Who is your Cristina?
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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", or "Bernie" for short). 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 translater.

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 (and discussed in Shermerhorn—Chapter 15). 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
Openness to Experience imagination, artistic interests, emotionality, adventurousness, intellect, liberalism	
Conscientiousness self-efficacy, orderliness, dutifulness, achievement-striving, self-discipline, cautiousness	
Extraversion friendliness, gregariousness, assertiveness, activity-level, excitement-seeking, cheerfulness	
Agreeableness trust, morality, altruism, cooperation, modesty, sympathy	
Neuroticism anxiety, anger, depression, self-consciousness, immoderation, vulnerability	

Communications

The following categories were taken (chiefly) from the textbook—Shermerhorn (Chapter 18). Identify at least one issue from the video clip for (relevant) cells below.

Communication Process	Issue(s)/Example(s) from the Movie
Encode (Sender)	
The Message	
Decode (Receiver)	
Feedback	
Noise	

Communication Barriers	Issue(s)/Example(s) from the Movie
Information Filtering	
Channel Richness	
Poor Written or Oral Communications	
Non-verbal Signals	
Information Overload	
Cross-cultural Communication	

Other Factors	Issue(s)/Example(s) from the Movie
Active Listening	
Semantics (meaning)	
Emotion	
Gender Differences	

Managing Conflict

The following categories were taken (chiefly) from the textbook—Shermerhorn (Chapter 18). Identify at least one issue from the video clip for (relevant) cells below.

Sources of Conflict	Issue(s)/Example(s) from the Movie
Differences in goals	
Competition for resources	
Misinterpretation of information	
Disagreement regarding performance standards	

Style of Conflict Resolution	Issue(s)/Example(s) from the Movie
Avoidance (Withdrawal) (pretends that a conflict doesn't really exist)	
Accommodation (Smoothing) (plays down differences and highlights similarities to reduce conflict)	
Competition (Authoritative Command) (uses force, superior skill, or domination to "win" a conflict)	
Compromise (each party to the conflict gives up something of value to the other)	
Collaboration (Problem Solving) (working through conflict differences and solving problems so everyone wins)	

Emotional Intelligence

The following categories were taken (chiefly) from the textbook—Shermerhorn (Chapter 1). 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
Self-Awareness (ability to understand one's own emotions and moods, and their impact on self and others)	
Self-Management (or Self-Regulation) (ability to think before acting and control otherwise disruptive impulses)	
Motivation (or Persistence) (willingness to work hard for reasons other than money and status)	
Social Awareness (or Empathy) (ability to understand the emotions of others, and to relate to them more effectively)	
Relationship Management (or Social Skills) (ability to establish rapport with others, and build social capital through relationships and social networks)	

Motivating Employees (two pages)

The following categories were taken (chiefly) from the supplemental reading in Carpenter. Identify at least one issue from the video clip for each (relevant) cell below.

Needs-based Theory (Maslow)	Issue(s)/Example(s) from the Movie
Self-Actualization (you define your success goals, and you decide if and when you've achieved them)	
Esteem (your ego and self-definition is valued and put to good, productive use)	
Social (systematic belonging and beneficial networking)	
Safety (feeling secure in workplace social and economic fabric)	
Physiological (basic remuneration to cover food, water, and shelter, etc.)	

Two-factor Theory (Herzberg)	Issue(s)/Example(s) from the Movie
Hygiene Factors (company policies, supervision, working conditions, salary, security)	
Motivators (achievement, recognition, interesting work, increased responsibility, advancements/growth	

Acquired Needs ("Motives") Theory (McClelland/Murray)	Issue(s)/Example(s) from the Movie
Need for Achievement (strong need to be successful)	
Need for Power (desire to influence others and for control)	
Need for Affiliation (need to be liked and accepted by others)	

Process-based Theory ("Equity")	Issue(s)/Example(s) from the Movie
Inputs (contributions a person feels she or he is making)	
Outputs (rewards a person feels she or he is receiving)	
Referents (other individuals similarly situated)	

Reinforcement Theory (Skinner)	Issue(s)/Example(s) from the Movie
Positive Reinforcement (positive behavior followed by positive consequences)	
Negative Reinforcement (positive behavior followed by removal of negative consequences)	
Punishment (negative behavior followed by negative consequences)	
Extinction (negative behavior followed by removal of negative consequences)	

Individual Power (Relationships)

The following categories were taken from the textbook—Schermerhorn (Chapter 14). 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.

Position Power	Issue(s)/Example(s) from the Movie
Legitimate (ability to influence through authority)	
Reward (ability to influence through rewards)	
Coercive (ability to influence through punishment)	

Personal Power	Issue(s)/Example(s) from the Movie
Expert (ability to influence through special skills, knowledge, or reputation)	
Information/Networks (ability to influence through access to information and contacts to other people)	
Referent (ability to influence through charisma or interpersonal attractiveness)	

Leadership Disciplines

The following categories were taken from a textbook different from the textbook we are using. Identify at least one issue from the video clip for (relevant) cells below.

Discipline	Issue(s)/Example(s) from the Movie
Compassion (care and respect for others)	
Conscientiousness (awareness of others' behaviors)	
Forgiveness (stop feeling anger or placing blame)	
Gratitude (expressing appreciation and thankfulness)	
Grit (passionate perseverance to achieve long-term goals)	
Humility (genuinely asking for help when needed)	
Hypo-Egoic (heightened self-awareness and reducing ego impact)	
Mindfulness (awareness of present experiences and complexity)	
Openness (experience fun, elation, and delight)	
Wisdom (ability to make principle-based decisions)	