

REVIEW OF SCIENTIFIC MONOGRAPH: „GLOBAL BUSINESS LITERACY“

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BOBENIČ HINTOŠOVÁ, Aneta – BROUTHOVÁ, Michalea: GLOBAL BUSINESS LITERACY. First Edition. -- Brno: Key Publishing s.r.o., 2024. -- 85 pages. -- (Monograph). ISBN 978-80-7418-406-2 (paperback)

The scientific monograph "Global Business Literacy" by Aneta Bobenič Hintošová and Michaela Bruothová addresses a topic that is frequently discussed in academic circles in the 21st century but often raises various unanswered questions in the context of higher education. The overall aim of this monograph is essentially to provide theoretical reflections on the definition and approaches to the conceptualization and assessment of global business literacy among university students on a broader international scale, as well as to identify the differences and determinants of global business literacy among students of business studies in Central Europe. In this field, particularly high demand is placed on young people, especially students of Economics, whose career aspirations are linked to global business. Key tasks also emerge for universities, which play a role in preparing graduates with the necessary knowledge, skills, and understanding of the complex global environment. In this context, the scientific literature offers many partially overlapping concepts, such as global competence, global literacy, or global thinking. Despite numerous approaches to defining and conceptualizing these concepts, empirical findings related to the assessment of related competencies are not as extensive. The authors have tackled this challenge brilliantly, not only at a theoretical level but also by providing research data in this area.

The reviewed work consists of a set of four main chapters that systematically connect selected aspects of business literacy from various perspectives.

In the first chapter, the authors provide a clear orientation in the various specific contexts, concepts and approaches within the definition of global business literacy and other related terms, presenting potential determinants of global

business literacy and the conceptual frameworks developed for its assessment.

The second chapter focuses on examining the current trends in the labor market, particularly from the perspective of digitization and internationalization, and reflects on the internationalization of universities.

The third chapter presents the methodology and results of the authors' own research comparing the level of global business literacy among university students in four Central European countries, specifically in the Czech Republic, Hungary, Poland, and Slovakia. In the research, the authors used quantitative methods but also presented precisely elaborated qualitative work, which opens the door for further analysis in the future.

The monograph concludes with the fourth and final chapter, which provides an overview of tools supporting the development of global literacy through internationalization at the domestic level.

The recommendations formulated at theoretical level, methodology, and practice stem from the research findings and are based on real conditions.

According to the analysis of existing approaches and methodologies applied for assessment not only the global business literacy but also the global competence (taking into account, for example, the global competence methodology applied by the OECD in the PISA assessments), the authors selected a methodology suitable for application in the Slovak higher education environment, which they slightly modified. They then conducted extensive testing of the level of global business literacy among students of Economics and Management on a broader international basis (covering all four Central European countries),

and compared the results both among these countries and with those achieved in the United States. This international comparison provided a more objective view of the gaps in the level of global business literacy among Slovak students, and led to the subsequent proposal of measures to mitigate these gaps.

The project's results highlight differences in the level of global business literacy among Slovak students of Economics and Management compared to other Central European countries. Slovak students lag the most in the area of self-efficacy, which reflects confidence in one's ability to cope with life challenges, the expectation of positive outcomes, and the ability to control one's actions, particularly in unfamiliar environments. Relatively poorer results were also achieved in the areas of relationship development and willingness to learn. The research team subsequently identified factors that could

contribute to the development of global business literacy among Slovak students, primarily the development of language competencies, study/internship abroad, the implementation of courses with an international element, and increased interaction with foreigners. Based on these insights, they formulated specific pedagogical interventions that could be implemented into specific courses to enhance global business literacy among Slovak students.

Implementing the proposed measures into the educational process not only within the project team's workplace but also in other faculties focused on Economics and Management across Slovakia and further supporting the internationalization of universities could lead to an improvement in the quality of graduates and their better employability in the international labor market, which I consider to be the most important societal contribution of the monograph.

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