

PREVIEW GUIDE



The Pygmalion Effect

3rd Edition

Managing the Power of Expectations

Table of Contents

Sample Pages from Leader's Guide and Workbook.....	pgs. 2-15
Program Information and Pricing.....	pgs. 16-17



THE PYGMALION EFFECT

MANAGING THE POWER OF EXPECTATIONS

LEADER'S GUIDE

SCREENPLAY BY KIRBY TIMMONS & JANE GOULD
LEADER'S GUIDE WRITTEN BY BRIAN MCNATT, PH.D., CPA

CONTENTS

Introduction.....	Page 1
Background.....	Page 2
Film Synopsis.....	Page 9
The Training Program.....	Page 10
Part 1: Introduction and Video	
Module 1 - Training Introduction.....	Page 16
Module 2 - The ABC's of Pygmalion.....	Page 19
Module 3 - Your Pygmalion and Galatea Experiences.....	Page 23
Part 2: Pygmalion Principles and Practices	
Module 4 - Raising Your Expectations Of Your Employees.....	Page 26
Module 5 - Raising Your Self-Expectations to Become a Positive Pygmalion.....	Page 30
Module 6 - The Expectation Cycle and Four Pygmalion Factors.....	Page 32
Part 3: Galatea Principles and Practices	
Module 7 - Creating the Galatea Effect.....	Page 36
Part 4: Applying Pygmalion at Work	
Module 8 - Pygmalion Application Scenarios.....	Page 39
Module 9 - Video Discussion Segments.....	Page 40
Module 10 - Pygmalion Development Plan.....	Page 45
Conclusion.....	Page 48
Participation Evaluation of Training.....	Page 50
Other Pygmalion-Related Effects.....	Page 51
Bibliography.....	Page 53
Companion Videos from CRM Learning.....	Page 54

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

CRM *learning*

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		•	•
Target 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.

PART 3 - GALATEA PRINCIPLES AND PRACTICES

MODULE 7 - CREATING THE GALATEA EFFECT

(40 MINUTES, PAIRED EXERCISE)

Overview & Objectives:

In this section participants will learn what sources of information subordinates use in formulating estimates of their ability to achieve results (their self-confidence). As well they will begin to develop the skills to use these sources in building their employees' self-confidence. The Galatea effect is when high self-expectations lead to more positive outcomes (SFP). Thus it is part of the larger expectation cycle and often will be involved with the Pygmalion effect, although it need not be. This module then goes over steps to facilitate changes in how employees see themselves (raising their own expectations).

Presentation and Discussion of the Three Ways to Create the Galatea Effect (15 minutes)

Remind participants of the Expectation Cycle and that the Pygmalion effect often operates through leaders' impact on employees' own self-expectations (self-confidence) of their ability to perform at high levels. Researchers have discovered that there are three main cues or sources from which we get information that influences our level of self-confidence. These are listed in descending order of magnitude of influence. Go over these with the class (they are included on a PowerPoint slide and described in more detail in the background section at the beginning of this Leader's Guide).

Three Ways to Create the Galatea Effect:

- Give the employee tasks to perform
- Involve them with successful models
- Use verbal persuasion

Possible Discussion Questions (use as time permits):

Help the participants discover what ramifications this understanding (of where people get their self-confidence) has on using the Pygmalion effect.

- In what way(s) can bosses potentially influence employees' self-confidence besides through what they say?

Answers: Through giving them ample opportunities to perform and providing successful models.

- What are some suggestions for managers in how to use each of these sources to raise their employees' level of self-confidence (or factors that might influence the successfulness of their attempts?)

Answers: See the Background section of the Leader's Guide.

PART 4 - APPLYING PYGMALION AT WORK

MODULE 8 - PYGMALION APPLICATION SCENARIOS (10 MINUTES)

Overview & Objectives:

In this module participants will begin to recognize the vast number of ways that Pygmalion principles can be used throughout organizational and interpersonal settings.

Presentation and Discussion of Pygmalion Application Scenarios

Instructions:

Indicate to the participants that 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.). As a starting point, refer the participants to the sample ideas listed in their workbooks. These are situations when raising the expectations of those involved can produce better results. As time permits walk through these as a class and have participants place a check mark in their workbooks next to each idea they think they could put to use immediately in their organization. As well, encourage participants to begin to recognize opportunities at all times when expectations toward someone or something might be taking place. As they get ideas, they can add them to their lists.

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).

Don't forget to be a Positive Pygmalion outside of work too.

Use it to improve relationships with spouses, children, relatives and friends!

MODULE 10—PYGMALION DEVELOPMENT PLAN

(30 MINUTES, INDIVIDUAL EXERCISE)

Overview & Objectives:

In this module participants will continue to transfer the concepts presented and learned today to their actual work settings by beginning to develop their own formal Pygmalion Development Plan (PDP).

Exercise 11—Pygmalion Development Plan (PDP)

Instructions:

Explain the PDP and have the participants work on the following steps. Stress to them that this is a proven method that combines goal setting, targeting specific skills to develop / behaviors to use, identifying likely obstacles and strategizing response plans to overcome these obstacles ahead of time. This method has been shown to be an effective way of producing positive outcomes from not only Pygmalion training but from other related personal and interpersonal change training and initiatives as well. Note that completing a PDP will likely take more time than participants have available in the training session. However, you should allow enough time for them to make significant progress while the concepts, feelings, and ideas are still fresh in their minds. At the close you will then have them commit to a date to have their plans completed and reviewed by a designated reviewer (their boss, someone in Human Resources, you, the trainer, etc.).

- In this, the last exercise, you will be personally tailoring the concepts learned today to your own situation by beginning to develop a Pygmalion Development Plan (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 the 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 currently are, as well as where you want to go. So first you should spend a few minutes to think about, introspect, and *write down in your workbook* how you see *yourself* as a Pygmalion-like manager: 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? Use this self-assessment as you set goals in the next steps.
- Identify and list a person or persons (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 organizations where Pygmalion principles might be used/expectations raised (you can refer to the list in Module 8 for ideas).

MODULE 3—YOUR PYGMALION 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.

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: _____

Employee 2: _____

Strengths, Unique Abilities, etc: _____

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 these 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? _____

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).

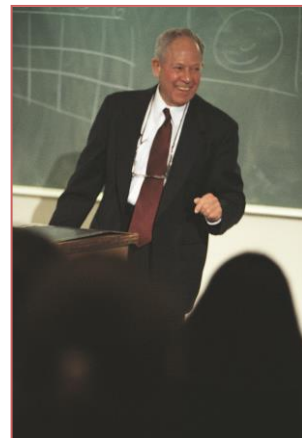
(Add your own ideas for applying the Pygmalion effect here): _____

*Don't forget to be a Positive Pygmalion outside of work too.
Use it to improve relationships with spouses, children, relatives and friends!*

Materials Included With *The Pygmalion Effect*

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

- ◆ The **chaptered DVD** of *The 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*. Along with the main program, the DVD includes bonus discussion segments. The DVD is closed-captioned
- ◆ 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.
- ◆ A **PowerPoint® presentation** contained on a **CD-ROM** can be used to highlight key content and discussion points during the training session.
- ◆ 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 purchase.
- ◆ **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 purchase.



Program Information and Pricing

Purchase Price: \$995.00

Rental Price: \$275.00 *(does not include participant materials)*

Preview Price: Free

Running Time: 25 minutes

Materials included with purchase: chaptered DVD of the main program plus bonus discussion segments, Leader's Guide, PowerPoint Presentation on CD-ROM, 10 Participant Workbooks, 10 Reminder Cards.

Quantity Pricing Discounts

The Pygmalion Effect Workshop Package

2 copies	10% off
3-5 copies	15% off
6-10 copies	20% off
11-15 copies	25% off

Industry discounts may apply. Call your Sales Consultant for more information.

Participant Workbooks

1-50	\$14.95 each (list price)
51-250	\$13.46 each (10% off)
251-500	\$12.71 each (15% off)
501+	\$11.96 each (20% off)

Reminder Cards (sold in packs of 10)

1-50 packs	\$5.00 each
51-250 packs	\$4.50 each (10% off)
251-500 packs	\$4.25 each (15% off)
501+ packs	\$4.00 each (20% off)

(contents, pricing & discounts subject to change without notice)