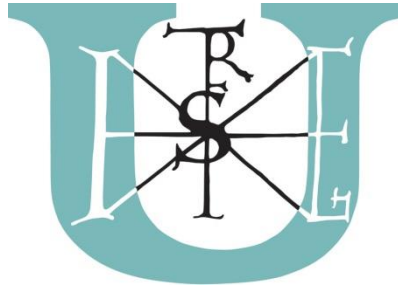


Thesis of doctoral (PhD) dissertation

**Gabriella Horváth-Csikós
Gödöllő
2020**



SZENT ISTVÁN UNIVERSITY

**LANGUAGE KNOWLEDGE AS A SUCCESS FACTOR ON HUNGARIAN
LABOUR MARKET**

**Gabriella Horváth-Csikós
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1. BACKGROUND AND AIMS OF DISSERTATION

The question of knowledge management/knowledge sharing has become more and more popular for the companies and organizations nowadays. Knowledge is the most important capital of the organizations, thus developing and preserving it involves challenges and requirements for the institutions. The practice and concept of knowledge management has become a strategic field for several companies.

The issue of knowledge management and knowledge sharing is especially interesting in cases where Hungarian employees and international/foreign companies participate in the complex system of knowledge management. The number of international companies with Hungarian employees is continuously increasing and the knowledge of foreign languages is essential for them in the everyday use. The question may arise how knowledge sharing can be implemented when employees do not share a common language with their employers. What factors influence the success of mentoring practice which supports knowledge sharing?

More and more Hungarian companies realize the advantages of mentoring practice, which supports the professional and personal development of the employees. Several companies apply mentoring system in order to help the entrants and in some cases provide them linguistic support. Although the mentoring system itself is not new, it has started to spread rapidly by having more international companies in Hungary. Mentoring practice has become an important part of the system of career development.

Regarding the above mentioned, the motivating question of my research was to find out how much employees are willing to share their knowledge with their colleagues and how much they can share their knowledge if there is no common code, no common language. Or is there yet a common code when one of the participants speaks the given foreign language and the other does not? Can knowledge sharing be successful and if yes in what form? How can employees remain motivated despite having linguistic difficulties?

The aim of my research was to examine the practice of knowledge sharing/knowledge transfer at some foreign companies operating in Hungary. I focused on examining knowledge transfer when there are linguistic difficulties for the participants. In my research I primarily used quantitative method (online questionnaire).

In my thesis I introduced the theoretical approaches, the participants and the process of knowledge transfer implemented at companies with foreign background. The interdisciplinary feature of my research is given by the fact that the topic of the dissertation can be linked to psycholinguistics, sociolinguistics, psychology, translation studies, foreign language teaching, and communication and knowledge management as well.

1.1 Aims and hypotheses of dissertation

The aim of my research was to examine and analyse the effect of language on knowledge transfer at foreign companies in Hungary. Furthermore, I aimed at highlighting the possible problems and opportunities, which are created by the multicultural, multi-national and multi-linguistic environment. Despite the fact that employees of different nationalities work together, they are able to share and transfer knowledge and experience with the help of English, the common language of the company. This supports the fact that the common language within a company helps and supports the process of knowledge sharing in a corporate environment where the workers have

different cultural background and different language. At the end of the dissertation I make suggestions how the leaders of the companies should manage the language in order to promote the process of knowledge sharing in a common language.

As a summary, my research aims (A₁-A₄) and hypotheses (H₁-H₅) were the following:

- A1:** My aim was to examine and analyse the effect of language on knowledge sharing in case of companies with different proprietorial background operating in Hungary and to reveal and highlight the arising problems and opportunities, which are generated by the multi-cultural, multi-language environment in the examined companies.
- A2:** My aim was to analyse the opinion of the concerned about the knowledge sharing method in a foreign language and about how they use it in practice.
- A3:** Furthermore my aim was to examine -in case of some foreign companies operating in Hungary- to what extent the knowledge sharing process might damage or might not happen at all if there are language obstacles in knowledge sharing and I also wanted to examine whether language knowledge can be one of the key factors of employment on labour market and whether our competitiveness can be increased by higher level of foreign language knowledge.
- A4:** Finally, I make suggestions how to handle the management of the companies should handle the issue of languages in order to promote the knowledge sharing process at on a common language.

The questions motivating my research were the following:

- a) to what extent are the employees willing to share their own knowledge with each other and to what extent can employees share their knowledge in case there is no shared company language, there is no common code
- b) is there a common code when one of the participants of professional communication speaks the foreign language while the other does not; can knowledge transfer be successful and if yes what can be the outcome of it
- c) how can employees remain motivated despite their communication in foreign language is hindered
- d) what are the key factors of a successful employment in labour market
- e) is knowledge of a foreign language an important factor for successful employment on labour market
- f) to what extent do present-day university students consider foreign language knowledge important for successful employment
- g) what factors influence the success of a mentoring practice supporting knowledge transfer

The question still arises to what extent different factors influencing success appear in the examined companies, such as are there similarities or differences noticed regarding the mentoring practice operating at different companies. In my dissertation I present the theoretical approach of language mentoring at different organisations with different proprietorship; moreover, I want to show their types, the participants of the process, their characteristics and their connecting points to certain elements of knowledge management system

My hypotheses were the following:

- H1:** If there is a common working language operating at the company, the company can save money, time and energy without using translators and interpreters.
- H2:** At companies, where most of the ownership is Hungarian and the working language is Hungarian, the employees do not learn foreign languages.
- H3:** The majority of international and multicultural companies operating in Hungary either does not recognize or ignores the role and importance of foreign languages, which are necessary for the operation of the company.
- H4:** At companies operating in Hungary, one of the most frequent forms of knowledge sharing in foreign language is mentoring, more precisely face-to-face communication.
- H5:** Knowledge sharing in foreign language can only be effective and successful if the language knowledge of the participating parties is at least at intermediate level and trustful atmosphere can be developed between the participants.

2. MATERIALS AND METHODOLOGY

The methodological frame of the dissertation was the following:

1. Analysing seconder data: Before starting the research, I was thoroughly reading professional literature dealing with knowledge management, knowledge transfer and knowledge sharing both in Hungarian and international literature. My aim was to reveal publications, articles and lectures dealing with this topic. Based on my phrased hypothesis I systematized the collected materials. As a further secondary source, I used KSH and OECD statistics database.
2. I used quantitative and qualitative examinations for my research. In the quantitative research I used an online questionnaire. My aim with the questionnaire was to get a complex view on present day labour market language mentoring in a foreign language, and to what extent it is characteristic at foreign companies operating in Hungary. During the qualitative research I made 3 in-depth interviews with employees at multinational companies operating in Hungary. As the results of a qualitative research can support to reveal the trends and inner values how people think, my aim was to disclose the issue in-depth. The results are rather subjective but with the help of the method I could gain an inner view regarding the background of the topic.
3. Specification of the measurement methods: the questions of the questionnaire mainly contained structured questions: there were selective closed questions and alternative closed questions. I used the 3- and 5-point Likert-scale in the questionnaire. The scales I used were nominal, ordinal and metric scales.
4. Editing and testing the questionnaire: within the frame of the quantitative research I made a questionnaire where there were yes-no questions and wh-questions at the same time in order to reveal the thoughts and opinion of the respondents. The trial testing of the questionnaire was in the autumn of 2017 and 10 volunteers filled in the questionnaire.
5. Determining the sample method and the target audience: responding to the questionnaire was anonymous and the sample collecting method was the so-called non-probability accidental or convenience sampling. Therefore, the research cannot be considered representative. The questionnaire was published on the www.kerdoivem.hu site. Altogether I could collect 160 samples.
6. For data collecting I planned three months. My target audience was mainly employees at companies operating in Hungary where the shared company language was English.
7. Analysing the data: after collecting the samples, I examined the filled questionnaires and I concluded that there was no need for clearing any of the questionnaires. I used SPSS 23-program to analyse the data.

Questions and applied methods

Hypotheses		Questions in the questionnaire	Applied method
H 1	If there is a common working language operating at the company, the company can save money, time and energy without using translators and interpreters.	5., 7., 8., 11.	frequency, average, deviation, crosstab
H 2	At companies, where the majority of ownership is Hungarian and the working language is Hungarian, the employees do not learn foreign languages.	5., 12., 13., 14.	frequency, average, deviation, crosstab
H 3	The majority of international and multicultural companies operating in Hungary either does not recognize or ignores the role and importance of foreign languages, which are necessary for the operation of the company.	5., 11.	frequency, average, deviation, crosstab correlation, Man-Whitney test
H 4	At companies operating in Hungary, one of the most frequent forms of knowledge sharing in foreign language is mentoring, more precisely face-to-face communication	10., 15., 17., 18., 19., 20., 21., 22., 24., 25.	frequency, average, deviation, crosstab, ANOVA
H 5	Knowledge sharing in foreign language can only be effective and successful if the language knowledge of the participating parties is at least at intermediate level and trustful atmosphere can be developed between the participants.	10., 16., 23., 25., 26., 27., 28., 29., 30.	frequency, average, deviation, crosstab

3. RESULTS

3.1 New scientific results

After reading the professional literature and examining the received results, I can summarize the results as follows:

1. From the research results I could conclude that **the presence of employees with secure intermediate foreign language knowledge at labour market can strengthen the give company and therefore they can increase the competitiveness of that company in the region.** Based on the results of the research, I could conclude that regardless the shared language at the company, the effectiveness of knowledge sharing depends on the language they use. Furthermore, I could draw the conclusion that at companies where there are foreign employees, but the shared company language is Hungarian, the employees could not necessarily work together effectively in a company where the members of the company were from different countries and spoke different languages. Consequently, **the shared company language might be the key of effectiveness therefore at international companies the lack of a shared company language is an obstacle and the existence of a common company language is a supporter of knowledge sharing among foreign employees.**

2. During the research I could state that among the examined types of companies it is the small company where the company itself supports the training of the employees the most and the company also organises the training of its workers, while micro companies organise the trainings of their employees the least. In case of big companies, they partly support and partly organise the language training for their employees it was proven from my research that it is the companies with foreign ownership that supports the language training of their employees the most, while the Hungarian companies support them the least. Therefore I could conclude that **companies where the majority of ownership is Hungarian and where the common language is Hungarian just partly recognise the role of foreign language, while the international and multicultural companies operating in Hungary mainly recognise the role and importance of foreign language is necessary for the operation of the companies.**

3. It can clearly be seen from the research that in case of companies with mixed ownership, mentoring in foreign language was the most common and within that it was the face-to-face knowledge sharing. I could conclude that **knowledge sharing in foreign language is not frequent at companies operating in Hungary, although one of the most frequent forms of knowledge transfer in mother is mentoring.** From the ANOVA results it was proven that the ownership of the company is an influencing factor whether there is mentoring at the company or not.

4. From the research I could find that knowledge sharing in a foreign language can only be effective and efficient if the level of language knowledge of the participating parties is at least intermediate. **One of the most important preconditions of an effective and successful knowledge transfer in foreign language is that the language level of the participating parties is at least at intermediate level.** The result I could conclude from the questionnaire and from the result of the in-depth interviews regarding the increase of competitiveness is the following: **if a company wants to become competitive at the present day Hungarian labour market it is indispensable that the management of the company contributes strategic importance to foreign language knowledge, which is integrated consciously in the knowledge management system of the company. Furthermore, a multicultural environment can provide a supportive**

and competitive environment for the workers and colleagues, thus the performance of the whole company might increase.

The following theses were developed after analysing the hypotheses:

Thesis 1: The lack or the existence of a common language at international companies with employees of different nations obstructs or supports knowledge transfer.
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Thesis 2: Companies -where the majority of ownership is Hungarian and where the common working language is Hungarian- just partly recognize the role of foreign language, while the international and multicultural companies operating in Hungary mainly recognize the role and importance of foreign languages necessary for the operation of the companies.

Thesis 3: Knowledge sharing in foreign language is not frequent at companies operating in Hungary, although one of the most frequent forms of knowledge transfer in mother tongue is mentoring.
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Thesis 4: One of the most important preconditions of an effective and successful knowledge transfer in foreign language is that the language level of the participating parties is at least at intermediate level.

Source: own editing, 2018

4. CONCLUSIONS AND SUGGESTIONS

After finishing the examination of the 1st hypothesis, I can state that my first hypotheses, that is **if there is an operating shared company language within the company, then the organisation saves money, time and energy without using translators and interpreters *was a proven***. It was proven as almost three-quarters (72.1%) of the workers considered it important to have a shared company language among the colleagues; however less employees thought that if there is a shared company language it could decrease the misunderstandings during communication among the colleagues. It means that they want to have a shared company language, however they are not that sure if the number of misunderstandings would decrease with that.

As a summary I can state that approximately 60% of the responding employee completely agreed with the fact that a shared company language would decrease the misunderstandings occurring in the communication among individuals and they agreed that a common company language can be the key to effectiveness within the company.

Examining the 2nd hypothesis, which is the following: **the employees of companies with the majority of Hungarian ownership and with Hungarian as a company language, do not learn a foreign language *was proven***. Based on my research at companies where Hungarian was the shared company language only 23% of the employees learn a foreign language. From the gained results it could be clearly seen that in case where Hungarian is the company language 87.1% of the workers feel that the present-day level of their foreign language knowledge is enough for their work. It would be useful to examine this issue in more depth and to find answers why this number could be so high, why workers think that their level of foreign language knowledge is enough for their work. Regarding the motivating factors of language learning, I could state that the majority of the respondents would like to learn a foreign language if they had time, if the location of the language training would be within the company and if they had financial support for that.

According to the 3rd hypothesis, which says **that the majority of the multicultural companies operating in Hungary does not recognise or neglect the importance of foreign language necessary for the operation of the company *was proven*** based of the results of my research because among the examined types of companies it is the small companies where the company supports the language training of the workers the most. Companies employing 9 to 49 workers support and organise the foreign language trainings for their workers the most, while the micro companies support and organise the training the least. Based on the answers of the respondents working at big companies, I can state that big companies party support and organise the foreign language trainings for their employees.

It makes me conclude that in case of big companies, language knowledge of their workers might be an important factor but for sure significantly it is not that important. The 2.92 average on the 5-point Likert scale regarding the answers of the workers whether the language training is important for their companies means that it is partly important.

It was also revealed from the questionnaire that the companies partly provide opportunity for language learning for those workers whose level of foreign language knowledge was not satisfactory. From the gained results it can be clearly seen that there is no correlation between the size of the company and whether the company supports the language training of the workers or not and there was no correlation between the size of the company and whether the company organises the language training for their workers or not.

Examining the 4th hypothesis, in case of **companies operating in Hungary the most frequent form of knowledge transfer is mentoring and within mentoring it is the face to face communication.** The hypothesis was *partly proven* based on the results of my research as nearly 60% (57.5%) of the respondents answered that in their companies it was not at all characteristic or it was partly characteristic that there was foreign language mentoring. Only 5.6% of the respondents agreed that they had mentoring in foreign language. 57.5% of the respondents answered that knowledge transfer happens in the form of oral communication at their company and 42.5% of them answered that it happens in a written form.

As a summary I can state that the oral form of knowledge transfer is the most characteristic in case of the examined companies. Knowledge transfer happens in the form of oral communication according to the 60% of the answers. Among the advantages of the oral knowledge transfer, respondents mentioned immediate feedback, the help of meta-communication, frankness between the participants of the communication, misunderstandings can be easily handled and there's opportunity for immediate error correction. When they enumerated the disadvantages of oral knowledge transfer, the respondents mentioned the followings: immediate reaction, there is no time to think it over, the content of the information may be distorted, language mistakes can be more visible, it is easier to make mistakes. It was interesting to see that the immediate reaction and immediate feedback was on the top of the list in case of mentioning advantages and disadvantages of oral knowledge transfer.

Nearly one third of the responding workers answered that they could ask for help in their work and nearly one third of them answered that the new colleague is being mentored by another one. However, this 31.3% cannot be reflected in the 13.3% which marks that 13.3% of the workers say that there was no mentoring process in their companies at all. Helping the new colleague and letting them turn to somebody for help if they are stuck in their work is already mentoring, which means that there was mentoring in most cases of the companies, although they were not aware of the fact that it was mentoring at all. However, mentoring happens in oral form the most frequently it was also common to transfer knowledge via email or on telephone I should emphasize that there are other forms of mentoring besides face-to-face knowledge transfer, which can be used at different companies. From the answers of the questionnaire it could be clearly seen that the responding workers did not really use the advantages of the knowledge sharing possibilities given by the internet and it was also proven that the more important the language training for the company is, the more probable that there is mentoring in foreign language at the company. From the ANOVA examination it could be proven that the ownership of the company is an influencing factor whether there is mentoring at the company or not.

According to the 5th hypothesis, which says that **knowledge transfer in a foreign language can only be effective and efficient if the level of foreign language knowledge of the participants is at least intermediate and there can be an honest environment developed between the participants,** the results of my research showed that the hypothesis was *partly proven* because 86.9% of the respondents thought that knowledge transfer is influenced if it happens in foreign language and 3/4 of the respondents, exactly 76.3% of them answered that it really matters what the level of foreign language knowledge of the respondent is. It means that the presence of a suitable foreign language level is important for an effective knowledge transfer. From the answers for the questionnaire according to 66.3% of the employees it is impossible to share knowledge in foreign language with basic language level as for 68.8% of them answered that knowledge sharing in foreign language was problematic. Therefore, the first part of the hypothesis was proven which says that it's true that knowledge transfer in foreign language can only be effective and efficient if the foreign language level of the participating members is at least intermediate, however the second part of the hypothesis was partly proven. A frank and trustful atmosphere among the participants is necessary but this is not among the first three most important factors.

On a micro-level (on the level of individuals and companies) I make the following suggestions:

S1 From the empirical research it was revealed that at the examined international companies the lack of a shared company language is an obstacle in knowledge sharing among foreign employees. First, it would be important to have **transparent information about the knowledge capital** of the corporation concerning the knowledge, especially the language knowledge of the workers. After gaining information about the knowledge of the company it is advised **to make knowledge maps** and to identify the knowledge channels of the company and finally to have a full documentation about the whole process. The knowledge map shows the people who are the owners of the given knowledge, it also shows for example who can make presentations in English language or writing suitable reports in foreign language. If the company collects the owners, the people and the channel of the knowledge, the place and time of knowledge sharing, then the company should encourage their employees to share their knowledge with others by making them interested in the whole process. In case the participants make the whole system alive, the system will operate and after short period of time it can become automatic, but for the successful operation they have to find the person who coordinates and guides the whole process, otherwise the process can slow down and will stop soon. This model can be applied at any companies regardless the size of the company. It can also be applied in tertiary education institutions as well.

S2 From the results it can be clearly seen that knowledge sharing in foreign language is not frequent in companies in Hungary in spite the fact that the workers are open towards knowledge sharing in foreign language, but the level of foreign language knowledge of the majority of the employees has not reached the intermediate level yet. It means that knowledge sharing cannot occur without obstacles. Corporate knowledge sharing has different methods and tools: one possible solution can be to create a common platform on the web. This common platform on the web can be useful for the employees and for the employers as well and for the company. The content of the common web platform depends on the aims agreed together with all the participants. A similar web platform can be generated between the mentor and his mentee, which can be reached with an application via a smart telephone. So-called 'suggestion boxes' or 'chat boxes' can be made on the web platform where immediate feedback can be given by the mentor or by the leader. This is also a kind of knowledge sharing where solving problems can be made more effective and quicker; moreover, the sense of community and the sense of belonging to a community and loyalty can be increased with this solution. The elements of an effectively operating knowledge management system and the requirements of the system from a linguistic aspect can be the following:

- developing knowledge management database with the participation of language mentors, language trainers and all the participants of knowledge sharing
- approval and acknowledgement for knowledge sharing - task of the management
- developing a corporate manual of instruction how to handle and how to manage knowledge sharing in a foreign language
- supporting a two-way communication model
- choosing the knowledge sharing method, which suits the corporate the most
- taking individual values and individual knowledge into account
- applying online collaboration: asynchronous (email, forums etc), synchronous (chat audio and visual conference, virtual classroom)
- applying other knowledge management tools: knowledge pools, knowledge bases, online documents, collaboration, supporting performance, etc
- Web: search engines, websites, etc

- M-learning (mobile learning): laptops, PDA-s, mobile telephones

S3 I consider it very important to involve language mentors or language teachers with specialised knowledge into different trainings of the company. One of the newest training forms at companies regarding language training is the so-called blended learning. Blended learning is a type of education form where opportunities given by the digital media and internet is combined with the traditional classroom teaching methods. In this education model acquiring the curriculum happens with the guidance of the teacher/mentor or the coach with his support. Thus, the personal contact is still important, however, the participants will have the chance to communicate with each other online. Participants make podcast, different projects or blogs, which they upload on the common platform.

Training and development within the corporation is indispensable in order to have an effectively operating knowledge management system. The strategic aim should be to integrate training and development into the other processes of the corporation. This approach shifts the emphasis from individual development to corporate development. The primary aim is to develop a learning environment suitable for the requirements of the corporation and to provide curriculum, which is body tailored to the requirements of the employees and also to apply on-the-job methods rather than off-the-job methods, which means that they should use web tools such as internet or internet rather than physical equipment like classrooms or benches.

S4 As most of the respondents completely agreed that knowledge sharing may save time for the company in case there is a solution which already could solve a problem, then hopefully that solution would be able to solve the other problem as well. Therefore the individual success may contribute to the success of the corporation and as the most frequent and most required form of knowledge sharing at companies is the face-to-face interaction regardless the appearance of the new smart tools, I consider it necessary and important **to have personal meetings, personal discussions as part of the knowledge management system of the corporation.** With the appearance of the smart tools we lost something very valuable, which is the personal contact, the personal feedback and the results of my research also show that there is an urgent need to have the personal connections back. I believe that developing an effectively operating knowledge management model to promote knowledge transfer is inevitable.

S5 **Elaborating a P2P language mentoring model:** I consider language mentoring, especially the P2P language mentoring very useful. P2P means that the employees of a given organisation or a given company communicate directly with each other without any exact fixed point. The example of the Valpasio University in the United States reflects that in their case the P2P mentoring could work effectively and could sustain within a multi-language environment. University students mentored each other linguistically and language mentoring itself was built in their own schedule where student could get credits for enrolling to that course. At Szent István University I can imagine elaborating a similar language mentoring system. The university already has a mentoring system, which supports the integration process of the incoming foreign students and similarly to that I can imagine a language mentoring system, too. This language mentoring program will definitely mean a win-win situation for all the participants. The foreign students studying at the university mean a great potential in this project and we could build our mentoring program on them. I already asked foreign students in a questionnaire whether they would like to mentor Hungarian students in the process of learning English language, and they answered yes. Definitely a system like the mentioned P2P language mentoring system should be a well-structured and thoroughly elaborated program, where the outputs, the goals and all the roles of each participant is pre-determined.

Implementing the peer to peer language program would help increase the number of speakers of a foreign language and supposedly the level of their English would also increase. The Hungarian students could enter the labour market with more self-confidence, and they could also enter the international labour market as well. The process would be beneficial for the foreign students as well because their integration into Hungarian society would be promoted by that. This should be a bottom-up strategy in order to implement it effectively.

J6 At almost all the examined companies, individuals worked in groups when they were in the process of fulfilling a project. Even though the respondents agreed that the effectiveness of knowledge sharing is highly influenced by the individual and corporate culture, yet they agreed that a **multi-coloured and multinational group could contribute to the success of knowledge sharing more**. They explained it with the fact that employees from different cultural background usually suggested different ways of solving a certain problem, they suggested different alternatives and different nationalities might also mix their suggestions. However, at companies where Hungarian language is the shared company language, the majority of the employees said that they could not really co-operate effectively with the colleagues who spoke different mother tongues than their mother tongue. This situation can be supported by providing language lessons or language trainings in foreign languages to those workers whose level of language is not enough to be able to understand their foreign colleagues and to be brave enough to communicate with them. This could be implemented **with integrating native teachers into the mentoring process and involving native teachers and mentors can be implemented not only in case of companies, but also in case of higher education institutions**. In case 2- 3 teachers could work at a university, they could be able to contribute greatly to ease the work of the Hungarian employees working at a given faculty. Their work and their presence is necessary primary because the Hungarian workers could get immediate feedback from the native speakers as usually a simple sentence communication might be the driving force for several people to start learning a language Apart from this, great emphasis should be put on acquiring soft skills as well. Language mentoring, language coaching and special speaking-centred, workplace English lessons can be implemented with native speakers.

On macro-level I phrased the following suggestions:

J7 Apart from the already mentioned suggestions, **increasing the labour force relevance of university courses** would be very important – after discussing with the economic participants. It means that teachers should teach specialized English courses, where they can learn the professional language they will later use in their own field. In order to achieve this, it is indispensable to let all the participants sit and discuss together all the details and to elaborate them with experts from the side of teaching-education and from the side of the companies. It might easily happen that **new foreign language courses will have to be elaborated** and new curricula will have to be made as the future graduates will be the young and educated members of the society for whom knowing foreign languages and foreign cultures will be mandatory because of the globalizing culture and economy and because of the information technology. Moreover, developing foreign language courses, trainings is considered to be an important aim, which can make Hungarian higher institution more attractive for foreign students.

J8 Apart from individual and corporate level, it is very important to have support from above, and also to have such an educational policy and governmental strategy, which accepts and supports the idea that results and development can only be achieved if all the participants act together: the individual, the employee and the company, and it fits into a national educational policy, which is well-structured. Development on the level of the whole system can only be expected if there are nation-wide projects, which attract more and more participants in the given regions.

With the implementation of the mentioned suggestions, I believe that more self-confident employees would be present on or would enter labour market, thus increasing the competitiveness of the given institution or organisation. Foreign language knowledge is valuable on the present-day labour market and people with secure and high-level language knowledge are more valuable than their peers. All in all, it is possible to increase the competitiveness of either higher educational institutions, or any other organisations by having and employing linguistically qualified employees.

5. PUBLICATIONS CONNECTED TO RESEARCH TOPIC

Peer-reviewed article/book in foreign language:

1. **Horváth-Csikós, G.**, Bencsik, A., Juhász T., Csanádi Á. (2019): Healthy lifestyle and behavior of Z Generation. In: *JOURNAL OF EASTERN EUROPEAN AND CENTRAL ASIAN RESEARCH* (2328-8272 2328-8280): 6, pp 297-308
2. **Horváth-Csikós, G.**, Bencsik, A. (2018): , In: *ACTA POLYTECHNICA HUNGARICA* (1785-8860): 15 8 pp 209-226 The Role of Knowledge Management in Developing Quality Culture
3. **Horváth-Csikós, G.** (2018): Why should mentoring still be an issue on the future labour market?, In: *STUDIA MUNDI - ECONOMICA* (2415-9395): 5 pp 110-117, DOI: <http://studia.mundi.gtk.szie.hu/why-should-mentoring-still-be-issue-future-labour-market>
4. **Horváth-Csikós, G.** (2019): Can competitive foreign language knowledge contribute to regional development? How knowledge transfer works at multinational companies in Hungary, In: *Csilla Czeglédi: Studies about the economic and social perspectives*, Gödöllő: Szent István University, pp 39-49, ISBN: 9789632698212
5. **Horváth-Csikós, G.**, Bencsik, A., Juhász T. (2016): Y and Z Generations at Workplaces, In: *JOURNAL OF COMPETITIVENESS* (1804-171X 1804-1728): 8 3 pp 90-106, DOI: <https://www.cjournal.cz/index.php?hid=clanek&cid=227>
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