

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 (“John”) 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 translator.

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)...

Communications

The following categories were taken (chiefly) from the textbook—Shermerhorn (Chapter 18). Identify an issue from the video for each cell below (not all cells may be relevant).

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

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

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

Managing Conflict

The following categories were taken (chiefly) from the textbook—Shermerhorn (Chapter 18). Identify an issue from the video for each cell below (not all cells may be relevant).

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

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

Emotional Intelligence

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

Motivating Employees (two pages)

The following categories were taken (chiefly) from the textbook—Schermerhorn (Chapters 16). 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
<p><i>Self-Actualization</i></p> <p>(you define your success goals, and you decide if and when you've achieved them)</p>	
<p><i>Esteem</i></p> <p>(your ego and self-definition is valued and put to good, productive use)</p>	
<p><i>Social</i></p> <p>(systematic belonging and beneficial networking)</p>	
<p><i>Safety</i></p> <p>(feeling secure in workplace social and economic fabric)</p>	
<p><i>Physiological</i></p> <p>(basic remuneration to cover food, water, and shelter, etc.)</p>	

Two-factor Theory (Herzberg)	Issue(s)/Example(s) from the Movie
<p><i>Hygiene Factors</i></p> <p>(working conditions, co-worker relations, policies and rules, base compensation)</p>	
<p><i>Motivators</i></p> <p>(challenging/exciting work, recognition, responsibility, advancement, personal growth)</p>	

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

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

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

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

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

Empowerment

The following categories were taken from the five dimensions of the “Empowerment” Supplemental document. Identify an 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
<i>Self-efficacy</i> (a sense of personal competence)	
<i>Self-determination</i> (a sense of personal choice)	
<i>Personal Consequence</i> (a sense of having impact)	
<i>Meaning</i> (a sense of value in activity)	
<i>Trust</i> (a sense of security)	