

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

**People management - comparison of AIESEC in the
Czech Republic and the Netherlands**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Bc. Jan Škuba

European Agrarian Diplomacy

Thesis title

People management – comparison of AIESEC in Czech republic and Netherlands

Objectives of thesis

The aim of this thesis is to compare two different entities of student organization AIESEC in Czech Republic and Netherlands. The thesis puts emphasis on the motivational factors and management features to determine the main difference between these two entities on a level of local branches. The final aim of the thesis is to define the factors that determine people management features and thus, motivational incentives of AIESEC members and to research why students see the potential and sense of working in the student organization during their studies.

Methodology

Methodology:

The thesis uses comparison as a core method to see the difference between motivational incentives of AIESEC members in the Czech Republic and the Netherlands. Thesis compares two entities on a level of local branches that are allocated at the universities in chosen countries. Thesis compares the influence of independent variables as entity structure, a possibility of promotion, membership duration, and education cycle on dependent variables of perception of the working for AIESEC for Czech and Dutch students.

The aim of the thesis is to find main factors that influence participation or non-participation, respectively, in both countries and thus, attempt to find outcome for what kind of people management should the AIESEC implement to be successful in attracting students.

The thesis has stated hypothesis as follows: The Netherlands is more successful in attracting student to participate in the organisation.

independent variables:

entity structure – volunteering part-time vs. full-time

possibility of promotion

membership duration – time spent in the organization

education cycle

dependent variables:

perception of AIESEC membership



The proposed extent of the thesis

Approx 60-70 pages

Keywords

people management, AIESEC, Czech Republic, Netherlands, motivation, NGO, organization, volunteering

Recommended information sources

ARMSTRONG, M. *Armstrong's essential human resource management practice : a guide to people management*. London: Kogan Page, 2010. ISBN 978-0-7494-5989-5.

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Declaration

I declare that I have worked on my diploma thesis titled "People management - comparison of AIESEC in the Czech Republic and the Netherlands" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 29.3.2018

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People management - comparison of AIESEC in the Czech Republic and the Netherlands

Abstract

The thesis deals with the topic of people management in terms of non-profit student organization AIESEC. The thesis compares two cases – entity of the AIESEC in the Czech Republic and AIESEC in the Netherlands. The theoretical background for people management is included in the first part and follows with the comparison. Both researched entities offer similar environment and conditions for research and they were chosen to be compared in descriptive analysis utilizing qualitative and quantitative data from local branches in both countries. The comparison offers a comprehensive overview on the topic of people management in the non-profit environment of global volunteering student organization. The main aim of this thesis is to answer the question what makes a difference in attracting students to participate in the AIESEC in the Czech Republic and the Netherlands. The people management is a very complex system with mutual connections and each entity has own strengths and weaknesses. The findings of the thesis prove that both cases have to learn from each other's people management features.

Keywords: people management, AIESEC, Czech Republic, Netherlands, NGO, organization, volunteering, non-profit organization, leadership

Řízení lidí – komparace AIESEC v České Republice a Nizozemí

Abstrakt

Diplomová práce se zabývá tématem řízení lidí v rámci neziskové studentské organizace AIESEC. Práce porovná dva případy organizace – subjekt AIESEC Česká Republika a AIESEC Nizozemí. Práce zahrnuje také teoretické ukotvení tématu řízení lidí v odborné literatuře a následně využívá těchto poznatků v samotné komparaci. Obě zkoumané entity nabízejí podobné prostředí a podmínky pro výzkum a byly vybrány pro deskriptivní komparaci, která využívá jak kvalitativní, tak kvantitativní data z lokálních poboček v obou zemích. Komparace nabízí ucelený pohled na téma řízení lidí v prostředí neziskové organizace vedené studenty. Hlavním cílem této práce je odpovědět na otázku co způsobuje rozdíl v řízení lidí v AIESEC Česká Republika a AIESEC Nizozemí. Řízení je velmi komplexní systém plný vzájemných vztahů a každá z entit má své silné i slabé stránky. Výsledky ukazují, že oba případy se mohou od sebe navzájem učit ohledně různých aspektů řízení lidí.

Klíčová slova: řízení lidí, AIESEC, Česká Republika, Nizozemsko, NGO, organizace, dobrovolnictví, nezisková organizace, vedení lidí

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List of abbreviations

AIESEC	International Association of Students in Economic and Commercial Sciences (Association Internationale des Étudiants en Sciences Économiques et Commerciales)
BoA	Board of Advisors
GE	Global Entrepreneur
GT	Global Talent
GV	Global Volunteer
LC	Local Committee
LCP	Local President Committee
L&D	Learning and development
LDM	Leadership Development Model
MC	Member Committee
MCP	Member Committee President
NPO	Non-profit organization
SDGs	Sustainable Development Goals
UN	United Nations
VP	Vice President

1 Introduction

The topic of people management in the organizations and its utilization for more effective work with employees or members of the organization is becoming more crucial. People can choose from various options where they can work or participate in general. Focusing on students, they have plenty of opportunities how to realize themselves. This thesis focuses on global student organization that is based on volunteering for achieving a common goal of peace and fulfilment of humankind potential. Even though the goal might sound very abstract, the organization puts emphasis on personal development of members through various instruments and emphasizing the importance of leadership.

The AIESEC establishes its functioning by offering members volunteering experience where they can gain valid leadership experience when leading smaller or bigger team by their own. A student can gain professional experience from various areas that might be used in the future professional career. The topic is very relevant in terms of the current situation on the labour market¹. The unemployment is decreasing and students and graduates have more opportunities to get a well-paid job. Thus, volunteering student organization have to reflect its people management practice to be able to target students more effectively and secure stable continuous operation.

This thesis offers a comparison of two entities of organization AIESEC – Czech Republic and the Netherlands. Entities were chosen according to their similarity in terms of size, number of branches, similar conditions at Czech and Dutch universities, and common relations between those entities. All entities of the AIESEC should have similar procedures and follow same regulations. Even though every organizational entity has a specific background and cultural features, thesis perceives both, AIESEC in the Czech Republic and the AIESEC in the Netherlands, as entities with the same organizational culture with the very similar environments. AIESEC in the Czech Republic can be perceived not as successful as AIESEC in the Netherlands and aim of this thesis is to find out what makes the difference. The thesis focuses on people management practice in both entities and compares them with specific examples and cases.

¹ According to the Czech Statistical Office, the general unemployment rate in December 2017 was 2.4 %. (Czech Statistical Office. Employment, Unemployment [online]. Available at: https://www.czso.cz/csu/czso/employment_unemployment_ekon)

To shortly outline the thesis, in the first part thesis presents the objectives and methodology of entire thesis. The second part puts emphasis on people management and motivation theme in the existing literature. Theoretical outcomes are further applied in the analytical part. Next part follows with the practical cases when describing two entities of the AIESEC – Czech Republic and the Netherlands. Both entities have a large number of active local branches at the universities throughout the country and one may notice that both are using a different style of people management. This part offers the comprehensive analysis of both cases and describes different aspects and qualities of people management in the organization AIESEC. As a next part, the thesis presents results and discusses them with answering the research question. Lastly, the thesis presents comprehensive conclusion and sums up the whole topic.

This thesis offers insight in the student organization worldwide represented in so many countries and its outcomes might be used as a source for a new improvement in AIESEC in the Czech Republic and reflect the current situation in AIESEC in the Netherlands. Finally, outcomes can contribute to better understanding of people management inside non-profit organization based on volunteering by students.

2 Objectives and Methodology

2.1 Objectives

The main goal of this thesis is to compare two entities of student organization AIESEC in the Czech Republic and the Netherlands and their people management features. The AIESEC is global student organization and even though there are set procedures that should be the same in all the entities, one may notice visible differences throughout the countries. Those differences can be seen in people management used by the students responsible for the functioning of university local branches of the AIESEC. This thesis puts emphasis on the people management features and to determine the main difference between these two entities on a level of local branches. People management is a well-known phenomenon and widely-researched field, and thesis attempts to apply theoretical knowledge on the practical case of two entities within the organization. The thesis probes on local branches that are based at the universities and enables students to gather and realize their projects and exchanges that represent the core activity of this organization. The thesis has objective mainly to compare features of people management and consider internal factors that influence them.

The aim of the thesis is to find main differences in people management that influence participation or non-participation, respectively, in both researched countries and thus, attempt to find the outcome for what kind of people management should the AIESEC implement to be successful in attracting students. The outcome of the thesis is to define the factors that represent differences in people management features and thus, proves that motivational incentives of AIESEC members should be taken into account when setting management style. This topic is relevant in current state when students can decide how they want to participate in their leisure during their studies. The number of activities has been increasing during last years and a situation on the labour market in Europe shows that precise people management and targeting on the right motivation incentives is crucial to ensure the sustainable functioning of student organizations.

2.2 Methodology

Following chapter presents the methodological framework of the entire thesis. It describes the main phenomena and terminology used in this piece. The research is done on the case study of the AIESEC in the Czech Republic and the AIESEC in the Netherlands. The thesis considers a number of features of people management that can be seen in these two entities. This entire thesis attempts to answer one main research questions: *What makes a difference in people management in the AIESEC in the Czech Republic and the Netherlands?* The thesis has stated hypothesis as follows: The Netherlands is more successful in people management in the organization of AIESEC. The thesis attempts to track the differences in people management that make some of the entities or organization, in general, more successful in attracting students.

Structure of the thesis starts with the literature overview of sources focusing on people management and theoretical information and characteristics about the researched organization. In the following part, the thesis presents own analytical research where it compares both chosen entities. Then, the thesis presents a comparison of results and discussion. To sum it up, the thesis presents conclusion for a brief overview of the entire thesis.

The thesis uses comparison as a core method to see the difference between people management techniques of AIESEC members in the Czech Republic and the Netherlands. Thesis compares two cases of the AIESEC entities on a level of local branches that are allocated at the universities in chosen countries. There are twelve offices in the Netherlands including Member Committee (MC) office that leads the whole entity. The list of offices in the Netherlands contains Member Committee, AIESEC in Amsterdam, Delft, Groningen, Leiden, Maastricht, Nijmegen, Rotterdam, Tilburg, Twente, Utrecht, and Wageningen. In the Czech Republic, there are eleven offices including Member Committee office that has the same function as the Dutch one. Czech offices are Member Committee, AIESEC Brno, CUNI Praha, České Budějovice, ČZU Praha, Hradec Králové, Liberec, Olomouc, Ostrava, Plzeň, Praha, and Zlín. Research is designed on a local level to be able better track and probe on the people management features and see the motivational incentives of students who are joining the organization at their alma mater. The offices are available for every student from this university but they are also open to students from diverse universities even from the ones abroad. The research takes into account local

conditions and results of each branch and general circumstances that influence the operation of the AIESEC on a local level.

The method of research is comparison which means that two entities – AIESEC in the Czech Republic and AIESEC in the Netherland – are probed and compared based on the extensive empirical data about them. “This empirical research is data collected from the senses and is used to explain phenomena relevant to social behaviours in new and emerging theories” (Williams, 2007, p. 68). To introduce a further method of this thesis, the case study is applied as it is stated above. “The data collection for a case study is extensive and draws from multiple sources” (Williams, 2007, p. 68). The researched topic is framed by theoretical knowledge of the people management. People management and related phenomena have been extensively researched and defined and thesis presents theoretical outcomes from various authors. The theoretical outcomes are applied to the chosen cases and descriptively analyzed. Researched is mostly qualitatively based when utilizing a large number of variables and tracking the consequences and influence of independent variables on the dependent one. To apply qualitative investigation, this thesis uses documents as official documents of the AIESEC published by the supreme body (Creswell, 2014, p. 240). Despite the fact that majority of data used here are qualitative, the thesis includes quantitative data which show the participation of students in both entities in numbers.

Following part offers a list of the observed variables in this thesis. The research design presents one dependent variable which is student engagement in the organization. The engagement can be defined as a state “people are committed to their work and motivated to achieve high levels of performance” (Armstrong, 2010, p. 165). This variable encompasses qualitative and quantitative part. Using descriptive analysis and comparison of two cases of the Czech Republic and the Netherlands, the thesis observes several factors that can support the argument why should be the Netherlands more successful in attracting students. The quantitative data about the engagement are mostly sourced from internal sources of the AIESEC that are available for all the members. These data generally represent people management of the students actively volunteering in the AIESEC and include proportional statistics about a number of students on different branches and other traceable factors. When tracking qualitative difference of comparison of the cases, the thesis focuses on the perception of the AIESEC among the students and general perception of participating in such organization.

There are several independent variables that form the engagement of students in AIESEC as the dependent variable. To operationalize independent variables of the thesis, they need to be described in detail. Thus, the thesis can follow the line and analyze the important data based on this methodology. Among the independent variables people management styles and entity structure including nature of working and quality of life provided by the working environment (Armstrong, 2010, p. 165). Nature can be based either on volunteering in their leisure time or the can be considered as a proper full-time work. This affects the further performance of the organization. As a next one, there is the quality of leadership and the reward system. The differences in people management features can be spotted in each case. The duration of time spent in the organization is another factor that could be traced to see the diversity in both entities.

These variables should widely represent people management features used in the AIESEC and the analysis should show the results what is the main factor when managing people and attracting them to participate in the student organization. The hypothesis assumes that the Netherlands utilizes the features of people management more successfully and they are more successful in people management of students participating in the AIESEC. To sum these findings up, the thesis presents the quantitative data of engagement, participation and activity of the AIESEC in the Czech Republic and AIESEC in the Netherlands.

3 Literature Review

In paragraphs below, the thesis offers a comprehensive review of literature focused on the topic of people management. The thesis puts emphasis on the theoretical framework of those concepts and attempts to find the connections between all researched phenomena such as people management in the organization and motivational factors of volunteers or youth in general. The chapter is divided in part dedicated to the theoretical framework of those topics and followed by characteristics of the AIESEC based on primary sources of this organization and practical procedures inside the organization. The presentation of the researched organization is necessary for further description and analysis of the cases.

3.1 People management in an organization

The thesis elaborates on people management in the organization. People management is the very wide topic and contains a large number of features and related phenomena. Firstly, this chapter presents theoretical knowledge about people management and motivation and customizes the findings to the topic of the non-profit student organization. It is important to keep in mind that non-profit student organization has specific features and motivational incentives that can be different or more specified than in case of a regular organization. In paragraphs below, the thesis offers a comprehensive summary of the relevant literature that might be used for better understanding of the topic. Authors created a large amount of writing about the topic of people management, motivation and organizations in general. One must realize that this type of literature is used not only for academic purposes but also for practical reasons in the organizations where it can improve skills of top managers or people who are in charge to lead people in general.

3.1.1 Organization

At the beginning of the theoretical part of the thesis is to define the organization and to present the theoretical basis for further analysis of the researched organization of the AIESEC in following parts. Organizations appear on numerous forms for centuries and it is in human nature to group into organizations for specific reasons. The thesis probes on a specific type of organization, the non-profit student organization built on volunteering of youth. In the following paragraphs is presented the theory about this type of organization using actual academic writings.

3.1.1.1 Definition

There are two perspectives how to look on term organization – as a system or process. Firstly, the organization as a process when the individual is not able to achieve all his or her set goals alone and organized work is the solution for this issue (Schein, 1980, p. 94). In other words, people gather together and divide responsibilities within a group of people to achieve a set goal more effectively. The organization is not only the final product but entire process that does not have the end but it is organized the process. In contrary to this definition, the organization is defined as a system. According to several authors organizations are rather defined as systems and “(s)ome people must perform leadership roles, whereas others must participate in the roles of followers. (...) Organizations have systems of authority, status, and power, and people in organizations have varying needs from each system” (Gibson et al., 2012, p. 6). The dynamics between components in a system is inevitable to have an operating organization (Nadler, Tushman and Hatvany, 1982, p. 42).

The organization has its own structure and processes that are specific to each one of them and thereby, organizations should be probed individually. “An organization’s structure is the formal pattern of how its people and jobs are grouped” (Gibson et al., 2012, p. 8). Structure divides hierarchical and functional roles of all members and offers to distinguish between responsibilities, rights and duties. The process enables the structure to live, communicate, conduct decision-making and develop (Gibson et al., 2012, p. 8).

To sum it up, there are various definitions and components that form organization but one has to look at an organization with a complex perspective. Definitions meet on consensus but they differ in a specific point. Either the organization forms to meet

collective goals or it is the structure of an organization what is the most important feature or from more sociological view, the organization is a primarily social group. Compounding all the definitions together, an organization can be perceived as a social group with common goal divided hierarchically and functionally for an effective division of labour.

3.1.1.2 Non-profit organization

Organizations can be created artificially or naturally. Talking about the organization to provide the effective division of labour, such organization was created artificially to achieve a set goal, it is a formal organization. Further research of this thesis puts emphasis on the formal organization which was created for a specific purpose as well. This part presents brief contextual established for further analysis. A non-profit organization (NPO) is an organization that has never been constituted for raising funds (DeVaro, Maxwell and Morita, 2017, p. 196). Acquiring financial funds is not excluded but it is not a reason for running such organization. NPOs might exist and be running and produce financial funds for further existence.

NPOs are not widely engaged in theoretical pieces but the sector of civil society and volunteerism in NPOs have experienced the increasing interest from the society. Salamon with his colleagues offer several basic features typical for this type of organization:

1. The organization is formally established.
2. The organization is non-governmental and decoupled from state services.
3. The organization is non-profit and does not share profit with the stakeholders.
4. The organization is independent.
5. Organization is based on volunteering. (Salamon et al., 1999, p. 425)

NPOs exist in the majority of countries and they might have various functions. The first function is fulfilling of service role in the society (Salamon, Herms, and Chinnock, 2000, p. 5). As NPO should not be running for gaining financial profits, the organization should support civilians in a situation of lack of resources, either personnel or material, or involve in the provision of social services. The service role can be in health services, education, cultural services etc. Thus, NPOs “can afford to provide a higher quality of

service than commercial enterprises” (Salamon, Herms, and Chinnock, 2000, p. 5). The service is not only greater but also cheaper because NPO does not have to pay its employees for working as it is based on volunteering system. The second role is innovation, “since the nonprofit form is potentially available to anyone with an idea, we might expect this sector to be an incubator for new ideas and approaches for identifying and solving public problems” (Salamon, Herms, and Chinnock, 2000, p. 6). Authors perceive NPOs as a place where people gather and take advantage to come up with new bottom-up strategies and ideas that may start action in the society. The next role is the advocacy for individuals to present their opinions and ideas to the broader political society or vice versa (Salamon, Herms, and Chinnock, 2000, p. 6). It is not unusual that NPOs are using their power for political pressure or persuading broad society about some top-down process. The fourth role is the expressive and leadership development role when “nonprofit organizations should be instrumental in promoting the value of pluralism and diversity in society, providing outlets for the development of new leadership cadre and vehicles through which people can fulfill themselves in a variety of ways” (Salamon, Herms, and Chinnock, 2000, p. 7). Member of NPOs are able to get more knowledge about plenty of different themes and they might experience personal development that is core component of becoming a better leader, and thus, NPOs produce confident and experienced professionals. The last role is community building and democratization role as NPOs are part of healthy civil society and democratic state and express social diversity and contribution to the society.

As it is mentioned above, NPOs may have several roles how to contribute to society. It is worth to say that organizations are not only established for one purpose but their roles can adapt and evolve during the time. NPOs are very sensitive to political, economic and social conditions and they are capable to change their operations quickly. Academics have not offered many theoretical concepts but lines above present summary how the up to date findings see the current state of this type of the organization.

3.1.2 People management

People management is experiencing increasing interest from academic sphere and professionals from significant companies and organizations. Some authors refer to human resource management (Armstrong, 2010) and some use people management as a more encompassing term (Hofstede, 2010; Jolink and Dankbaar, 2010). Managing people is the very wide topic and it contains plenty of features and skills that form the capability of a person to manage a team of people or entire organization correctly. Armstrong conducted inclusive summarization on the topic of human resource management and people management skills and he presents the following list of core people management skills based on the writings and theories written up to now. There is the ability to handle change management, leadership skills, selection interviewing skills, performance management, learning and development skills, conflict management, and finally simple handling of people problems (Armstrong, 2010). It is important to mention that right correct management is virtually based on the great mixture of the list of skills and they are mutually bonded. Following paragraphs present skills to give a broader framework for further research in this field.

3.1.2.1 Managing change

Organizations undergo different phases during their run and each phase and its aspects need to be reflected in managing the people inside the organization. The need of change should be accepted and “possible courses of action can then be identified and evaluated, and a choice made of the preferred action” (Armstrong, 2010, p. 325). Overall, the true essence of managing change is to admit the new situation and bring a newly shared response that establishes balance and revitalizes the organization (Armstrong, 2010, p. 326; Feijoo, 2011, p. 105). One must meet the specific requirements stemming from the current state of the organization and its members or employees.

However, change is not welcomed every time and it may happen that people become resistant or disapproving to any kind of change. Change might be scary for people due to the shock of new or inconvenience, uncertainty, competence or symbolic fears. People who are meeting the change in the positive way “need to be identified, and feasible they can be used to help in the introduction of change as change agents” (Armstrong, 2010. p. 328).

The way how to persuade people to consider change is to make them feel the ownership and commitment with the organization as well as with the change and complete new state that is brought with changing (Armstrong, 2010, p. 329; Feijoo, 2011, p. 106). There is need to have evidence in hard data that situation needs resolution and change and forecast of the better situation after implementing new procedures. The right form of change management is part of successful people management and it enhances another member of the organization to engage with it.

3.1.2.2 Leadership skills

The consensus dominates over leadership definition and authors reach agreement in essential feature of leadership. Armstrong starts with the definition of leadership as “the process of setting the direction and ensuring that the members of the leader’s organization or team give of their best to achieve the desired result” (Armstrong, 2010, p. 331). Mullins partially agrees and refers to leadership as “relationship through which one person influences the behaviour or actions of other people” (Mullins, 2010, p. 408). Thinking about leadership has been evolving since the first theories and it has still a way to go. The first theoretical framing was conducted in a form of trait theory “which defines leadership in terms of the traits (enduring characteristics of behaviour) all leaders are said to possess” (Armstrong, 2016, p. 6). Traits theory is based on the fact that leader should have specific qualities. Authors do not agree on the number and types of qualities leader should have (Adair, 1973; Perren and Burgoyne, 2001; Stogdill, 1948) but typical qualities are listed as follows: enthusiasm, confidence, toughness, integrity, warmth, humility (Armstrong, 2016, p. 6). However, the trait theory was falsified when Stogdill did research and came with the outcome that leader is not the person who becomes one with the virtue of the possession of a combination of qualities (Stogdill, 1948, p. 64).

The outcomes of trait theory were insufficient to explain the complexity of the process of leadership and leadership theories had further developed during the upcoming decades. For example, leadership behaviour studies came with two dimensions of leadership behaviour -employee-centred behaviour and job-centred behaviour, focusing on relationships and need of employees and focusing on accomplishing the job, respectively (Armstrong, 2016, p. 7). Further developing of this theory did not help to prevent resolve problem of taking “sufficient account of the effect of the situation in which leadership took

place” (Armstrong, 2016, p. 7). Contingent theory conducted by Fiedler explains leadership as a performance that “depends on the organization as on the leader’s own attribute. Except perhaps for the unusual case, it is simply not meaningful to speak of an effective leader or an ineffective leader. We can only speak of a leader who tends to be effective in one situation an ineffective in another” (Fiedler, 1967, p. 261). It means that leader can more effectively operate in an unstructured organization lacking strict rules and procedures than in already established one. The situational theory extends contingent theory when arguing that leaders operate in four different styles – directing, coaching, supporting, and delegating (Armstrong, 2016, p. 8).

To sum it up, there are various theories that have evolved during past decades and overall, they have partial consensus on the principles of leadership but do not agree on the specific features and qualities that form a great leader as a person. Leader shall be placed at the right time and right structure and be able to react with using his qualities no matter what they are specifically. Qualities should adapt to certain situation and leaders are able to develop during a time. Continuing with the previous category of managing change, leaders should be able to face a need for change and come up with correct solution and be able to persuade subordinate members of the organization. Hofstede mentions term of empowerment that might weaken the power of the leader, empowerment “refer(s) to any kind of formal and informal means of sharing decision-making power and influence between leaders and subordinates” (Hofstede, 2010, p. 333). The split of the leadership power is becoming modern in last years and the trend is visible in current organizational structures. On the other hand, it does not implicitly weaken leader but it can also enhance credibility when subordinates see the leader as more capable to lead the organization.

3.1.2.3 Selection interviewing skills

Another feature of people management is the ability to conduct sound selection interviews when choosing candidates to own team. The aim of selection interview is to identify qualities of candidates that person in charge wants to find for his or her team. Armstrong presents three fundamental questions which should be answered during the interview:

1. “Can the individual do the job? Is the person capable of doing the work to the standard required?”
2. Will the individual do the job? Is the person well motivated?
3. How is the individual likely to fit into the team? Will I and other team members be able to work well with this person?” (Armstrong, 2016, p. 300).

Armstrong establishes his outcomes on the qualification of the candidate as well as on the personality. He argues that person should show himself or herself and interviewer can select from a large number of candidates the most suitable one. In consensus with Armstrong, Mullins argues that “(i)t would be rare for organizations not to take the personality of a candidate into consideration at a selection interview” (Mullins, 2010, p. 138). The interview should not be based only on the space for interviewing but new methods as objective psychometric measures which helps interviewer with the more successful interpretation of candidate personality with measurable values (Mullins, 2010, p. 138). Looking at the psychometric measures from the other side, it can be very problematic to interpret results when a candidate is in special situations and results may be put into question. “Even when psychometric tests are used, they should not be used in isolation but as part of a comprehensive selection process and applied in appropriate circumstances to supplement the interview, never as a substitute for it. It is also important to ensure adequate feedback to candidates in the process” (Mullins, 2010, p. 151).

The interview can compose from various types of questions that should create an overall image of candidate personality (Armstrong, 2010, p. 343-348). The goal of the selection interview is to get as much information as possible using open questions but Armstrong summarizes the list of question types that are very useful for the interviewer and he also notes that there are questions to be avoided about the sex, race or age (Armstrong, 2010, p. 348).

Types of questions based on Armstrong (2010, p. 343-348):

1. Open questions
2. Probing questions
3. Closed questions
4. Hypothetical questions
5. Behavioural event questions
6. Capability questions
7. Questions about motivations
8. Continuity questions
9. Play-back questions
10. Career questions
11. Focused work questions
12. Unhelpful questions

Using numerous types of questions is useful to get beneficial information and helps the interview to stay unbiased and general. Thus, questions are applicable for different candidates and can distribute conclusion on a group of candidates. Selection interviews are mostly based on open questions due to their advantage in getting complex answers (Armstrong, 2010, p. 343). Selection interview can be part of assessment centre where candidates undergo several tasks and interview is only one part of it. The essence of people management is based on the capability to lead selection interview and ask correct questions, and generate assessment form that comprises needed information. Assessment forms diverse for specific positions or needs.

3.1.2.4 Performance management skills

As a next essential responsibility of a good manager is decent performance management skills. “One of the most important, if not the most important, of the responsibilities undertaken by managers is to ensure that the members of their team achieve high levels of performance. They have to know how to agree on expectations and review results against those expectations, and how to decide what needs to be done to develop knowledge and skills, and where necessary performance.” (Armstrong, 2010, p. 354). The key to get as good performance as possible is to set right objectives and provide appropriate feedback based on one-to-one and team reviews from the managerial position (Oaklad and Oakland, 2001, p. 786).

The objectives team members should meet in the certain period have to be agreed in advance and with considering the fact that there are various types of them. Each of them might be suitable for a different opportunity. “Targets provide measures for the quantifiable results to be attained” (Armstrong, 2010, p. 355) and they are very easy to control and validate. Besides targets, there are values, performance improvement, performance standards or behaviour (Armstrong, 2010, 9. 355-356). Most of those objectives are qualitative and it is up to the manager to set the exact degree or performance variable to see whether the objective was achieved. Most of the organization uses various combinations of objectives and they discuss the results during feedback reviews. The feedback is crucial to be formally framed and it should include specific feedback from the manager but also individual feedback from a member. The goal of a feedback is to show what action was made and what action steps should be done in the future. The objectives may update and they should stay challenging all the time.

3.1.2.5 Learning and development skills

An organization which utilize techniques of people management should not be able to review performance based on agreed objectives but also to offer people to learn and develop. This part is very important in relation to the chosen case studies as the AIESEC is an organization based on the personal development of members and customers. Learning and development (L&D) traditionally compose of training but as Sadler-Smith continues L&D “is concerned with a tactical approach to the acquisition of predefined knowledge and skills rather than the more strategically aligned perspective that characterizes human resource development” (Sadler-Smith, 2006, p. 6).

The L&D starts with the induction training that should welcome new members and show them required information for the beginning of working or participation. The induction training might be conducted by the team leader or team member individually or in a group of onboarding members (Armstrong, 2010, p. 364). Continuous learning should be rather individual as members differ in their motivation and level of development and one can be monitored on the current situation and development up to date (Armstrong, 2010, p. 365; Sadler-Smith, 2006, p. 10). Organization have usually development plans that are further customized for specific roles or individuals. Armstrong mentions stages of personal development planning (Armstrong, 2010, p. 365):

1. Analysis of development needs
2. Set of goals – skills, knowledge or new role requirements
3. Action plan preparation – specific steps that should be done to achieve that
4. Implementation

The implementation of development plan can be visible in the diverse forms of the organizations. It can be either as coaching or mentoring form. “Coaching is a one-to-one method of helping people develop their skills and competencies. Coaching is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviour, for example leadership” (Armstrong, 2010, p. 366). Coaching does not have to be formal in a way of specific processes but it should be planned in advance (Sadler-Smith, 2006, p. 13). Coach needs to know the team, its strengths, weaknesses and other characteristics and team, on the other hand, should set its

expectations. Coaching works on bilateral agreement between two sides and it is very important for both parties to stay active and participate in development.

Mentoring, on the other hand, “is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support which will help the individuals allocated to them to learn and develop” (Armstrong, 2010, p. 367). Mentors are rather indirectly supporting teams and organizations in finding the best ways of working and ways how to cooperate. Thus, teams are more successful in achieving their objectives by their own and mentor is not giving specific advice but he or she shows direction and possible ways for achievement.

3.1.2.6 Managing conflict and handling people problems

Conflicts might not only sign something bad in the organization but it can be also perceived as something good what brings new ideas and insights. Armstrong argues that conflicts are healthy for the organization and sign of a good people management is to manage inter-group conflict based on peaceful coexistence, compromise, problem-solving or intervention (Armstrong, 2010, 370-371). Even though it is very hard to feel the situation and current needs, one should be able to use the appropriate instrument for conflict resolution. Managing conflict within a team relates to handling people problems that might be overwhelming for the individual as well as for the whole team that might be affected. As Armstrong points out, “If you manage people you have to manage people problems. They are bound to happen, and you will be the person on the spot who has to handle them” (Armstrong, 2010, p. 376).

People management is not only about skills that can be taught during the years spent in a leading position but it is also about more personal characteristics and techniques that should manager obtain by nature and develop by himself or herself. Handling people problems is probably the trickiest part of people management structure as it is not necessarily something visible but it is something useful when it comes to conflict and another unpleasant situation.

3.2 Characteristics of the AIESEC

This chapter attempts to present specifics of the organization for a better understanding of its current functioning. AIESEC was officially established in 1953 to spread cross-cultural understanding and peace in the post-war era when they were aware of the possibility of erosion of similar conflict. College students from various European countries saw the not-for-profit organization as a right instrument to fulfil a humankind potential. Humankind potential is fulfilled by developing leadership skill in AIESEC. Young people around the world have the opportunity to engage in a global organization led by students and thus enhance its capabilities and experiences.

Students may either join the organization or use AIESEC as something similar to personal agency. Instead of finding a regular job, AIESEC connects students with companies offering a challenging internship in almost every country in the world. Students can go to any country, have a vast number of job descriptions and meet people from different ethnical, religious and cultural environment. AIESEC attempts to ask companies who are interested in developing leadership in youth on the one hand, and those companies who are looking for skilled and experienced people starving for knowledge and challenges on the other hand. If students decide they want to provide these opportunities as peer-to-peer, they might join the AIESEC as its member. Local committees (LCs) are assembled by universities and have a specific structure. A student can decide whether he or she is interested in finances, outgoing exchanges of local students or incoming interns.

The main document regulating the operation of the organization is the AIESEC Global Compendium that is used as a source for national and local compendiums. The Global Compendium contains detailed information related to legal regulations, organizational procedures, conditions and rules related to the operation. The Global Compendium is the primary source and subsidiary compendiums as local or national one cannot be in contrary to it. These documents have to be validated by legal assembly based on Presidents of national member committees. On the local level, there is executive board of the branch and they need to accept the motion by a majority of two thirds (2/3) of the voted cast excluding abstentions (AIESEC Global Compendium, para. 5.8.2).

The AIESEC has defined values that regulate the entire operation. There are six principles that are the core of the whole organization and influence the structure and members, respectively. All the activities and procedures in the AIESEC are formed by these six values by which AIESEC attempts to “engage and develop every young person in the world” (AIESEC Global Compendium, para. 1.4.4). The six values are states below:

- Striving for Excellence
- Activating Leadership
- Acting sustainably
- Living Diversity
- Enjoying Participation
- Empowering Others (AIESEC Global Compendium, para. 1.4.5).

3.2.1 History

The AIESEC was officially established in 1953² by several students from Belgium, Czechoslovakia, France, Sweden, Finland, and Denmark. They established this organization in reaction to the social and political situation at that time. The initial idea was to support intercultural recognition, toleration and to connect all the nations within a collaborative environment. The core thought behind this idea was to pre-empt world wars and conflicts which they had experienced before and they decided to focus on youth and students as the ones who should have to administrate the countries in the future.

The AIESEC placed more than 1 000 exchanges till 1955 and the organization expanded to more countries in a very short time. In 1957, the first branch was established in America. The AIESEC was established in Czechoslovakia in 1966 due to liberalisation in the 1960s during the communist era and it has approximately 300 active members nowadays. The AIESEC in the Netherlands was established in 1953 and students from the Netherlands have been actively participating right from the beginning. The members are mostly students sharing same values and participating in activities developing themselves as well as their surroundings. The products of the AIESEC has slightly changed during last fifty years and organization attempts to target larger range of people. The Czech Republic

² The official sources do not have consensus on this as some of them refer to 1948 as the year of establishment. This year was not officially accepted and in archive in Belgium the establishing documents mentions year 1953.

realize more than 700 incoming and outgoing exchanges and they target not only students but *youth* in general – young people from 18 to 30 years.

The core product is exchanges that can be divided in several categories: volunteering exchanges (Global Volunteer - GV), professional exchanges (Global Talent - GT), exchanges in start-up companies (Global Entrepreneur - GE) and membership in AIESEC in general (XPP Extract from the Global Compendium Supporting Document, para. 1.1). The exchanges have been evolving according to social situation and situation in the local labour markets and currently, they match needs in countries. Not only that the AIESEC have attempted to develop their products but they have also concluded partnerships and agreements with numerous companies and institutions. In 2016 AIESEC concluded an agreement with the United Nations (UN) at New York summit and they committed to use their projects to achieve the Agenda 2030 of Sustainable Development Goals (SDGs)³.

The SDGs are seventeen goals adopted in September 2015 by the United Nations General Assembly and by those they “integrate all three dimensions of sustainable development (economic, social and environmental) around themes of people, planet, prosperity, peace and partnership. The SDGs recognize that eradicating poverty and inequality, creating inclusive economic growth and preserving the planet are inextricably linked, not only to each other, but also to population health” (WHO, 2016, p. 1). SDGs as equal education to every person in the world, gender quality or availability of water in developed and developing countries are precisely defined by the UN and the AIESEC shapes their products in line with them to achieve the ambitious plan of Agenda 2030 (Picture 1).

The common goal of the AIESEC and the UN is to achieve stated SDGs and the organization utilizes exchanges as an instrument to do so. The aim is to send young people to a different country where he or she can influence the foreign environment and helps to implement single SDG on the particular situation or place. On the other hand, one may notice features in Czech society where can be used SDG as an instrument to enhance better functioning within a society, e.g. multicultural relations and language skills.

³ The UN have got closer partnership with various institutions. Such partnerships enable them more efficient achievement of SDGs and Agenda 2030.

Picture 1 Sustainable Development Goals



Source: United Nations. *Sustainable Development Goals* [online]. Available at: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

3.2.2 Membership in the organization

The AIESEC members take care of the entire exchange process that should fulfil goals of the organization. As it is mentioned above, the AIESEC offers several products and membership in the organization is one of the most important of them. The membership is the main feature of this thesis that is presented and analysed in following lines and chapters. The membership is divided hierarchically and functionally to ensure superior and credible education and training. The specialised education is delivered by internal experienced members and external professionals in chosen areas. The following paragraphs present firstly hierarchical division of members following with categories of functional areas.

3.2.2.1 Hierarchical organization structure

The official documents distinguish between two main roles that are the core for further hierarchy on various levels from local to an international one. Various categories have a different degree of responsibilities and rights. The first category of membership is the team member as a person who is “fulfilling a job description within a team in the organization” (XPP Extract from the Global Compendium Supporting Document, para. 1.2.5.3.1). The team members are defined mainly as a position that suggests learning and developing own personality and skills. Team members “take part in a team and take responsibility towards managing AIESEC’s performance and the delivery of its experiences” (XPP Extract from the Global Compendium Supporting Document, para. 1.2.5.3.3). Such membership gives young person opportunity to practically develop hard and soft skills, access a global network and one should adopt “entrepreneurial and responsible attitude towards being a better leader” (XPP Extract from the Global Compendium Supporting Document, para. 1.2.5.4.5).

The second category of the AIESEC membership is a team leader position. The team leader is a person “taking a leadership position within the organization (local, national, global level) with a minimum of three members in the team” (XPP Extract from the Global Compendium Supporting Document, para. 1.2.5.1.1.). The team leader has the opportunity to guide and lead other members and develop his or her own leadership skills as well as support the team and develop their qualities. Such experience puts emphasis not only on personal development but also on the professional development on the highly sophisticated level during being part of executive leadership body (XPP Extract from the Global Compendium Supporting Document, para. 1.2.5.2).

Based on the distinction above, the AIESEC composes further hierarchical divisions on the local, national and global level. There is compliance in the hierarchical division on each level starting with local branches where the person in charge who leads the whole branch is the Local Committee President (LCP). The LCP leads and simultaneously is part of the leadership body that is composed of Vice Presidents (VP) of each functional area. All the team leader positions are elected for the one-year long-term and offer a complete experience of team leader membership. Team members of local branch come under the supervision of local team leaders, VPs and LCP. Going further on the national level, the national level of MC consists only of team leaders that are

superordinate to other members and team leaders in the country. Each member of Member Committee is responsible for the specific functional area and performs the representative role of the functional area for the members below him. Each national entity has the statutory institution of Member Committee President (MCP) who represents the entity in legislative operation and embodies rights and obligations of the entity. The supreme body of entire organization network is the AIESEC International that includes team leaders on the highest level and the President AIESEC International who leads the organization. The supreme body has a responsibility to implement strategic and operation procedures and supervise legislature and organization rules. Besides the leadership bodies, there are also control institutions as Internal Control Board and Entity Control Board that have final decision-making power and have control cases of exchange standards on all levels (AIESEC Global Compendium, para. 3.6.3.7).

3.2.2.2 Functional structure

Paragraphs above presented hierarchy implemented in the AIESEC by distinguishing the degree of gained leadership skills and the possibility of practical experience to lead own team. The second distinction in a structure that complements hierarchy is the functional structure. Functional areas have been evolving in time and reflect needs of each entity. However, one may notice consensus within the organization on the local, national and global level. The main functional areas that are visible in the overwhelming majority of branches and committees are:

- Talent Management
- Marketing
- Human Resources (HR)
- Finance and Legal (F&L)
- Business
- Corporate Relations
- Public Relations
- Project Management

Area of Talent Management focuses on the education of current members, recruitment of the new ones and allocation according to the productivity and planning. Considering the AIESEC as a company, Talent Management area can be perceived as a department of internal HR that fosters the people inside the organization. Members in marketing area create materials and implement processes for the propagation of products as exchanges and membership. HR area in the AIESEC is understood as a recruitment department that puts emphasis on the recruitment and selection process of exchange candidates and procurement of end-to-end process. Finance and Legal (F&L) arranges financial operations of the branch or the entity, mediate visa services to the candidates and participates in legal cases. Business area members deal with companies and schools about the possible business as incoming exchanges and other projects that takes part in the country. Members focusing on the Project Management realize volunteering projects in the country. Similar to Business area is the area of Corporate Relations which members deal with companies' partners of the AIESEC about the partnership and other cooperation. Finally, there is the area of Public Relations (PR) where members communicate and build relations with media and build general awareness about the organization. The division in functional areas can be shaped according to needs of the entity and some of them can be merged in one due to personal or purposeful reason. To demonstrate this merge is the most convenient to mention fusion of Business and Corporate relations when one professional area can take care of partnership with companies as well as cooperate with them on the projects and exchanges.

Based on the assignment to the specific role of each member, there is a list of skills that the participation in the AIESEC should teach the members. The first category of skills is the orientation to effective communication and positive attitude to social motivation and work. As a next one, the AIESEC works with the ability to effective problem-solving and finding new approaches to handling with negative professional and personal situations and challenges including risk management in decision-making. The next important thing is understanding life values of every single human being and focusing on the possibility to develop own personality based on strong skills. Last but not least, the AIESEC attempts to teach members how important is to have a general overview about international relations, proactive approach toward global problems and responsibility toward the society. Based on the desired skills each area and role has an action-steps plan. The plan should be fulfilled by participation and working for the AIESEC and other social events as teambuilding and

conferences organized internally or by external partners. These processes are supervised by representatives of Talent Management area who are able to control current plans and accommodate them to the ongoing situation in the organization and society. Plans are mostly confidential materials and only team leaders on certain levels have access to them. A regular team member has access to general vision and goals on the local, national and global level but does not have the possibility to know what are the specific action steps that have to be taken in order to achieve it. However, the goal of team leaders is to interpret the plans in a way that attract members and makes them stay and actively participate for a certain duration of time.

3.2.3 Engagement with the organization

The AIESEC conducted Leadership Development Model (LDM) that seeks to prepare members and exchange participants to become capable to act in a various situation in their lives. According to the official documents of the AIESEC, the LDM focuses on the assessment of leadership qualities. “AIESEC’s leadership development model seeks to prepare youth to take a stand on what they care about and become capable to make a difference through their everyday actions” (AIESEC Global Compendium, para. 1.4.2.3). The leadership qualities are World citizen, Self aware, Empowering others and Solution oriented (Picture 2). Each quality has specified how a member or experienced member should feel the capability. World citizen should be aware of what is going on in the world and enjoy taking an active role in contributing towards making it a better place for everyone. If a member is feeling self aware knows his or her capabilities, knows what is important and explores what he or she wants to achieve in life. With statement empowering others, a person should be able to communicate ideas clearly, engage in conversations, and support in creating space for collaboration that empowers people to act. Solution oriented in this case means that person comes up with solutions to challenges and problems and is flexible and takes necessary risk. Each leadership quality is composed of three defining elements that are also tracked and evaluated one by one (Picture 2).

Picture 2 Defining elements of leadership qualities



Source: oGV Perú. LDM [online]. <http://ogyperu.wixsite.com/ogvhub/ldm>

It worth to say that the AIESEC invests not only in current members but they attempt to appreciate all the future and former members as well as participants of exchanges. The AIESEC builds this approach on the AIESEC experience that involves several phases, e.g. engagement with AIESEC, experiential leadership development and life-long connection. The aim is to ensure that all members can pass these three phases and experience full commitment and engagement with the organization (Picture 3).

The first phase is known as “Engagement with AIESEC” and it should force people to develop themselves and contribute to making a better world. The core of this phase is personal development because the AIESEC believes that if one becomes a better person, he or she can change the perception of the whole society and world and contribute to improving the environment in general. It is not explicitly visible but development should be natural and contribute to developing leadership potential in youth. The example of products that might showcase this phase is the YouthSpeak Forum that should offer space for cross-sector and multi-generational discussion and engage youth to talk about crucial issues of these days. Another product is Local Volunteer, addressing SGDs and volunteering for improving life standards or changing the social environment with the aim

to develop soft skills and critical thinking, and thus spark interest in further leadership development.

The second phase is defined as Experiential leadership development that gives room to further developing by learning and practical experiences in challenging environments. This phase contains all kinds of exchanges the AIESEC offers and through them youth experience inner and outer development according to set procedures and tracking system. Some of the exchanges have a purpose to bring social impact on both local society and the exchange participant. Some of them, on the other hand, has a purpose to bring professional experience to participants. No matter which exchange participant chooses, all of them should support AIESEC's values and raise new responsible youth who can effectively solve current issues and co-create opportunities for other young people all around the world.

The last phase after experiencing exchange is the Life-long connection with the AIESEC. The purpose of this phase is to continue the leadership journey while staying connected with people who share the same mindset and values. For this purpose, AIESEC members form in the AIESEC Alumni organization and subcommittees that organizes various kinds of events and further opportunities. Overall, the goal of the AIESEC of peace and fulfilment of humankind potential is not only about participation during studies in student organization but to change the mindset of those who want to share positive thinking and develop themselves as well as actively participate on social issues.

Picture 3 AIESEC Experience



Source: AIESEC. *AIESEC Experience* [online]. Available at: <http://aiesec.hu/wp-content/uploads/Engage-LOOPS-WHITE-01.jpg>

4 Analytical Part

In this part, the thesis focuses on the analytical description of both cases of local entities – the Czech Republic and the Netherlands. The thesis traces people management features in both cases and attempts to find the key attributes that might differ and influence the successful people management. Both entities are very similar in size, amount of people and have the same procedures according to global directives. On the other hand, the stated hypothesis of thesis assumes that the Dutch local committees are able to work with people in the AIESEC more effectively and people management in the organization can be perceived as more successful. The following chapter presents both cases, one after another.

4.1 AIESEC in the Czech Republic

As it is already mentioned above, AIESEC in the Czech Republic contains twelve branches: Member Committee, AIESEC Brno, CUNI Praha, České Budějovice, ČZU Praha, Hradec Králové, Liberec, Olomouc, Ostrava, Plzeň, Praha, and Zlín. A number of branches may change in relation to obtaining membership criteria that are regulated by supreme legislative documents of the organization. Global Compendium and XPP Extract offers guidelines for people management and leading organization in general but one must admit that practice is different in every case (AIESEC Global Compendium; XPP Extract from the Global Compendium Supporting Document). Qualities of people management in the AIESEC in the Czech Republic are descriptively analysed below.

After recruitment in September 2017, there were 288 members in the LCs of AIESEC in the Czech Republic (Table 1). The biggest branch is Brno with 63 members, following by LC Praha with 46 members and LC Olomouc with 35 members. At the opposite end of the scale is LC Hradec Králové with 7 members. Presented numbers are further used in following chapter in more analysis and surveys and it is important to show them in the first point.

Table 1 **Number of members in the AIESEC in the Czech Republic**

AIESEC LC	Members
Brno	63
CUNI Praha	16
České Budějovice	17
ČZU Praha	18
Hradec Králové	7
Liberec	12
Olomouc	35
Ostrava	19
Plzeň	28
Praha	46
Zlín	16
MC	11
TOTAL	288

Source: Own analysis based on internal data, 2018

4.1.1 Managing change

Every organization undergoes evolution and sometimes it is time to accept the necessity of change. The AIESEC in the Czech Republic must follow global regulations and follow the roadmap that is composed of foundation projects. Foundation projects are mandatory for all national entities and it is up to each entity how it implements it in its structures. Implementation is coming top-down from the global management and as it changes once per five year and members know in advance that roadmap will change it is acceptable to all the members.

Talking about actual quality of managing change in the AIESEC in the Czech Republic, one must have a look at procedures set there. The fact is that term of one year has an influence on the capability to develop change management in members as the majority of members is participating only limited period of time and they do not experience key changes that are being implemented. However, needs for changes and ideas usually come from bottom up but changes are implemented as a top-down strategy. The organization allows for inputs from alumni and experienced former members who might have experience with a similar situation and have reasonable ideas how to solve it. Thus, AIESEC in the Czech Republic establishes managing change on life-long connection with former members and bottom-up brainstorming. For such brainstorming helps the functional meetings at LCs, meetings of all members at LC, meetings of the executive board at LC.

After gathering all inputs, it is up to the supreme meeting of Member Committee and Board of Presidents (LCPs) which brainstorms again considers all negative and positive features of change and talks about all ramifications for whole entity. After approving the change, a task force in affected branches in the Czech Republic is set up and takes care of the further implementation and evaluation of upcoming evolution.

There are some explicit examples of recent cases when change management has had to be applied in very visible form. Two years ago, all LCs should organize local training conference for its new members after recruiting them at the beginning of the semester. However, small LCs as AIESEC Hradec Králové or Olomouc were not able to organize it alone and new members did not receive proper induction training. Local training conference is very demanding in terms of financial costs and it is also very hard to force students to attend two conferences in one month at the beginning of their participation in the AIESEC. After long considerations, LCPs together with Member Committee decided that induction training should be delivered at national conferences where new members receive an appropriate education of knowledge and insight in skills. After approving new education cycle local training conferences were cancelled in all LCs because they lacked the sense to be organized since then.

Another example is a change of coach model that should reflect low effectivity of former model. All members of MC had responsibility for chosen LC and coaching them according to their needs. Assigning of coaches was based on personal relations and skills that coach had but in fact, it was very ineffective because Member Committee members were lacking time for their own tasks. Nowadays, coach model is based on volunteering of former members and only people who want to become coach are applying.

Basically, team leaders in the AIESEC in the Czech Republic have the opportunity to develop the capability for change management but it is affected by the frequent fluctuation of members. It is very important for every person who evaluates the situation as an opportunity for change to probe and reflect previous experiences with similar cases. For such cases, LCs have control institutions composed by alumni and there is also Board of Directors who are responsible for reporting all cases of changes. It is worth to say that change management is developed and applied rather on LCP position or at MC but team leaders who are responsible for the functional area can give input to their supervisors and discuss it at regular meetings.

4.1.2 Leadership skills

As it is mentioned above, the team leader is every member who is responsible for at least three people. It means that at LCs is more people who are responsible for leading different teams and many people are able to develop their leadership skills. Leadership potential is one of the essential instruments in the AIESEC and members are basically forced to obtain leadership experience.

Vice President (VP) leads functional area at the LC and has several members that he or she leads and is responsible for revising workload. VP directly leads subordinate team leaders and team members and he or she delivers education on specific skills in a functional area that need to be delivered. On a top of that, VP leads functional meetings on weekly basis and tracks members' workload of those members who are under VPs supervision. LCP is leading entire branch of LC including all the members and an executive board composed of VPs. LCP is leading all LC meetings, meetings of the executive board and tracks VPs and supervise for legal regulations. Decision-making is conducted by all members of the executive board and LCP has the decisive vote in case of a draw. Leadership qualities are based rather on employee-centred with focus on the personal and professional development of subordinated members. All team leaders are using the style of learning by doing, not direct orders to subordinates. Leaders have a supreme person who is evaluating their leadership style and in case of ineffectively leading the team, they are forced to change it.

Having a look at Member Committee, MC member is leading every member in the functional area he or she has responsibility for and is also responsible for strategic development of the functional area. The supreme legislative body is a legislative assembly that comprises two thirds of each LC. The assembly is conducts decision-making and thus, leadership skills are split among LCs and leaders of them.

Team leaders have the possibility to give the direction of functional area or at least contribute to the personal development of members. There are obviously more team leaders in the bigger LCs as Brno or Praha. Below, the table presents numbers of leaders on the LCs including LCP who is the team leader of the entire branch (Table 2). It is worth to mention that proportion of leaders to a total number of members diverse in the LCs, e.g. there are four team leaders in Hradec Králové where the total number of members is seven. The reason is that LCP is leading VPs and simultaneously VPs are leading own teams. The difference among the LCs is also made by various life spin in the organization, e.g. there is

a higher possibility to become a team leader in smaller LC as Hradec Králové or ČZU Praha due to a small number of total members.

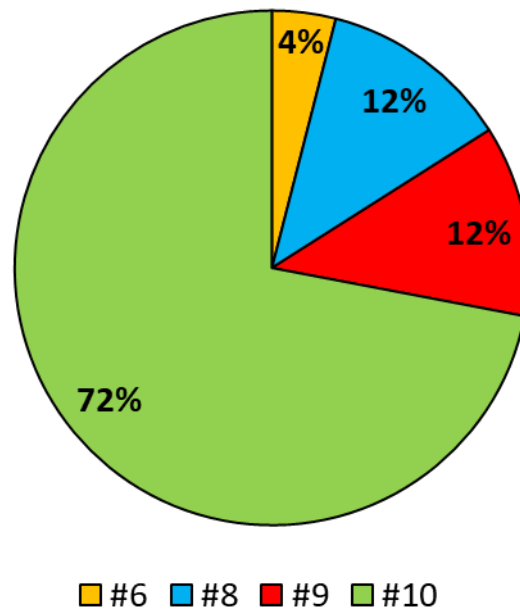
Table 2 Leaders at Local Committees in the Czech Republic

AIESEC LC	Members	Leaders
Brno	63	19
CUNI Praha	16	4
České Budějovice	17	7
ČZU Praha	18	7
Hradec Králové	7	4
Liberec	12	5
Olomouc	35	9
Ostrava	19	9
Plzeň	28	9
Praha	46	17
Zlín	16	5
TOTAL	277	95

Source: Own analysis based on internal data, 2018

Leadership experience of AIESEC members in the Czech Republic influences satisfaction and will to recommend a similar experience to others. The AIESEC conducts research on the satisfaction of participation globally and data were gathered by the organization, not by the author of this thesis. Among other questions, the organization asked all members question *How would you on a scale from 1 to 10 recommend experience in AIESEC to your friends?*. Value 1 states for the lowest compliance to recommend and value 10 for the highest compliance to recommend. There were 221 respondents who answered this question, 64 team leaders (67 % of the whole number) and 157 team members (77 % of the whole number) without leadership experience. Results prove that leadership experience of team leaders increase compliance to recommend experience in AIESEC with value 10 by 72 % (Chart 1). In contrary to that, only 36 % of team members marked value 10 for this question (Chart 2). They were more neutral to this statement and a lower percentage of them can be marked as promoters of the organization. As it is mentioned in theoretical part above, split of decision-making power as visible in the LCs in the Czech Republic may enhance the credibility of subordinates and enhance whole leadership model.

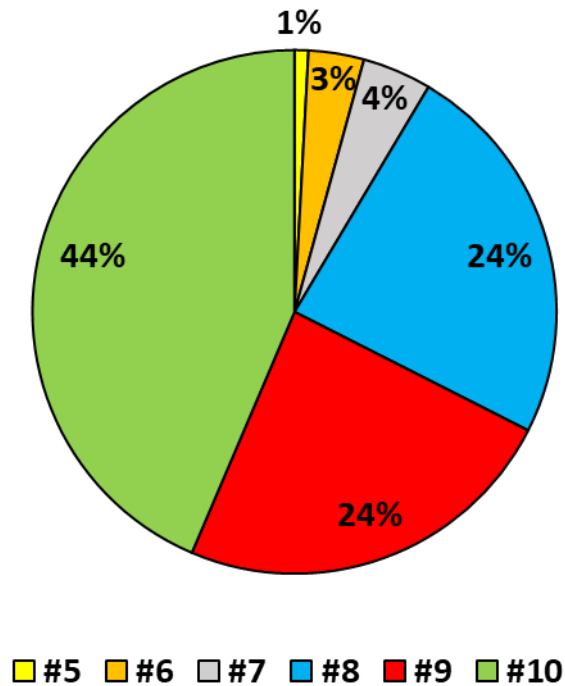
Chart 1 Recommendation of participation by team leaders in the Czech Republic



Source: Own survey based on internal data, 2018

Team members who had not experienced leadership experience used lower values to answer the question and they used the scale more variously (Chart 2). According to the organizational regulations, members who answer with value 5 and lower are marked as detractor who is not recommending participation and on a top of that, they do not want to promote organization at all.

Chart 2 Recommendation of participation by team members in the Czech Republic



Source: Own survey based on internal data, 2018

4.1.3 Selection interviewing skills

Part of people management is the selection interviewing. Applying this quality on the AIESEC, the thesis focuses on selections of new members in the organization. At branches in the Czech Republic, one might see that LCs utilize the same assessment form during the interview and the template for questions is the same for all the LCs. Recruitment takes place twice a year at the beginning of semesters, before summer semester in January and February and before winter semester in September and October. The selection of members to LC is open to everyone who applies for membership. Everyone is in full knowledge of the basic facts of membership in the organization. The selection is usually based on the assessment centre for two to ten people who are participating in several phases of the assessment centre.

The first phase is the interview which is usually conducted as one-on-one or there might be two interviewers from different functional areas. Next phases are usually situated case studies to show candidates' creativity and teamwork. The interview is well-structured and composes of different parts that are logically connected⁴. According to Armstrong, the interview has the beginning part when interviewer presents himself or herself and outline of the interview, then it has middle part with questions and answers and end of the interview when interviewer closes interview and proposes next process (Armstrong, 2016, p. 300). The first part of the question is focused on the alignment with the AIESEC, motivation, questions about external facts and past working or volunteering experience, and it should show retention possibility of the candidate. Next section is focused on work capability of the candidate and contains questions that put emphasis on communication skills, sales skills, marketing skills, and problem-solving skills. The entire interview takes approximately one hour with the possibility of prolongation.

The questionnaire includes questions from the majority of categories mentioned above.

1. Open questions

What do you know about AIESEC?

2. Probing questions

Where do you see yourself in 5/10 years? How do you think AIESEC can support you to get there?

3. Closed questions

Do you have any volunteering experience?

4. Behavioural event questions

Please explain me a big problem that you faced before and tell me what was the end state?

5. Capability questions

Have you experienced multinational company?

⁴ The assessment questionnaire is not cited in full wording due to confidentiality of document. This form is used in very similar version every year during selections of new members and it is not publicly accessible document. If candidates know what are the questions during the interview, the results might be distorted.

Do you have a teamwork experience?

6. Questions about motivations

What is your biggest motivation to be a part of AIESEC?

7. Focused work questions

You have a team meeting in XY week/s regularly. Are you able to join these meetings?

8. Unhelpful questions

Do you know about Sustainable Development Goals of United Nations?⁵

Questionnaires utilize evaluation scale and interviewer should put points according to the answers of the candidate. Based on the amount of point from each part of the interview, interviewer evaluates the candidate and uses this result with personal perception. As it is mentioned above, the interviewer should consider personality and potential balance of candidate and current team. Interviewer always sticks to this questionnaire and bases their decision on the information collected from it. The interviewer provides valuable feedback to the candidate depending on the results and suggests further action steps.

The same selection interviews are applied also for choosing people for team leader positions – team leaders, Vice Presidents. The interviews are only one-on-one and interviewer must decide based on his or her opinion only. The highest position on the LC is not selected by selection interview but he or she is appointed in the ballot. Choosing the right people to Vice Presidents positions at each branch happens once a year as a functional term for the people in charge is for one year, from February until the end of January next year. It is up to the decision of the LCP who is he or she chooses. As it is mentioned above, the interview should stay unbiased to all candidates and evaluate them according to their qualities, experiences and prospect professional future in the organization. On the other hand, interviewer thinks about the harmony of a team and takes this into account.

⁵ Even though SDGs are crucial for the AIESEC vision and product portfolio, it is something that can be educated. It is not helpful for interviewer whether candidate answers yes or no.

4.1.4 Performance management skills

Team leaders in the functional areas are hierarchically responsible for setting objectives and tracking the performance of various parts. VP sets goals of his or her functional area according to the results from a previous year and attempts to set objectives that reflect decent increase that could be possibly targeted. The increasing trend is visible in setting objectives in all functional areas from business to human resources. After setting objectives by a VP, the member responsible for LC finance approves it in the first level and pass to approval by national finance and legally responsible person. The AIESEC in the Czech Republic understands the importance of appropriate objective setting and feedback to plan by finance responsible who can have valuable inputs for it. Feedback is based on one-on-one meeting and feedback shall be implemented in the final plan.

The AIESEC in the Czech Republic has also control body that stands for feedback. According to the Civil Code, every association has to constitute supervisory committee that “ensures that the association’s matters are handled properly and that the association carries out its activities in accordance with the articles of association and legal regulations, unless articles of association entrust it with additional powers” (Civil Code, Section 263). Currently, there are three members of the supervisory committee of Board of Directors of the AIESEC in the Czech Republic. They are responsible for delivery of proper feedback and evolution of the organization and collect data from previous and current years. Members of Board of Director are elected by Member Committee and LCPs for one year. “Within the competence of the supervisory committee, its authorised member may inspect the documents of the association and require the members of other bodies or employees of the association to provide explanations on various issues” (Civil Code, Section 264).

Looking on the performance in functional areas of Business and Project Management, there are results from four areas during one-year term 2017/2018 starting on the 1st of February 2017 and ending on the 31st of January 2018 (Table 3). The specific areas mentioned in a table are incoming Global Volunteer (iGV), outgoing Global Volunteer (oGV), incoming Global Entrepreneur and Talent (oGET) and outgoing Global Entrepreneur and Talent (oGET). From the results is visible that some LCs are not running iGET mostly due to their personal capacity (marked as N/A – not applicable). The incoming side of products Global Talent and Global Entrepreneur are run only in branches which have a capacity of people to take care of it. One might spot that size of LC is linked with the number of exchanges as Brno and Praha are the biggest branches in the Czech

Republic. MC office is specific in that, as this branch is mostly oriented on supervision and strategic direction to other LCs and it placed only 5 professional exchanges (iGET) in the last term. It is entitled to support other LCs in placing exchanges not create opportunities on their own.

Table 3 Exchanges in term 2017/2018 in the AIESEC Czech Republic

AIESEC LC	iGV	oGV	iGET	oGET	TOTAL
Brno	93	48	6	14	161
CUNI Praha	22	9	N/A	2	33
České Budějovice	42	1	N/A	0	43
ČZU Praha	49	6	9	0	64
Hradec Králové	19	9	N/A	0	28
Liberec	15	3	N/A	1	19
Olomouc	37	11	1	3	52
Ostrava	78	3	3	7	91
Plzeň	34	14	1	0	49
Praha	105	45	20	10	180
Zlín	34	2	3	2	41
MC	N/A	N/A	5	N/A	5
TOTAL	528	151	48	39	766

Source: Own analysis based on internal data, 2018

Continuously, below table shows proportional productivity counted from a number of members and number of exchanges from last term (Table 4). Results show that some smaller LCs have better productivity than a bigger one, e.g. Ostrava with 4.79 or Hradec Králové 4.00 comparing to Brno 2.56 or Olomouc 1.49. The difference is made mostly by time invested in participation and working for the AIESEC and it is worth to say that relative numbers prove that amount of exchanges is higher in bigger LCs.

Table 4 Productivity of LCs in the Czech Republic

AIESEC LC	Members	Exchanges	Productivity
Brno	63	161	2.56
CUNI Praha	16	33	2.06
České Budějovice	17	43	2.53
ČZU Praha	18	64	3.56
Hradec Králové	7	28	4
Liberec	12	19	1.58
Olomouc	35	52	1.49
Ostrava	19	91	4.79
Plzeň	28	49	1.75
Praha	46	180	3.91
Zlín	16	41	2.56
MC	11	5	0.45
TOTAL	288	766	2.66

Source: Own analysis based on internal data, 2018

Looking on performance in recruiting people, Czech branches of AIESEC has set plan of applications and recruited members they want to target (Table 5). The plan of applications starts with the statement how many members the LC would like to hire (Plan recruited members). According to this number, each LC states what was the historical rate between applications and members in the past and set a number of plan applications. In spring 2017, only LC Plzeň achieved the target of applications and other LCs not reached 70 %. The numbers might be influenced by the bad timing of releasing of applications in January and February 2017 when Czech universities have exam period. The overall results get only to 50.6 % that means that AIESEC in the Czech Republic address to half of the students than planned. However, numbers of recruited members diverse from applications as many students change their mind during the selection process and some of them do not pass selection interviews. Only LC Brno was successful in targeting their objectives but overall performance is rather satisfying. LC Hradec Králové and Liberec lack of students for a long time and they have troubles with correct setting of objectives and targeting students.

Table 5 Spring recruitment in LCs in the Czech Republic

AIESEC LC	Plan applications	Reality applications	Fulfillment	Plan recruited members	Reality recruited members	Fulfillment
Brno	126	81	64.3%	41	41	100%
CUNI Praha	36	13	36.1%	12	9	75%
České Budějovice	28	19	67.9%	11	7	63.6%
ČZU Praha	44	28	63.6%	35	17	48.6%
Hradec Králové	24	12	50%	7	2	28.6%
Liberec	27	3	11.1%	9	1	11.1%
Olomouc	54	25	46.3%	18	13	72.2%
Ostrava	38	17	44.7%	19	15	78.9%
Plzeň	15	15	100%	9	7	77.8%
Praha	102	50	49%	34	30	88.2%
Zlín	34	4	11.8%	15	2	13.3%
TOTAL	528	267	50.6%	210	144	68.6%

Source: Own analysis based on internal data, 2018

During the term of 2017/2018, there were two recruiting runs. The spring recruiting was held in January and February and fall recruitment in September and October. In fall, members responsible for HR and recruitment at LCs revised their objectives and set a number of applications according to results from spring. Thus, targets were achieved in more LCs and one may admit that objectives were set more accurately (Table 6). The total percentage of fulfilment in applications get to 103.1 %. The numbers of planned recruited members and reality of recruited members follow with same results and LC Brno, Liberec, Olomouc, Plzeň and Zlín achieved their targets. On a top of that, more LCs are following with results above 80 % (Ostrava, Praha) and overall results get to 89.4 % in contrary to 68.6 % in spring.

Table 6 Fall recruitment in LCs in the Czech Republic

AIESEC LC	Plan applications	Reality applications	Fulfillment	Plan recruited members	Reality recruited members	Fulfillment
Brno	69	94	136.2%	23	25	108.7%
CUNI Praha	40	36	90%	16	12	75%
České Budějovice	29	11	37.9%	11	7	63.6%
ČZU Praha	18	15	83.3%	14	7	50%
Hradec Králové	21	7	33.3%	9	3	33.3%
Liberec	24	17	70.8%	8	8	100%
Olomouc	36	45	125%	13	16	123.1%
Ostrava	35	46	131.4%	17	14	82.4%
Plzeň	44	35	79.5%	15	16	106.7%
Praha	88	110	125%	35	30	85.7%
Zlín	20	21	105%	9	14	155.6%
TOTAL	424	437	103.1%	170	152	89.4%

Source: Own analysis based on internal data, 2018

4.1.5 Learning and development skills

Induction training in the AIESEC in the Czech Republic starts immediately after the successful selection process. During the first two weeks of joining a team, the member receives induction training on basic information about the AIESEC and the specific functional area he or she was chosen to. Approximately after one or two weeks, all members from the AIESEC in the Czech Republic gather at the national conference⁶. Conferences are prepared months in advance and they have structured agenda that is full of induction training for new members as well as there is a track line for experienced members. The track line for new joiners puts emphasis on AIESEC essential values, SDGs education and presentation of the product portfolio. New members are already appointed to specific functional areas and each functional area has own sessions where they have training on their own work agenda. After the first national conference, the new member should be able to understand and explain AIESEC values, product portfolio and should be able to independently perform in the financial area. Experienced members have cycle based on the AIESEC experience mentioned above and it is implemented during the stay in the organization. The first conference they experience as new members, in six months there is the second national conference where they should think about professional growth

⁶ Czech conference in the beginning of winter semester is called FallCo and in the beginning of summer semester is called SprinCo.

and attend sessions focused on promotion to more senior positions with leadership potential. In one year, they should become team leader of the functional area. After that, the journey of membership is very individual and it cannot be generalized. During the AIESEC experience, members develop their hard skills as well as soft skills⁷.

The conferences and AIESEC experience outline establish a core of L&D plan in the AIESEC in the Czech Republic. The aim is to ensure that every member will undergo all three phases – engagement, development and connection with the AIESEC. In the personal development plan in the phase of the engagement, members are encouraged to take part in the exchange abroad. Thus, they can engage better with the organization and they build a better connection with the organization. During the researched time from February 2017 until January 2018, twenty-seven members of the AIESEC in the Czech Republic went on exchange abroad during their active participation.

The AIESEC in the Czech Republic has taken possession of coaching model. As it is mentioned above in change management part, coaching model went under reconstruction and it has changed. Currently, each branch has assigned coach, a person who has been an AIESEC member and currently participate as alumni in supporting activities. Role of a coach is completely voluntary and coach is not currently involved in the organizational structure and he or she is not a member of any LC or MC in the Czech Republic. Basically, coach voluntarily decides “to help people to learn and individuals are motivated to learn” (Armstrong, 2016, p. 318). A number of coaches depends on people who decide to become one but applications are open to every experienced member of the organization. It is worth to mention that personal connection and balance between LC and coach is very important and coach needs to meet with LCP and the executive board of LC on regular basis to stay in touch and build a strong relationship. The AIESEC in the Czech Republic currently has five coaches who are assigned to LCs according to their needs and current situation. Coaching in LCs is divided into three categories: sales, marketing and leadership skills. Each coach is responsible for one professional area and based on his or her experiences and skills, he or she motivates people and gives them advice needed in this field. Coaches are responsible to provide feedback to the supreme body of MC of the Czech Republic which evaluates cooperation and entire coaching model. Coach is responsible for LC for

⁷ Soft skills can be described as those connected with behaviour, social and emotional intelligence as strategic and constructive thinking, assertively etc. Hard skills are measurable skills, e.g. number of mistakes, mechanical work etc.

one term with duration of one year and their meeting should be on monthly basis with LCP.

Mentors, on the other hand, is individual service for personal development by using indirective methods and approach. Mentors are usually people from the LC who are not actively participating in the organization anymore but who have had good performance and they have professional insight in the specific functional area. Mentors announce their will to help members on LC and on meetings they are presented to new members in the first month of their joining. Mentoring has informal form and it is based on one-on-one meetings when the mentor is preparing a specific personal development plan, evaluated the performance of member and shows him techniques that might improve his or her effectiveness. This guidance by mentor helps members to develop their skills and performance within an organization, and thus increase the probability of engagement with the organization.

Besides mentors and coaches, LCs and MC in the Czech Republic have an institute of Board of Advisors (BoA). In contrary to coaching, BoA is not mandatory at LCs and it is up to LCP to decide whether it is necessary to possess a new advisory body. BoA is made to account for their performance only to the executive board of the branch. In contrary to coaches, BoA has meetings with LCs on a quarterly basis or based on the necessity of the situation. BoA does not possess any controlling or advisory rights, it rather offers help in strategic decision-making and tackling projects. Thus, BoA has features of mentor and offers rather ways how to achieve a goal.

4.1.6 Managing conflict and handling people problems

AIESEC members are forced to deal with conflicts and problems in peaceful form but come up with the solution for that. Organizational culture in the AIESEC is solution orientation and members are usually solving problems. This quality of people management is very hard to be compared and it is rather excluded from the comparison in this thesis. However, AIESEC members in the Czech Republic have well-developed skills for managing and handling problems due to the nature of participation of student volunteering. All members in the LCs are students at the universities and they are not paid for participation in the organization. Thus, certain problems of members may arise. Students might have troubles with studies, the possibility of quitting university or financial situation and looking for part-time. Members are forced to share this situation with their team leader who should be able to support them in this kind of problems.

4.2 AIESEC in the Netherlands

Following the structure of analysis of the first case, thesis continues with the case of the AIESEC in the Netherlands. All qualities of people management are probed below for ensuring valid research of data. As it is mentioned above, there are twelve offices in the Netherlands including Member Committee (MC) office that leads the whole entity and develops strategic direction. The list of offices in the Netherlands includes Member Committee, AIESEC in Amsterdam, Delft, Groningen, Leiden, Maastricht, Nijmegen, Rotterdam, Tilburg, Twente, Utrecht, and Wageningen.

The AIESEC in the Netherlands currently has 318 members and division of members is rather steady within the local branches (Table 7). The biggest LC is Groningen with 36 members, following with LC Amsterdam and Tilburg with 35 members. On the other hand, the smallest LC has 16 members in Twente. There is no branch that has an exceptionally higher number of members and spread of members is very balanced. The national team of MC has only 7 members responsible for the entire country.

Table 7 **Number of members in the AIESEC in the Netherlands**

AIESEC LC	Members
Amsterdam	35
Delft	22
Groningen	36
Leiden	26
Maastricht	30
Nijmegen	28
Rotterdam	29
Tilburg	35
Twente	16
Utrecht	29
Wageningen	25
MC	7
TOTAL	318

Source: Own analysis based on internal data, 2018

4.2.1 Managing change

The change management is directly influenced by global leadership bodies and local branches can accommodate the requirements according to their needs. Every LC must implement the procedures according to the roadmap. However, the AIESEC in the Netherlands is based on the bottom-up change management and force members to feel the ownership with the organization. They force members to come up with the analytical and logical thinking about the current situation and based on the research invent a solution for a situation and possibility for change. Even though the hierarchical structure in LC is strictly obeyed, managing change is the responsibility of all member not only the team leaders.

The practical example of the recent change that was taken is the change of coaching model. Previously, coaching was held once or twice per functional term by entire Member Committee when they went to the LC and had time with the members. This was very ineffective on both sides and it did not serve well as coaching or mentoring at all. All members of the AIESEC Netherlands agreed that this change is necessary and currently they have a frequent meeting with an assigned coach who is responsible for a branch.

The LCs have one common control institution composed by alumni called Board of Directors who are responsible for reporting all cases of changes and reviewing previous terms and conduct annual final reports. Board of Directors includes six members from various functional areas and those members in the Board of Directors should have experience from national Member Committee and know the evolution of the national entity as well as the local situation at the LCs. Board of Directors

4.2.2 Leadership skills

According to the regulations in the AIESEC Global Compendium, a team leader is a person leading at least three members of the organization. This regulation is valid in every national and local entity of the AIESEC. The LCP position at the local committees in the Netherlands holds final responsibilities. The LCP chooses executive board at the beginning of the functional term and together with them, he or she provides strategy planning, training and personal development to the team members. The LCP is appointed by ballot from the valid members and he or she has power to legally represent the entity of local committee. VPs are responsible for their functional areas and coordinate, track,

motivate and support their team members and provide meaningful leadership experiences for members and exchange participants. The structure is based on LCP, VP and members without other hierarchical division. The decision-making power is rather centralized to the superior positions. VPs might delegate their responsibilities or rights to team members but these tasks are with low priority and influence on the operation of the branch. The people in charge receive money from the university for leading a team in the AIESEC and they are reporting to the university at the end of their functional term.

Looking at the table showing the number of leaders, the results are slightly different from those in the AIESEC in the Czech Republic (Table 8). The numbers of leaders are very similar to 5 or 6 leaders per one branch. In the Netherlands, there is a more visible trend of hierarchical centralisation of power to the executive board of branch and lower number of team leaders reflects also the fact that team leaders on higher positions work on full-time or part-time with the AIESEC and it is more than just volunteering in their free time. They are not splitting decision-making power so much and they are rather focusing on developing leadership within the executive body of the LC and other team leader positions. Thus, the member who is leading a team has very intense and valuable experience. Leadership, in this case, is employee-focused with attention to accomplishing tasks.

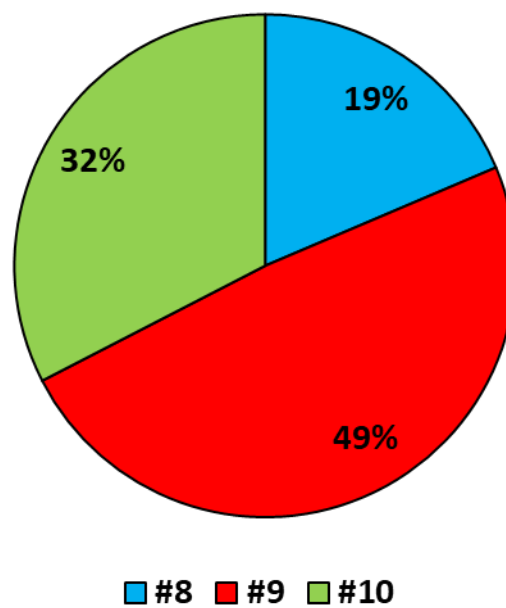
Table 8 Leaders at Local Committees in the Netherlands

AIESEC LC	Members	Leaders
Amsterdam	35	6
Delft	22	5
Groningen	36	6
Leiden	26	6
Maastricht	30	6
Nijmegen	28	6
Rotterdam	29	6
Tilburg	35	5
Twente	16	5
Utrecht	29	6
Wageningen	25	5
TOTAL	311	62

Source: Own analysis based on internal data, 2018

During the participating, members of the AIESEC in the Netherlands answered the same question in the survey that is formulated as *How would you on a scale from 1 to 10 recommend experience in AIESEC to your friends?*. There were 243 respondents who answered this question, 43 team leaders (67 % of the whole number) and 201 team members (79 % of the whole number) without leadership experience. The chart below shows results that prove that team leader who leads at least three people are promoters of the organization and they would recommend participation to their friends (Chart 3). Almost one third of the respondents from team leaders (32 %) are inevitably persuaded about benefits of the participation. There is no worse mark then 8 which is still considered as scoring for the promoter.

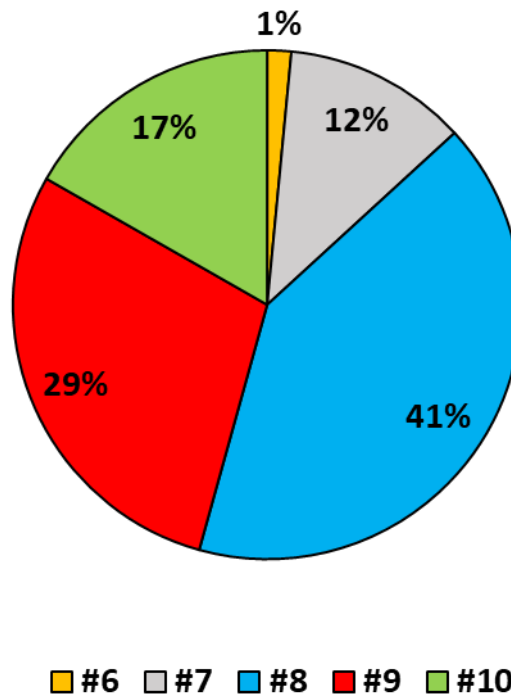
Chart 3 Recommendation of participation by team leaders in the Netherlands



Source: Own survey based on internal data, 2018

The same question was set to team members without any explicit leadership experience in the AIESEC and results prove that team members without leadership experience were not always persuaded as the team leaders (Chart 4) did. The mark 6 and 7 together got 13 % and it is for the respondents who stand in the neutral zone and they are not recommending directly the participation. They are rather moderate and do not go for the highest mark at the first point, only 17 % of team members marked 10.

Chart 4 Recommendation of participation by team members in the Netherlands



Source: Own survey based on internal data, 2018

4.2.3 Selection interviewing skills

The AIESEC in the Netherlands has the same setting for all branches when selecting members for local branches from applying candidates. The process should be same for all students in every university where AIESEC performs. They have similar regulations on each LC and follow them when selecting new members. Start of semesters in the Netherlands is approximately in September and February, so the selections take place after the first weeks at the university and candidates have enough time to look for various options how to contribute and participate during their stay at the university.

The applications are open to all students from the particular university without any limitations. After accepting all applications, selections have two stages. The first stage is a one-on-one interview with one of the members from chosen LC. The second stage has a form of assessment that usually takes two days in a row.

The selection interview is composed of the same parts as in the AIESEC in the Czech Republic. It begins with outline and introduction of the interview. Following with middle part focused on questions about the candidate, his or her motivation, skills and preferences. To sum it up, in the end, part interviewer closes interview and presents next round of assessment centre with further procedures. The interview usually takes half an hour. The questions in the selection interview include questions from various categories presented above and assessment form has a form that is applicable for all LCs in the Netherlands⁸. Assessment form complies question, for example:

1. Open questions

With which five words would your friends describe you?

Can you put examples of global issues that bother you?

2. Probing questions

Have you ever volunteered to contribute to the society?

3. Behavioural event questions

Did you have a chance to lead a team? How did you motivate them?

4. Capability questions

What kind of professional experience you have in terms of NGO?

5. Questions about motivations

Why are you applying for AIESEC?

⁸ The assessment questionnaire is not cited in full wording due to confidentiality of document. This form is used in very similar version every year during selections of new members and it is not publicly accessible document. If candidates know what are the questions during the interview, the results might be distorted.

6. Focused work questions

How many hours a week do you expect to devote to AIESEC?

The stage of assessment centre is not very long as it takes only 45 minutes per candidate. However, candidates are put together, so interviewers can evaluate their skills and personality together with a behavioural pattern that might arise in the group. The content of assessment centre is one case study previously prepared by LC members that might relate to potential future work in the AIESEC. Feedbacks on candidates are sent to personal email with descriptive evaluation why they accept them or why they decided not to accept them this time. In case of rejection, AIESEC members send also points for improvement related to work in the organization. The email is sent personally and it is strictly confidential information. Assessment form from an interview of the candidate is evaluated together with the outcome of the assessment centre. The candidate receives points for each question depending on the relevance of answer plus the total sum of points from the assessment centre for achieving the goal of the case study. Beside numerical results, interviewer considers personal characteristics of the candidate which cannot be generalized or put into the framework. Each team is very specific and needs a different type of personalities. It is up to the interviewer to select the right ones.

Continuously, new elected LCP in each branch must choose his or her new executive board and it is very important to use selection interview skills to select great candidates. The candidates are selected only by LCP and interview consists of two rounds based on organizational understanding and vision of the LC and entire organization globally. Another part includes questions about core competencies and motivation through a personal interview. Candidates must show motivation to become full-time members which means that they are committed to give up for studies for one year and become employed for the LC of the AIESEC for next one-year term. LCP, based on his or her selection interviewing skills, must distinguish who is an appropriate candidate because it is a big responsibility to become one of those who lead branch at the university. It is also big responsibility due to personal influence on lives on new members of the executive board who change their lives and studies. Candidates to the executive board and the LCP position has no or short experience (three months) in the AIESEC in average. They are applying for these positions very quickly after learning about the AIESEC and it is more about the professional experience than the extra student activity.

4.2.4 Performance management skills

The setting of objectives to ensure effective and productive performance is held by executive boards of each LC in the Netherlands. Every VP needs to prepare his or her own plan of objectives that he or she wants to achieve with the team and then he or she needs to get it approved from the person responsible for local financial issues. The targets are set according to previous years with attention to growth. Despite the fact that branches need to prove valid efficiency in performance, the AIESEC in the Netherlands focuses on personal development and they put emphasis on achieving goals in learning and development area. Tracking is made by VPs and team leaders who arrange regular meetings on weekly basis and by Local Advisory Board who is responsible for coaching but also for reviewing performance.

The number of exchanges at the AIESEC LCs in the Netherlands presented below in the table shows one interesting fact (Table 9). There is no focus on the area of incoming cultural exchanges Global Volunteer (iGV) due to the external factors. The Global Volunteer project is mostly based on the cultural learning and it relates to specific SGD. One must admit that there are no compelling obstacles that could be connected to SDG and thus, the AIESEC in the Netherlands puts emphasis on outgoing Global Volunteer exchanges. AIESEC in the Netherlands has excellent performance results in outgoing exchanges but overall results for a number of exchanges is due to mentioned reasons not so high.

Table 9 Exchanges in term 2017/2018 in the AIESEC in the Netherlands

AIESEC LC	oGV	iGET	oGET	TOTAL
Amsterdam	61	22	9	92
Delft	30	5	6	41
Groningen	59	15	14	88
Leiden	58	10	2	70
Maastricht	48	7	8	63
Nijmegen	32	8	9	49
Rotterdam	28	3	3	34
Tilburg	28	22	5	55
Twente	22	2	5	29
Utrecht	49	13	7	69
Wageningen	23	10	4	37
MC	N/A	N/A	1	1
TOTAL	438	117	73	628

Source: Own analysis base on internal data, 2018

Following the rhetoric from the previous paragraph, next table shows that total productivity of Dutch branches is lower than 2 exchanges per member (Table 10). The highest productivity is in LC Leiden with 2.69 exchanges per member. However, there are LCs with productivity very low as Rotterdam with 1.17 or Wageningen with 1.48 exchanges per one member. These results only prove that performance in conducted exchanges is not the target of Dutch AIESEC branches and they are focusing on another set objective as a number of members and personal development of them.

Table 10 Productivity of LCs in the Netherlands

AIESEC LC	Members	Exchanges	Productivity
Amsterdam	35	92	2.63
Delft	22	41	1.86
Groningen	36	88	2.44
Leiden	26	70	2.69
Maastricht	30	63	2.10
Nijmegen	28	49	1.75
Rotterdam	29	34	1.17
Tilburg	35	55	1.62
Twente	16	29	1.81
Utrecht	29	69	2.23
Wageningen	25	37	1.48
MC	7	1	0.14
TOTAL	318	628	1.97

Source: Own analysis base on internal data, 2018

Performance in planning and targeting objectives in recruitment and applications from potential candidates are shown for each recruitment round, at the beginning of winter semester and summer semester. The LCs in the Netherlands only plan the number of recruited members that they want to hire not the number of applications. Usually, there are more candidates for the membership than the vacancies and they do not experience lack of candidates. The spring recruitment round was conservative according to planned numbers of members (Table 11). However, as the table shows, the number of the applications was higher and representatives of the LCs chose the right candidates according to their plans. The only exceptions were LC Amsterdam with 7 recruited members instead of 8 and LC Twente with 4 instead of 6 recruited members. The reason for hiring less people than planned was the fact that candidates were irrelevant in both cases and on a top of that,

university in Twente is a place with a large number of student organizations and associations and they compete to get students to participate. The overall result 99 % proves the appropriate performance management in the planning of recruitment by HR responsible members.

Table 11 Spring recruitment in LCs in the Netherlands

AIIESEC LC	Plan recruited members	Applications	Reality recruited members	Fulfillment
Amsterdam	8	15	7	88%
Delft	5	13	5	100%
Groningen	6	15	6	100%
Leiden	6	17	6	100%
Maastricht	8	19	8	100%
Nijmegen	5	11	6	120%
Rotterdam	3	33	4	133%
Tilburg	7	21	7	100%
Twente	6	9	4	67%
Utrecht	9	16	9	100%
Wageningen	7	12	7	100%
TOTAL	70	181	69	99%

Source: Own analysis base on internal data, 2018

In the second recruitment round of term 2017/2018, the plan was higher as more students are willing to get involved at the beginning of the academic year (Table 12). All branches get their results on 100 % and above, only LC Twente struggled again and the reason is mentioned above. The overall results continue with the trend of appropriate planning.

Table 12 Fall recruitment in LCs in the Netherlands

AIIESEC LC	Plan recruited members	Applications	Reality recruited members	Fulfillment
Amsterdam	19	47	23	121%
Delft	9	22	9	100%
Groningen	21	38	21	100%
Leiden	14	31	15	107%
Maastricht	17	39	17	100%
Nijmegen	14	29	14	100%
Rotterdam	17	36	17	100%
Tilburg	19	41	19	100%
Twente	6	7	4	67%
Utrecht	19	31	19	100%
Wageningen	13	26	13	100%
TOTAL	168	347	171	102%

Source: Own analysis base on internal data, 2018

4.2.5 Learning and development skills

Learning and development skills are well-developed in the AIIESEC in the Netherlands and people in charge put emphasis on such development as it is core component to become a proper manager. The educational cycle in the Dutch LCs usually starts before the beginning of the functional term with the event EB Borders which is three-day transition conference with all the members of the current and future executive boards. Followingly, there is National Induction Seminar as induction training for the new joiners who learn how the AIIESEC works, the relevance of the AIIESEC and other elementary knowledge. National Induction Seminar is followed by National Trainers Day which takes place in Rotterdam and all members receive professional training on sales, presenting and other skills by partners companies and it serves also as an instrument to award partners and exceptional contribution to the organization. During the first three months of joining the organization, there are two more events – Functional Borders and Take Over Weekend. Functional Borders is meeting for all members from the functional area in the Netherlands where members receive training on the knowledge and skills needed for the particular area. Take Over Weekend is a meeting organized for entire LC and it repeats every year. During the researched time from February 2017 until January 2018, twenty-two members of the AIIESEC in the Netherlands went on exchange abroad

during their active participation. The enforcement to get engaged with the participation is the goal of the organization L&D system and only small percentage of members went to the exchange.

The coaching model composes from various levels of coaches. Starting with the coaches from the national Member Committee, there is always one member from LC who advises the LC as a coach. The local level of coaching is based on regular meetings with representatives of the branch when members discuss their issues and coach attempts to assist them with strategic direction and implementation of national strategies.

There is the body of Board of Advisors in the AIESEC in the Netherlands that has coaching function on a local level. Board of Advisors (BoA) operates on a national level but there is one member from each branch or each university, respectively. Members of BoA are contacted and asked to be part of the body but it is voluntary to become a member of this body. Usually, each LC decides who they want to approach and ask them to become Advisor. The BoA is divided into two parts, Board of Advisors Corporate and Board of Advisors Non-Corporate. Corporate BoA is composed of former members of the AIESEC who are currently in senior positions in various companies or institutions. They still want to contribute with their experiences and knowledge and help members to find the ways by coaching them and showing them options they have in order to achieve set objectives. Non-corporate part of BoA is mostly chosen from representatives of universities who are honoured to be part of student organization and support them in operating at the university.

Besides BoA, Local Advisory Body is set on each LC. It contains approximately six members per LC, composed of fresh alumni from previous years who knows the current situation and they can contribute with their advice and meet LC on regular basis to ensure the quality transition of information to their successors. Members of Local Advisory Body serve as coaches as well. The system of mentoring is not set at Dutch offices due to a lower number of members and more frequent meetings with coaches. The strategic directions are set rather from the national level without other inputs from other bodies.

4.2.6 Managing conflict and handling people problems

In the AIESEC in the Netherlands is valid the same approach as in the Czech entity but there can be spotted one difference. Even though the organization is still based on volunteering activity, members in the executive board (Vice Presidents) of LCs interrupt their university studies for a one-year term and they are paid by universities for the work conducted in LC. Most of the problems they are solving are work-oriented and they need to solve rather professional tasks than student issues. Members get more experience with managing professional conflicts but there is a chance that executive board is not able to empathise with subsidiary members and their everyday struggles.

5 Results and Discussion

After the analysis of two cases of the AIESEC in the Czech Republic and AIESEC in the Netherlands, this thesis compares and evaluates the findings in this chapter. As the previous chapter shows, there are many common procedures and features for both entities but there are also things that differ in each country according to people management on the local level of the organization. The organization has a similar number of members in both countries, 288 in the Czech Republic and 318 in the Netherlands. However, the leadership roles held by the members is higher in the Czech Republic than in the Netherlands.

The difference is that Dutch AIESEC branches centralize the decision-making power at hierarchically higher positions and Czech branches have more levels of team leaders who have different rights. The split of the decision-making rights is something that can be used as an instrument of people management to engage members of the organization and increase the feeling of ownership. It might be working well in the AIESEC in the Czech Republic but on the other hand, Dutch branches of the AIESEC centralize power and they benefit from it with clear structures of rights and responsibilities. Thus, members know what is their job description and what are the specific action steps they need to do. Leadership is about the capability to influence people behaviour and professional performance. Looking on the selection interviewing skills of the members, they are well-developed and used on regular basis. The selection interviews are led by the team leaders and they are composed of various types of questions covering wide scale of categories. Both entities have standardized assessment questionnaires and methodology to select candidates.

The important difference between two researched entities is the nature of participation. As it is mentioned above, Czech AIESEC on local committees is based on free-time participation of students who are applying to get some extra curriculum experience. In contrary to that, Dutch students are joining the AIESEC LCs to get professional experience and for team leader positions they interrupt the university studies and become a full-time employee of the organization. This might be a factor influencing the productivity of the members but the overall productivity is lower than in the Czech entity. The performance management in a number of exchanges is not influenced by the nature of participation but it could be connected with the leadership skills. Team leaders in the AIESEC in the Netherlands are more employee-oriented and they focus rather on

personal development of the members and members of the AIESEC in the Czech Republic are job-oriented and they focus on tasks that have to be done. The productivity is higher in the AIESEC in the Czech Republic but they are not able to develop other soft skills of their members. The performance management, in this case, is more successful in terms of conducted exchanges. However, AIESEC in the Netherlands has more successful performance management in terms of planning recruitments and HR strategies. The performance is not only about numbers of realized exchanges, a number of recruited members or productivity of team leaders and members, respectively. The performance management is also about values and behaviour of the members of the organization and as the thesis presented by tracing results of promoter score of team leaders and team members. In both entities, participation influenced their decision to recommend the AIESEC to friends but the positive influence is more visible in the AIESEC in the Netherlands.

Learning and development skills are one of the core features of the AIESEC team leaders and both entities follow global strategies and apply personal development plans and educational cycles for all members. Even though each entity has different personal development plans, they are well-tailored for the entity and they match needs of members and timeline. The AIESEC in the Czech Republic utilizes both, coaching and mentoring on various levels and AIESEC in the Netherlands, on the other hand, have only coaches on the national and local level.

This entire thesis attempts to answer one main research questions: What makes a difference in people management in the AIESEC in the Czech Republic and the Netherlands? The thesis has stated hypothesis as follows: The Netherlands is more successful in people management in the organization of AIESEC. The Netherlands surely have better performance management in terms of values, better leadership skills but the Czech entity is very successful in productivity performance and has comparable learning and development techniques and selection interviewing skills. The findings show qualities of Czech and Dutch entity and might help to improve practice in both entities. Czech entity might focus on the structure of leadership bodies at the LC and planning and performance of HR strategies with emphasis put on the value delivery to the members. AIESEC in the Netherlands, on the other hand, may see the space to improve in performance a field of qualitative productivity. The main differences are analysed and discussed above and the

hypothesis is verified only partially. People management proves to be a very complex network of qualities which are mutually connected and influences each other.

6 Conclusion

To sum it up, this thesis offered a comprehensive overview on the topic of people management on specific cases of two entities of student non-profit organization AIESEC. The national entities of AIESEC must obey the same regulations from the official sources of the AIESEC but they have specific processes or bodies that are unique in their way. The AIESEC in the Czech Republic and the Netherlands show specific quality features of people management and both have their strengths and weaker points. Comparison of people management features and qualities of two cases shows that people management is a very complex system with mutual connections. Even though the AIESEC in the Netherlands is better in attracting students to participate in the student organization, they are not able to maintain better performance in a field of exchanges. They focus rather on leadership skills and learning and development skills within a people management area and they invest in their members. On the other hand, the AIESEC in the Czech Republic is better in performance in a number of exchanges but they lack the focus to their own members. Both entities have similar controlling bodies and institutions ensuring their operation but the Dutch local committees are based on full-time or part-time participation and team leaders dedicate their time to the organization.

The professional contribution of this thesis might be primarily for the AIESEC itself and for other student organizations in general. Members of this organization can reflect findings of this thesis and think about current status and space for improvement. Student organization might benefit from this thesis based on theoretical knowledge about people management and practical application in this case. The thesis opens space for new questions and further research in this field and it is primarily up to AIESEC members what they take from this.

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