# The Pygmalion Effect

*Managing the Power of Expectations*

## Participant's Workbook

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Exercise 1—Creativity Exercise

Listen to the trainer who will provide the instructions.

1. Objects related to the first word: ______________________________________________

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2. Objects related to the second word: _____________________________________________

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3. Objects related to the third word: _____________________________________________

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Module 2—The ABC’s of Pygmalion

Overview & Objectives

During this module you will be introduced to formal definitions and examples of the concepts contained in
the training, the key psychological and social principles that are the foundation of self-fulfilling prophecy
effects, and a variety of ways in which they manifest themselves.

Key Concepts & Principles

The ABC’s of Pygmalion

A) We cannot behave or act in a manner that is inconsistent with our expectations and
beliefs (of others or ourselves).

B) Our behaviors and actions toward others influence their expectations, behaviors, and
performance either positively or negatively.

C) Thus, our expectations will become a self-fulfilling prophecy, partly because we will
act in a manner that is consistent with that “prophecy” and causes it to “be fulfilled.”

Discussion Notes

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Training 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 them and in those they oversee. These programs have been shown to be effective in helping managers become more effective Pygmals 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 you. You wouldn’t be in this training session if someone didn’t already believe in your inherent ability to be an even better manager.

Specific Training Objectives

By the end of this training session, through a variety of means including presentations, a video, discussions, experiential exercises, individual brainstorming and role-plays, you will be able to:

• Understand the ABCs of the Pygmalion Effect (the basic premises upon which SFPs and expectation effects are based)
• List and understand how to use the Four Pygmalion Factors through which people communicate their expectations of others.
• List and understand how to use the Three Ways to Create the Galatea Effect by raising people’s self-confidence.
• Begin to develop the skills to apply the Four Pygmalion Factors and the Three Ways to Create the Galatea (self-confidence) Effect to positively influence those with whom you interact.
• Identify a wide range of situations where Pygmalion and related SFP principles can be used.
• Raise your expectations and belief in your employees’ ability to achieve more.
• Raise your expectations and belief in your own ability as a manager to positively influence and lead your employees to achieve more.
• Begin to develop a comprehensive short and longer-term plan (specific goals) to apply the Pygmalion principles within your own work situation, including plans to overcome likely obstacles.

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The Video: The Pygmalion Effect, Managing the Power of Expectations

Video Highlights

- Examples of the self-fulfilling prophecy (the stock market, etc.)
- The Pygmalion myth: The sculptor Pygmalion sculpts the ideal woman, Galatea, who later comes to life through the power of his belief
- Professor Henry Higgins’ Pygmalion role with Eliza Doolittle
- Dunn Edwards Paint Co. IT Manager Eileen Edwards as a positive Pygmalion to Bob Harris (former sales rep)
- The Expectation Cycle and how it works
- Rosenthal’s discussion of the Four Factors (Climate, Input, Output, Feedback)

Video Notes

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Discussion Notes

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MODULE 3—YOUR PYGMAIION AND GALATEA EXPERIENCES

Exercise 2—Your Experience with a Pygmalion (as Galatea)

Instructions

1. Think of a person in your life who has acted as a Pygmalion (someone who believed in and had high expectations for you, who continually communicated this to you, and thus whose influence caused you to think more confidently about yourself and ultimately achieve more). This may be a parent, boss, coach, friend, clergy, co-worker, professor, etc.

2. Once you’ve thought of a person, take a few minutes to go on a mental journey back to the experiences that you’ve had with this person. As you do so, write down your thoughts and feelings. The following questions may be used to guide this process:

   Who was the person? ______________________________________________________

   What was their relationship to you (the situation or context)? __________________________

   What did the Pygmalion do? How did he/she behave? What did the person say or how did he/she treat you? ____________________________________________________________

   What impact or outcome did this have (or has it had) on you? How did you feel? About yourself? About them? Did you feel and behave differently because of their influence? Why? ________________________________________________________________

   Why did they do it? ________________________________________________________

Application:

This exercise can help you begin to apply the Pygmalion principles. You already know much about the Pygmalion principles because you have experienced it as a Galatea (as a “follower”). You should then anchor your understanding of Pygmalion principles to the experiences that you’ve had with this person who cared deeply about you. You can thus use these images and recollections as a reminder and a model of what you can do in the lives of those people with whom you would like to have an influence.
Exercise 3—Your Experience As a Pygmalion

Instructions

1. This exercise is similar to the last one [Exercise 2—Your Experience with a Pygmalion (as Galatea)]. This time, however, think of a person, team, or group for whom you may have acted as a Pygmalion—someone(s) for whom you had high expectations and for whom your subsequent communications and actions helped them build and achieve more. This may be in a family, work, church, social, or sports setting. You may have had an official “supervisory” position or not.

2. Once you've thought of a person (team or group), take a few minutes to go on a mental journey back to the experiences you've had with this person. As you do so, write down your thoughts and feelings. The following questions may be used to guide this process:

Who was the person(s)?

What was their relationship to you (the situation or context)?

How did your expectations of/ belief in the person(s) impact your thoughts and behaviors — the way you treated the person(s)?

What did you do as the Pygmalion? How did you behave? What did you say or how did you treat the person(s)?

What impact or outcome did this have (or has it had) on them? On their subsequent behaviors or achievement level? How do you think they felt? About themselves? About you? Do you think they felt or behaved differently because of your influence? Why?

Why did you do it?

Application

There is a similar application benefit with this exercise as with the last one. Recall people with whom you have played Pygmalion-like roles and then recognize that you can do similar things in other relationships to have a positive influence.
PART 2
PYGMALION PRINCIPLES AND PRACTICES

MODULE 4—RAISING YOUR EXPECTATIONS OF YOUR EMPLOYEES

Overview & Objectives

1. To think about how you see each of your employees: How do you feel about them? What are your expectations of them? How do you believe they will perform? Why?

2. 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?

3. 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, and of what their unique strengths and potential are. To see them in a more positive light than you ever have before.

Discussion Notes on Theory X vs Theory Y: ________________________________________________________________
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Years ago, my wife Sandra and I were struggling with a family concern. One of our sons was having a very difficult time. He was doing poorly academically. Socially, he was immature, often embarrassing those closest to him. Athletically, he was small, skinny, and uncoordinated. Sandra and I were consumed with a desire to help him. So we worked on our attitudes and behavior toward him and we tried to work on his. We attempted to psych him up using positive mental attitude techniques. “Come on, son! You can do it! We know you can.” And if he did a little better, we would go to great lengths to reinforce him. “That’s good, son, keep it up.” When others laughed, we reprimanded them. “Leave him alone. He’s just learning.” And our son would cry and insist that he’d never be any good. Nothing we did seemed to help, and we were really worried. We could see the effect this was having on his self-esteem. We tried to be encouraging and helpful and positive, but after repeated failure, we finally drew back and tried to look at the situation on a different level.

At this time I was involved in leadership development work with various clients throughout the country (e.g., IBM’s Executive Development Program). As I researched and prepared these presentations, I became particularly interested in how perceptions are formed, how they govern the way we see, and how the way we see governs how we behave. This led me to a study of expectancy theory and self-fulfilling prophecies or the “Pygmalion effect,” and to a realization of how deeply imbedded our perceptions are.

We began to realize that what we were doing to help our son was not in harmony with the way we really saw him. When we honestly examined our deepest feelings, we realized that our perception was that he was basically somehow “behind.” No matter how much we worked on our attitude and behavior, our efforts were ineffective because, despite our actions and our words, what we really communicated with him was, “You aren’t capable. You have to be protected.” We began to realize that if we wanted to change the situation, we first had to change ourselves. And to change ourselves effectively, we first had to change our perceptions. So we determined to focus our efforts on us—not on our techniques, but on our deepest motives and our perception of him. Instead of trying to change him, we tried to stand apart—to separate us from him—and to sense his identity, individuality, separateness, and worth.

Through deep thought and the exercise of faith and prayer, we began to see our son in terms of his own uniqueness. We saw within him layers and layers of potential that would be realized at his own pace and speed. We decided to relax and get out of his way and let his own personality emerge. We saw our natural role as being to affirm, enjoy, and value him. We also conscientiously worked on our motives and cultivated internal sources of security so that our own feelings of worth were not dependent on our children’s “acceptable” behavior. As we loosened up our old perception of our son and developed value-based motives, new feelings began to emerge. We found ourselves enjoying him instead of comparing or judging him. We stopped trying to make him in our own image or measure him against social expectations. We stopped trying to kindly, positively manipulate him into an acceptable social mold. Because we saw him as fundamentally adequate and able to cope with life, we stopped protecting him against the ridicule of others. He had been nurtured on this protection, so he went through some withdrawal pains, which he expressed and which we accepted, but did not necessarily respond to. “We don’t need to protect you,” was the unspoken message. “You’re fundamentally okay.”

As the weeks and months passed, he began to feel a quiet confidence and affirmed himself. He began to blossom at his own pace and speed. He became outstanding as measured by standard social criteria—academically, socially and athletically—at a rapid clip, far beyond the so-called natural developmental process. As the years passed, he was elected to several student body leadership positions, developed into an all-state athlete and started bringing home “straight A” report cards. He developed an engaging and guileless personality that has enabled him to relate in non-threatening ways to all kinds of people. We believe that our son’s “socially impressive” accomplishments were more a serendipitous expression of the feelings he had about himself than merely a response to social reward. This was an amazing experience for Sandra and me. It brought to our awareness the vital importance of Pygmalion principles.
Exercise 4—Raising Your Expectations of Others

Instructions

• List the name(s) of your employees with whom you would like to wield an influence. Next, for each employee individually, spend a few minutes thinking about their strengths, their unique abilities, their potential, things that they have done well, aspects of their background, abilities, and personalities that would help them be successful, etc. Generate as long a list as you can, writing down these positives for each of your employees. You are trying to discover the true potential that your employees have, to help you change the way that you see them (to raise your expectations for them).

• You will likely not have time to complete this exercise during the training session for all of your employees. This is fine. You may then want to start with an employee (or employees) for whom you currently have only moderate expectations (or with whom you feel raising your expectations could do the greatest good). Then go on from there. If you run out of time, complete the exercise for the rest of the employees after the training.

Employee 1: ____________________________________________________________________

Strengths, Unique Abilities, etc: ____________________________________________________
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Employee 2: _________________________________________________________________

Strengths, Unique Abilities, etc: _______________________________________________
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Exercise 4—Raising Your Expectations of Others (continued)

Employee 3: _____________________________________________________________

Strengths, Unique Abilities, etc._____________________________________________

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Employee 4: _____________________________________________________________

Strengths, Unique Abilities, etc._____________________________________________

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Employee 5: _____________________________________________________________

Strengths, Unique Abilities, etc._____________________________________________

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Employee 6, 7, etc.: _______________________________________________________

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APPLICATION IDEAS FOR RAISING YOUR EXPECTATIONS TOWARD YOUR EMPLOYEES:

ANSWERING "THE TOUGH QUESTIONS"

What if I “really” have Theory X employees?

Pygmalion principles still apply. Even though employees may lack ability and ambition, a Theory X approach is for the manager to absolve him or herself of any responsibility for employees’ productivity (“blaming” it all on the employees). A Theory X view can 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.

What if I have a personality conflict with an employee or just don’t like him/her?

Admittedly, this makes things more difficult. There will likely always be people who see the world differently than we do, who behave certain ways, or have habits or character traits that drive us nuts, etc. You don’t have to “like” these employees in terms of wanting to become “buddies” or agreeing with the way they act, but you do need to respect them and accept (although you may not agree with) their differences. In other words, you don’t have to be friends, but you do need to be friendly. This is very important; if you let the differences or things you don’t like about someone become your focus, you will treat them in a manner consistent with those feelings, they’ll feel your disdain, and your potential influence with them will be lost. Again, you must first work on yourself. You must be able to find the good in them and focus on that. Note that if their behaviors are clearly getting in the way of company goals (top performance) then this may have to be dealt with directly (but be HONEST with yourself about this—make sure it really is a crucial company issue and not just a personal issue or a difference in a method of accomplishing a task). And again, you must still act out of respect, etc.

Isn’t this high expectation stuff kind of Pollyanna-ish (idealistic)?

The Pygmalion leader does not adopt a “Pollyanna-like blindness” to his/her employees’ current level of performance (especially if it is poor), their possible current weaknesses or lack of skills, or of the length or difficulty of the journey that may lay ahead for certain employees. Rather, the Pygmalion manager:

• acknowledges and works with employees on these
• recognizes the employees’ fundamental soundness (their strengths and potential)
• continually reinforces through all mediums that the employees have high ability and potential, that they have what it takes to develop and perform beyond past levels, and that they will succeed at doing so.
Is there any benefit to Exercise 4 (raising my expectations toward my employees)?

1. Yes, it is very important. You must have high expectations for your people (believe in their ability and potential) because you will treat them in a way that is consistent with that belief whether you want to or not. You can’t fake it! They will be able to tell. So if you don’t currently feel and think that way, you must find ways to change your perceptions. The key is to really find those aspects, experiences, past behaviors, personality, training, etc. about your people that convinces you of their potential for great outcomes, and then focus on those.

2. Your people REALLY DO have that high potential or they wouldn’t have been hired. You likely have a pretty decent recruiting system that attracts top talent. Even if you don’t, remember the following:
   - Increases in performance due to Pygmalion effects have been found among people of all ability levels (including low ability people). So even people for whom you may have felt there was no hope can likely be impacted by Pygmalion efforts (although it may not be easy and may take some time).
   - No one has ever “maxed out” on their potential. All of us have reservoirs of untapped potential and ability that have only to be unlocked by the savvy manager who has the keys and knows how to use them. One of the keys that may do this is a Pygmalion Leadership Style.

3. After the training session keep the lists describing your employees’ strengths, accomplishments, and potential where they are easily accessible. Refer to them as needed to bolster and recapture the vision of what each of your employees’ true potential and capabilities are.
MODULE 5—RAISING YOUR SELF-EXPECTATIONS
TO BECOME A POSITIVE PYGMALION

Overview & Objectives

• To think about how you currently see yourself as a Pygmalion-like manager.
• To recognize the ability that you have to become a positive Pygmalion and lead others to fulfill the high expectations that you’ll have for them. To expand, open, and raise your vision of the influence that you can have on others, of what you are capable of accomplishing through them, and of what your unique strengths and potential as a leader are.

Note: Pygmalion leaders are not cocky, arrogant, or overconfident. They have an appreciation of their limitations and the potential difficulty of some challenges, but they recognize their great ability to handle these challenges and expect that they can successfully work to influence positive outcomes.

Exercise 5—Raising Your Self-Expectations

Instructions

1. Spend a few minutes thinking about the current image that you have of yourself as a Pygmalion manager. Write down statements that summarize these thoughts.

   How do you feel about yourself as a manager?_____________________________________
   
   What does it feel like to be one of your subordinates? ________________________________
   
   What level of expectations do you have for yourself? ________________________________
   
   Do you see yourself as being able to apply the Pygmalion principles on a consistent basis?

   Will you be able to change the way you see your employees (e.g., have higher expectations for them)?______________________________________________________________

   Will you be able to influence them to fulfill the high-expectation vision you have? Why or why not?______________________________________________________________

   How do you believe you will perform in your managerial roles?________________________
Exercise 5—Raising Your Self-Expectations Continued

2. The answers you gave in the questions above may have inspired you or depressed you. If the latter, don’t worry about it. It is important to recognize that your self-assessment likely represents both actual limitations and just “negative thinking” that may not represent true weaknesses (a habit of thinking too poorly of yourself and your potential). The last exercise in this course will provide a chance for you to begin to address the true limitations, and this current exercise is geared to help you begin working on improving your thinking.

Now, make a list of all of your strengths, unique abilities, expertise, past achievements, your potential, things that you have done well, hardships or difficult assignments that you’ve overcome, and any other aspects of your background, abilities, and personality that qualify you and show that you have the ability as a manager to lead employees to accomplish more. Generate as long a list as you can. You are trying to discover your true potential, to help you change the way that you see yourself (to raise your expectations for yourself).

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3. Take a few moments to share some of the items from your list with your neighbor. In this forum it’s okay to “boast” just a bit. Make sure you explain specifically how these items are related to or will contribute to your being a successful Pygmalion.

See application ideas on the following page
Application Ideas for Raising Your Self-Expectations

- Remember that you cannot perform in a manner that is inconsistent with the way that you see yourself. Therefore you must think of yourself and see yourself as being effective in your management role (in being a Pygmalion to others), and then continually work to fulfill that prophecy.

- Keep this list describing your strengths where it is easily accessible. Refer to it as needed to bolster and recapture the vision of what your true potential and capabilities are.

- Start and keep an on-going “success file,” where you keep a record of all successes that you have on the job, copies of communications praising your work or thanking you (from bosses, peers, customers, etc.), indicators of professional achievement or development, significant goals met, and summaries of success in your Pygmalion efforts, etc. Use this file in addition to the list above as a reminder to keep your self-image and expectations high.
MODULE 6—THE EXPECTATION CYCLE AND FOUR PYGMALION FACTORS

Overview & Objectives

This module provides a chance to review, discuss, and practice the specifics of the expectation cycle and how it is that we communicate and reinforce our expectations for others (through the Four Pygmalion Factors).

Discussion Notes: ____________________________________________________________________
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Expectation Cycle
FOUR PYGMALION FACTOR EXERCISES

Exercise 6—Four Pygmalion Factors Analysis

1. **Climate:**
   
   Description _________________________________________________________________
   
   ________________________________
   
   Good behaviors that communicate high expectations? ____________________________
   
   ________________________________
   
   Poor behaviors that communicate low expectations? ____________________________

2. **Input:**
   
   Description _________________________________________________________________
   
   ________________________________
   
   Good behaviors that communicate high expectations? ____________________________
   
   ________________________________
   
   Poor behaviors that communicate low expectations? ____________________________

3. **Output:**
   
   Description _________________________________________________________________
   
   ________________________________
   
   Good behaviors that communicate high expectations? ____________________________
   
   ________________________________
   
   Poor behaviors that communicate low expectations? ____________________________
Exercise 6—Four Pygmalion Factors Analysis continued

4. Feedback:

Description _________________________________________________________________

Good behaviors that communicate high expectations?__________________________________________

Poor behaviors that communicate low expectations?__________________________________________

Note Regarding Giving Negative Feedback

Pygmalion principles do not endorse being blind to or ignoring problems or poor performance. To ignore consistent, chronic problems and essentially say that everything is fine when it is not is a sure recipe for disaster. Of course, destroying a person through negative expectations and behaviors isn’t optimal either. So how are you going to communicate potential problems or deviations in performance? In ways that separate the person from the problem. Astute managers communicate in ways that say “I truly inherently believe in you and your potential. And because of this I need to tell you that this performance isn’t up to your potential; I know that you are capable of more.” Then make sure you provide the other factors (input and output) to better ensure their subsequent success. Finally, remember that communication is much more than words, and the quality of our communication with other people is ultimately a reflection of the quality of our relationships with them. You cannot fake this. No one can provide you with a script of exactly what to say when giving negative feedback. You first have to care enough about the person and believe that he/she inherently has potential and ability; then the communications will be natural, sincere, and powerful.
FOUR PYGMALION FACTOR EXERCISES, CONTINUED

Factor I—Supportive Climate

A supportive climate can be thought of as the “way” we communicate, in addition to what we communicate. Thus, in the following exercises you should practice using facial expressions, voice intonations, body language, and encouraging comments that reflect high expectations.

Exercise 7—Factors II & III (Input & Output) Planning Process or Role Play

Instructions:

This exercise will be run as a planning process or as a role play as directed by your trainer.

• Think of an employee within your organization with whom you would like to have more of a Pygmalion influence (perhaps it’s someone that you focused on during Exercise 4—Raising Your Expectations of Others).

• Now think of a situation, scenario, current or new project you may be likely to give this employee. In what ways could you express high expectations by extending more Input? Where will there be opportunities for your employee’s Output? Outline the situation below: what you will do, what you will say, how you might positively respond to his/her likely comments, etc. Be sure to include both what information and resources you would provide (input) and how you would structure the exchange to encourage greater employee output. Refer to your notes from the previous discussion for positive behavioral examples. Remember, this is an important process and your thoughts regarding how to use these Factors with your employees will be useful in completing the last exercise of the training.

Employee’s Name: __________________________________________________________________

Situation or Project: __________________________________________________________________

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How You’ll Establish A Supportive Climate: _____________________________________________
3. Optional Role Play

- Divide into pairs, set up the scenario for your partner and then role play your plan with them being the employee and you playing yourself (if anonymity of the employee is a concern, you may use a fake name). Again, remember to maintain a positive climate while communicating realistically high expectations through input and output opportunities.

- After the role-play, discuss with the “employee” what you both thought went well and what observations for improvement you both have. Then switch and let your partner role play and receive feedback.
Exercise 8—Factor IV (Feedback) Role Play

Instructions

• Think of an employee within your organization with whom you would like to have more of a Pygmalion influence (it can be the same person from Exercise 7 or a different one).

• Now think of a situation, scenario, current project, etc. in which you could express high expectations by providing more feedback to the employee. If you really want to grow from this practice opportunity, pick a situation where you need to provide feedback regarding poor performance of some kind. Spend a few moments outlining the situation, what you will do, what you will say, how you will say it, how you might positively respond to his/her likely comments, etc. For ideas, review the description and positive behavioral examples in your notes from the previous discussion regarding providing more FEEDBACK to employees.

Employee’s Name: ________________________________________________

Situation: _______________________________________________________

Feedback Ideas: _________________________________________________

_________________________________________________________________

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• Divide into new pairs (a new partner), set up the scenario for your partner and then role play your plan, with them being the employee and you playing yourself (if anonymity of the employee is a concern, you may use a fake name). Again, focus on having and communicating realistically high expectations and work to “bring these to pass” through providing the important feedback necessary for the person to succeed. Don’t forget to establish a supportive climate as well.

• After the role-play, discuss with the “employee” what you both thought went well and what observations for improvement you both have. Then switch and let your partner role play and receive feedback.
PART 3
GALATEA PRINCIPLES AND PRACTICES

MODULE 7—CREATING THE GALATEA EFFECT

Overview & Objectives

The Galatea effect is what happens when high self-expectations lead to more positive outcomes (SFP). This is an important component in a “positive Pygmalion” experience. In this section you will learn what sources of information people use in formulating estimates of their ability to achieve results (their self-confidence) and what you can do as a supervisor to build your employees’ self-confidence.

Discussion Notes on the Three Ways to Create the Galatea Effect:

1. Give them tasks to perform: __________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Involve them with successful models: __________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Use verbal persuasion: ______________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Exercise 9—Creating the Galatea Effect Role Play

Instructions

Apply the descriptions and application suggestions regarding the ways to create the Galatea effect (increase others’ self-confidence) just discussed:
Option A—your own scenario:

- Think of an employee within your organization with whom you would like to have more of a Pygmalion influence—it can be the same person from a previous exercise or a different person. It might be good to choose someone you sense may have low self-confidence.

- Now think of ways that you could use the "Three Ways" (one or any combination) to help build this person's self-confidence. Spend a few moments outlining the situation, what you will do, what you will say, how you will say it, how you might positively respond to his/ her likely comments, etc. Again, remember that your thoughts/ plan regarding how to use these sources with your employees may be useful in completing the last exercise of the training.

Employee's Name: __________________________________________________________________

Situation:________________________________________________________________________

Ideas for using the Three Ways to Create the Galatea Effect:____________________________________
_______________________________________________________________________________
_______________________________________________________________________________

- Divide into pairs with a new partner, set up the scenario for your partner and then role play your plan, with them being the employee and you playing yourself (if anonymity of the employee is a concern, you may use a fake name). Again, focus on having and communicating realistically high expectations and work to “bring these to pass” through helping build your employee’s self-confidence to succeed.

- After the role-play, discuss with the “employee” what you both thought went well and what observations for improvement you both have. Then switch and let your partner role play and receive feedback.

Option B—provided scenario:

Chris Watkins is the marketing director of a regional chain of retail stores. The department oversees all of the marketing activities for the entire chain. As such, Chris oversees a staff including six marketing specialists. These specialists are responsible for the entire marketing process within the company. This includes determining marketing directions and strategies, as well as managing the individual projects (including idea generation and creation, designing, planning, and completing the final products). The specialists work on projects by themselves and as teams on larger projects. Chris has a growing concern about Terry Johnson, a new marketing specialist who was hired a year ago. Terry is new to the field, but came well recommended and had a high quality, albeit small portfolio when she started. Terry just hasn’t been producing at the quality and rate that Chris and others had hoped. Terry seems to be unsure of herself and often has trouble making decisions (second guesses a lot), which creates delays in work.
This has started to have a negative impact on team projects she is working on. Terry also seems to have trouble juggling multiple projects at once. Chris still feels that Terry has the potential to be a great contributor (although this potential isn’t being realized), and suspects that low self-confidence may be a contributing factor.

1. Break into groups of 3 or 4 people. Read the provided scenario and as a group discuss ways that Chris could use the “Three Ways” to help build Terry’s self-confidence. If you were Chris, what would you do and say, how would you say it, how might you positively respond to Terry’s likely comments, etc.? Use the area provided below to list a few ideas for each of the Three Ways. Again, remember that your thoughts/plan regarding how to build self-confidence with this fictional employee may be useful in completing the last exercise of the training, in which you apply these principles to your actual employees.

Tasks to perform: ____________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Involve with successful models: ________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Use verbal persuasion: ________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

2. Re-convene the whole class and have a representative from each group share one idea from each of the three categories with the class.
PART 4 - APPLYING PYGMALION AT WORK

MODULE 8 - PYGMALION APPLICATION SCENARIOS

Since our expectations, perceptions, and beliefs influence every aspect of our lives, there are almost limitless ways in which the principles presented today can be applied (e.g., at work, at home, in social organizations, personal relationships, etc.). The list below provides a sample of situations when raising expectations of other people can produce better results. As you discuss these as a class, place a check mark next to each idea you think you could put to use immediately in your organization. Also, try to become aware of opportunities when expectations toward someone or something might be taking place. As you get ideas, you can add them to your list.

Use a “Positive Pygmalion” Approach...

_____ with employees demonstrating low confidence or poor performance.
_____ in the face of any kind of change or proposed change, including changes in technology, equipment, procedures, plans, goals, etc.
_____ to ensure the success of new hires (use it to raise their expectations of the organization and current employees' expectations of the new hires).
_____ to clear the record of former “problem” employees (so that their past reputation doesn’t perpetuate negative SFPs).
_____ when conducting any type of training.
_____ to prevent real or potentially low achievers from being victims of the negative SFPs of others.
_____ to set a positive tone when new management or leadership takes over.
_____ when describing employees and teams (come up with positive, inspiring labels that let them and others know how much you believe in them).
_____ when setting individual, departmental, or organizational goals— the more challenging the better!
_____ to create high-expectation organizational cultures (discover and perpetuate positive stories and legends, uproot those that are negative).
_____ when bringing in a consultant to work with the organization.
_____ to inoculate the organization and employees from negative stereotypes.
_____ to manage others’ impressions and expectations of you (communicate with others about things and in ways that create positive impressions/expectations).
_____ to be a support for other managers and employees who are trying to adopt a Positive Pygmalion style (encourage them in what they are doing well, and provide possible suggestions, if appropriate).

(Add your own ideas for applying the Pygmalion effect here): __________________________________________
_____________________________________________________________________________

Don’t forget to be a Positive Pygmalion outside of work too.
Use it to improve relationships with spouses, children, relatives and friends!
MODULE 9 - VIDEO DISCUSSION SEGMENTS

Overview & Objectives
You will view video segments portraying positive and negative examples of each of the Four Pygmalion Factors. Viewing these segments and the subsequent analysis and discussion will help you to internalize the application of Pygmalion principles and begin to develop the skill to see opportunities, recognize good and bad behaviors, and get suggestions regarding what you can do better.

Exercise 10—Video Discussion Segments

Instructions
For each video segment, answer the following questions:

1. What factors are being displayed: Climate, Input, Output and/or Feedback? (Remember that Input refers to managers and Output refers to employees.)
2. Is it a good or bad example?
3. What, if anything, is the manager doing well?
4. What, if anything, is the manager doing poorly and how could he/she improve?

Recognize that some segments will touch on several factors and may contain both positive and negative examples. As well, be prepared to share specific examples from the video segment to support your points.

Segment 1—Delegating tracking system project
A female manager assigns a project to a young male employee.

Discussion Notes ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________

Segment 2—Team assignment change
A male manager reassigns his employee Kenny to a new team without talking to him first.

Discussion Notes ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________ ____________________________________________________________________

_______________________________________________________________________________
Segment 3—Manager missing a file

A female clerical worker is chastised by her boss for "losing" a file.

Discussion Notes

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Segment 4—Adapting to new technology

A manager directs one of his employees to learn and use an online purchasing system.

Discussion Notes

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Segment 5—Raising expectations of employees

A manager talks to her employee, Harris, about the self-fulfilling effect of his attitude and expectations. Harris then tries a new attitude and expectations with one of his employees.

Discussion Notes

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Segment 6—Late employee

A female production worker is consistently late to work and her boss confronts her about it.

Discussion Notes

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Segment 7—Manager / employee conflict

A female manager confronts an employee who has been somewhat lax on his job and late with his reports.

Discussion Notes

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Segment 8—Military group

A female commander leads a team problem-solving session.

Discussion Notes

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Module 10—Pygmalion Development Plan

Exercise 10—Pygmalion Development Plan (PDP)

Instructions

The following Pygmalion Development Plan (PDP) exercise will enable you to set goals, target specific skills to develop / behaviors to use, identify likely obstacles, and strategize response plans to overcome these obstacles ahead of time. This method has been shown to be effective in producing positive outcomes from not only Pygmalion training, but from related personal and interpersonal change training and initiatives as well. Completing the PDP will likely take more time than is available in the training session. Therefore, at the end of the training today you will set and commit to a date to have your plan completed and reviewed by your boss (or the trainer, HR Director, etc).

• In this, the last exercise, you will be personally tailoring the concepts learned today to your own situation by beginning to develop a PDP. This will be a working document outlining your objectives and specific goals for becoming a Pygmalion manager, how you will interact with specific employees or teams, and other areas within your organization where you will plan to apply expectation principles. Although it will be “formalized” among you, your boss, and possibly the trainer, it will be subject to updating throughout time as you put it into practice.

• To successfully complete a journey you must know where you are currently, as well as where you want to go. So first you should spend a few minutes to think about, introspect, and write down how you see yourself as a Pygmalion-like manager. You may find the following types of questions helpful:

  Have you typically been more of a Theory X or a Theory Y-style manager? ______________________

  Do you naturally tend to focus on the positive and bring that out of people? ______________________

  Do you treat people in ways that foster their senses of self-confidence, worth, ability, and ownership?

  How do you feel about your own abilities, competence, and likelihood of success?______________

  ____________________________________________

  ____________________________________________

  ____________________________________________

  ____________________________________________
PDP Continued

• Identify and list a person or people (or teams) within your sphere of regular contact with whom you would like to have more of a Pygmalion influence: _______________________________
  _______________________________________________________________________
  _______________________________________________________________________

• Next, identify and list any opportunities or places within your organization where Pygmalion principles might be used—expectations raised (you can refer to the list in Module 8 for ideas):____________
  _______________________________________________________________________
  _______________________________________________________________________

• Develop a formalized plan outlining specific, quantifiable goals, deadlines, and reporting relationships. Be sure to include specific behaviors or actions that you plan to do to meet your objectives. To help you come up with ideas (objectives and behaviors), it may be helpful to review your notes from the training modules covered today, including:
  *
  * What kinds of things Pygmals have done in your life (Module 3)
  * What you have done in the past as a Pygmalion that has been effective (Module 3)
  * To help raise expectations toward your employees and yourself, review your “employees’ strengths list” (Module 4) and “your own strengths list” (Module 5) every other week (or more/less frequently, depending on your situation).
  *
  * Consider the behaviors associated with each of the Four Factors (Module 6)
  * Consider how you can raise people’s self-expectations using the three self-confidence sources (Module 7)

1) Name:_____________________________________________________________________

Quantifiable Goal:_____________________________________________________________

Deadlines: __________________________________________________________________

Specific Behaviors/Actions ______________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

30
PDP Continued

2) Name_____________________________________________________________________

Quantifiable Goal:_____________________________________________________________

Deadlines _____________________________________________________________________

Specific Behaviors/Actions _____________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________

3) Name_____________________________________________________________________

Quantifiable Goal:_____________________________________________________________

Deadlines _____________________________________________________________________

Specific Behaviors/Actions _____________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________

4) Name_____________________________________________________________________

Quantifiable Goal:_____________________________________________________________

Deadlines _____________________________________________________________________

Specific Behaviors/Actions _____________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________
 ____________________________________________________________________________

30
PDP Continued

- Undoubtedly you will run into obstacles with implementing your plan back on the job. These may be from other people who are not committed to supporting your efforts, or it may be from you simply allowing your plan to fall by the wayside. Therefore it is CRITICAL that you identify (and write down) obstacles that you anticipate will likely happen. Then next to each one, write down what you will do to combat or overcome each of these obstacles. It is important for you to prepare and fortify yourself to respond positively to, and recover quickly from, the inevitable failures that will occur as you begin implementation efforts back on the job.

Potential Obstacle and Plan to Overcome

Potential Obstacle and Plan to Overcome

Potential Obstacle and Plan to Overcome

Potential Obstacle and Plan to Overcome

- Share your plan (or the parts of it that you can) with a partner and solicit feedback, suggestions, and ideas from one another.

Other Important Components of Pygmalion Development Plans

Further Study:

If you participated in a training design that did not allow you to complete all of the exercises in this workbook today, you may wish to work on them on your own, for self-study purposes and to help you complete your Pygmalion Development Plan.

Follow-up on Plans & Progress

To provide the most meaningful benefit to you and your organization, it is important that you engage in “follow-up” sessions (to monitor and facilitate implementation of your Pygmalion plans, and to remind you of the principles). Ideally these are one-on-one sessions between the trainer (or other qualified “coach”) and you. Such “coaching sessions / accountability interviews” should be every other week for two to three months and then monthly thereafter until objectives are achieved. Specifically, these interview sessions should focus on what you’re doing to implement your PDP, what appears to be working, what is not, and developing plans and modifying goals to reach your objectives. These follow-ups may also be done by your boss (who should have also received the training) instead of, or in
PDP Continued

addition to, the trainer. Either way it is vital that your supervisor be actively involved in (a) reviewing and approving the PDP, and (b) periodically reviewing your progress.

Person conducting follow-up sessions:____________________________________________________

Timing of follow-up sessions:___________________________________________________________

Date of first session:_________________________________________________________________

Work to be completed for first session:___________________________________________________

Supervisor’s Name:_________________________________________________________________

Initial PDP Completion Deadline:_____________________________________________________

Continued Learning:

It is also very valuable for you to regularly participate in other training programs on related topics (e.g., giving effective feedback, developing positive attitudes, goal setting, motivation, etc.) that can be integrated with, bolster, remind, and otherwise help support what you’ve learned and are practicing from this Pygmalion training. (See the list of companion training videos programs from CRM Learning on page 36 for some possibilities.)

What if I design and then implement my PDP and it doesn’t seem to be working?

• Review the principles covered in this training and assure that you have all of them
  High expectations - Do you really believe in the potential of the employee, have their best interests at heart, and are committed to helping them succeed?
  Are you providing each of the four Pygmalion factors?

• Recognize that it may take some time. You may need to be patient and allow the process to take its natural course

• Understand that there are various things that impact peoples’ motivation, effort, and performance. Ultimately, to achieve at high levels, people must have ability, desire and confidence. If someone isn’t performing as you think he/ she could or should be, as a manager you must first assess where their problem lies (this may be accomplished by talking with the person). The Pygmalion principles can help with all three areas, but it could be that additional measures are needed. For example, if he/ she has the desire but lacks the requisite skills, then training, education, or skill practice may be the answer. If the person lacks confidence, then use the three ways described in this training to create the Galatea effect. Ultimately, employees must also want to perform at higher levels. Even Eliza Doolittle wanted to become a lady. If people are not motivated, you need to find out why and what things might help motivate them. What rewards would be desirable to them? This needn’t be a raise, but could be more challenging work assignments, more autonomy in the way they do their work, a more flexible schedule, a day off after meeting agreed upon goals, recognition with executives, etc.
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.

<table>
<thead>
<tr>
<th>1</th>
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<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

_____ 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.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
BIBLIOGRAPHY


COMPANION VIDEOS FROM CRM LEARNING

Emotional Intelligence
Most of us have been conditioned to believe that emotions are not welcome in the workplace, that team and work decisions should be based upon cold, logical reason. In short, we “leave our emotions at home.” Today there is a growing body of science in the emerging field of emotional intelligence (EI), indicating that proper understanding and use of emotions can be critical to helping us be more effective workers and better communicators.

Participants of CRM’s program will come away with specific areas of improvement to focus on and a structured, step-by-step approach to developing the required emotional competencies to bring more creativity, energy and intuition to their work, whatever the industry or field.

Encouraging the Heart
Many people assume that money is the way to motivate others, but Kouzes and Posner teach us that appreciation is the ultimate motivator. This program is filled with real-life examples of managers helping others believe in themselves, celebrate their uniqueness, and discover their own value. This inspirational and instructional training program shows how to master one of the most difficult and valuable leadership skills of all. It’s ideal for training in leadership, general management and motivation.

The Attitude Virus
Cure bad attitudes to increase productivity in your organization! Bad attitudes can threaten the essential functions of your workplace. They spread like viruses from individual employees through departments and infect entire organizations. Once an attitude virus begins to spread, it can become an epidemic in no time. Productivity suffers and so do individual workers. Participants in this training will benefit by learning to take responsibility for their own attitudes and success, plus, underlying causes for unproductive attitudes will be resolved and fewer personal problems will affect work. These better attitudes will positively impact team results and the bottom line.

When the Coach is You!
These days, coaching isn’t only the responsibility of the manager. Any team member may be called upon to coach a coworker. This video walks viewers through the practical steps to increasing success for coaches and learners in any organization. You’ll visit an accounting office, a factory and service center as workers resist and stumble through the coaching process, finally learning to create positive outcomes.
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