

Who is your Cristina?
wayne . smi th@csun . edu
[updated: Sunday, December 1, 2013]

Course: *MGT 360*
Title: *Management and Organizational Behavior* (3 units)

“The single biggest problem in communication is the illusion that it has taken place.”
---George Bernard Shaw (1856-1950)

Purpose

The purpose of this document is to help structure the discussion for the video clip from the movie “Spanglish” (2004).

Scene setup

In this movie, Adam Sandler plays a successful chef and owns a popular LA bistro. He and his wife live in a nice house and have a teenage daughter (“Bernice”). Paz Vega (“Flor”) plays their housekeeper and the housekeeper has a pre-teenage daughter (“Cristina”).

The chef and his wife rent a beach house for the summer. The housekeeper and the housekeeper’s daughter are at the beach house as well. When everyone was walking along the beach one evening, the chef mentions to the two kids (his own daughter and the housekeeper’s daughter, Cristina) that he will pay \$1 for each seashell they each can collect. (The seashells would make a nice art project or similar display at the restaurant/bistro he owns.)

Previously in the movie, the chef’s wife has been doing some nice (but relatively unnoticed) things for the housekeeper’s daughter (Cristina), such as taking Cristina along when she takes her own daughter for expensive haircuts. Similarly, the housekeeper has been doing some nice (but relatively unnoticed) things for the chef’s daughter (Bernice), such as occasionally altering and sewing (“letting out”) some her dresses, because she is a teenager and is sensitive about her recent weight gain.

As you might have already guessed, the housekeeper speaks only Spanish, the chef speaks only English, and Cristina is thrust into the role of interpreter.

The scene in the video clip involves the chef, the housekeeper, and the housekeeper’s daughter (Cristina). The scene begins when Cristina presents to the chef all of the seashells she has dutifully collected on the beach.

(roll clip)...

Personality Profile – Big 5 “OCEAN” (IPIP/NEO survey instrument)

The following categories were taken from the five dimensions of the “Big 5” (OCEAN) personality profile. Identify at least one issue from the video clip for each cell below (not all cells may be relevant).

Personality Dimension (and Facets)	Issue(s)/Example(s) from the Movie
<p><i>Openness to Experience</i></p> <p>imagination, artistic interests, emotionality, adventurousness, intellect, liberalism</p>	
<p><i>Conscientiousness</i></p> <p>self-efficacy, orderliness, dutifulness, achievement-striving, self-discipline, cautiousness</p>	
<p><i>Extraversion</i></p> <p>friendliness, gregariousness, assertiveness, activity-level, excitement-seeking, cheerfulness</p>	
<p><i>Agreeableness</i></p> <p>trust, morality, altruism, cooperation, modesty, sympathy</p>	
<p><i>Neuroticism</i></p> <p>anxiety, anger, depression, self-consciousness, immoderation, vulnerability</p>	

Organizational Conflict and Personal Dimensions

The following categories were taken from a supplemental reading in first part of the semester—Montana/Charnov chapter 19 (Conflict: Organizational and Personal). Identify at least one issue from the video clip for each cell below (not all cells may be relevant).

Style of Conflict Resolution	Issue(s)/Example(s) from the Movie
<i>Avoidance</i>	
<i>Smoothing</i>	
<i>Dominance (or Power Intervention)</i>	
<i>Compromise</i>	
<i>Confrontation</i>	

Communication in Organization

The following categories were taken from the textbook—Carpenter (Chapter 13). Identify at least one issue from the video clip for each cell below (not all cells may be relevant).

Textbook Concept	Issue(s)/Example(s) from the Movie
<i>The Message</i>	
<i>Encode (Sender)</i>	
<i>Feedback</i>	
<i>Noise</i>	
<i>Decode (Receiver)</i>	
<i>Filtering</i>	
<i>Selective Perception</i>	
<i>Information Overload</i>	
<i>Semantics</i>	
<i>Gender Differences</i>	
<i>Issues of Non-verbal Communication</i>	
<i>Downward Communication</i>	
<i>Upward Communication</i>	
<i>Lateral and Diagonal Communication</i>	
<i>Other non-textbook issue?</i>	

Motivating Employees

The following categories were taken from the textbook—Carpenter (Chapter 14). Identify at least one issue from the video clip for each cell below (not all cells may be relevant).

Acquired Needs (“Motives”) Theory (McClelland)	Issue(s)/Example(s) from the Movie
<i>Need for Achievement</i>	
<i>Need for Power</i>	
<i>Need for Affiliation</i>	

Equity Theory	Issue(s)/Example(s) from the Movie
<i>Inputs</i>	
<i>Outputs</i>	
<i>Referents</i>	

Expectancy Theory	Issue(s)/Example(s) from the Movie
<i>Expectancy</i>	
<i>Instrumentality</i>	
<i>Valence</i>	

Reinforcement Theory (Skinner)	Issue(s)/Example(s) from the Movie
<i>Positive Reinforcement</i>	
<i>Negative Reinforcement</i>	
<i>Punishment</i>	
<i>Extinction</i>	

Emotional Intelligence

The following categories were taken from the HBR (Goleman) reading. Identify at least one issue from the video clip for each cell below (not all cells may be relevant).

Dimension of Emotional Intelligence	Issue(s)/Example(s) from the Movie
<i>Self-Awareness</i>	
<i>Self-Regulation</i>	
<i>Motivation</i>	
<i>Empathy</i>	
<i>Social Skills</i>	

Individual Power (Relationships) within the Organizational Setting

The following categories were taken from the supplemental reading—French/Raven (Wikipedia). Identify at least one issue from the video clip for each cell below (not all cells may be relevant). At this point in the semester, you may not have gotten to this reading yet.

Type of Power	Issue(s)/Example(s) from the Movie
<p><i>Legitimate</i> (role or position)</p>	
<p><i>Reward</i> (grant rewards)</p>	
<p><i>Coercive</i> (can remove something)</p>	
<p><i>Referent</i> (point to the personal characteristics of another)</p>	
<p><i>Expert</i> (special knowledge or skills)</p>	
<p><i>Information</i> (special access to private information)</p>	