

Gujarat Technological University

Two day Workshop on

“ Teaching the Concepts of Script, Motivational Phases and Impact on Interpersonal Relationships Using the Film Trilogy Godfather ”

On

November 26-27, 2011

At

Ahmedabad Management Association (AMA).

For

The Educators of Organizational Behavior

Program Objective:

- Discuss the use of film series Godfather (I, II and III) in an MBA / Executive Development class to discuss the concepts of Autonomy, Script and its Payoff, Compliance, Identification, and Internalization.
- Discuss the impact of individual script and motivational phases on major life events and interpersonal relationships.
- Enhance the skills of movie-based teaching in the class through group-discussion, debriefing and relating theoretical concepts with life events.
- Encourage participant initiative for replicating the show-cased exercise using other movies illustrating other key concepts in the field of organizational behavior.

For:

- Teachers of Organizational Behavior in the post-graduate program in management
- Trainers in the areas of Self help and development, Self motivation and personal effectiveness

Who is eligible?

1. The Educators working full time (Those working for the colleges affiliated to GTU shall be given priority).
2. The Educators who are teaching Organizational Behavior at present
3. The educators who intend to develop their own teaching material on using movies of substance and of their choice in order to teach selected topic(s) within the subject of Organizational Behavior.

Pre-workshop requirements:

The educators will be selected on the basis of their satisfying the following requirements:

1. Completed the application form if the above criteria are met
2. Having watched the Film Godfather-I (Run time: 2:51 Hours) *before coming to the workshop*
3. Provide additional information as requested along with the application form.

Entries with incomplete forms in any respect may not be considered.

Selection:

Thirty Five (35) applications will be selected based on details provided along with application form.

Rationale and Contents:

Teachers of Organizational Behavior (OB) as one of the first-semester courses in the MBA curriculum often grapple with the challenge of teaching in a short time, various complex psychological processes such as perception and attitude formation, learning, development of self and motivation in such a way that students not only develop a basic understanding of these, but are also able to appreciate their interrelationship: how change in one may influence the other(s).

The issues that students need to explore and appreciate include how one's behavior and underlying needs are related, how perceived pressures can lead an individual to "see" reality and respond to it through choices and decisions. These decisions might appear rational to the "actor", however ineffective or dysfunctional they might appear to a neutral observer. But once the choice is made, the actor goes ahead with its implementation through various supporting actions; the outcomes of which might be tragic unless that decision is identified, reexamined and corrected – all as parts of the journey of development of self.

Sensitizing a class of MBA and not the students of Psychology or Psychotherapy can be challenging in three ways. First is that since the students have had their Bachelors Degree in diverse, "non-Psychology" fields including Engineering, many come across the concepts from the "soft" field of Psychology for the first time. Secondly, the students need to understand the concepts in their "everyday" form and not the pathological or clinical one in a hospital or clinical setting. Finally, the basic understanding of the developmental process and its barriers requires use of concepts from different theories – unlike the course in Psychology, where the students trace each theory and its evolution individually, its contributions and limitations and such, from an academic perspective. The MBA students are not required to cure the patient: they need to develop awareness – a basic understanding – of the development process and explore it further at a personal level if they so desire. Even at that basic level of engagement, the students find the discussions quite pertinent and absorbing; and report high learning value from it because they often begin to develop insights into their own developmental process and think/rethink their plans for future.

This workshop presents the use of the movie series Godfather (GF-I, GF-II and GF-III henceforth) for illustrating the concepts of Script, Drama, Games, Introjections and Compliance, Identification, Internalization and Autonomy in the format of a workshop session.

Care will be taken to ensure that the instructors who choose to use this exercise are not subject to confusion or ambiguity. Apart from discussing the films through showing selected clips again, reading material would be distributed and discussion with experts is arranged.

About the Movie Trilogy 'Godfather' and how we propose to View it

GF trilogy is a movie series named Godfather, Godfather-II and Godfather III - an adaptation of the novel by the same name by Mario Puzo and directed by Francis Ford Coppola. The facts of the movie are easily accessible and widely available on the internet just as the novel is one of the all-time great ones. But one realizes that not many people have time or inclination to read, and not much is shared on what people should look for in this movie in an educative sense. This series, like a piece of art, speaks to its viewer and what the viewer finds in it is a very personal affair – yes, this is a movie that lets you read it the way you want.

Somehow, soon after the story catches momentum, one begins to feel that it is about Michael, the son of the first godfather Don Vito Corleone, and not the godfather the original. The hunch got confirmed by GF-II and III. The backdrop, the rise and power of Don Vito Corleone and the live wire, powerful cast of supporting characters only serve to highlight the central theme – the journey of Michael Corleone in which he makes a beginning, loses who he is and rediscovers himself. Not to mention a vivid portrayal of how this affects himself and his loved ones.

And what a beginning it was. Unlike the popular guess that the beginning happened when he was anointed as the don, it appears that this amazing story started when Michael decided to join the Marines (by dropping out of college), wanted to study at the college, and possibly fight the wrong. On various occasions this desire becomes a resolve – during the GF-II, in a flashback, where Michael's illegitimate half brother and his father's legal advisor tells Michael on their father's birthday that Vito and Tom 'often discuss Michael's future' – Michael actually sounds offended and furious, asking repeatedly, "YOU and my father? Discuss MY future? I have my own plans about MY future." To Kay – first his girlfriend and after long time, his second wife – also, he says in GF-I on the occasion of his sister Connie's wedding, that 'this is my *Family, Kay, this is not me*".

Well. So the one who was so sure of himself being in charge of his future ends up totally differently and how! IN GF III Michael is seen twice advising his nephew Vincent (played by very charming Andy Garcia) not to hate enemies and not to be angry as both cloud one's judgment. One wondered how Michael did not realise that intense love also could cloud judgment and it happened to himself: he loved his father (and feared his father's enemies lest they should succeed in killing Vito) and in order to protect him Michael ended up being exactly what he repeatedly announced was 'not me'. So much was the strength of this force that continued exhortation from Kay whom he loved (and he loved her back, equally strongly) also could not sway his decision. So, was Michael thinking about how love for and desire to protect someone could be put to practice? Was joining what the loved one (his father in this case) does, the best way to ensure his protection? Did Michael think about alternatives before choosing the way in which he thought he could protect the ones he loved??

And see how he goes on rationalising his decision: he said that first he needed to protect his father from the evil and hostile world, in which danger lurked everywhere. Next was Kay, then his children, then nephew Vincent.

What made Michael choose this pattern in spite of the strong resolve not to be like his family – as in the beginning? How does his journey evolve?

THAT is where the potent theory is involved. Seen from its lens, Michael's journey of life can be experienced right before our eyes as the unfolding of motivational and developmental phases, the transition from one phase to another that shape who he was and what he becomes, what he chooses and the consequences he faces.

Best Paper Award and Possible Publication of Selected Papers

Workshop participants are invited to develop their own papers highlighting use of a movie of their choice to discuss, illustrate and teach other OB topics. These papers, along with the legal DVD of the film should be sent to the program coordinator before December 31, 2011. Selected papers would receive editorial help towards a possible publication. Best paper as decided by an expert panel would be given an award by GTU.

Program Dates: November 26-27, 2011

Program Faculty:

- Prof. Kandaswamy Bharathan (IIMA)
- Prof. Shubhra Gaur (MICA)
- Prof. Margie Parikh (BKSBM)

Fee:

Rs. 500 per participant for educators from GTU-affiliated colleges

Fee for the program can be paid by Demand Draft, payable at Ahmedabad. The draft should be in favor of “Gujarat Technological University”

Registration Procedure:

Last date for the Registration is 21st Oct, 2011

Event	Date
The applications duly filled in and the answers to the questions should be mailed to margie_parikh@yahoo.com cc: syllabus@gtucolleges.in, secvc@gtu.ac.in	Oct. 21, 2011
Applicants selected and invited to register	Nov. 05, 2011
Demand Draft Received at GTU	Nov. 15, 2011
Confirmation of registration to the participant by email	Nov. 20, 2011

Applications and Inquiries

For any Query, please contact:

Ms. Krutika Desai

Phone: 079-40200624

Email: secvc@gtu.ac.in