Assignment: Shakespeare in Management
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Course: *MGT 458*
Title: Decision Making and Creativity (3 units)

"Those of us who study and conduct research on organizational and managerial phenomenon need to have our thinking stimulated and deepened by writers of fiction who are insightful observers and interpreters of everyday life."
--Lyman Porter (Professor Emeritus, UC Irvine)

"Fiction is truth with some of the material details left out; non-fiction contains most of the details, but only asymptotically approaches the truth."
--Wayne Smith (1961-)

Goal

The purposes of this assignment are as follows:
- To read, comprehend, and analyze a play written by William Shakespeare
- To draw analogies and develop insights useful in an organizational context
- To illustrate issues of decision-making and creativity in practice

Instructions

In general, your task is to design, develop, and present a team-based presentation on a few themes related to a Shakespearean play. Both team composition and assignment of a play will be done relatively early in the semester. Each person in each team must contribute to the project, and each person must speak during the presentation. The Powerpoint must be printed and delivered to the instructor on the day of the class presentation. The Powerpoint must be emailed to the instructor no later than 1 hour before the beginning of class on that day.

Deliverable

The due date is listed on the course outline. Before that due date, there should be enough time in or out of class to go over any questions you may have.

Length

The Powerpoint can be of any length necessary. My guess is that each presentation will be between 25 and 35 slides. The presentation must be no less than 20 minutes and no more than 25 minutes. Teams can use pictures as needed. Teams can also use video, but the video must not be more than 2 minutes in length.

Scoring

There will be 100 points allocated for breadth and depth of content. There will be 100 points allocated for presentation quality.

Content

There is no single, best presentational approach to achieve the objectives of this assignment. In general, this assignment combines ideas from several general education, lower-division core, and upper division courses. However, the following outline is provided as a working guide to help students structure and sequence their ideas into a coherent package.

- Introduction—who is doing the presentation? (~ 1 minute)

- Play Synopsis (~ 4 minutes)
    - Elementary Literary Ideas—(e.g., Character, Plot, Setting, Style, Theme)
    - Intermediate Literary Ideas—(e.g., Analogy, Antagonist, Conflict, Diction, Humor, Imagination, Protagonist, Soliloquy, Symbol, Transition)
    - Advanced Literary Ideas—(e.g., Irony, Sarcasm)

- Scenario/Theme #1 (~4 minutes)
    - Describe the situation and setup the context
    - What theory/model/framework from *decision-making* can be used to explain or predict the outcome of the scenario or the impact of the theme?
    - What theory/model/framework from *creativity* can be used to explain or predict the outcome of the scenario or the impact of the theme?

- Scenario/Theme #2 (~4 minutes)
    - Describe the situation and setup the context
    - What theory/model/framework from *decision-making* (different from Scenario/Theme #1) can be used to explain or predict the outcome of the scenario or the impact of the theme?
    - What theory/model/framework from *creativity* (again, different from Scenario/Theme #1) can be used to explain or predict the outcome of the scenario or the impact of the theme?

- Current Event (~6 minutes)
    - describe a current, substantive organizational event from the world of business,
    - draw an analogy between the current event and one of the above scenarios/themes, and
    - show how your decision-making and creativity analysis of Shakespeare could be used to explain or predict the outcome of the current event.

- Open Questions, Limitations, and Concluding Thoughts (~2 minutes)

Plays

The plays for this class will be drawn from the following set ("First Folio"):

- The Comedies
    - The Comedy of Errors
    - The Taming of the Shrew
    - The Two Gentlemen of Verona
    - Love's Labour's Lost
    - A Midsummer Night's Dream
    - The Merchant of Venice
    - Much Ado About Nothing
    - As You Like It
    - Twelfth Night, or What You Will
    - The Merry Wives of Windsor
    - All's Well That Ends Well
    - Measure for Measure
- The Tragedies
    - Hamlet
    - Othello
    - King Lear
    - Macbeth
    - Romeo and Juliet
- The Greek and Roman Plays
    - Timon of Athens
    - Troilus and Cressida
    - Titus Andronicus
    - Julius Caesar
    - Antony and Cleopatra
    - Coriolanus

Many students benefit from a gentle introduction to the Elizabethan language and culture. Some of this acculturation may be found be reading several of Shakespeare's sonnets (a sonnet is a special kind of poems) first before tackling his much lengthier and more complex plays. Sonnets 18, 29, 30, 53, 60, 116, and 129 are particularly engaging.

There are print-based and online-based versions of Shakespeare's plays. In the past, students have found such materials as "Easy Shakespeare" useful, but there are many other sources of contemporary materials. Each team member should use the same source text.

The Music and Media Department of the CSUN Library has the entire set of Shakespeare plays as broadcast on the British Broadcasting Corporation (BBC) network. Watching one or more versions of your play may be beneficial to your analysis. These cannot be checked out, but can viewed (individually or as a team) in the Music and Media Department (2nd floor, East Wing).

Also, some teams nay benefit from watching and reviewing the movie "Shakespeare In Love" (Miramax, 1998). The truth is that little is known about Shakespeare as a person. He was

married, although there are periods in his life for which there are literally no records. In general, the Church of England only recorded official events, such as births, deaths, and marriages. But the movie can be helpful is that it helps orient a contemporary viewer to some of the more salient situational characteristics and attributes of the time and place for the years before and after 1600 AD.

Sources for Articles (current events)

The sources for the articles for this class will be drawn from the following set:

- Newspapers (Dailies)
    - Los Angeles Times
    - New York Times
    - Wall Street Journal
    - Financial Times

- Magazines (Weeklies or Monthlies)
    - The Economist
    - Time
    - Newsweek
    - BusinessWeek
    - Harper's
    - The New Yorker