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Core Didactic Thematics and Methodology in Business Spanish: Developing Leadership with Integrity as a Priority for Language for the Professions and Specific Purposes



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Abstract: Business Spanish typically teaches the vocabulary, content, and context of the functional areas of business, and how to conduct business in a cultural setting. But it should do more than just that. Leadership with integrity should be primed and personalized as a signature and integrative core value that frameworks any ensuing learning of the business Spanish content per se. In terms of core didactic thematics and methodology, what is the greater-good point of LPSP-Business Language Studies if it does not prepare learners to help make the world a better place in which to live and work? The article provides an adaptable example of the leadership-with-integrity methodology in a business Spanish course; it presents some preliminary findings based on a final exam prompt regarding leadership with integrity; and it proposes beginning- and end-of-course surveys for data to be mined in follow-up research. The article is intended as a contribution to the methodology of infusing the teaching of leadership with integrity in business language courses as well as throughout LPSP, and to helping to further establish the related scholarly baseline literature.

Keywords: business/negocios, business Spanish/español para negocios, integrity/integridad, Languages for Specific Purposes/lenguas para fines específicos, leadership/liderazgo, Spanish for Specific Purposes/español para fines específicos

Introduction: An Overarching Principle

A recent article, titled “Spanish at the United States Air Force Academy: Developing Leaders of Character as an LSP Curricular Model” (Uribe, LeLoup, Long, and Doyle 2014), proposes expanding the traditional LSP (Language for Specific Purposes) focus on content (e.g., the prototypical business, medical, or legal professions) to include a broader “overarching principle, that of leadership with integrity, as a defining LSP/SSP (Spanish for Specific Purposes) element per se, regardless of the granularities of course content”:

The idea is that leadership, leadership principles, and leadership development—general, localized, comparative, diachronic and synchronic, personalized, and self-critical—should become a core LSP/SSP consideration, a signature feature for today’s learners, tomorrow’s leaders. (212–13)

Localization refers to how general leadership principles and practices are inflected by culture, e.g., how and why might leadership in the United States differ from that in Spanish-speaking countries in Latin America and Spain, and how might it differ among these countries themselves, whose histories range from democracies to military dictatorships, and whose social and political agendas range from liberal to conservative, etc. The thematic and methodological intent here is prescriptive: “Leadership with character should be hardwired into the overall LSP/SSP enterprise, which itself *must* become fully invested in the business of helping to develop tomorrow’s leaders” (212).

In the same year, a white paper titled “Fusing Language Learning and Leadership Development: Initial Approaches and Strategies” (Long, LeLoup, Derby, and Reyes 2014) was published “to advocate for the explicit inclusion of leadership development in foreign language learning (all levels/languages), expand the rationale, move toward a definition, and share some foundational examples to help catalyze more dialog, experimentation, and research on the topic” (11). While much has been written about business Spanish, business language studies, and language for the professions and specific purposes, with new research and critical contributions being published in recent years (e.g., recent monographic volumes by *Hispania* [2010], *Modern Language Journal* [see Lafford 2012], *Cuadernos de ALDEEU* [see Doyle and Gala 2014], and conference proceedings such as *Scholarship and Teaching on Languages for Specific Purposes* [see Sánchez-López 2013], and *Language for Specific Purposes: Trends in Curriculum Development* [see M. Long 2017]), the background literature for *leadership with integrity* in business Spanish, business language studies, and LPSP (Language for the Professions and Specific Purposes) is incipient. One of the goals of this article is to contribute to the scholarly baseline in this regard.

Developing leadership with integrity in the business Spanish course serves as an example of how this overarching principle can be infused throughout the didactics of any given SPSP (Spanish for the Professions and Specific Purposes) or LPSP content domain, from the very beginning of the course (the syllabus) to a longer-term take-away on the part of the learner (the last, personalized question on a final exam).¹ The present article also extends the Uribe et al. article (2014) via a more granular account of the infusion or weaving process for a larger LPSP agenda.

Intentional-thematic Priming: Syllabus Design and Course Materials Used

Leadership with integrity should be primed and personalized as a signature and integrative core value that frameworks any ensuing learning of the business Spanish content per se. Priming occurs when a central idea predisposes association with one that follows. The priming intentionality encompasses “the influencing of an action by an idea,” known as “the ideomotor effect” (“The Marvels of Priming” in Kahneman’s *Thinking, Fast and Slow* [2011] 52–58). Ethics and integrity thus serve to prime the ensuing LPSP-Business Spanish didactic narrative—its topics, scenarios, protagonists, and activities—with the ideomotor effect of the “influencing of an action [in this case, leadership in the conducting of business] by an idea [or principle: ethics]” (Uribe et al. 2014: 207). In the advanced-level Business Spanish class example at hand, this is a full-disclosure, stated goal from the outset in terms of the core course dynamics: the instructor, the learner, the content, and the methodology. The pedagogical priming and prompts are designed to move the learner from cognition to performance, from thinking about and visualizing his or her leadership skills and potential to consciously developing them, to becoming a leader.

Distributed prior to the first class meeting, the online syllabus (Doyle 2015) activates the priming effect by highlighting in the Course Description section that “Business ethics and leadership will constitute a combined overall framework for the course” (2). By doing so, a partial but key function of the syllabus is to clearly preview the pedagogical strategy and methodology as well as the overarching principle. Immediately following, the section subtitled Course Objectives reinforces the priming that has been engaged: “The business context focuses on the roles of leaders and managers who must rely on knowledge, analysis, critical thinking, and clear communication in their decision making and actions taken” (2). This section is further designed to begin personalizing the priming effect: “The course requires that *you* visualize, develop, and demonstrate *your* leadership potential; that *you* take an inventory of *your* leadership strengths and weaknesses; and that *you* reflect on how to improve *your* leadership skills in order to better position *yourself* for future managerial and leadership opportunities” (2). The next short syllabus section, titled Course Relevance, addresses legitimate learner-centered concerns—“Why and

how is this course in advanced business Spanish relevant to me and my career path? How can I benefit from taking this class?”—, and continues the priming with the concluding sentence that “It is important to understand the world of business—in which ethical leadership is at a premium—because it is a major part of our lives and how the world works, whether in the private or public sector” (2). In the Guidelines section of the course syllabus narrative, which follows, the leadership priming directly implicates the learner whose “active and voluntary participation is required,” defined as follows: “Active participation means that *you* make positive contributions to the class, volunteer to answer and ask questions, and lead and involve fellow students in classroom discussions and activities” (3). In this manner, the signature and integrative core value of leadership with integrity is further personalized for the learner who, included now as part of the didactic strategy and methodology, is expected to share responsibility for demonstrating and developing leadership throughout the course learning activities.

This syllabus stage of the priming feeds into and is supported by the core text used in the course, the sixth edition of *Éxito comercial: Prácticas administrativas y contextos culturales* (Doyle and Fryer 2015), the preface of which, for both the instructor and student editions, explains that “business ethics and leadership constitute a combined overall framework” for the didactic specifics of business and culture that follow (*Éxito comercial* [Instructor’s Edition] i). The preface indicates that the opening chapter emphasizes a “section on leadership, integrity, and ethics in business (Liderazgo, integridad y ética empresariales: Atributos clave para nuestros futuros líderes)” (*Éxito comercial* [Instructor’s Edition] i). As has been the case since its first edition in 1991, the overarching goal is “to foster and enhance the skills, creativity, *leadership*, cooperative spirit, and good will of our future global managers” (*Éxito comercial* [Instructor’s Edition] xv; emphasis added).²

Definitional-descriptive Foundations

Following the priming strategy illustrated above, definitions of leadership and integrity are provided early on in *Éxito comercial*. It is a definitional process in which the learner is again invited to collaborate, via pre-reading prompts that engage the learner personally by soliciting his or her thoughts, opinions, self-assessment, and examples: “¿Qué es el liderazgo? ¿Cuáles son cinco atributos clave de un/a líder? ¿Tiene usted los atributos que se requieren para ser buen/a líder? ¿Cuáles son? ¿Cuáles necesita desarrollar más?” and “¿Qué son la integridad y la ética moral? ¿Piensa que la integridad y la ética, en los negocios o en cualquier otra profesión, son importantes? Comente con ejemplos. ¿Piensa que lo ético es sinónimo de lo legal o no? Explique con algún ejemplo” (*Éxito comercial* [Instructor’s Edition] 2). Personalization is an important methodological strategy because it directly relates abstract concepts to the learner as an individual, and it primes leadership and integrity as a matter of personal concern.

The opening chapter reading that follows, “Liderazgo, integridad y ética empresariales: Atributos clave para nuestros futuros líderes,” complements the informal survey of learner characterizations of leadership and integrity with more formal definitions, such as that provided by the *Diccionario de la lengua española*, which defines “el liderazgo o liderato como la ‘condición de líder, persona a la que un grupo sigue, reconociéndola como jefe u orientadora’” (5). Quotable quotes by significant historical figures or leadership specialists, available online in translation into the target language, Spanish, provide generic descriptive supplementation such as:

- La verdadera esencia del liderazgo radica en que usted tiene que poseer una visión. (El padre Theodore Hesburgh, ex rector de la Universidad de Notre Dame) (*Éxito comercial* [Instructor’s Edition] 5)
- El liderazgo es un compromiso con una idea, un sueño y una visión de lo que puede ser. (Benazir Bhutto, la primera mujer que ocupó el cargo de Primer Ministro de Pakistán) (*Éxito comercial* [Instructor’s Edition] 5)

- Si tus acciones inspiran a otros a soñar más, aprender más, hacer más y ser mejores, eres un líder. (Jack Welch, ex gerente general de General Electric y “el manager más exitoso del siglo XX,” según la revista *Fortune*) (*Éxito comercial* [Instructor’s Edition] 6)

Extrapolating from these and numerous other generic quotations presented in the opening chapter, the descriptive characteristics of leadership include:

ver más que los otros, abrir caminos, comprometerse con una idea, soñar, tener una visión, valorar y facilitar la innovación, entender lo que puede ser, crear oportunidades, realizar, empujar y guiar a otros, inspirar, atreverse, dar el ejemplo, ser seguido, hacer, transformar, demostrar integridad y respeto. (*Éxito comercial* [Instructor’s Edition] 6)

The goal is for a personalization of leadership to be suggested, such that the individual learner will think about seeing what others may not, forging new paths, committing to an idea (one that is ethical, productive, worthwhile, and serves the greater good, along with being profitable or beneficial in the context of business), dreaming and having a vision of what can be, being innovative, pushing forward and providing guidance and assistance to others, providing a positive example, transforming, building, being respectful of others, and exemplifying integrity.

Similarly, business ethics is defined in turn as “el conjunto de principios—o el código de integridad—que rige la conducta tanto de una persona como de una empresa. La ética empresarial se basa en un conocimiento moral entre el bien y el mal y se demuestra con decisiones que favorezcan al bien” (6). More specifically, as defined by the *International Trade Association* of the US Department of Commerce in its translated *Ética empresarial: Manual sobre la administración de una empresa comercial responsable*, integrity in business has to do with promoting “los valores básicos de honestidad, confiabilidad, justicia y autodisciplina” and helping “las empresas en todas partes del mundo a desarrollar ‘un clima de excelencia para sus empleados, accionistas y comunidades y contribuir al bienestar económico de sus países’” (qtd. in *Éxito comercial* [Instructor’s Edition] 6). Brian Tracy, a leadership training specialist, formally integrates these two core didactic themes with his pronouncement that “La integridad es la cualidad más valiosa y respetada del liderazgo” (6). The *Éxito comercial* text and accompanying video again use personalizing prompts as an ongoing pedagogical strategy, in this instance asking for the learner’s own take on Tracy’s affirmation: “¿Está de acuerdo? Explique” (20). Such a focus on priming and developing leadership with integrity need not come at the expense of developing greater language proficiency or knowledge of business vocabulary and content, rather it can be woven deeply into the fabric of the business and culture content through which language skills development occurs simultaneously in the SPSP-Business Spanish course.

The priming continues parallel and subsequent to such definitional-descriptive groundwork, as each chapter on a functional area of business (e.g., management, banking and accounting, marketing) is introduced by paired quotations, one on “integridad y ética empresariales,” the other on “liderazgo,” for each of the fourteen chapters. Chapter 1, for example, opens the book with a quotation on ethics from Martin Luther King, a leader who resonates not only with American students but also with learners worldwide: “The time is always right to do what is right” (2). This is paired with a leadership quotation by John Maxwell: “El pesimista se queja del viento. El optimista espera que cambie. El líder arregla las velas” (2). Chapter 3, “La gerencia,” opens with investment guru Warren Buffet’s cautionary advice on ethics: “It takes 20 years to build a reputation and five minutes to lose it” (62). This is coupled with a quotation by leadership guru Warren Bennis: “El liderazgo es la capacidad de transformar la visión en realidad” (62). Such content is then made a matter of personal concern: “¿Qué visión tiene usted que le gustaría transformar en una realidad? ¿Por qué?” (62).

In the functional business area reading, titled “Requisitos y modelos administrativos estadounidenses e hispanos,” *la gerencia* is introduced by pre-reading prompts that elicit critical-thinking distinctions between management and leadership, often conflated as synonyms:

¿Cuáles son algunas características de un/a buen/a gerente? ¿De un/a buen/a líder? ¿Comparten las mismas características? Comente. Aunque sería idóneo que un individuo fuera buen administrador y líder a la vez, ¿es igual ser buen gerente y ser líder? Comente. (Aquí se puede recurrir a la búsqueda de información en Internet, por ejemplo, bajo el tema Warren Bennis, quien nos dice que ‘el administrador es una copia, el líder es original; el administrador mantiene, el líder desarrolla; el administrador se concentra en sistemas y en la estructura, el líder se enfoca en la gente.’) (62)

Leadership is also framed in *Éxito comercial* in terms of gender equity and opportunity, personalized, for example, by a question that leads the learner to reflect on his or her own leadership role and recommendations regarding the expansion of leadership opportunities: “¿Cómo explica en parte Sheryl Sandberg, la autora de *Lean In: Women, Work, and the Will to Lead*, que no haya más mujeres en puestos de liderazgo? ¿Qué recomienda para cambiar esta situación?” (*Éxito comercial* [Instructor’s Edition] 62). This of course can and should be inflected with greater cultural granularity, such as stretching the generic question to “en puestos de liderazgo en EE.UU., España e Hispanoamérica?” or “en puestos de liderazgo en México, España, Nicaragua o Perú?” Here, and throughout, it is important for the generic or US-derived concepts and examples of leadership in *Éxito comercial*, being studied primarily by US students (the main audience), to be considered in additional culturally or professionally bound or determined settings, which may include a discussion and analysis of examples such as political and military dictators in Latin America (e.g., Fidel Castro, Hugo Chávez, and Augusto Pinochet), freely-elected presidents (e.g., Oscar Arias, Verónica Bachelet, Cristina Kirchner, and Daniel Ortega), and business and financial leaders such as Carlos Slim. Important research and development of pedagogical materials remains to be done in this regard, as pointed out by Long et al. (2014). The caption for the opening photograph of chapter 3, “Una ejecutiva mexicana en una reunión,” serves as a personalizing critical thinking prompt by asking the learner: “¿Piensa que existen más oportunidades para que la mujer sea gerente y líder hoy en día en los EUA y Latinoamérica? ¿A nivel mundial? Comente con ejemplos” (61). Diachronic considerations are also raised for discussion, as in the *Lectura Cultural* of chapter 7, “El hombre, la mujer y el empleo”: “Con la entrada de más mujeres capacitadas al campo del comercio, la decisión de escoger al ‘mejor hombre’ para cierto trabajo o puesto administrativo se está convirtiendo en la búsqueda de la ‘mejor persona’” (*Éxito comercial* [Instructor’s Edition] 199). This lends itself to a consideration of how leadership has been evolving, from a once-upon-a-time male-dominated possibility to one that calls for more diverse qualifications:

En el panorama del futuro, se esperan importantes cambios al considerar elementos como los siguientes: las cualidades positivas exigidas y aprendidas desde joven, como la firmeza, el espíritu emprendedor competitivo y la capacidad de asumir el mando con autoridad y fuerza; la fuerza física y la capacidad intelectual; la preparación y la inteligencia emocional y psicológica; la independencia y la capacidad de cooperación (de trabajar en equipo). (*Éxito comercial* [Instructor’s Edition] 199)

Management and leadership are integrated as desiderata of managers who would also have leadership skills and vice versa, leaders with managerial skills, in which “la administración de las actividades que llevarán a cabo el plan [sobre el futuro que se desea para la empresa, conforme a su misión y objetivos, y sobre cómo lograrlo]” is reliant on “la calidad del liderazgo, que puede variar entre un estilo autocrático (autoritario y explotador) o democrático (consultivo y participativo)” (*Éxito comercial* [Instructor’s Edition] 62–63). Looping back into the opening leadership quotation for chapter 3, the integrative, reinforcing, definitional support stays on message: “Liderar es el arte de lograr que los otros miembros de la organización cooperen para llevar a cabo la visión planteada y el éxito del plan y de la compañía. Como ha afirmado Warren Bennis, es saber transformar la visión en realidad” (63). The integrative strategy continues with

Otras características de un buen gerente y líder incluyen la capacidad de comunicarse clara y convincentemente, tener sentido común y escuchar bien. Con respecto a la importancia de saber escuchar, un perito en el tema del liderazgo, Mike Myatt, columnista de la revista *Forbes*, hace y contesta la siguiente pregunta: ‘¿Desea mejorar como líder? Deje de hablar y empiece a escuchar.’ Un líder también demuestra la capacidad de reconocer y desarrollar talentos, ser justo y equitativo, tener paciencia cuando haga falta y mantener un alto estándar o nivel de expectativas factibles. Se valoran la confianza y la credibilidad, la imaginación y la creatividad, la coherencia en el sentido común y en la conducta. (63)

and concludes with

se trata de ciencia y de arte, y de pasión, curiosidad e iniciativa (ser proactivo) para llegar a ser buen líder o administrador . . . el éxito de una empresa depende, en primera y última instancia, de la competencia y las habilidades de las personas que dirigen sus actividades: los líderes y los gerentes quienes, a su vez, van prestando mayor atención al capital humano y el capital social como piedras angulares del éxito empresarial. (*Éxito comercial* [Instructor’s Edition] 64, 69)

Again, such considerations are personalized for the learner via critical-thinking and self-analytical prompts such as: “¿Cómo sería para usted el/la gerente o jefe/a ideal? ¿Tiene usted dotes de liderazgo y de mando? ¿Cuáles son? Si hiciera un autoanálisis de sus puntos fuertes y débiles (virtudes y defectos) como líder, ¿cuáles serían algunas áreas de mejoramiento? ¿Cómo se podrían mejorar?” (70).

More Fully Engaging LPSP-Business Spanish Learners in Leadership with Integrity

The intentional-thematic priming and definitional-descriptive groundwork constitute the motivational and cognitive foundation for all ensuing didactic activities that prioritize or include developing leadership with integrity in business Spanish. Every type of activity or task, small or large, can be configured in this manner, overtly and covertly. This ranges from simple prompts such as assigning a leader (or requesting a volunteer initiator who also serves as a monitor who engages peers in active participation) for paired and small group exercises that confirm comprehension, or having groups themselves self-select the leaders (who should be rotated in order to share this small leadership development opportunity, which in turn means that learner-leaders also rehearse their roles as active followers, which also teaches about the relation between followership and leadership), to more complex critical thinking exercises such as the following, of course in the target language:

- Bank of America case study prompt (*Éxito comercial* [Instructor’s Edition] 128–31). Leadership with integrity development based on future hindsight: What could or should the leadership have done to avoid the financial meltdown in 2008? What would you have done as a leader at that time? What kind of leadership would you prescribe if a similar housing-financial-toxic assets bubble situation threatens to repeat itself? How would you lead in this situation?
- Cuba debate prompt (*Éxito comercial* [Instructor’s Edition] 481). Leadership with integrity development based on comprehension, reconciliation of competing viewpoints, and persuasion:

You are a business person in Cuba and form part of an official committee created to study whether or not Cuba should seek to renew its trade with the United States. Your position is that it should. Other members of the committee,

however, view this as a betrayal of what has been accomplished in Cuba since the revolution: some Cubans will again become wealthier than others, Cuba might become dependent on the United States, etc. Together with a group of committee members who favor your position, try to persuade your counterparts to accept your reasons for wanting to resume trade. The group of committee members that is against a renewal of trade relations offers its reasons as well, energetically.

- Shark finning case study prompt (*Éxito comercial* [Instructor's Edition] 459). Leadership with integrity development based on comprehension, reconciliation of competing viewpoints, and persuasion. This is combined with what should become another overarching theme of LPSP-Business Language Studies, that of ecological sustainability.

Usted está en una reunión con un grupo de pescadores para quienes el aleteo se ha convertido en una importante fuente de ingresos. Su meta es convencerlos de que deberían declarar una moratoria permanente de la captura de tiburones y del aleteo. Divídanse en dos grupos y hagan el siguiente debate: unos a favor y otros en contra.

- Piracy on the high seas off the coast of Brazil case study prompt (*Éxito comercial* [Instructor's Edition] 352–53). Leadership with integrity development based on understanding and countering the motivations, strategies and tactics of the bad guys, the pirates, who also have their own leaders:

Rodrigo Benítez Valdez, un naviero chileno que trabaja con ECB, cuenta lo que le ocurrió hace tres semanas cuando uno de sus barcos fue atacado en el puerto de Belém, Brasil. Usando lanchas rápidas para acercarse, los piratas subieron al vapor y les robaron a la tripulación. Luego, escaparon sin dejar huellas.

Conversen sobre este problema, como si usted y su(s) compañero/a(s) fueran las personas involucradas en los siguientes escenarios:

1. *Benítez Valdez habla con varios tripulantes que ya tienen miedo a la piratería y la posibilidad de futuros encuentros violentos. [Su tema principal es cómo evitar y defenderse en tales situaciones.]*
2. *Los piratas hablan de su éxito y planifican otros ataques. [Su tema principal es la planificación a corto, medio y largo plazo y cómo superar las defensas del naviero.]*

- Job interview preparation case study prompt (*Éxito comercial* [Instructor's Edition] 235–37). Mentoring and coaching as leadership:

A recently graduated and very talented job applicant has a disastrous job interview. After reading the case, critical thinking and problem solving are solicited from the learner:

- *¿Cómo se ha preparado Patrick Cisneros para su entrevista con Alicia Wilson en MarketSpecs? Analice su preparación o falta de tal.*
- *Si usted hubiera sido su amigo y mentor, ¿cuáles habrían sido algunas de sus recomendaciones clave para que Patrick Cisneros tuviera una entrevista exitosa?*

Directly engaging learners in leadership development may also take the form of formal group presentations, panels or round tables in which one or more individuals assume a leadership role, formal or informal study groups, or prompts in a mock job interview, such as:

- ¿Se considera un/a líder o un/a seguidor/a? Explique.
- Cuénteme de alguna situación cuando tomó las riendas (took charge) para realizar o completar algo.
- ¿Cuáles son sus metas profesionales? ¿Dónde se ve a sí mismo/a en tres (cinco, diez) años? (*Éxito comercial* [Instructor's Edition] 561)

The last question above invites the learner to articulate his or her longer-term goals and aspirations, which (one hopes) will include leadership possibilities.

Conclusion: Preliminary Course Outcomes and Hopes for a Long-term Take-away

The didactic thematics and methodology of the business Spanish course seek to promote a long-term take-away on the part of the learner that adds leadership with integrity to the vocabulary, content, and context of the functional areas of business—management, accounting, banking, marketing, finance, etc.—, and how to conduct business culturally within Hispanic contexts. There is no trade-off: all of the methodological elements go hand in hand. Just as the opening chapter of *Éxito comercial* begins with pre-reading prompts on leadership and integrity, the final chapter does the same for its *Lectura comercial* reading titled “La preparación de los líderes y gerentes futuros para el comercio mundial internacional”:

- ¿Por qué ha habido tanto interés en la ética empresarial en las últimas dos décadas?
- ¿Qué tipo de liderazgo hará falta en la economía global del futuro? Explique. (492)

The reading itself calls for an adaptability to change on the part of our future global business leaders and managers: “Para tener éxito en el mundo de los negocios del futuro, los líderes y gerentes tendrán que adaptarse a un ambiente caracterizado por cambios continuos” (493). The global (both global and local combined) business environment, subject to continuous and often sudden paradigm shifts, will be ever more competitive, with implications for how future business leaders are and should be prepared by academic and other training programs: “El comercio internacional será aún más competitivo bajo un nuevo concepto global, y la formación de líderes y empresarios internacionales tendrá nuevas direcciones profesionales y nuevas dimensiones internacionales” (493). It will be an environment in which “el liderazgo efectivo y la ética en los negocios y en las estrategias empresariales tendrán más importancia que nunca” (499). The fourteenth and final *Lectura comercial* reading concludes optimistically with “Con líderes y gerentes sobresalientes, los frutos del éxito del futuro internacional prometen ser tanto humanitarios como financieros” (502), weaving forward the hopefulness of Jeroen Van Der Veer, President of the Royal Dutch Petroleum Company, quoted earlier in chapter 2 as follows: “We don’t have to make a choice between profits and principles” (25).

Developing business leadership with ethics will require that “los programas de enseñanza preparen a los líderes y gerentes del futuro y que implementen cambios necesarios en su formación profesional, para facilitar su funcionamiento eficaz y ético en un nuevo mundo internacional de los negocios,” such that “los nuevos líderes puedan tomar decisiones gerenciales estratégicas con una conciencia global, es decir, con una perspectiva más amplia, profunda y apropiada” (500). This loops the college or university instructor and the student learner back into the issue of institutional accountability (which applies to any level or type of educational institution, K–12 schools, institutes, etc.), personalized previously in a critical thinking prompt in chapter 1:

“En su opinión, ¿hacen un buen trabajo las universidades para formar futuros líderes? Comente” (20). An instructor could easily make the call for accountability more relevant, personal, and useful (in terms of program and institutional feedback) by including tag prompts such as: *¿Hacen un buen trabajo su universidad y su programa de estudios (su programa de español) para formar futuros líderes? ¿Han ayudado con su propia formación como líder? Comente.* Also, the learner could be held more directly accountable for the leadership he or she has provided during the course, which may be solicited by a prompt such as: *Describe y analice tres ejemplos destacados de liderazgo que usted ha aportado a esta clase.*

The overarching SPSP-Business Spanish goal of leadership development, which has been consistently primed throughout the course as leadership with integrity, is once again personalized in the very last pedagogical component of the course, e.g., in the very last prompt of the written final exam, bringing a circular yet forward-looking closure to the course by asking the learner: “¿Qué tipo de liderazgo hará falta en la economía global del futuro? Explique. ¿Qué tipo de liderazgo proveerá usted en el futuro?” (final examination for SPAN 4120/5120, given in May 2016). This prompt is shared with the students beforehand so that they can give it some thought. Seventeen students responded (100% response rate, as expected for a final exam); 13 female/4 male; 14 undergraduate (all juniors and seniors) and 3 graduate; 14 majors in Spanish, with first or second majors also in Communication Studies, Criminal Justice, Political Science, and Psychology. Representative responses (see Appendix 1 for full responses) yielded the following qualitative data to the question “What kind of leadership will *you* provide in the future?,” summarized as: “I will be a leader” by example (3 respondents) who inspires others (2); is honest and hardworking; is directly involved and inclusive (2); listens to others; communicates effectively (2); makes decisions that benefit everybody; implements employee recommendations when possible; understands cultural differences (4) [between countries in order to do business without offending others]; can put him- or herself in the shoes of the other person; puts what has been learned to work; empowers others; is open to change and innovation; knows when he/she is wrong; knows when he or she needs to learn more; knows when to follow; has an open mind (2); and is positive. The responses demonstrate that the examinees have indeed thought about leadership and their own leadership potential and development, and done so in positive ways that at the end of the course reflect a personalization of leadership with integrity. This is the last formal takeaway they have of the business Spanish course they have just completed, that of linking their studies of business Spanish content per se to much broader leadership roles that they may one day assume, which fulfills the purpose of the priming that has taken place.

In the future, this final exam prompt, which is a type of question that should be included in any LPSP final exam, will be extended and personalized further by tags such as “Could you have provided more and better leadership during this business Spanish course? Explain.” Also, over a three-year period, surveys will be administered at the beginning and end of the course in order to collect and analyze a larger body of data regarding the effects of priming leadership with integrity in the business Spanish course (see Appendix 2 and Appendix 3). Another survey will also be conducted at the end of the semester asking students how they rate *Éxito comercial* in terms of priming the importance of leadership with integrity and contributing to their leadership development (see Appendix 4).

The priming and personalizing of leadership with integrity as a signature and integrative core value that frameworks any ensuing learning of the business Spanish content per se returns us to the desideratum expressed in the opening chapter of *Éxito comercial*:

[L]o ideal en el mundo de los negocios sería siempre desarrollar el liderazgo de buen carácter, es decir, un liderazgo tanto individual como empresarial imbuido de integridad. Con este tipo de liderato, pueden ir codo con codo la ética y las ganancias empresariales. Además, la buena reputación de los EUA y de otros países en la economía global competitiva, de hoy y mañana, dependerá en gran medida del ejemplo ético de sus líderes. No se puede apuntar a

nada menos como meta compartida mundialmente, ya sea para el mundo de los negocios o para cualquier profesión. (7)

Yes, business Spanish teaches the vocabulary, content, and context of the functional areas of business and how to conduct business culturally, localized according to different Spanish-speaking countries and communities. But it should do more than just that. In the end, teaching just business, independent from leadership with integrity, should no longer be a freestanding focal consideration in business Spanish. As Jack Welsh encourages us to do, let us help our learners to become leaders who in turn will inspire others to “soñar más, aprender más, hacer más y ser mejores” (*Éxito comercial* 6). In terms of core didactic thematics and methodology—from definitions, quotable quotes, and comprehension prompts to critical thinking and problem-solving activities such as case studies, role plays (the mock job interview), and final exams—what is the greater-good point of LPSP-Business Language Studies if it does not help prepare learners to make the world a better place in which to live and work? In terms of the broader curricular leadership that could be provided by Business Language Studies for other LPSP content domains, is this not an ethical programmatic opportunity and imperative as well? At the end of the day, what can be more important than the development of our future leaders in any profession or field of work? Developing *leadership with integrity*, not just any kind of leadership, is an overarching principle that should be infused as part and parcel of the LPSP endeavor itself.

NOTES

¹The acronyms SPSP (Spanish for the Professions and Specific Purposes) or LPSP (Language for the Professions and Specific Purposes) are preferred because they encompass the specifics of the traditional Language for the Professions (LP) and Language for Specific Purposes (LSP). Specific purposes are not limited to any specific profession, nor do the professions cover all specific purposes.

²This article does not seek to endorse any particular business Spanish text, of which there are numerous useful options to select among. Rather it uses *Éxito comercial* to provide an illustration of how the overarching principle of leadership-with-integrity development can be primed and infused throughout an LPSP-business language course. Although I have been the lead co-author of the six editions of *Éxito comercial*, it was not until this latest edition (2015) that the theme of leadership with integrity was deemed so important in a business context that it should become one of the overarching themes—a tone setter—of the new edition. To my knowledge, *Éxito comercial* is the first business Spanish text to do so, which is why this new content is quoted extensively as the leadership-with-integrity narrative is developed in this article. Something similar had occurred previously with the theme of integrity in the fifth edition (2011), before it was paired with leadership in the wake of the Grand Recession, which was widely attributed to a blatant lack of integrity in the financial, mortgage, and banking worlds. In sum: in response to the Grand Recession of 2007–09, the overarching principle of the fifth edition was business ethics; in response to the need to avoid another economic and financial catastrophe such as the Grand Recession, the overarching principle of the sixth edition was business leadership with integrity.

The primary intent of this article, which looks toward the future with hope, is its argument that all SPSP and LPSP materials, including the traditional literary curriculum (see the insightful Long section, “Leadership in the Advanced Level Literature Seminar at USAFA,” in Uribe et al. 2014), should factor in the development of leadership with integrity, as our students today will indeed be our leaders tomorrow. In this context, *Éxito comercial* simply serves as an example of how leadership with integrity can be prioritized and woven throughout the fabric of any business language course. Hopefully, leadership with integrity will also become an integral theme in all LPSP content and pedagogy.

Finally, the sixth edition of *Éxito comercial* was already nearing completion when I accepted an invitation to serve as a visiting civilian professor of Spanish in the Department of Foreign Languages at the United States Air Force Academy, where “leadership development is at the core of the department’s mission, which is ‘to develop leaders of character with a global perspective’” (Uribe et al. 2014: 191). The Academy provided an ideal and serendipitous setting in which to complete work on the new edition with its overarching principle of leadership with integrity. I left with the conviction that developing leadership with integrity was too important—for our students and for society—to be limited to institutions such as the Academy, that it should also be part of the education provided by civilian institutions as well.

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APPENDICES

Appendix 1. Representative Student Responses to Business Spanish Final Exam

Prompt. ¿Qué tipo de liderazgo proveerá usted en el futuro?

- Voy a ser una líder que inspira a otros dando ejemplo, comunicando de forma proactiva y escuchando a lo que dicen los demás, sin importar las diferencias que existen entre nosotros.
- Me interesa un liderazgo más colectivo, en el cual todos tienen la oportunidad de expresar su opinión de alguna manera. Proveeré este tipo de liderazgo—quiero hacer decisiones que benefician a todos, y implementan las sugerencias de los empleados, cuando sea posible. También harán falta líderes que entienden las diferencias culturales entre países, para que puedan hacer negocios sin ofenderle a nadie.
- Para el futuro, yo opino que es muy importante proveer diferentes aspectos del liderazgo incluyendo aspectos transculturales, lenguas y de enfoque, ya que es importante mostrar la dedicación. Además creo que es importante saber manejar trabajos en equipo, puesto que casi siempre hay que trabajar con otras personas. Por lo tanto, considero que el liderazgo que proveería es el de poder ponerme en los zapatos de la cultura para poder entender las necesidades que ellos tienen.
- En un futuro espero proveer un liderazgo lleno de honestidad y trabajo. Espero poder aprender más sobre las distintas culturas e incorporar mi conocimiento en mi liderazgo, puesto que es importante saber cómo las personas funcionan para poder crear un mundo mejor y por supuesto con un mejor futuro. Espero poder aplicar todo lo que he aprendido en mi vida estudiantil para poder destacar el mejor trabajo y sobresalir como una líder. Es

importante utilizar todas las cualidades y todos los conocimientos relacionados con los negocios, la tecnología y las relaciones públicas para poder crear un futuro mejor y eficaz.

- En el futuro, proveeré el liderazgo directo, involucrado y inclusivo. Cada día, trabajaré al mejor de mis habilidades para integrar todas las partes de mi empresa para que funcione como una máquina perfecta. Involucro a todos mis colegas directamente. También, haré seguro que la comunicación es un enfoque de mis operaciones.
- El tipo de liderazgo que proveeré en el futuro es el concepto de empoderamiento. Quiero ser una líder que hace el ejemplo para los otros. Si una persona me nota cómo realizo mis deberes y tareas y cómo trato otras personas, con esperanza, seguirá el ejemplo.
- Yo creo que mi tipo de liderazgo sería uno que esté abierto al cambio y a la innovación de productos y servicios.
- Un buen líder sabe cuando está equivocado y sabe cuando tiene que aprender para poder ser un buen líder. Además, sabe tomar en cuenta las opiniones de otros. Yo pienso ser una buena líder pero primero tengo que seguir aprendiendo para poder ayudar a otros. Un líder también sabe cuando hay que seguir a otros y yo lo hago. Quiero seguir aprendiendo para poder brindar mis conocimientos a otros.
- Me van a proporcionar el liderazgo fijando los ejemplos para los demás. Alguien que está dispuesto a escuchar y comunicar con los demás y alguien que tiene una mente abierta. También me gustaría ser comprometida, honesta y positiva y espero ser capaz de inspirar a los demás.
- Yo proveeré un liderazgo inclusivo. Cada persona debe tener la oportunidad de proveer su opinión y no importa la situación. Me gustaría usar mis habilidades lingüísticas. (This shows that the development of language proficiency is not traded off by the inclusion of the theme of leadership with integrity . . .)

Appendix 2. Beginning of Business Spanish Course Survey Regarding Leadership

Survey for the First Class Meeting. Mark 'Often,' 'Sometimes,' or 'Never' for the following statements.

1. I think about leadership:	Often	Sometimes	Never
2. When I do think about leadership, I link it to integrity:	Often	Sometimes	Never
3. I consider myself a leader:	Often	Sometimes	Never
4. I think about my own leadership development:	Often	Sometimes	Never
5. I think about my leadership strengths and weaknesses:	Often	Sometimes	Never

Mark 'Yes' or 'No' for the following statements.

6. My university or college has helped me develop my leadership skills.	Yes	No
7. My academic major has helped me develop my leadership skills.	Yes	No
8. (For Spanish majors) My major in Spanish has helped me develop my leadership skills.	Yes	No
9. Development of my leadership skills is important to me personally.	Yes	No

Include any additional comments here:

Appendix 3. End of Business Spanish Course Survey Regarding Leadership

Survey for the Final Class Meeting. Mark 'Often,' 'Sometimes,' or 'Never' for the following statements.

- | | | | |
|--|-------|-----------|-------|
| 1. I think about leadership: | Often | Sometimes | Never |
| 2. When I do think about leadership, I link it to integrity: | Often | Sometimes | Never |
| 3. I think about myself as a leader: | Often | Sometimes | Never |
| 4. I think about my own leadership development: | Often | Sometimes | Never |
| 5. I think about my leadership strengths and weaknesses: | Often | Sometimes | Never |

Mark 'Yes' or 'No' for the following statements.

- | | | |
|---|-----|----|
| 6. My university or college has helped me develop my leadership skills. | Yes | No |
| 7. My academic major has helped me develop my leadership skills. | Yes | No |
| 8. (For Spanish majors) My major in Spanish has helped me develop my leadership skills. | Yes | No |
| 9. Development of my leadership skills is important to me personally. | Yes | No |
| 10. This business Spanish class has helped me to think about leadership with integrity. | Yes | No |
| 11. This business Spanish class has helped me to develop my leadership with integrity skills. | Yes | No |

Include any additional comments here:

Appendix 4. Survey Regarding Effectiveness of *Éxito comercial* (EC) in Teaching

Leadership with Integrity (Administered in Final Class Meeting). Mark 'Yes' or 'No' for the following statements.

- | | | | |
|---|----------|------|-------|
| 1. EC has helped me to think more often about leadership. | Yes | No | |
| 2. EC has helped me to think more often about leadership in business. | Yes | No | |
| 3. EC has helped me to think more often about integrity. | Yes | No | |
| 4. EC has helped me to think more often about integrity in business. | Yes | No | |
| 5. EC has helped me to think more often about leadership with integrity. | Yes | No | |
| 6. EC has helped me to think more often about leadership with integrity in business. | Yes | No | |
| 7. EC has helped me to think about my own leadership development. | Yes | No | |
| 8. EC has helped me to develop my own leadership with integrity. | Yes | No | |
| 9. If the answer to #8 is Yes, please answer the following by marking 'Not much,' 'Some,' or 'A lot.' | | | |
| EC has helped me to develop my own leadership with integrity: | Not much | Some | A lot |