



Contents lists available at [ScienceDirect](#)

The International Journal of Management Education

journal homepage: www.elsevier.com/locate/ijme



To join family business or not: Teaching Script and Intrinsic Motivation through the Godfather trilogy



Margie Parikh*

BK School of Business Management, Gujarat University, Ahmedabad, 380009, India

ARTICLE INFO

Article history:

Received 25 November 2013

Received in revised form 28 February 2014

Accepted 10 March 2014

Available online 18 April 2014

Keywords:

Entrepreneurial choices

Development of self

Script

Intrinsic Motivation

Using film clips for education

ABSTRACT

This paper discusses the influence of Script and Intrinsic Motivation on entrepreneurial activity in a family business. The discussion is based on the Godfather film trilogy in a workshop format, which weaves rich insights into other themes related to the process of development of self, namely Games, Compliance, Identification and Internalization. The participants get an opportunity to examine their own choices of joining family business. To accomplish this effectively, a workshop parallel to the regular course is suggested, prior to which the participants should view the three films. License to screen the films for noncommercial purpose can be purchased for an affordable fee if a screening is organized for the group. Predefined clusters of clips from the trilogy are used for anchoring the discussion. The paper discusses the use of film clips with the help of theoretical background of the relevant concepts, a brief overview of the film trilogy, questions for discussion to accompany each of the six clusters of clips, additional assignment, challenges and bright spots of conducting this workshop, conclusions, and learning.

© 2014 Elsevier Ltd. All rights reserved.

1. Introduction

Entrepreneurship in family business needs greater research (Hoy & Verser, 2000) to match the significance and contribution of family businesses to the economies around the world. Bulk of the available literature discusses first generation entrepreneurship, aspects of managing the venture for its stability and growth, and the issue of succession. However, we need to improve our understanding of succession from the perspective of the successors (Astrachan, 2003). The influence of an entrepreneurial successor on the business has been studied, but little of its reverse. The successor-focused research in family business has so far addressed three dimensions: the attributes of the successor, performance enhancing factors and reasons for joining family business (Sharma, 2004). There is also a need to explore the challenges faced by the second generation entrepreneurs (Aronoff, Astrachan, & Ward, 1998). In light of the gaps, the role of the entrepreneurship educator is crucial in facilitating student exploration of how the decision to join family business could be made, how the work relations evolve especially with the predecessor. Future successors to family businesses need to be oriented to not only the dynamics of managing family business, but also how those would affect the wellbeing of themselves and their family.

This paper aims at helping graduate and undergraduate participants of the entrepreneurship course develop deeper understanding of the process of second generation entrepreneurship and its challenges. The aim is accomplished by linking with it the classic literature on the development of self, especially the dynamics of Script from Transactional Analysis

* Tel.: +9179 26304811; fax: +9179 25832971.

E-mail address: margie_parikh@yahoo.com.

literature and phases of development of Intrinsic Motivation. A major merit of these concepts is that the students do not need to have studied Psychology in order to understand them well. The discussion-based format of this parallel workshop provides an opportunity to the participants to learn from their peers as they explore together the choice of joining family business and the intertwined processes of succession and intrinsic motivation in greater detail. The workshop based on a film trilogy allows the students to start with less intrusive discussion based on the film clips and move to the theoretical concepts and their own experiences and perspectives in sub-groups, before the educator facilitates and wraps up the discussion at the larger group level. The parallel workshop takes the load off the regular session plan as the interested participants voluntarily discuss these topics in detail and follow it up with further activity. The participation and submission of further assignment need not be graded as their nature is formative.

The film trilogy presents a case where an already well-performing family business thrives after the entry of the second generation entrepreneur, but at a tremendous personal cost to the protagonist and his immediate family. The workshop participants explore how perceived pressures distort the reality as 'seen' by the protagonist at the point of his entry into business, affecting his subsequent choices. The educator helps the participants appreciate the importance of the choice and how an ineffective choice could lead to tragic outcomes unless that decision is identified, reexamined and corrected – all as a part of the journey of development of self. The following sections present the merits of teaching with film clips, the theoretical background of the concepts used in this paper and the brief overview of the trilogy (spoiler alert!).

2. Teaching with the help of film clips

Using film clips is a powerful method to illustrate and discuss the above concepts. Films offer a vivid portrayal of real life or life-like events in a short span. Film-based group learning can be superior to book-based learning especially when there is an all-time classic film at hand and not all participants read extensively, when they are from diverse cultural backgrounds, or if their language proficiency is moderate. The merits of using a film or video clips for education are presented excellently in the paper by [McCambridge \(2003\)](#), the major ones being success in getting the attention through captivating examples if segments are carefully selected, and the ability to address wide range of topics. The film *Godfather* (the first in a series of three) has been among some of the most widely used for discussing topics such as sources of power ([Alvarez, Miller, Levy, & Svejnova, 2004](#)), underground economy ([Sexton, 2006](#)), social class and cultural repertoire ([Barnett & Allen, 2000](#)), language as a part and reflection of culture ([Ciccarelli, 1996](#)) and even to explore the directors' journeys to self while they make movies ([Alvarez et al., 2004](#)). But it has never been used for combined illustration of how intertwined the processes of decision making, development of self and succession could be, what could be the impact of family business on the course of one's own life as well as on the array of relationships at home, and what if one is joining the family business under pressure and not an autonomous choice.

Teaching of entrepreneurship has involved use of innovative methods including successful life-stories, films portraying entrepreneurial behavior, and role-play ([Carrier, 2007](#)). [Neck, Neck, and Meyer \(1998\)](#) have observed that films could be a powerful educational tool to illustrate concepts or provide a basis for discussion. In her review of innovative methods, [Carrier \(2007\)](#) emphasizes that the innovative methods of teaching entrepreneurs may not necessarily be better than the more traditional case study- and business plan-based teaching. Thus, a parallel, film-based workshop could allow an entrepreneurship educator to retain the best of both types of teaching methods. This paper highlights that the impact of business on the personal life and relationships of the successor are important outcome variables to be concerned about, apart from the success of succession in entrepreneurial business.

3. Theoretical background

Development of one's personality is classically thought to be a process of transition in stages from immaturity to maturity ([James & Jongeward, 1971/96](#), [Erikson, 1963](#)). A mature personality is described as the one well-adjusted to their environment ([Allport, 1937, 1961](#)). The concept of personality also refers to the structures, dynamics, processes, and propensities that explain why a person behaves in a characteristic way. It is this subjectively perceived, organized, permanent self, which is at the heart of all the experiences ([Hogan, 1988](#)). One's personality and behavior reflect how one adapts to the pressures created by one's surrounding society and culture ([Horney, 1942](#)).

So, if one suffered hostility or severity from one's environment in early childhood, would it cause permanently negative and destructive patterns in one's behavior? We have reasons to be hopeful. [Carl Rogers \(1961/65\)](#) emphasized that people have capacity to find their own answers, and move toward growth and healing. According to Abraham [Maslow \(1970\)](#) also, the development of personality is a process, leading to discovery and realization of one's full potential. This would then result into fulfillment of one's expectations and realistic acceptance of one's self, others and the world at large as 'OK' with all their imperfections, while remaining aware, spontaneous and capable of intimacy – or in [Berne's words \(1961/89\)](#), autonomous.

Autonomy, not the extremes of either dependence on or independence from others, is defined as the goal of development of self, where one is aware of one's self and surroundings, can relate with others spontaneously without playing dysfunctional psychological games, and can take decisions about one's goals and course of life at appropriate time ([Berne, 1961/89](#)) rather than under pressure.

Remaining OK and autonomous, however, does not seem practical sometimes in one's perceived context. To a person of any age ([Erskine, 1993/97](#); [Levin, 1974](#)), external forces appear to be applying pressure against the development and

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات