents learned about the organization from social networks (Facebook, Instagram), fifteen respondents learned about the organization from an advertisement, flyer, or poster, eight respondents

learned about the organization from its official website, and three respondents learned about the organization from other sources (from the event "Seznamovací kurz" and the event "Majáles"). According to the questionnaire, none of the interviewed respondents learned about the organization from their teachers or professors.

*Table 3. Question n. 3 How did you hear about the student organization?*

| From friends, acquaintances | 21 | 25 % |
|---|---|---|
| From advertisement, flyer, or poster | 15 | 18 % |
| From the official website | 8 | 9 % |
| From social networks- Facebook, Instagram | 17 | 20 % |
| From other members of the organisation | 20 | 24 % |
| From teachers or professors | 0 | 0 % |
| Other… | 3 | 4 % |

*Figure 3. Question n. 3 How did you hear about the student organization?*
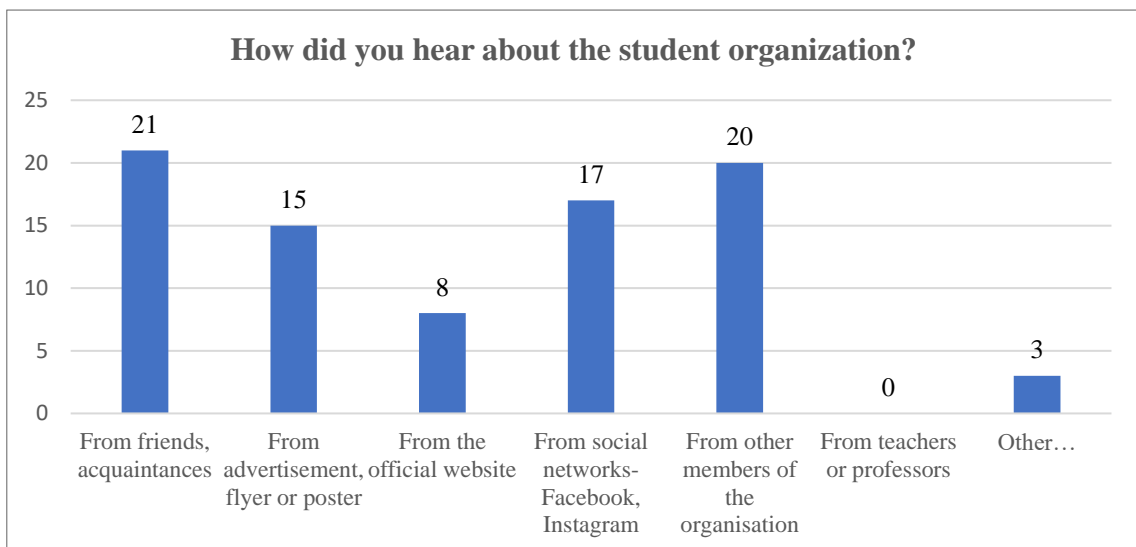


**Question n. 4 – What led you to join a student organization?**

The fourth question aimed to determine for what purpose the respondents joined the student organization. In this question, respondents could choose from several possible answers. According to the results of the questionnaire, forty-two respondents entered the organization to gain new experience, thirty-two respondents wanted to meet new people, seventeen respondents wanted to gain the ability to work in a team, sixteen respondents

wanted to gain or improve their social skills, sixteen respondents wanted to improve their resume, and three respondents joined the organization for another purpose (traveling, filling free time in Pilsen, and out of boredom).

*Table 4. Question n. 4 What led you to join a student organization?*

| Meeting new people | 32 | 26 % |
|---|---|---|
| Gaining new experience | 40 | 32 % |
| Gaining or improving social skills | 16 | 13 % |
| Improving a resume | 16 | 13 % |
| Gaining the ability to work in a team | 17 | 14 % |
| Other… | 3 | 2 % |

*Figure 4. Question n. 4 What led you to join a student organization?*
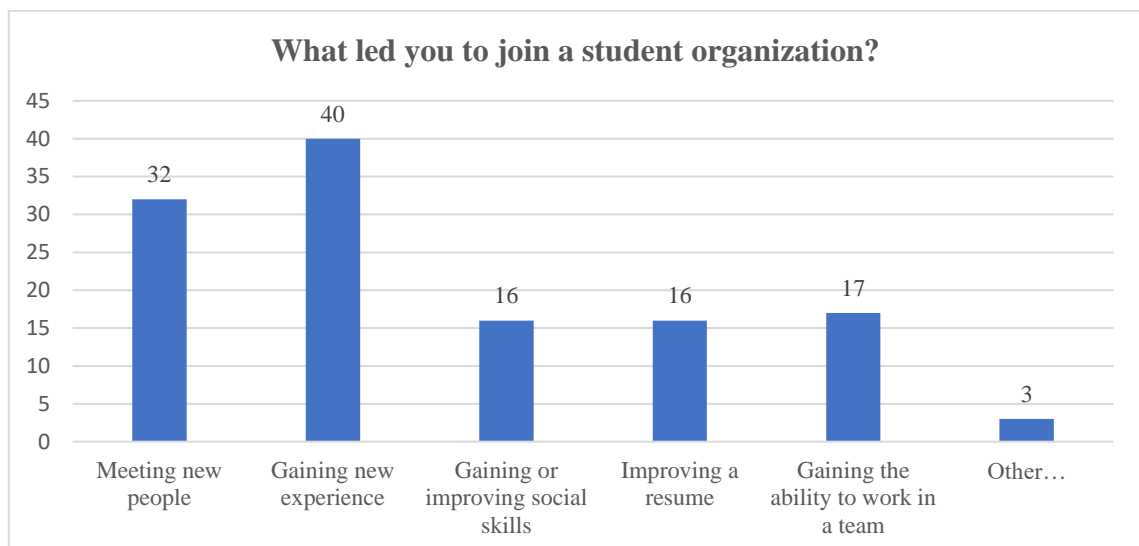


**Question n. 5 - What did your participation in the student organization bring you?**

The fifth question of this questionnaire aimed to ascertain what the participation in a student organization brought to the respondents. In this question as well, respondents had the opportunity to choose from various options. According to the results, forty-five respondents established new contacts and connections with people, forty-three respondents gained new experiences, thirty-six respondents improved their social skills, thirty-two respondents got new friends, thirty-one respondents improved their communication and negotiation skills, twenty-four respondents gained the ability to work

in a team, nineteen respondents improved their foreign language level, and one respondent stepped out of their comfort zone by participating in a student organization.

*Table 5. Question n. 5 What did your participation in the student organization bring you?*

| Getting new friends | 32 | 14 % |
|---|---|---|
| Establishing new contacts and connections with people | 45 | 20 % |
| New experiences | 43 | 19 % |
| Improvement of social skills | 36 | 15 % |
| Improvement of communication and negotiation skills | 31 | 13 % |
| Ability to work in a team | 24 | 10 % |
| Improvement of the foreign language level | 19 | 8 % |
| Other… | 1 | 1 % |

*Figure 5. Question n. 5 What did your participation in the student organization bring you?*
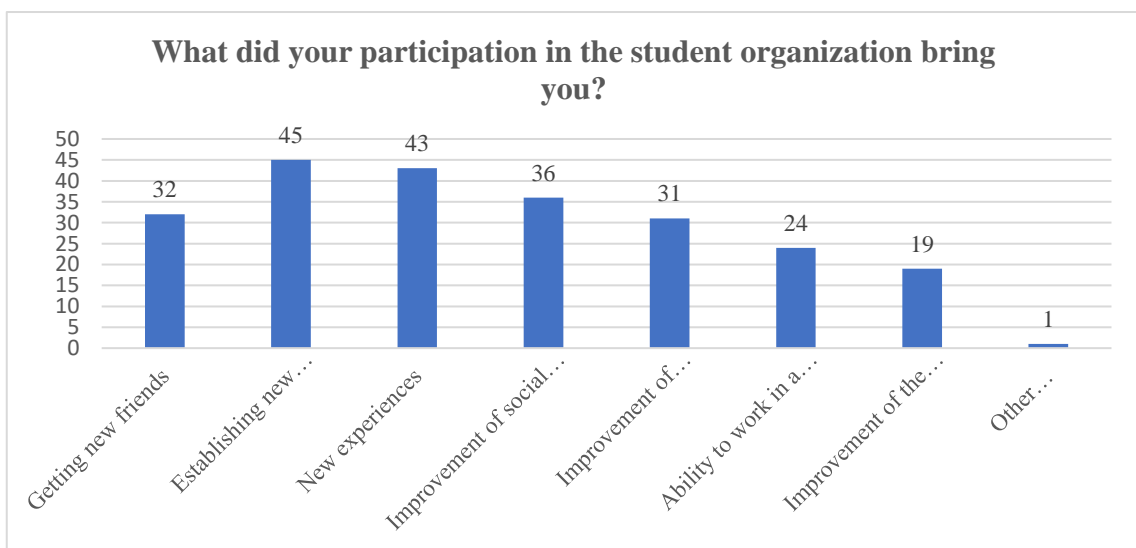


**Question n. 6 - Did participation in a student organization help you to get a job?**
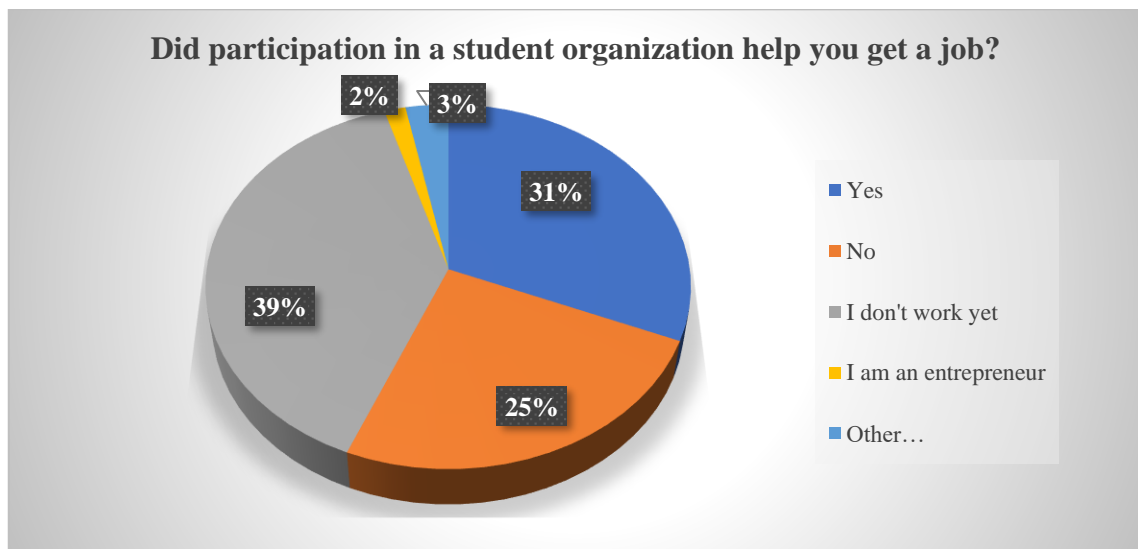
The sixth question aimed to determine whether participation in a student organization helped the respondents to get a job. The results revealed that twenty-five respondents are not working yet, twenty respondents believe that the participation in a student organization helped them to get a job, the participation in a student organization did not help sixteen respondents to get a job, and one respondent is an entrepreneur. Two respondents answered using their own words. One respondent thinks that participation in

a student organization helped him/ her to get a job and one respondent is on a temporary job.

*Table 6. Question n. 6 Did participation in a student organization help you to get a job?*

| Yes | 20 | 31 % |
|---|---|---|
| No | 16 | 25 % |
| I don't work yet | 25 | 39 % |
| I am an entrepreneur | 1 | 2 % |
| Other… | 2 | 3 % |

*Figure 6. Question n. 6 Did participation in a student organization help you to get a job?*



**Question n. 7 - Speaking for your organization, how much support from the university do you notice?**

The seventh question aimed to determine how much support from the university students notice when speaking for their whole organization. According to the results, forty-eight respondents noticed an average level of support from the university, eight respondents noticed a small level of support from the university, seven respondents noticed a large amount of support, and one respondent used their own words. He/ she noticed no amount of support from the university speaking for the whole organization.

*Table 7. Question n. 7 Speaking for your organization, how much support from the university do you notice?*

| Small | 8 | 12 % |
|---|---|---|
| Average | 48 | 75 % |
| Large | 7 | 11 % |
| Other… | 1 | 2 % |

*Figure 7. Question n. 7 Speaking for your organization, how much support from the university do you notice?*
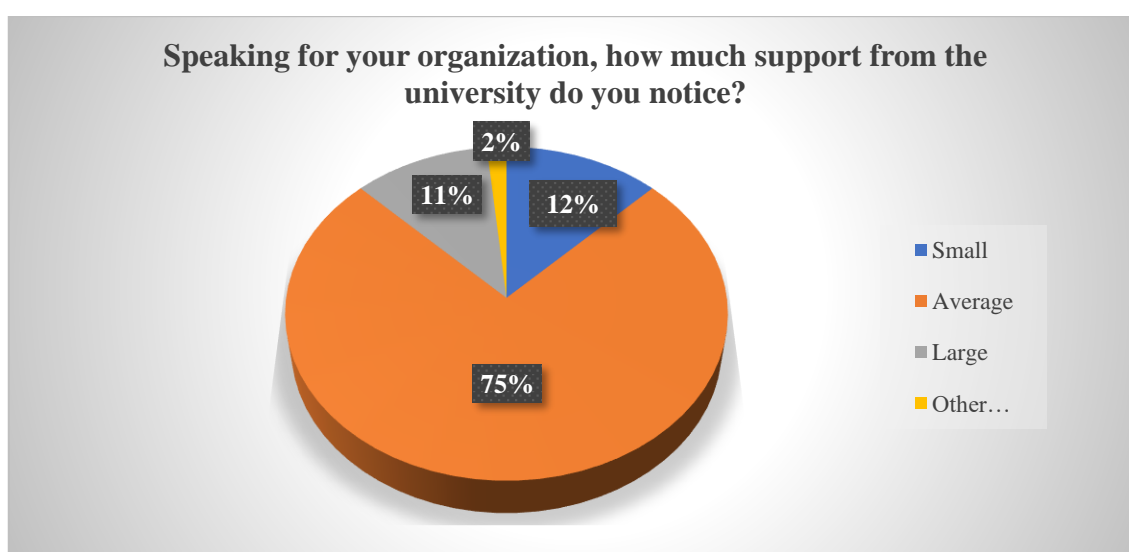


**Question n. 8 - Did participation in a student organization improve your foreign language level? If yes, which one?**

The eighth question aimed to determine whether participation in a student organization helped respondents improve their foreign language level in some way and if so, the level of which foreign language was improved. According to the results, forty-three respondents improved their English, twenty respondents did not notice any improvement in the level of foreign language, four respondents improved their German language, one respondent improved their level of Russian, and two respondents answered using their own words. One of them has seen an improvement in the Spanish language and one respondent has not been in an organization where a foreign language is used long enough to be able to answer the question.

*Table 8. Question n. 8 Did participation in a student organization improve your foreign language level? If yes, which one?*

| No | 20 | 29 % |
|-------|-----|------|
| English | 43 | 61 % |
| German | 4 | 6 % |
| French | 0 | 0 % |
| Russian | 1 | 1 % |
| Other... | 2 | 3 % |

*Figure 8. Question n. 8 Did participation in a student organization improve your foreign language level? If yes, which one?*
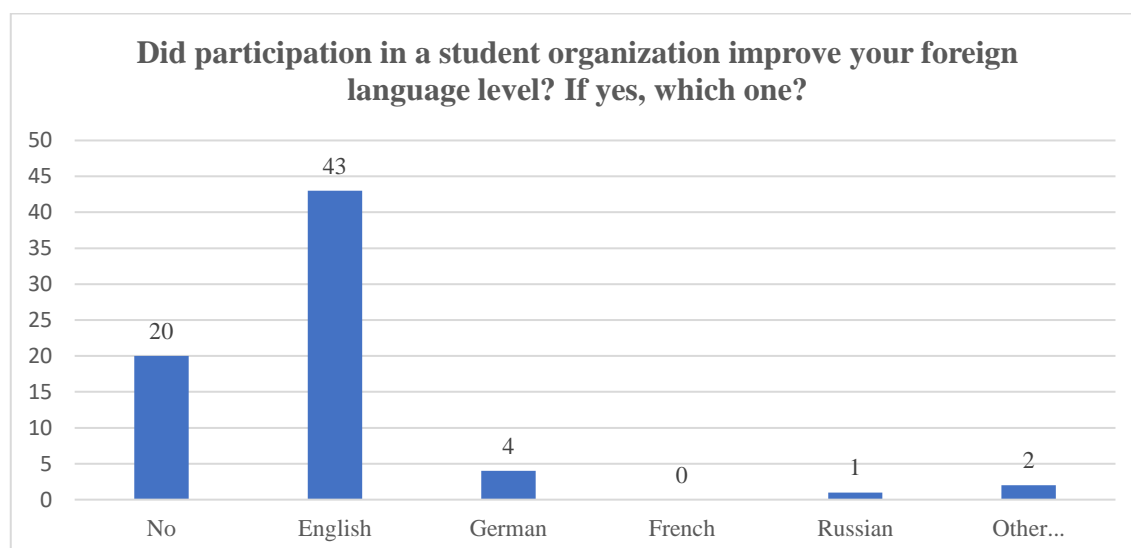


## 5.3 Student organizations in Pilsen

Nowadays it is important for a majority of universities to enter into a partnership with student organizations, as they are supposed to introduce students to each other, support them, and offer them a considerable range of opportunities in personal development. The University of West Bohemia in Pilsen is also aware of the importance of cooperating with student organizations, and therefore, decided to sign a contract with several of them. Most of them are cooperating with the university as a whole and offer their services to members of any faculty. On the other hand, there are organizations, which are in a partnership with only one specific faculty. The following organizations have

decided to sign a contract with the University of West Bohemia and have been acting as its partners for several years.[108]

- AEGEE-Plzeň

- AIESEC Plzeň

- Akademici Plzeň

- ELSA Plzeň

- ESN Pilsen

- IAESTE ZČU Plzeň

- IUS Infinitum

- Přednáškový klub

- Stavovská unie studentů ZČU

- Student´s life

### 5.3.1 AEGEE

AEGEE was established in 1985 in Paris and currently belongs to the biggest interdisciplinary student organizations in Europe. This non-political, not-for-profit organization is active in 40 European countries and currently connects approximately 13 000 members. It focuses on traveling and exploring several European cities and the related improvement in foreign languages and communication skills, which students will later apply in their life or future work.[109]

The Pilsen branch of AEGEE was created in 1998 and since that time provides students with an opportunity to travel more cheaply to European countries and to take an active part in educational programs, international conferences, or workshops. AEGEE organizes a substantial number of programs for external students, namely, Skiweek, a one-week winter stay with a Prague visitation or Summer University, whose aim is to acquaint students with the Czech Republic and its traditions and cultural life. AEGEE

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[108] Západočeská Univerzita v Plzni. Studentské organizace [online]. Available from: https://www.zcu.cz/cs/Students/stud-org.html. [Retrieved 11.02.2020].

[109] AEGEE-Europe- European Students' Forum. What is AEGEE [online]. Available from: https://www.aegee.org/about-aegee/. [Retrieved 10.02.2020].

organizes Summer University with the same concept also in other European countries, thus even Czech students could take part in this educational project.[110]

### 5.3.2 AIESEC

AIESEC, which is considered to be one of the best-known and largest student-focused organizations in the world, is an international non-political, not-for-profit organization. AIESEC is built on the concept "by young people for young people." Its main aim is to evolve leadership potential in students and to improve their qualities such as communication skills, flexibility, determination, self-confidence, and awareness of global events and world problems. This is accessible to everyone regardless of gender, ethnicity, religion, sexual orientation, social origin, or ethnic group. The popularity of this organization is evident even in the number of people joining this organization, which make up over 1 000 000 since the foundation.[111]

AIESEC has been working with the University of West Bohemia since 2003. AIESEC actively participates in many events and organizes a range of internships and numerous projects. One such project is the Edison project, which is organized three times a year. Thanks to Edison, Pilsen students make their acquaintance with interns from all over the world. Other significantly beneficial project is considered the educational introductory course for first-year students called Prvákoviny. It aims to facilitate students' transition from high school to the university. The program is filled with various workshops and teambuilding activities, and furthermore, students get a significant number of useful tips and information.[112]

### 5.3.3 AKADEMICI PLZEŇ

Akademici Plzeň is a university ice hockey team created by the University of West Bohemia and Faculty of Medicine in Pilsen UK. Many athletes, in this case hockey players, give up their sport activities in favour of education, therefore, the reason for the establishment was the effort to reconcile ice hockey with studies. In 2014 they became

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[110] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].

[111] AIESEC- Live The Experience. So, What Is AIESEC? [online]. Available from: https://aiesec.org/about-us. [Retrieved 10.02.2020].

[112] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].

members of the European University Hockey League, and since that, plenty of young sports enthusiasts have found their place here.[113]

Akademici Plzeň organizes a large number of matches and projects for charitable purposes such as "Plyšová bouře", which is a hockey match, where plush toys for children in hospitals are collected. Another project intended for children is "Z lavic až na zimák", which is a morning hockey game organized for primary school children. The most visited hockey match is "Bitva o Plzeň", a traditional match between the University of West Bohemia and Faculty of Medicine in Pilsen UK, where audience participation usually climbs to 2500.[114]

### 5.3.4 ELSA

ELSA, The European Law Students' Association, is considered to be the largest independent organization of law students in the world. The organization was founded by students from Hungary, Germany, Poland, and Austria as early as 1981, however, the branch in Pilsen was not established until 1998. Nowadays, ELSA is active at more than 370 university faculties in 43 countries across Europe. ELSA supports cultural diversity, promotes human rights, cares for its members, and seek to improve their professional development. This organization offers students unique opportunities to gain valuable experiences, skills, and knowledge in the field of law and others related abroad.[115]

ELSA is part of an international project called STEP, Student Trainee Exchange Programme, which offers remarkable opportunities for students in the form of work placements, where students acquire the necessary legal experience in both European and non-European countries. Furthermore, ELSA Pilsen organizes a large number of workshops and events, for instance, Legal breakfasts, Coffee break with the dean, Job Fair, where many job opportunities are offered, and Negotiation Competition, whose mission is a lawsuit simulation. In addition to the acquired experience, skills, and valuable contacts, there is an emphasis on acquainting members with each other, and therefore, several teambuilding activities are organized.[116]

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[113] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].

[114] Ibid.

[115] ELSA - The European Law Students' Association. About ELSA [online]. Available from: https://elsa.org/about/. [Retrieved 10.02.2020].

[116] ELSA - The European Law Students' Association Pilsen. Projekty- ELSA Plzeň [online]. Available from: http://www.elsa.cz/plzen/projekty/. [Retrieved 10.02.2020].

### 5.3.5 ESN Pilsen

ESN, which stands for Erasmus Student Network, is considered to be the biggest student organization in Europe. The organization was established on 16th October 1989 and nowadays is active in approximately 1000 educational institutions in 41 countries. ESN operates locally, nationally, and internationally and their attention is focused mainly on student exchanges. It aims to support and motivate local students to go abroad, as well as help them in need, moreover, they focus on foreign students, who have chosen their location for their external course. ESN starts with the organization of welcoming programmes for external students to introduce them to the university, the city, and other students and help them complete all the formalities. Every foreign student gets assigned a ‚buddy', who is available for them the whole semester. The buddy must know all the information and be able to help the student in all situations. Furthermore, every week during the whole semester various events, parties, trips, and excursions are organized. [117]

Nowadays, ESN has its representation at 19 universities throughout the Czech Republic and since 2003 cooperates with the University of West Bohemia. ESN Pilsen provides help to external students, arranges a buddy for them, and organizes a large number of cultural and entertainment events and programmes. One of the most popular social events in Pilsen organized by ESN is a Student Ball, which is attended by approximately 1200 students every year. Other popular programs include Organization week, Student march Exodus, Welcome Dinner, or Buddy Weekend. A member of ESN gains a significant amount of experience in management and leadership, improves communication and organizational skills, gets to know new people and cultures, and last but not least, he/she has the opportunity to travel abroad.[118]

### 5.3.6 IAESTE Czech Republic

IAESTE, which stands for The International Association for Exchange of Students for Technical Experience, is an international, non-political, not-for-profit organization with a long-time tradition. It was established in 1948 and since that, it has expanded to over 80 countries across the world. It strives for the professional and personal development of students and young graduates. IAESTE organizes external internships, through which students gain valuable experience and knowledge, which they can later

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[117] Erasmus Student Network. Erasmus Student Network [online]. Available from: https://esn.org/about. [Retrieved 10.02.2020].
[118] ESN Pilsen- Erasmus Student Network. ESN Pilsen [online]. Available from: https://esn.zcu.cz/index.php?id=about. [Retrieved 10.02.2020].

apply in their lives and which could help them find employment in their field. Students will improve their professional and language skills and will be prepared for their future career life.[119]

IAESTE Czech Republic has its representation at eight universities, including the University of West Bohemia in Pilsen. This branch was founded in 2004, and since that time organizes a significant number of various projects and external internships. A significantly popular project is the "Trade fair of job opportunities", which comprises the biggest trade fair of this kind in Western Bohemia. It aims to raise awareness of local companies. Students could find their future employer or potential part-time job, or they can establish cooperation, which may help them with their bachelor or diploma thesis. Another useful project is a magazine "Freshman's guide", which is intended for first-year students at the University of West Bohemia. This booklet contains a range of advice for better orientation in the city and at the university. It also contains a lot of basic information about university operations, which every first-year student should know.[120]

### 5.3.7 IUS Infinitum

IUS Infinitum is an association, which has been operating at the Faculty of Law at the University of West Bohemia since 2011. The main aim of this organization is to create a community, which brings together students, graduates, and employees of the Faculty of Law as well as other legal entities such as lawyers or judges. This is accomplished through workshops, educational conferences, legal publications, and lectures, where students have a chance to gain a wealth of valuable knowledge and information in their field of study. Students also have a unique opportunity to meet people who already have work experience, debate with them about various topics, and get some valuable advice from them.[121]

### 5.3.8 Přednáškový klub

Since 2016 Přednáškový klub organizes various social discussion lectures for both students and the general public. These lectures are presented by respected, successful, and interesting personalities of various professions and fields of interest, who share their

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[119] IAESTE. About IAESTE [online]. Available from: https://iaeste.org/about. [Retrieved 11.02.2020].
[120] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].
[121] IUS INFINITUM- Spolek působící při fakultě Právnické ZČU v Plzni. O spolku [online]. Available from: http://iusinfinitum.cz/o-spolku/. [Retrieved 11.02.2020].

knowledge and experiences to their audience. These lectures have a huge attendance and are substantially popular in Pilsen. [122]

### 5.3.9 Stavovská unie studentů Západočeské univerzity

Stavovská unie studentů has worked as an organization since the 1990s, when the first student Majáles, music festival for both students and the general public, took place. It aims to provide students with knowledge, tips, information related to studies or commonplace issues, or help them in need. Another sphere of operating is an organization of various social, cultural, and sports events, which can be visited by students, university staff, and even by the general public. In addition to that, Stavovská Unie studentů manages several student institutions such as fitness centrum and four bars, which are highly popular among students.[123]

The best-known project this organization is responsible for is Majáles, which belongs to one of the most visited events in Pilsen. Other popular events include a project "Back to school" celebrating a new academic year or "Days of science and technology" in Pilsen, whose main goal is to provide visitors with knowledge and information about modern technology in an entertaining way. Alongside with AIESTE Stavovská unie studentů also participates in the organization of the event "Trade fair of job opportunities."[124]

### 5.3.10 Student's life

Student's life is an organization operating since 2012 that focuses on connecting students and creating social relationships between them by organizing various social events. A significantly successful event of this type is an event called "Welcoming freshmen", where first-year students have a chance to meet new people. Furthermore, this type of project makes it easier for them to start new studies. During the academic year, many other social events, in which students can participate, are continuously organized.[125]

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[122] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].

[123] Stavovská unie studentů Západočeské Univerzity v Plzni. O nás [online]. Available from: https://sus.zcu.cz/o-nas. [Retrieved 11.02.2020].

[124] Ibid.

[125] Západočeská Univerzita v Plzni. ZČU & Studenti [online] Available from: https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/e15a0865-98a1-4fff-8449-3cf2e1e4cc13;1.0/content. [Retrieved 10.02.2020].

# 6  DISCUSSION

The questionnaire aimed to ascertain the contribution and benefits that student organizations in Pilsen brought to the participating respondents. The questionnaire was sent electrically to ten student organizations in Pilsen, which were asked to share and provide it to their current and former members. The questionnaire survey consists of eight questions.

The first question aimed to determine how many respondents are current members of the organization and how many of them are former members. According to the results, 20% of the respondents represent the former members and 80% of the respondents represent the current members.

The second question aimed to determine which of the ten listed organizations the respondents have experience with or which one of them they represent. The results show that 22% of the respondents represent AIESEC and 19% of the respondents represent the organization called Stavovská unie studentů ZČU. The student organizations AEGEE and IAESTE are represented by 10%, ESN Pilsen by 9%, Akademici Plzeň by 8%, Přednáškový Klub by 7%, and Student's life is represented by 3% of the respondents. The last student organization IUS Infinitum is not represented by any of the respondents.

The third question aimed to determine how the respondents heard about the student organization. A total of 25% respondents heard about the organization from their friends and acquaintances, 24% of the respondents from other members of the organization, 20% from social networks- Facebook, Instagram, 18% from advertisement, flyer, or poster, 9% from the official website, and 4% learned about the organization from other sources (from the event "Seznamovací kurz" and the event "Majáles"). According to the questionnaire, none of the interviewed respondents learned about the organization from their teachers or professors.

The fourth question aimed to determine for what purpose the respondents joined the student organization. According to the results, 32% of the respondents entered the organization to gain new experience, 26% of the respondents wanted to meet new people, 14% of the respondents wanted to gain the ability to work in a team, 13% of the respondents wanted to gain or improve their social skills, and 13% of the respondents entered the student organization to improve their resume. The remaining 2% of the

respondents joined the organization for another purpose (traveling, filling free time in Pilsen, and out of boredom).

The fifth question of this questionnaire aimed to ascertain what did their participation in a student organization bring the respondents. 20% of the respondents established new contacts and connections with people, 19% gained new experiences, 15% improved their social skills, 14% got new friends, 13% improved their communication and negotiation skills, 10% gained the ability to work in a team, and 8% of them improved their foreign language level. One respondent stepped out of their comfort zone by participating in a student organization.

The sixth question aimed to determine whether participation in a student organization helped the respondents to get a job. According to the results, 39% of the respondents are not working yet, 31% of the respondents believe that the participation in a student organization helped them to get a job, 25% of the respondents claim that the participation in a student organization did not help them to get a job, and one respondent is an entrepreneur. The remaining 3% of the respondents answered this question using their own words. One respondent thinks that participation in a student organization helped him/her to get a job and one respondent is on a temporary job.

The seventh question aimed to determine how much support from the university students notice when speaking for the whole organization. The majority of the respondents, a total of 75%, notice an average level of support from the university, 12% of respondents notice a small level of support, 11% of respondents notice a large level of support, and one respondent used their own words to answer this question. He/she notices no amount of support from the university speaking for the whole organization.

The eighth question aimed to determine whether participation in a student organization helped respondents to improve their foreign language level in some way and if so, the level of which foreign language was improved. According to the results, 61% of the respondents improved their level of English, 29% of the respondents did not notice an improvement in any foreign language, 6% of the respondents improved their German, 1% of respondents improved their level of Russian, and 3% of respondents used their own words to answer this question. One respondent has seen an improvement in the Spanish language and one respondent has not been in an organization where a foreign language is used long enough to be able to answer the question.

# 7  CONCLUSION

In the bachelor thesis on the topic "Involvement of students in extracurricular activities - student organizations at the University of West Bohemia in Pilsen and their contribution to the personal development of students" was in the theoretical part an effort to define the concept of extracurricular activities, to get acquainted with the benefits that extracurricular activities bring and to get acquainted with the conditions that should affect the involvement of students in extracurricular activities. Furthermore, the theoretical part focused on skills, especially social skills, which can be acquired or improved within extracurricular activities and which are essential in the career world. The theoretical part concluded with a summary of research that predicts the skills required in the labour market in the next decade.

The aim of the practical part of this bachelor thesis was to address current and former members of student organizations in Pilsen on the basis of a questionnaire survey and conduct a summary of the benefits that student organizations have brought them. In addition, the practical part also provided an overview of all student organizations in which it is possible to participate within the University of West Bohemia. The questionnaire survey was sent electronically to student organizations in Pilsen via e-mail and social networks. A total of ten student organizations were asked to share and provide the questionnaire to their members.

The questionnaire was composed of eight questions focusing on what percentage of the respondents represent former and current members of student organizations, which organization the respondents represent, and how they learned about the organization. Another goal was to ascertain the expectations they had upon joining the student organization, the benefits they gained there, or whether they noticed an improvement in the level of any foreign language. The results of the questionnaire showed that the respondents more or less fulfilled their expectations and that the level of benefits they received through participation in the student organization is significant. Most of the respondents established new contacts and connections with people, gained new experiences, and improved their social skills.

The results of the questionnaire showed the contribution and the benefits that extracurricular activities have for students. Therefore, it is apparent that student interest in extracurricular activities and student organizations should be higher. In addition to gaining new experiences, improving social skills, filling free time, meeting new people,

and making new friends, students who have experience with any student organization will improve their CV and can thus become more attractive to a potential employer.

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# 9   RÉSUMÉ

This bachelor thesis aims to clarify the contribution and benefits of extracurricular activities and to demonstrate them using a questionnaire directed at student organizations in Pilsen. The thesis is divided into theoretical and practical parts. The theoretical part is focused on extracurricular activities, student organizations, and skills required in the labour market, which can be acquired through extracurricular activities. Furthermore, the theoretical part analyses the skills that will, according to research, be most in demand in 2030. The practical part contains the results of the questionnaire, its evaluation, and an overview of student organizations that operate within the University of West Bohemia.

# 10 RESUMÉ

Cílem této bakalářské práce je objasnit přínos a výhody mimoškolních aktivit a demonstrovat je pomocí dotazníku zaměřeného na studentské organizace v Plzni. Práce je rozdělena na teoretickou a praktickou část. Teoretická část se zabývá mimoškolními aktivitami, studentskými organizacemi a dovednostmi, které jsou požadované na trhu práce a které lze získat v rámci mimoškolních aktivit. Teoretická část dále analyzuje dovednosti, které budou podle výzkumu nejžádanější v roce 2030. Praktická část obsahuje výsledky dotazníku, jeho vyhodnocení a přehled studentských organizací v Plzni.

# 11 APPENDICES

**Questionnaire**

**Přínos studentských organizací pro studenty**

Dobrý den,

věnujte prosím několik minut svého času vyplněním následujících 8 otázek mého dotazníku. Dotazník je zcela anonymní.

1) Jste momentálně členem některé studentské organizace?

- Ano- Jsem členem
- Ne- Jsem bývalým členem

2) Se kterou studentskou organizací máte zkušenosti?

- AEGEE
- AIESEC
- Akademici Plzeň
- ELSA
- ESN Pilsen
- IAESTE
- IUS Infinitum
- Přednáškový Klub
- Stavovská unie studentů ZČU
- Student's life
- Jiná…

3) Jak jste se o dané studentské organizaci dozvěděl/a?

- Od přátel, známých
- Z reklamy, letáku či plakátu
- Z oficiálních internetových stránek
- Ze sociálních sítí- Facebook, Instagram
- Od jiných členů organizace
- Od vyučujících
- Jiná...

4) Co Vás vedlo k přihlášení se do studentské organizace?

- Poznání nových lidí
- Získání nových zkušeností

- Získání či prohloubení sociálních dovedností
- Vylepšení si životopisu
- Osvojení si schopnosti pracovat v týmu
- Jiná...

5) Co Vám účast ve studentské organizaci přinesla?

- Získání nových přátel
- Navázání nových styků a konexí s lidmi
- Nové zkušenosti
- Zlepšení sociálních dovedností
- Zlepšení komunikačních a vyjednávacích dovedností
- Schopnost pracovat v týmu
- Zlepšení úrovně cizího jazyka
- Jiná...

6) Pomohla Vám účast ve studentské organizaci k získání práce?

- Ano
- Ne
- Nepracuji
- Podnikám
- Jiná...

7) Jak velkou míru podpory z univerzity zaznamenáváte, mluvíte-li za Vaši organizaci?

- Malou
- Průměrnou
- Velkou
- Jiná...

8) Zlepšila Vám účast ve studentské organizaci úroveň cizího jazyka? Pokuď ano, kterého?

- Ne
- Anglický jazyk
- Německý jazyk
- Francouzský jazyk
- Ruský jazyk
- Jiná...

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