

PREVIEW GUIDE



Pygmalion Effect The Power of Future Expectations

Materials Included With *Pygmalion Effect*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive ½-day training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **DVD** of *Pygmalion Effect* provide the theory and examples to illustrate the workshop topics. Featured in this new edition is an interview with Dr. Robert Rosenthal, regarded by many as the father of Expectation Theory. The DVD includes bonus discussion segments.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. Three complete training designs are included, and offer options to help you shorten or lengthen your workshop with additional activities and discussions, as desired.
- ◆ The **Participant Workbook** contains the worksheets for the suggested exercises in the Leader's Guide. Also, the majority of the information contained in the PowerPoint slides is reproduced in the Participant Workbook so participants spend less time taking notes. 10 Workbooks are included with each kit.
- ◆ A **PowerPoint® presentation** contained on a **CD-ROM** can be used to highlight key content and discussion points during the training session.
- ◆ **Reminder Cards** with the program's key learning points are distributed to participants at the workshop's conclusion for their use following the session. 10 Reminder Cards are included with each kit.

Pygmalion Effect

SAMPLE PAGES FROM LEADER'S GUIDE

INTRODUCTION

In 1975, a then-fledgling educational offshoot of *Psychology Today* magazine set its lofty sights on changing the world of media-based education and training with a slate of ambitious 16 millimeter films. One of the first films was based upon provocative research showing that without our conscious knowledge, our expectations for others can actually have a measurable impact upon their behavior. The film carried the rather unwieldy moniker of Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect.

Such is the stuff of training legend. Popularly referred to over the intervening 20-odd years simply as The Pygmalion Effect, the film became one of the first true blockbusters in the training arena. It is even credited with serving as the primary introduction of the important field of Expectation Theory to the broader educational and organizational training communities. In the process, the film single-handedly secured the future for that fledgling upstart, rechristened “CRM Films”.

Over the years, CRM Films has grown to become CRM Learning, the leading publisher of a wide-range of training products and media. And in 1987, CRM remade The Pygmalion Effect, whose concepts have had a remarkably durable relevance in employee training. And now it is with great pride that CRM Learning introduces The Pygmalion Effect, *Managing the Power of Expectations*, 3rd Edition, to a new generation of training audiences. No one knows better than we at CRM that your expectations for this new edition of the classic program will be exceedingly high. And CRM has spared no effort to update the content and instruction for today's faster paced learning and practical-minded training audiences.

Featured in this new edition is an interview with Dr. Robert Rosenthal, regarded by many as the father of Expectation Theory, in which he reviews his insights into this powerful phenomenon. We profile Dunn-Edwards Paint Corporation, including the inspiring true story of Bob Harris, a former Dunn-Edwards sales representative (and avowed computer-phobe) who transformed himself into an Assistant Director of Computer Training — all because someone believed in him.

Also new to this Edition is the “Expectation Cycle”, which demonstrates how the phenomenon exerts its almost magical power to transform behavior. And the video goes beyond its predecessors in providing straightforward, practical strategies for implementing the power of Pygmalion in your day-to-day interactions with others.

We live in a different world today from the one into which that original film was first introduced over 20 years ago. In our crazy, plugged-in world, we're assaulted daily with predictions, forecasts, and expectations —and attempts to instill expectations into us—for something that has tantalized mankind since its earliest stirrings: what will tomorrow bring?

What better time to remind ourselves of a simple fact — that our individual expectations for ourselves and others are still a formidable force in our lives. Indeed, they have the power to change the world.

Kirby Timmons
Creative Director, CRM Learning

BACKGROUND

History Of Self-Fulfilling Prophecies:

A weekend golfer steps up to the tee fearing that he is going to slice the ball. Sure enough, off into the rough it goes. A promising young professional goes to the front of the room prepared and confident about her presentation to the committee. She ends up responding to and calming the committee's concerns and gets congratulated on a job well done. To what extent do we really have control over the events that unfold in our lives? Can our expectations become a reality? Do they always? In 1948 Dr. Robert Merton formalized the phenomenon of self-fulfilling prophecies (SFPs) and began to study their impact. He chronicled several situations when SFPs seemed to be operating in society. For example, during times surrounding the depression, people would begin to fear that their bank would go under and that they would lose their money. So hordes of people would rush to their bank to withdraw their money before the bank collapsed. Unfortunately, these "bank runs" often depleted banks of the cash they needed to operate and they did in fact go under — people actually caused or contributed to the very thing they feared. As another example, Merton also believed that certain minority groups who had been labeled as "not being that bright" started to believe the negative stereotyping. Believing that they were dumb or couldn't learn things, they wouldn't try as hard as they could or put in the time and effort necessary to learn, thus confirming their initial beliefs that they couldn't learn.

Merton was the first then to formalize the notion that our expectations can have a powerful influence upon the future that unfolds, even in fact when we might not consciously be aware of those expectations. An especially important contribution of Merton's work was in describing that it was people's behaviors and actions that caused outcomes, not merely their beliefs or expectations alone. What he found is that people *behave* in ways that are consistent with and thus ultimately help confirm or fulfill their prophecies. Behavioral scientists next wondered, besides influencing the outcome of events, can our expectations influence other people as well?

A successful and competent college graduate had been recently hired as a corporate accountant of a large holding company. Although things started out well, it soon became apparent that his supervisor did not believe that he had the ability to be successful at his job. She became critical of his efforts, and more vigilant of any of his behaviors that supported her forgone conclusion that he was a low performer. And although she *said she expected* a lot out of him, she never *really expected* (or *believed*) that he would come through, and this was communicated through her actions, verbal intonations, and facial expressions. All of this took its toll on this young man's opinion of his own ability, until he doubted whether he could be competent in accounting. Within two years the supervisor fired him.

His next job was as a Senior Accounting Analyst where, as he later described it, an incredible transformation took place. He worked for a manager who frequently indicated that he hired only top people, and then gave them the freedom and autonomy to do their job. Extreme confidence in this young man's abilities were communicated as he was given sole responsibility for designing and completing the company's \$18 million operating and \$5 million capital budgets, as he interacted with directors throughout the company (who treated him as a knowledgeable liaison to the accounting department), and as his boss brought him along to meetings with the company CEO, where his opinion and expertise were sought. He blossomed into a star performer as he started working harder and more conscientiously to merit the confidences placed in him. Within less than a year, he was being considered for a promotion to accounting supervisor.

THE TRAINING PROGRAM

Training Sessions Overview for Trainer

Introduction:

This training program has been designed to introduce participants to the phenomenon of self-fulfilling prophecies (SFPs) created by the Pygmalion effect, to help them understand how they can apply these principles to their individual work situations, and to assist them in developing the skills to do so. This is achieved through a variety of means including presentations, a video, discussions, experiential exercises, individual brainstorming, role-plays, etc. The focus is very application-oriented culminating in the participants developing their own Pygmalion Development Plan at the end of the training.

Pygmalion Training Program Background:

This training program is built upon principles discovered through decades of research and is closely patterned after Pygmalion training designed and successfully used by world-renowned behavioral scientists. These experts have shown that participants who master and consistently apply the principles and skills presented in this training experience positive changes including improved performance in themselves and in those they oversee. These programs have been shown effective in helping managers become more effective Pygmalions and in bringing out more of the potential of their employees. It is not magic and it is not easy; but the bottom line is that it works and it can work for your employees.

Materials:

This training program includes the following materials. In addition, the bibliography lists several articles and books that provide additional background on the Pygmalion effect.

- Leader's Guide
- PowerPoint slides
- Video, including 8 Discussion Segments
- 10 Participant's Workbooks
- Reminder Cards

Recommendations:

It is suggested that you do the following things prior to and during the training workshop as appropriate.

Prior to the training workshop review all of the training materials, including viewing the video and familiarizing yourself with the Leader's Guide, the PowerPoint slides, and the Participant's Workbook. Then decide which modules, activities, and exercises you wish to include based upon how much time you have and the training objectives of your group. Three possible training designs are outlined below (2-hour, 4-hour, and 8-hour options). If you choose the 2- or 4-hour training design, you may wish to use the exercises and modules that are not included in these designs as follow-up training for your participants, or have them complete the exercises as "homework" to assist them in the completion of their Pygmalion Development Plan.

TRAINING DESIGN OPTIONS

There are three training designs from which to choose; see the following pages for more descriptions and individual exercise running times.

<u>Training Activities</u>	<u>Design 1</u>	<u>Design 2</u>	<u>Design 3</u>
Module 1—Training Introduction			
Introduction		•	•
Exercise 1 – Creativity and the SFP		•	•
Tagamet Example	•	•	•
Debrief Exercise		•	•
Module 2—The ABC's of Pygmalion			
Introduction		•	•
Training Objectives		•	•
View Pygmalion Video	•	•	•
Discussion of Video – Part I	•	•	•
Module 3—Your Pygmalion/Galatea Experiences			
Exercise 2 – You as Galatea		•	•
Exercise 3 – You as Pygmalion			•
<i>BREAK – Design 3</i>			•
Module 4—Your Expectations of Employees			
Overview & Objectives		•	•
Discussion		•	•
Example		•	•
Exercise 4 – Expectations of Employees		•	•
<i>BREAK – Design 2</i>		•	
Module 5—Your Expectations of You			
Overview & Objectives			•
Exercise 5 – Expectations of Yourself			•
Module 6—Expectation Cycle & Pygmalion Factors			
Discussion of Video – Part II			•
Exercise 6 – Four Pygmalion Factors	•	•	•
<i>LUNCH BREAK – Design 3</i>			•
Role Playing Guidelines			•
Exercise 7 – Factors II & III (Input & Output)	•	•	•
Exercise 8 – Factor IV (Feedback)	•	•	•
Module 7—The Galatea Effect			
Discussion			•
Exercise 9 – Creating the Galatea Effect			•
Module 8—Pygmalion Application Scenarios			•
<i>BREAK – Design 3</i>			•
Module 9—Video Discussion Segments		•	•
Module 10—Pygmalion Development Plan	•	•	•
Conclusion	•	•	•
TOTAL ESTIMATED TRAINING TIME (hours)	120 2 hours	270 4.5 hours	505 8.4 hours

PART I - INTRODUCTION AND VIDEO

MODULE 1 - TRAINING INTRODUCTION (25 MINUTES, CLASS EXERCISE)

Introduction (5 minutes)

Introduce yourself to the group and take care of general “housekeeping” items related to the timing and format of sessions (e.g., discussion, brainstorming, role plays, etc.) and breaks. DO NOT discuss anything about the Pygmalion effect or the Self-Fulfilling Prophecy yet.

Exercise 1—Creativity and the SFP (10 minutes)

Overview & Objectives:

The class is divided into two groups that are given slightly different instructions (expectations) regarding a creativity assignment. The group with the higher expectations invariably scores higher on the exercise. It illustrates the potential benefit of high expectations. Note that the class will go through the exercise at this time, but the debriefing will wait until a bit later.

Instructions:

Indicate to the class that they will be doing a fun little exercise to start with. Divide the class into two groups and ask one of the groups to exit and wait for a few minutes in the hallway. Read the following instructions to Group 1 as you show the related slide:

- In a moment, you will be shown three adjectives one at a time. You will be given one minute with each word to *think of objects that could be described by that adjective*.
- You should just think of *a few words* for each of the words given.
- Remember that your responses must follow these rules:
 - Abstract concepts are acceptable (e.g., for the word “red,” you could respond “embarrassed”).*
 - You cannot list two objects from the same category (e.g., “apple” and “strawberry” in response to “red”).*
 - Nonsensical answers are not acceptable (e.g., “skyscraper” is not an acceptable response to “red”).*
- Show the Creativity Exercise slides containing each of the three words one at a time. Allow the class only one minute for each word.

PART 2 - PYGMALION PRINCIPLES AND PRACTICES

MODULE 4 - RAISING YOUR EXPECTATIONS OF YOUR EMPLOYEES

(40 MINUTES, INDIVIDUAL AND PAIRED EXERCISE)

Overview & Objectives (5 minutes):

The purposes of this section are as follows (go over these with the class):

- To really think about and introspect about how you see *each* of your employees: How do you feel about them? What are your expectations for them? How do you believe they will perform? Why?
- To think about how you see your employees as a group. How would you classify your employees? What kind of employees are they? How much are they capable of? How much close supervision do they need versus an empowering or delegating management style? Do they have the ability and willingness to be self-regulating?
- To change the way that you see your employees: individually (each one) and as a group. To develop a new paradigm. To expand, open, and raise your vision of what each employee is able to accomplish, of what their unique strengths and potential are. To see them in a more positive light than you ever have before.

Discussion (10 minutes):

Show the “Theory X / Theory Y” slide summarizing Dr. Douglas McGregor’s descriptions of how management may view their employees. Use the following or similar questions to guide the discussion (use as many as time permits):

- What does this have to do with the Pygmalion effect (or how is this related to the Pygmalion effect)?
- What does it matter whether a manager holds a Theory X or Theory Y view concerning his/her employees?

Help participants to remember the keys (that how we view people affects the way that we treat them, which in turn can influence their behaviors and performance).

- Could a Theory X view actually end up in a self-fulfilling prophecy where employees act out the negative script that they are given (or are expected to fulfill)?
- What if I just “really” have Theory X employees?

Help participants to recognize that Pygmalion principles still apply. Even if employees seem to lack ability and ambition, a Theory X approach is for the manager to essentially absolve him or herself of any responsibility for employees’ productivity (“blaming” it all on the employees). A Theory X view may only become a negative self-fulfilling prophecy. Adept managers recognize that their expectations of their employees, the tone that they set, and the environment that they foster has an influence on employees. Sometimes “changing others” may first involve changing ourselves.

PARTICIPANT EVALUATION OF TRAINING

Please take a minute to complete this training evaluation form before leaving today. We are interested in your impressions, feedback, and suggestions. Such information helps us to continually improve the workshop. Using the following scale, *please indicate your level of agreement with each statement by writing the appropriate number on the line preceding the item. Leave the line blank if you did not complete the activity.*

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- _____ 1. The creativity exercise (where we brainstormed about the three words) was a helpful way to be introduced to the concept of the power of expectations.
- _____ 2. The video program *The Pygmalion Effect, Managing the Power of Expectations*, and the subsequent discussions about the video were informative and interesting.
- _____ 3. The information presented in the video program will be helpful to me on the job.
- _____ 4. Thinking about my past experiences with a Pygmalion and as a Pygmalion helped me better understand the Pygmalion effect and how I can apply it in my job.
- _____ 5. The discussion and exercises about raising my expectations of my employees and myself helped me take the first step towards becoming a "positive Pygmalion."
- _____ 6. I have learned the Four Pygmalion Factors and understand how to use them.
- _____ 7. I found the discussion and group exercise/role-play about How to Create the Galatea Effect (or Self-Confidence) in Others valuable and applicable to my job.
- _____ 8. Watching and discussing the Video Discussion Segments was useful in learning to recognize both good and bad Pygmalion behaviors.
- _____ 9. Completing the Pygmalion Development Plan (PDP) will help me take what I learned today and apply it to myself and my subordinates.
- _____ 10. The instructor was prepared and enthusiastic about the subject matter, and made the training interesting.
- _____ 11. The instructor encouraged class participation.

Please indicate anything that went especially well or was important to the success of the training.

Please indicate any suggestions or recommendations that you have for this training workshop.

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