

## ACQUIRING THE KNOWLEDGE AND IMPORTANT VOCABULARY IN THE AREA OF MANAGEMENT IN A BUSINESS ENGLISH COURSE

### NADOBÚDANIE VEDOMOSTÍ A DÔLEŽITEJ SLOVNEJ ZÁSObY V OBLASTI MANAŽMENTU V KURZE OBCHODNEJ ANGLIČTINY

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#### **Abstract**

*Setting up one's own business is a great dream of the younger generation. Every year, new businesses are started, but many small businesses also fail. The most quoted reason for business failure is managerial ineptitude. Needless to say, education and experience are fundamental. Interest in owning a business grows and graduates who launch start-ups do need help. Universities in Finland and Denmark show their increasing awareness of public interest by offering courses in business English and entrepreneurship where the knowledge about small business management, the management of human resources and leadership in management can be acquired. The paper is part of the Project KEGA – 'Idioms in Business Communication'. It looks at what knowledge Slovak undergraduates should demonstrate regarding small business management. In addition, it suggests how this knowledge can be extended and business vocabulary improved.*

**Keywords:** management, leadership, administration, organization, text, vocabulary.

#### **Abstrakt**

*Založenie vlastnej obchodnej spoločnosti je veľkým snom mladšej generácie. Každý rok začínajú nové firmy, ale takisto mnoho malých firiem zlyhá. Najčastejším dôvodom neúspechu v podnikaní je nešikovnosť manažérov. Nemusíme hovoriť o tom, že vzdelanie a skúsenosti sú podstatné. Záujem vlastníť firmu rastie a absolventi, ktorí začínajú zakladať firmy, potrebujú pomoc. Univerzity vo Fínsku a Dánsku prejavujú rastúce povedomie o verejnom záujme tým, že ponúkajú kurzy obchodnej angličtiny a podnikania, kde je možné nadobudnúť vedomosti o riadení malých podnikov, riadení ľudských zdrojov a vedení v manažmente. Príspevok je súčasťou projektu KEGA – „Idiómy v obchodnej komunikácii“. Zaoberá sa tým, aké znalosti by mali vysokoškolskí študenti preukázať v oblasti riadenia malých podnikov. Príspevok navrhuje, ako možno dané znalosti rozšíriť a zlepšiť odbornú slovnú zásobu.*

**Kľúčové slová:** manažment, vedenie, administratíva, organizácia, text, slovná zásoba.

#### **Introduction**

To run one's own business is not an easy task especially nowadays when there is strong competition among businesses. The success or failure of companies or business organizations often depends on the quality of their managers. Therefore, to have great or comprehensive knowledge from the field of management is more than necessary.

The Department of English Language of the Faculty of Applied Languages of the University of Economics in Bratislava provides courses in business English for advanced students of the five faculties, namely the Faculty of National Economy, the Faculty of Commerce, the Faculty of Informatics, the Faculty of Business Management, and the Faculty of International Relations. Within the period of two/three semesters students follow *Market Leader Business English Course Book* (Cotton, Falvey, Kent, 2011) in order to deal with twelve units, specifically Communication, International marketing, Building relations, Success, Job satisfaction, Risk, Management styles, Team building, Raising finance, Customer service, Crisis

management, and Mergers and acquisitions. By comparison, *English for Business Studies* (MacKenzie, 2010), once used at the Department, presented altogether twenty-eight units within the five areas of management, production, marketing, finance and economics.

When undergraduates are examined by means of standardized tests at the end of each semester, they have to demonstrate their knowledge in different exercises. Apart from writing a short summary of a business text and reading with comprehension, two exercises are focused on grammar in use and three exercises on vocabulary.

The paper is part of the Project KEGA entitled 'Idioms in Business Communication' carried out at the Faculty of Applied Languages. From September 2017 to April 2019 395 students have participated in it. The paper aims to be an informative guide for undergraduates and teachers of business English. It aims to clarify the concepts of 'management', 'leadership', 'administration' and 'organization'. This part deals with management as a collection of activities involving planning, organizing, motivating and controlling. In addition, the practical part of the paper shows a 12,033-word corpus of business texts focused on business, management and leadership that were read by an experimental group of students of the Faculty of National Economy. There are currently seven learning styles. Students who possess a verbal (linguistic) style prefer using words, both in speech and writing, and students who possess solitary (intrapersonal) style prefer to work alone and use self-study. It is believed that students preferring these styles will appreciate to see how one student worked with a business text, acquired the knowledge about jobs and widened her business vocabulary. It must also be added that the student was grateful for having such an opportunity to improve her vocabulary as well as learn new idiomatic expressions.

### **The Definition of Management**

Management is understood as „*the act of running and controlling a business or similar organization*“, „*the people who run and control a business or similar organization*“, and „*the act or skill of dealing with people or situations in a successful way*“ (2, 2014, p. 493). Besides, the fourth meaning of management can be added – „*the act of running a particular part of a company's activities; the people who do this*“ (3, 2005, p. 332). Leadership is defined as „*the ability to be a leader*“, „*the state or position of being a leader*“, and „*a group of leaders of a particular organization*“ (2, 2014, p. 463). As it can be seen, leadership is different from management, however it does not replace it. Actually, leadership compliments management (Mack, 2007).

There is no generally accepted definition of 'management' as an activity, although the classic definition is still held: „*To manage is to forecast and plan, to organize, to command, to coordinate and to control*“ (Fayol, 1916, In: 1, 2004, p. 12). This general statement about management still remains valid and has only been adapted by more recent writers, e.g. „*Management is a social process... the process consists of... planning, control, coordination and motivation*“ (Breach, 1957, In: 1, 2004, p. 12) or „*Managing is an operational process initially best dissected by analysing the managerial functions... The five essential managerial functions (are): planning, organizing, staffing, directing and leading and controlling.*“ (Koontz, O'Donnell, 1984, In: 1, 2004, p. 12). From the definitions it can be seen that Fayol's use of the term 'command' is dropped in favour of 'motivation' (Breach), or 'directing and leading' (Koontz, O'Donnell). It has to be recognized that the above definitions are very broad. Basically, they say that management is a process enabling organizations to set and achieve their goals by planning, organizing, and controlling their resources, including gaining the commitment of their employees (motivation).

Several writers have attempted to move away from this generalized approach towards a more detailed and behaviour-oriented analysis of what managers actually do. For example, Mintzberg (1973, In: Cole, Kelly, 2004) in reporting his major study of managerial work, highlights a number of key roles appearing frequently in such work. He describes these roles as

‘organized sets of behaviours identified with a position’, and puts them into three main groupings: interpersonal roles – figurehead, leader, liaison; informational roles – monitor, disseminator, spokesman; and decisional roles – entrepreneur, disturbance handler, resource allocator, and negotiator. Stewart (1994, In: Cole, Kelly, 2004) points out that there are three categories of management position: the first level – a direct responsibility for other people, the second level – a responsibility for other managers and the third level – responsibility for multiple functions (the ‘general manager’). She found out that managerial jobs could vary significantly in the size and impact of each of the three factors.

### **The Definition of Administration**

It will be helpful to distinguish the concept of ‘management’ from that of ‘administration’. At one time these concepts were interchangeable. Fayol himself used the word ‘administration’ to mean what one now would understand as ‘management’. For the last five decades, the term ‘management’ has been understood as encompassing much more than ‘administration’, which has tended to embrace the narrower process of developing and maintaining procedures, for example, as in office administration. That is to say ‘administration’ is seen first and foremost as an aspect of organizing. By comparison, ‘management’ is also concerned with planning, controlling and motivating staff (Cole, Kelly, 2004).

In Burstiner’s view (1994), to administer any activity is to run it, to direct it, or, more simply, to manage it. From giant multinational corporations to tiny, one-person operations, every enterprise needs an astute administration to direct and integrate all components: the people, the equipment, the practices and techniques applied in daily functioning, the financial aspects, and so forth. The terms ‘administrator’, ‘executive’, ‘leader’, and ‘manager’ all connote similar functions. With relation to one’s business, he/she is the directing force. To administer a business successfully, one will find that he/she must be continually exercising one or more of those four functions: planning, organizing, directing, and controlling.

### **Organization vs. an Organization**

Whatever view is preferred regarding the definition of management, it is clear that it can only be discussed within the context of an organization. Brech (1965, In: 1, 2004, p. 14) described organizations as „*the framework of the management process.*“ It must be recognized that this ‘framework’ can be described in several different ways. The first difference is between the use of the word ‘organization’ to describe the process of organizing, and its use to describe the social entity formed by a group of people.

There is no widely accepted definition of an organization. Nevertheless, there are some commonly accepted features of organizations such as purpose, people and structure. „*Organizations are intricate human strategies designed to achieve certain objectives*“ (Argyris, 1960, In: 1, 2004, p. 14). „*Organizations are set up to achieve purposes that individuals cannot achieve on their own. Organizations then provide a means of working with others to achieve goals... likely to be determined by whoever is in the best position to influence them... a key characteristic of organizations is their complexity*“ (Stewart, 1994, In: 1, 2004, p. 14).

An organization, then, is a group of people with a common purpose who work together to achieve shared objectives. The collection of work groups that has been consciously designed by management to maximize efficiency and achieve organizational objectives is referred to as the ‘formal organization’. However, scholars also recognize the ‘informal organization’, the network of relationships between members of an organization which form of their own accord, on the basis of common interests and friendship. The study of the structure, functioning and performance of organizations and the behaviour of groups and individuals within them is often termed ‘organizational theory’ (or ‘organizational behaviour’) (Cole, Kelly, 2004).

## Management and Organization Theory

The effect of the behavioural sciences on the study of people at work has led to the ascendancy of ‘organization theory’ over entirely management theory. Management is no longer seen as the controlling factor in work organizations. By contrast, it is seen as a function of organizations. Its task is to enable the organization’s purposes to be defined and fulfilled by adapting to change and maintaining a workable balance between the various and regularly conflicting pressures at work in the organization.

Handy (1993, In: Cole, Kelly, 2004), sums up the new relationship between management and organization theory very neatly. In a discussion on the role of the manager, he suggests that the key variables a manager has to grapple with are: people, work and structures, and systems and procedures (Cole, Kelly, 2004). These variables cannot be dealt with in isolation but within the constraints of an environment in which Handy sees three decisive components: the goals of the organization, the technology available, and the culture of the organization (its values, beliefs, etc.). All six factors interact with each other and change in one of them will inevitably lead to change in one or more others. To manage successfully is to balance these factors in a way what meets the needs of the organization at a particular period in time, which basically represents a contingency approach to management (Cole, Kelly, 2004).

Organization is not and cannot be an exact science; theories of organization cannot specify wholly ‘right’ answers. Nonetheless, the small business manager ought to be familiar with the dimensions that are most frequently discussed by organizational theorists. Some examples are conflict between individual and organizational goals, departmentalization, line and staff positions, flat versus tall organizations, and unity of command (Burstiner, 1994).

## The Functions of Management

The systems approach to organizations is based on the three major elements of inputs, throughputs/conversion and outputs. The process of management is concerned with all three elements and especially with the transformation process of organizations. As Drucker (1955) first described it, management is concerned with the ‘systematic organization of economic resources’ and its task is to make these resources productive. The following paragraphs introduce the idea of management as a transformation process, describe its principal elements and emphasize that management is oriented towards results as well as towards action.

Management is a description of a variety of activities carried out by those members of organizations whose role is that of a ‘manager’ – „*a person who is in charge of running a business or similar organization or part of one*“ (2, 2014, p. 494), or the person who either has formal responsibility for the work of people in the organization or who is accountable for specialist advisory duties in support of key management activities. One well-known classification of the tasks of a manager comes from Peter F. Drucker (1909 – 2005), who is often called ‘The Father of Modern Management’. Drucker (1977) suggested that the work of a manager can be divided into five tasks: planning (setting objectives), organizing, integrating (motivating and communicating), measuring performance, and developing people (MacKenzie, 2010). Cole and Kelly (2004), summarize the groupings of management activities as follows: planning, organizing, motivating, controlling. The POMC approach is appreciated as it is a convenient way of describing most of the key aspects of managerial work in practice. Decision making is fundamental in each activity.

## Planning

As Burstiner (1994) states, effective management begins with planning, which, in turn, implies setting objectives. Planning is the most important function of all in establishing and maintaining a business. It is hard work as it involves thinking, and thinking is always hard work. Basically, planning is problem solving and decision making: speculating on the future, specifying objectives, considering alternatives, and making choices. Senior managers and

directors set goals, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money (MacKenzie, 2010).

In Burstiner's view (1994), planning for the near and far future necessitates flexibility to cope with the unexpected, setting timetables, establishing priorities, and deciding on the methods to be used and the people who will be involved. As administrator one must analyse the existing situation, formulate targets, and apply both logic and creativity to all the details in between.

In comparison with Burstiner (1994), Cole and Kelly (2004) describe planning as an activity which involves decisions about ends (organizational objectives), means (plans), conduct (policies) and results. It is an activity taking place against the background of the organization's external environment and the organization's internal strengths and weaknesses. Planning can be long term, as in strategic and corporate planning ('long-term plans', set by top management to give overall direction to company efforts, are needed to cope with an ever-changing environment), or short term, as in the setting of annual departmental budgets. Long term usually implies a time horizon of about five years, although this may be ten or twenty years in certain industries, e.g. oil extraction or pharmaceuticals. Short term can be any period from the immediate future (crisis management) up to about one year. 'Operational plans' design day-to-day work details. 'Single-use plans' are formulated for specific situations. 'Standing plans', on the other hand, are set up for repeated use over a longer period of time. Company policies are examples of standing plans; they serve as guidelines for management and employees, imparting a solidarity and dependability to company operations. These policies exist in all areas of a well-administered business: in production, pricing, distribution, personnel, finance, and the like (Burstiner, 1994).

### **Organizing**

Plans have to be translated into operation – „*determining activities and allocating responsibilities for the achievement of plans; coordinating activities and responsibilities into an appropriate structure*“ (1, 2004, p. 17). This includes detailed organization and coordination of tasks and the human and material resources needed to fulfil them. A key issue here is that of formal communications.

As one's business grows, he/she will discover that along with increasing volume come additional duties and responsibilities. Eventually, one will reach the point where he/she has to seek assistance so he/she can allocate his/her energies and time more beneficially to his/her business. At that point, the seeds of one's new organization have sprouted. Now he/she must pay heed to management principles like specialization and the division of work. As each new employee is hired, he or she must be placed in an appropriate niche and assigned a specific set of duties. As the business administrator, one's task is to define those niches and then locate the right people to fill them. Essentially, one must match people with jobs.

Some of the activities that need to be performed in a small retail business in its preorganization or one-person-operation stage, the owner and manager must allocate time to three activity areas: buying, selling, and controlling finances. Also, each work cluster involves a number of specific tasks: the buying function – checking catalogues, finding suppliers, placing orders, receiving and stocking, seeing salespersons, taking inventory, and visiting showrooms; the selling function – advertising, doing inside displays, maintaining a clean store, pricing, selling, and trimming windows; and controlling – cashiering, checking invoices, issuing credit, keeping records, making bank deposits, paying bills, and securing loans (Burstiner, 1994).

At first, all these necessary functions are performed by one individual. As sales increase, there is more work to be done. When the first employee is hired, business owners are inclined to delegate very few tasks. They will not permit the newcomer to do the buying, simply because experience is needed before a person can do the purchasing job well. The entrepreneur usually

resists turning over any of the major financial aspects of the business to the new employee. So, in most cases the employee in the typical small store is assigned to the selling function, thus affording to the proprietor more time to do a better job at both purchasing and controlling finances.

Over time, a company's management is increasingly challenged by the task of coordinating the activities of daily operations. Each business depends on the people within who, interlocked and strategically deployed in some structural arrangement, perform all the functions necessary for the total system to accomplish goals (Burstiner, 1994).

### **Motivating**

Motivating is about „*activating the driving force within individuals by which they attempt to achieve some organizational goal*“ (1, 2004, p. 18). Some of the most significant theories of motivation must also be considered regarding motivation and job satisfaction. The motivating activities of managers, however, are essentially practical in their intent for, in setting plans and executing them, managers have to gain the commitment of their employees. This is primarily a question of leadership, or style of management.

Burstiner (1994) names this function as directing. It can also be seen in Koontz and O'Donnell's (1984) definition of management. After one has prepared the plan and organized the necessary components (personnel, finances, methods, procedures, and materials), he/she is ready to put the plan into action and direct it. Directing really tests the mettle of the operating executive. This is the 'hands-on' point. Until now the administrative activity has been mainly in the mind of the planner. Now one is involved in a one-to-one 'contact sport'. The people in his/her organization must be motivated, persuaded, led, coordinated, and encouraged. Concepts like teamwork, supervision, and productivity are involved here. In agreement with Cole and Kelly (2004), for the most part, these concepts constitute the subject matter of leadership in management.

### **Controlling**

Controlling ensures „*plans are properly executed; assuring the organization functions as planned*“ (1, 2004, p. 18); in essence, activities are concerned with measuring progress and correcting deviations. The primary functions of control are to establish standards of performance, to measure actual performance against standards and to take corrective actions where appropriate. Control activities act as the feedback mechanism for all managerial activities. Their use is, therefore, crucial to the success of management. Similarly Burstiner (1994) states that an analysis of the controlling function would seem to indicate the need for measuring results all along the way while the plan is unfolding, as well as the necessity for making adjustments where and when needed. Logically, the control function cannot be separated from the planning function; they are interdependent, much like the two sides of the same coin.

In summary, controlling is a process that includes analysis, setting standards, monitoring, securing feedback, and taking corrective action.

### **Research methodology**

The aim of this small study is to demonstrate how reading literacy in a foreign language can be developed using business texts from international business magazines and newspapers, namely *Forbes* (FS), *Business Review* (BR), *Newsweek* (NW), *The Guardian* (GN), and *The Economic Times* (ET). By means of reading the latest news from the world of business students not only broaden their minds, but they also acquire new vocabulary. Table 1 shows a 12,033-word corpus created by sixteen texts focused on business, management and leadership. The corpus is part of a 137,678-word corpus of business texts read by students of the Faculty of National Economy participating in the Project KEGA, during one semester.

On the basis of the above presented information, a qualitative analysis will be carried out. For the purpose of this small study, one text has been chosen as a sample text to show how the student SB can acquire new business and idiomatic vocabulary. The study lists important vocabulary (marked with a star (\*) in the sample text) and less important vocabulary (underlined in the sample text) included in *Oxford Business English Dictionary* (2005) as well as idiomatic expressions (also underlined in the sample text).

Table 1 Newspaper/Magazine texts

No.	Headline (Newspaper/Student)	Word count:
T1	Building a Business: Is the Motivation for Women and Men Entrepreneurs the Same? (ET, GB)	703
T2	One Quality That Separates True Business Leaders From One-Hit Wonders (FS, MB)	734
T3	Tapping The Power of Data Analytics to Boost Business (FS, MB)	607
T4	The Guardian's Five Top Cities for Business Startups Outside of the M25 (BR, JB)	889
T5	Latino CEOs Share Insights on Business Success (FS, MBe)	1208
T6	London's 'Pro-Business' Mayor Is Attacking Politicians for Failing to Regulate Tech Giants (FS, MBe)	462
T7	John LeClaire Of Goodwin: 'There Is No Business That Is Quite As Sticky As Private Equity' (FS, MBe)	999
T8	Digital Marketing for Small Companies Becomes Big Business (FS, GP)	871
T9	The GDPR Racket: Who's Making Money from This \$9bn Business Shakedown (FS, GP)	1416
T10	Toys 'R' US May Be Going out of Business, 10 to 15 Percent of All Toy Sales Could Disappear Forever with It (NW, KH)	337
T11	Robot Managers: The Future of Work or a Step Too Far? (GN, JB)	850
T12	Positive Feedback from Managers, Open Culture Can Keep IT Employees Motivated: Study (ET, SB)	440
T13	Facebook Bans Britain First and Its Leaders (GN, MA)	656
T14	How a Cleaning Lady Inspired Awesome Leadership (FS, DB)	889
T15	Why Leaders Need to Embrace Employee Motivation (FS, MBe)	513
T16	Five Leaders and Their Unique Leadership Mantras (ET, SB)	459
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### Research findings and discussion

From the following findings it is evident that the student SB chose the text (T12) in accordance with the four units – Job satisfaction, Risk, Management styles, and Team building – dealt with during one semester. The article can be found on <https://economictimes.indiatimes.com/> under the section 'Jobs'. The student tried to find some idiomatic expressions in it and she was not sure about the meanings of the following expressions: underline the role, engage in extra role behaviours, and open culture. In order to find their meanings she used the following online dictionaries: <https://dictionary.cambridge.org>, and <https://en.oxforddictionaries.com>.

The teacher's feedback comprised: underline = emphasize; and the student was asked to identify the meanings of bear/keep sth in mind (idiom), in (one's/its) turn (idiom), and in the long run (idiom). Furthermore, the student was asked to define key terms and expressions

occurring in the above mentioned units, e.g. manager, worker, employee, motivation, retention, retain, skilled employee, perks, commitment to, appraise, and study findings.

Sample text: **Positive Feedback from Managers, Open Culture Can Keep IT Employees Motivated: Study** (ET, Feb 13, 2018)

SINGAPORE: Positive \*feedback from \*managers and creating an open culture where the employees can freely contribute ideas and share opinions can help in keeping \*workers of IT companies motivated, according to a study.

The Singapore-French study underlined the role of organisational citizenship behaviour (OCB) to address issues related to \*employee motivation and retention.

It said that IT companies can carefully \*plan and strategise their work to keep their employees motivated despite the uncertainties and challenges in the industry.

It also suggested an open culture for employees for \*productivity enhancement through intrinsic commitment to \*assignments.

Knowing that affective commitment can play a significant role in influencing employees to engage in extra role behaviours, this can be \*leveraged by Information Systems (IS) managers in multiple ways, said Shalini Chandra, assistant professor at S P Jain School of Global \*Management in Singapore.

Chandra noted India's need to have more '\*output from employee \*performance' as the country industrialises, and \*retain the value of skilled employee in a specific position. The study offers insights into the relevance of autonomous motivations for IT workers by creating intrinsic, extrinsic and social meaning of work.

Chandra worked on the study with Associate Professor Damien Joseph from Singapore's Nanyang Technological University, and Associate Professor Shirish C Srivastava of HEC Paris, which specialises in education and \*research in management.

'IT organisations can carefully plan and strategise their work to keep their employees motivated despite the uncertainties and \*challenges in the \*industry,' said Chandra.

Keeping in mind the manner in which IT workers \*appraise their work might help keep the employees motivated and committed to their \*organisation.

'This, in turn, will increase organisational performance as such employees engage in extra role behaviours,' she stressed.

As an example, she pointed out 'Organisations can create open culture where all employees can freely contribute ideas and share opinions through \*company-wide meetings or digital platforms.

'Similarly, organisations can enhance extrinsic meaning of work for their employees by offering them extrinsic perks such as free lunches at work because in the long run they help in enhancing their affective commitment to the organisation,' said Chandra.

Positive feedback from managers will also increase the extrinsic employee motivations, she added.

Furthermore, employees will stay socially motivated if organisations make a genuine attempt to connect the employees to the beneficiaries from their work so that they can see the real impact of their job.

Thus, these study findings about the relationships between meaning of work and OCB through affective commitment have implications for strategising and managing the meanings which IT employees derive from their work, she said.

*(Adapted from: <https://economictimes.indiatimes.com/jobs/positive-feedback-from-managers-open-culture-can-keep-it-employees-motivated-study/articleshow/62900195.cms>; accessed on Feb 13, 2018)*



<b>*Important vocabulary</b>
feedback ( <i>HR</i> ); COL: positive feedback, manager, worker, employee, plan (v), productivity, assignment, leverage (v), management, output, performance, retain (v), research, challenge, industry, appraise (v) ( <i>HR</i> ), organisation, company
<b>Less important vocabulary</b>
culture; COL: to create a culture, organizational behaviour ( <i>abbr OB</i> ) ( <i>HR</i> ), motivation, retention ( <i>HR</i> ), enhancement, intrinsic (adj), commitment (to <i>sth/sb</i> ), committed (adj), enhance, perk ( <i>HR</i> ), beneficiary, finding
<b>Idiomatic expressions</b>
bear/keep sth in mind, in (one's/its) turn, such as, in the long run

Table 2 Business vocabulary

Table 2 shows, for example, that ‘feedback’ is an important term from the area of human resources (*HR*) and a commonly used collocation (COL) is ‘positive feedback’. Less important vocabulary includes, for instance, a term ‘culture’ and a commonly used collocation is ‘to create a culture’. Finally, ‘in the long run’ is a frequently used business idiom.

### Conclusion

Mack (2007) states that managing involves planning and allocating resources, organizing and staffing, delegating, monitoring and evaluating, disciplining, problem solving, and serving as the liaison between one’s employees and the upper management. In business English seminars, it is strongly recommended to look at small business management in some detail. This paper contains many important business terms from the areas of human resources and management. Reading business texts within self-study can definitely improve our students’ vocabulary. The analysis in Table 2 shows that there are many business terms and words to study as they frequently appear in a business context. Therefore, both important and less important business vocabulary should be taken into consideration when testing students on acquired vocabulary.

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