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DESIGN AND IMPLEMENTATION OF AN
INTERDISCIPLINARY BUSINESS
LANGUAGE FOREIGN STUDY TOUR

During a recent study tour in Mexico City, our Mexican host at a Price Club store, who was familiar with the company's stores in the United States, observed that *lo interesante es que no es muy interesante* [what is interesting is that it is not very interesting]. A Price Club in Mexico is laid out the same as one in the US and offers similar, if not the same, products. Very few differences exist, which sometimes makes it difficult to explain to business students why they should be sensitive to other countries' cultures when designing marketing programs. In fact, much business literature, such as Levitt, proposes that international marketers should conduct business without regard for regional and national differences. While Levitt's proposal is certainly controversial, the business ideal is international standardization of campaigns. What can students learn from a three-week trip to Mexico if in fact *lo interesante es que no es muy interesante*? A deeper interdisciplinary experience is required.

In this article, we describe our university's interdisciplinary effort to prepare our students to become businesspeople in a global world where decisions must be made regarding standardization or modification of business practices. One small part of that effort was a tour to Mexico led by two marketing professors who have Spanish language skills and experience living in Spanish-speaking countries. We describe the trip experience and provide suggestions for those who may wish to offer similar mixtures of course offerings and pragmatic components. Also included in this article is a brief section written by a student participant detailing his perceptions of the value of this "NAFTA" experience.

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LANGUAGE AND BUSINESS ACADEMICS WORKING TOGETHER?

IT CAN HAPPEN

Interdisciplinary courses can offer a relatively simple, low-cost way for universities to accommodate new material from different disciplines at the intersection of those disciplines (Miller & McCartan). Some basic goals are common in interdisciplinary work in business education where the relationship of business to culture and society is essential. Efforts combining business and foreign language education promote a “world view” and “cultural awareness” as inherent components of learning a foreign language for business communication. In the field of foreign languages at the post-secondary level, more and more departments are adding business Spanish courses to traditional literary and linguistic offerings (Uber Grosse). Accurate and appropriate communications are especially essential to successful marketing, since poor cross-cultural use of language can destroy the entire relationship necessary for business. Translation errors are the cause of the greatest number of blunders in cross-cultural business (Ricks). But, business communication requires more than the standard vocabulary of language education. In addition to the special jargon of the trade, an understanding of the professional concepts is necessary. Fryer and Day found that business *Spanish* is more indispensable in Spanish-speaking countries than business language might be in other areas of the world.

Ray and Ryder hoped that a course combining language and marketing would make a useful contribution to a marketing curriculum and would also be attractive to students majoring in English, communication, or foreign languages who planned on pursuing a career in business after graduation. They created a course with the objective to acquaint students with linguistic issues and techniques that have special relevance to problems encountered in business in a multicultural setting.

Interdisciplinary Business Language Approaches

Courses taught with contributions from foreign language departments are a common way to promote the growing field of international business. Such courses can promote modern language programs with expanded content coverage to serve a larger role in language education (Normand; To-Dutka & Spencer).

Several approaches have been used to accomplish the multidisciplinary dual objectives of language and business. Business Spanish is most typically taught by a language faculty member who has a background in literature. When resources are available the instructor may be able to participate in a program from the Madrid Chamber of Commerce or to attend a workshop in the US for training in international business and teaching business Spanish. In practice, the retrained business Spanish instructor may not be as knowledgeable of business topics as his or her students. The result is that some instructors compensate with a tendency to gloss over the business issues and focus primarily on cultural components found in most texts. Often business-oriented students get frustrated with the instructor's lack of attention to what they perceive as the main objectives of the course. After teaching the course several times, the instructor should be able to speak more confidently on some issues in international business and present authentic documents such as business letters, spread sheets, annual reports, etc. At best, though, the language instructor's level of knowledge of international business and international business practices in the Hispanic World will most likely be far less than that of a business school faculty member.

A second approach to teaching business Spanish is called "foreign languages across the curriculum" (Allen, et al.). In this approach, a foreign language department and the business school typically present a revised business course by adding a one credit hour "trailer" course taught in Spanish, by a business faculty member. In an international marketing course, for example, the marketing instructor teaches an existing international marketing class three or four days a week. An additional class session per week is taught in Spanish, and readings in Spanish are provided to interested students, who enroll for the additional credit.

The strengths of this approach are two-fold. First, the trailer section of an international marketing course taught in Spanish is provided by a business faculty member instead of a language professor. Second, by offering trailer sections in actual business courses, students receive a more in-depth study of marketing than a typical business Spanish course. The weaknesses of the "foreign languages across the curriculum" approach are also two-fold. First, a one-hour-per-week trailer course taught in Spanish provides limited language practice. And second, post-secondary institutions must be willing to compensate the business faculty member for this extra teaching load. And, of course, the faculty must have Spanish

speaking instructors. Where there are no business instructors with language skills, language instructors may provide the “trailer.” However, this suffers from the lack of business understanding outlined in the first approach without the likelihood of advanced business language training. Few departments are willing to invest the time and money for so few credit hours.

There clearly seems to be a need for an increased effort on learning linguistic knowledge for business. One difficulty lies in finding faculty who can develop and teach these interdisciplinary efforts. An obvious problem is that few American business professors speak a second language with the proficiency necessary to use it in a classroom setting. Less obvious, but perhaps even more critical, is the fact that little has been done to identify and take advantage of the language proficiency of business professors.

One innovative approach we have used has been to identify business professors who are capable of teaching a full business Spanish course (Loughrin-Sacco and Ray). In this example, a marketing professor taught Spanish for Marketing with support from another Spanish speaking marketing professor and with Spanish and French professors from Modern Languages. Business expertise provided the content foundation for language education. The outcome of this endeavor was quite successful (Loughrin-Sacco).

Program Objectives

The primary objective for our business language programs is to prepare students to confidently and competently participate in commercial activities and professional marketing discussions conducted in the foreign language of interest, in this case, Spanish. Special emphasis is placed on Mexican-American business relationships to respond to the local Hispanic population’s historic background and to build upon the present level of trade between this state and Mexico.

Hellebrandt discusses the need for project-based teaching of culture in Business for Spanish classes. In order to “learn culture,” students need to develop intercultural communication and research skills and to seek cultural immersion through personal interaction. Several years ago we decided that a study tour would accomplish these objectives.

INTERDISCIPLINARY SUMMER TRIP DESIGN

While many educators discuss the advantages of study abroad options for students, and possible internship learning experiences in a foreign country (Fryer and Day; González), very little is written about shorter cultural immersion opportunities for our business students.

To meet the objective of competencies in language and business, a set of courses was created for students wishing to receive “Mexico for credit” (the theme of our trip promotion). The core concept of the offering was to provide a foreign travel experience in upper division business while studying and using upper level business Spanish. This was done by offering two special topics courses; one “Spanish for Business in Mexico,” through the Modern Languages department, and “Doing Business in Mexico” for marketing credit. A single interdisciplinary course with more hours would fail to meet graduation requirements that two separate courses in two separate colleges would satisfy.

This “bundle” was anticipated to offer combined strengths that traditional Spanish tours or marketing tours could not offer. Typically, Spanish study tours emphasize cultural and historic concepts by visiting museums and historic sites. While this is a valuable experience, it neglects the business and economic environment and an observation of how people conduct business. Typical business study tours visit business sites where English-speaking administrators address the students. Again, this is a valuable experience, but it does not enhance student ability to conduct business with many citizens in the language of that nation.

Valdivieso describes a successful short-term (three weeks) interdisciplinary overseas seminar. The program should consist of a *conceptual* component conveyed through traditional classroom teaching methods and a *pragmatic* component where professionals in the field share every day experiences similar to what students are going through and similar to situations they may anticipate in their future career. Also, a *verifying* component should be included where participants visit companies and institutions that exemplify the concepts and strategies presented by class materials, professors, and outside speakers. Our course bundle was designed to address the programmatic curricular needs of both departments and to encompass the conceptual, pragmatic, and verifying components we felt were the characteristics of a sound interdisciplinary product.

Conceptual

Course attributes that contribute to traditional educational conceptual components include a list of readings on the North American Trade Agreement, the *peso* devaluation, and the current business environment in Mexico (Appendix 1). These were assigned to be read prior to arrival in Mexico. The *Spanish for Business* workbook, a supplement to *Destinos: An Introduction to Spanish* (Kite), was assigned for direct vocabulary development.

Through cooperation with the State Department of Commerce, the University, and a number of internationally oriented associations, two major international community programs were scheduled to coincide with the first two days of class. The first, "NAFTA Revisited," included sessions presented by professors from the fields of History and Modern Languages covering historical and social issues that relate to the effects of international economic issues. Textual material was from *Management in Two Cultures* (Kras), a concise, insightful description of the relationship between culture and business that is essential for a company to be successful in Mexico (Call).

Pragmatic

The "NAFTA Revisited" conference also featured experienced corporate executives, consular officers from Canada and Mexico, as well as discussions led by experts in the field of international law. The second day featured a "State World Trade Day" with representatives from Asia and Europe, as well as Mexico and Canada. Trade facilitators, such as freight forwarders and finance officers, joined with corporate trade managers and government agents to discuss current international trade conditions and practices.

An orientation session was held the night before departure, with reviews and reminders of highlights of the two days of conferences. As a transition from conceptual classroom lecture to the pragmatic information of practitioners and the verification of the actual trip experiences, we showed the video *Doing Business in Mexico*, from Big World Inc. This covers such topics as when to discuss business, gift giving, use of interpreters, dress advice, and survival skills for businesswomen.

Verifying

The verification component of the program came with the visits to the companies in the three Mexican cities. On the third day of class, students

flew to Mexico City, where they stayed for six days, then Morelia (six days), and Guadalajara (six days). Appointments were made with executives to discuss their views concerning the impact of the North American Free Trade Agreement on their business and the recent devaluation of the Mexican *peso*. They also expressed their expectations of the future.

Daily journals were required, written in Spanish, reporting the events and observations of the day. Students were to examine the relationship of prior readings and expectations to actual events and situations they experienced. Daily business news (from local newspapers and television) was an important source of material to augment interviews and journals.

Each student chose a personal topic of interest, with instructor approval, to research and present as an analytical report on some aspect of Mexican business, written in Spanish. Literature review was expected from English and Spanish sources. Independent time was available to pursue individual contacts and research in each city.

TRIP DESCRIPTION: STUDENT PERSPECTIVE

We were fortunate to have some funding available to hire a student assistant to help with the organization and implementation of this trip. His description and perceptions of the experience follow.

These cities all differ in industry, people and perceptions. Mexico City, the capital of Mexico, is the political, industrial, and population center of Mexico with approximately twenty-two million inhabitants. Morelia is an agriculture-based community with a population around two million. Guadalajara is a center for agriculture, culture, and business. It is home to about six million people. Each of these cities offers unique and diverse sources for studying "Doing Business in Mexico."

We started our tour in Mexico City with a visit to Comercial Mexicana, a large retail grocery chain, which owns distribution centers, discount club stores, convenience stores and restaurants. One of the company managers spoke to our group about the company's marketing strategy and addressed the students' questions. We were allowed to tour this company's main distribution center for fresh produce, meats and poultry. This was an excellent opportunity to learn about the infrastructure challenges that Mexico faces. After visiting the distribution center we went on to

visit a couple of the different stores that the company operates, such as the Price Club outlet discussed earlier.

While in Mexico City, we also visited Grupo Dartos, a small marketing firm. By speaking with executives from both large and small Mexican companies, we had the opportunity to hear a large variety of opinions and perspectives on doing business between the US and Mexico, NAFTA, and the effects of the devaluation of the *peso*. The US Trade Office also provided us with valuable information regarding how it can help US firms hoping to expand their business in Mexico.

Morelia is a half day's drive from Mexico City, but they seem to be a world apart. Morelia, Michoacán is smaller and more agricultural. The predominate architectural appearance of the city retains the look of ancient Mexico. While in Morelia we visited a different variety of businesses. One of our first visits was the Cepamisa paper factory that produces about half of the paper consumed in Mexico every year. Here we learned about how concepts such as total quality management have been applied in Mexican businesses. Another site, the water treatment plant for the state of Michoacán, allowed us to learn more about the current and future infrastructure needs of Mexico. We also had the pleasure of visiting the J. R. Simplot, División Alimentos, guacamole plant in Morelia. This visit was very special to our group because the world headquarters for this company are in our home city in the US. Students learned that the guacamole made here supplies the entire Taco Bell restaurant chain in the US. From a global marketing perspective, it is interesting that the recipe for this important Mexican food is very different than would be made for Mexican consumption. It has to be changed for the American palate. It also was interesting to note that multinational companies did not suffer very much because of the devaluation of the peso. In Simplot's case, profits were increased because of the reduction in production costs relative to the dollar.

Throughout our stay in Mexico we had periodic classes where we discussed the issues we were studying. While in Morelia, we held classes and combined some of our classes with those of other American professors from the state of Washington at the Centro Mexicano Internacional to complete the conceptual element. This

provided a unique opportunity to compare notes on the observations and revelations we had during our study tours.

Our last stop was Guadalajara, which shares traits with both Mexico City and Morelia as an agricultural center and a center for large businesses. Our first visit in Guadalajara was the Hewlett-Packard manufacturing plant, which is considered to be the *planta hermanita* (sister plant) to the HP facility in our home city. We met with the general manager of the plant and top executives spoke in-depth about the challenges and advantages their plant has operating in Mexico as part of a multinational corporation. The president explained how HP had successfully transposed its culture onto this Mexican plant. Our visits to this HP site, as well as one in Mexico City, provided an excellent opportunity to study effective cross-cultural management techniques. The managers at these locations emphasized to us that it was important for HP to maintain the *estilo HP* (HP style: very informal, personal interactions, which originated in the US) at all of their locations. This discussion was especially important for our Spanish for Business students since the host commented upon the incorporation of *tú* instead of *usted* as the mandatory form of address. One director did admit that his workers did find it difficult to call him “Pepe,” especially those who had transferred over from other companies, such as IBM and Kodak.

We next visited the Centro de Abastos, which is the distribution center for all of the fresh produce and meats for the entire state of Jalisco. Our guide, a manager of international operations from one of the produce wholesalers, explained some of the issues surrounding the produce import-export business with the advent of NAFTA. While in Guadalajara we also visited a Coca Cola bottling plant and learned how standardization of manufacturing practices can be successful.

One of the highlights of our study trip was our visit with the Mexico Representative for our own State Department of Commerce and Agriculture. He offered a lot of insight into the issues we had been studying for the previous three weeks.

Finally, before the end of our stay in Mexico we had the privilege of meeting with the author of our text, Eva S. Kras. She again emphasized that, despite Hewlett-Packard’s *estilo*, simply

imposing US management styles in Mexico will not work. Her opinions and perceptions of the economic and cultural issues in doing business with Mexico were very interesting and capped off an excellent study tour.

After having taken two Spanish for Business courses on the university's campus, I found the Mexico Study Tour to be a valuable addition to my course work. The study tour allowed me to see how what I was learning was being applied in "real world" business. I found I learned more current and applicable material by seeing how business was actually being done in Spanish. I also felt that I learned more quickly by studying in a real world environment. The only kind of experience which might have accelerated learning more would have been an internship in a Spanish-speaking country. Maybe the most important realization was that by the end of the trip, the possibility of working in an international environment was less threatening. I felt as if I were a lot closer to being prepared to do business in Mexico.

While most of the students shared the same opinion as me, one, a native Spanish speaker, found the trip to be less productive than she had hoped. But this person already spends much time in Mexico visiting and working with relatives, so the trip was not a new experience for her. She was, however, invited to apply for various internships with our corporate hosts. Other outcomes were a job offer in Mexico for an MBA student and valuable competitive information for one of the undergraduates whose family business does business in Mexico. The non-Spanish speaking student now has the confidence to pursue further international study and perhaps begin language training.

Our Mexican corporate and small business hosts were very gracious, and even fed us lunch on several occasions. They seemed to be impressed that we were able to speak Spanish with them, and that the study tour students provided any necessary translation for participants who needed language help.

KEY IMPLEMENTATION ISSUES

While Valdivieso recommends that "a specific academic topic pervades all the program's activities" (34), we did not limit discussions to only fi-

nance, marketing, or management topics. Instead we chose to ask our hosts to focus on the following two questions for our main topics:

- 1) What changes have you seen in Mexico in general and in your business/industry, especially since the implementation of NAFTA?
- 2) How has the recent devaluation of the *peso* and the resulting economic crisis affected Mexican business and consumers?

We elected to speak Spanish whenever possible. In several cases, where English was used to begin the discussion, speakers were invited to continue in Spanish. The answers in Spanish seemed to be more sincere and reflective of the true feelings and opinions of the Mexicans. Apparently speaking to American students in English leads Mexican executives to give some “official” or “diplomatic” line. Spanish discussions were deeper and more frank in expression of personal judgements, especially those concerning recent events surrounding the economic crisis.

Resources

Valdivieso emphasizes consideration of the people who comprise the elements that affect the program’s success. The organizers/instructors, the administrators of the institutions involved, cooperating practitioners, and the participants all contribute critical components to the program’s success.

1. Two marketing faculty were responsible for the courses. One instructor was an experienced professor of marketing with an undergraduate Spanish minor, two years residence in Mexico, an involvement with Hispanic segments of the community, and experience teaching business Spanish (Loughrin-Sacco et al.). The second, another marketing professor, has a BA in Spanish Education, participated in a junior studies abroad program in Madrid, and had participated in interdisciplinary and international grant programs. Both instructors have PhDs in Marketing, speak and read Spanish, and were the first business professors to participate in the “Faculty Development in International Business: Workshop on Teaching Spanish for International Business” program at the University of South Carolina. Both have had papers presented at meetings of the Languages and Communication for World Business and the Professions conference sponsored by Eastern Michigan University. Both shared in the

planning, instruction, and personal interaction with the students on the trip. There was a division of labor, as one coordinated facilities and administration while the other coordinated the professional conferences and student relations.

2. Funding to attempt such a program is critical for even preliminary consideration. Loughrin-Sacco and Ray describe a successful collaborative effort between our College of Business and the Modern Language Department. To help cover the expense of interdisciplinary efforts, while at the same time expand our faculty's awareness and preparedness for internationalization, our school sought and received funding from the US Department of Education. The "Title VI Undergraduate International Studies and Foreign Language Program" funds institutions of higher education, nonprofit agencies, and organizations to "plan, develop and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages" (A1). One- to two-year grants from this initiative support funding for curricular development and revision, faculty development, the enhancement of library resources, the purchase of hardware and software for the foreign language lab, faculty exchanges, internships, and similar expenses.

All proposed projects *must* include both a foreign language and an international studies component. The USDE recognized that no single academic unit can enhance international education alone. Successful projects have involved collaboration among numerous academic units that include foreign languages, business, engineering, social sciences, health sciences, etc. Loughrin-Sacco and Ray believe that the USDE Title VIa funding initiative has done more than any past efforts to bring together language departments and schools of business for interdisciplinary ventures in international studies. Our university was fortunate to receive a second grant, a US Department of Education's "Business and International Education Program (Title VI, Part B)," which was written to build links between our state business, government, and university. It funded the faculty members to coordinate and oversee the Mexico study/tour.

Successful first efforts at foreign study/tours can be facilitated with the assistance of knowledgeable partners in the destination country who can help with facility arrangements, local transportation, and professional introductions. We collaborated with the Centro Mexicano Internacional in Morelia, a school with which our university works on summer abroad programs. Centro management arranged all intercity transportation,

taught us to use public intracity transportation, provided home stays in Morelia, and booked hotels in Mexico City and Guadalajara for impressively reasonable rates. Final cost to students was \$1,300 plus course registration and the cost of their meals in Mexico City and Guadalajara. Meals in Morelia were included in the home stays.

An upper-division business student intern with experience in Spanish for Business courses was made available for assistance with arrangement details. The intern then became one of the student participants on the trip and his analysis is the basis of the “Student Perspective” portion of this article. The choice of a student assistant was not made haphazardly. In addition to participating in the organization of the trip, the student takes a leadership role while in Mexico. He or she is responsible for making sure the group arrives at its appointments in a timely fashion and acts as an intermediary between the two faculty and the student participants, helping to smooth communication. He or she also serves as translator for non-Spanish speaking students.

3. The practitioners who spoke in the conferences and met with students in Mexico provide a vital reality that makes the pragmatic and verifying components succeed. We feel that our group had as much professional cultural immersion that a short three weeks could possibly provide. We had some previous personal relationships with a few of our hosts, such as an alumnus of our MBA program (the representative from Comercial Mexicana) and our state’s Trade Representative in Mexico. We developed relationships with others through the gracious assistance of the American Chamber of Commerce in Mexico City and the Centro Mexicano Internacional in Morelia. Our hosts were not only invaluable in terms of their generosity and wealth of information, but they also were more likely to explain to us the emotional burden the current economic crisis has placed on the average Mexican consumer and business person. This rich experience enhanced the course, and we also established new relationships to advance future programs.

4. “Participants are the most important human element for the success [of an] interdisciplinary program abroad” (Valdivieso 35). To demonstrate the basis of their knowledge in language and business, students must meet prerequisites for this set of courses: junior level Spanish competency and admission to the upper division program of the College of Business. All participants were interviewed, at which time we clearly out-

lined the requirements of the program and emphasized the need for cultural sensitivity.

Implementation

University administrators' expectation of low enrollments, ultimately confirmed, necessitated compromises to the original proposed offering. Rather than a set of two interlocked courses, the offering had to be "unbundled" to allow more diverse enrollment. Therefore, both courses were offered at both an advanced and beginning level that could be taken without previous business or language preparation. Finally, MBA students were invited to enroll for graduate business credit. Information was spread by word-of-mouth as well as class visits by instructors and students, which generated the final enrollment.

A description of the course requirements follows:

1. Doing Business in Mexico: Beginning level. Assignment based on pre-class readings (e.g. Discuss the business significance of: NAFTA, devaluation, foreign exchange rate, Zedillo, Colosio, Salinas, Chiapas . . .), daily journals about company visits, and the important news gathered from newspapers and television.
2. Doing Business in Mexico: Advanced and MBA. Preliminary assignment, daily journal entries, and final industry analysis project.
3. Advanced Spanish for Business: Preliminary assignment written in Spanish, journal entries in Spanish, and completion of *Destinos* workbook.

Note: For those taking both advanced courses, the final industry report was to be written in Spanish.

Four students enrolled for upper-division Spanish credit, while none signed up for the beginning language class. The one student who had no prior Spanish education originally registered for the introduction-level course but dropped out upon discovering that learning an entire semester's worth of Spanish was expected by the end of the trip. The others participated fully in all discussions and completed the workbooks and journals. Summary translations by the Spanish-speaking students were provided to the one participant with no Spanish knowledge. Her questions and comments were included in the general discussions with Mexican hosts. All

tour members, however, observed that there was an improved relationship with the hosts when conversation moved from English to Spanish.

Marketing enrollment patterns were even more complex. One student registered for graduate credit, started to enroll also for upper division Spanish credit, and then decided not to do the report in Spanish. Three upper division Spanish students also registered for upper division marketing, thus receiving the complete original set of intended courses. Two registered for the lower division version.

In all the various combinations, only four registered for two courses. One did not register for any course but participated strongly in all activities and completed the journal in Spanish. Reasons for not enrolling were a fear or lack of desire to do the amount of work and lack of confidence in either business or Spanish skills. At first, we were concerned that trip participants not enrolling for any course credit might hold the rest of the students back. But we found that students' motives for signing up for the trip can be determined during the initial interview with the coordinators, who should emphasize the seriousness of attending all company visits and organized activities whether the student is receiving course credit or not.

While we would have preferred a formal trip debriefing and class evaluation, no time or procedure was in place to accomplish this. However, the students did meet informally by themselves to discuss the trip activities and to exchange photographs.

EVALUATION AND CONCLUSIONS

The faculty trip leaders were pleased that the students were exposed to US subsidiaries and Mexican-owned companies (large and small operations) with some free time for the cultural activities that are the mainstay of most study tours. The group did attend the Ballet Folklórico, visit the Museo de Antropología, and tour the pyramids at Teotihuacán. While visiting Mexico shortly after the *peso* devaluation was informative, we all witnessed the pain that the average Mexican consumer was experiencing.

Organizers need to remember the conceptual, pragmatic, and verifying components of such academic experiences. Often, the pragmatic component can dominate. We learned that we should have been more explicit in some cases regarding our trip objectives and the kind of visit which is most beneficial for our students. Visiting with managers at Coca-Cola

about the recent Mexican Pepsi Challenge and its legal fallout (see Villegas) might have been more useful than observing a bottling plant.

Interdisciplinary work improves the informal lines of communication and exchange of ideas between disciplines (Market and Silberman; To-Dutka and Spencer). Other results have been an increased co-authorship of journal papers, co-authored proposals for curricular additions and changes, and plans for team teaching. Precisely because of communication efforts originating from both our marketing area and the Modern Language Department, our faculty members were able to participate in joint efforts such as Department of Education grants.

While our university does not currently have opportunities available for students to take part in overseas internships, we believe that some groundwork was laid by our tour. Our state's trade representative in Mexico expressed his desire to have one of our students participate in an unpaid internship; several companies invited students to send their resumes. Fryer and Day challenge educators to be flexible and diverse with pre-internship instruction. González found that "any international travel and/or work experience greatly enhances the positive nature of an intern's subsequent work experiences abroad" (899) and that international internships be limited to only those who have already had some cross-cultural training. Perhaps our study-tour participants will be the interns of tomorrow.

Student interest has already been generated for future trips. Our grant funding covers one more faculty-coordinated trip for the 1995-96 academic year. Several international business majors began inquiring about the details only one month after the first trip had been completed. We hope that many such opportunities will be available for our students in the future.

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APPENDIX 1

Mexico Trip Reading: Articles

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