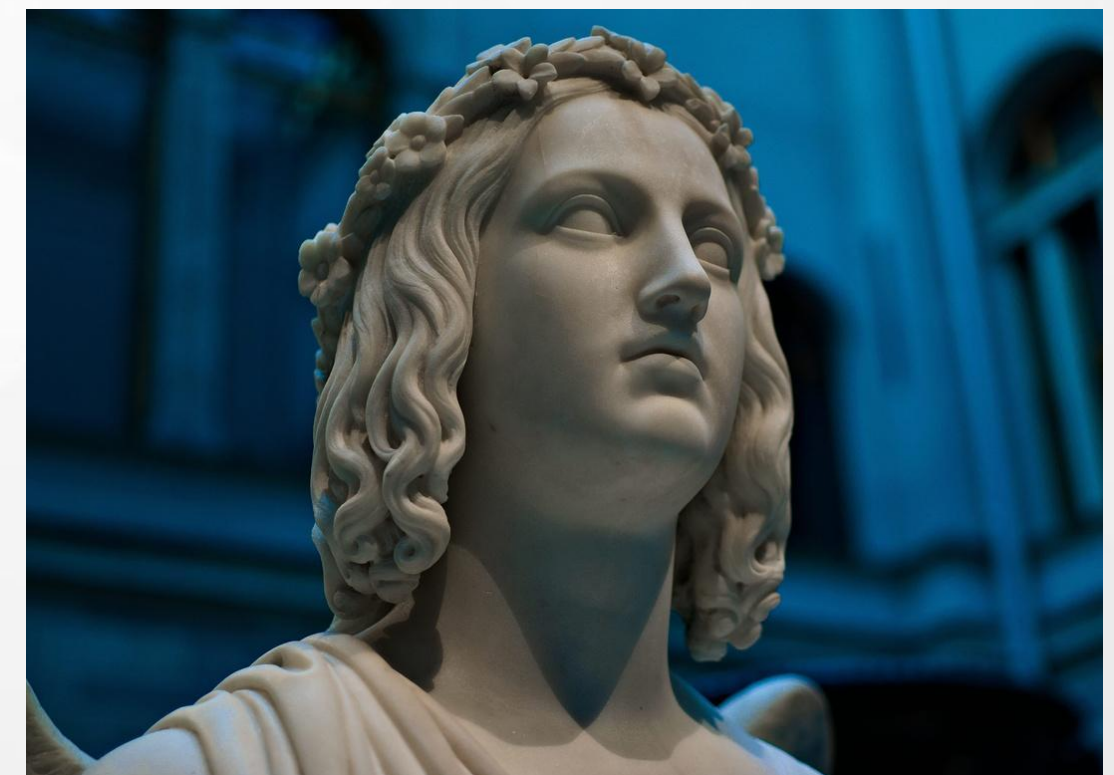




THE PYGMALION (*Galatea & the Golem*) EFFECTS IN LEADERSHIP - A Cautionary Tale

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- 1. Who can tell me what this movie is?**
Hint, this classic was released originally in 1938 and again in 1964.
- 2. Who were the 2 main characters in the movie?**
- 3. Bonus Question for the win: What was the premise of the movie?**



PRESENTATION OBJECTIVES



Define the Pygmalion Effect and demonstrate the power of positive expectations



Define the Galatea Effect and the power of an individual's beliefs in themselves



Define the "Golem Effect" and its potential harm in the workplace



Examine a real-life example of modeling the Pygmalion and Galatea Concepts in a school setting



Discuss the benefits of providing leadership opportunities (e.g. The New Principals' Leadership Academy)



The Theory of Expectation

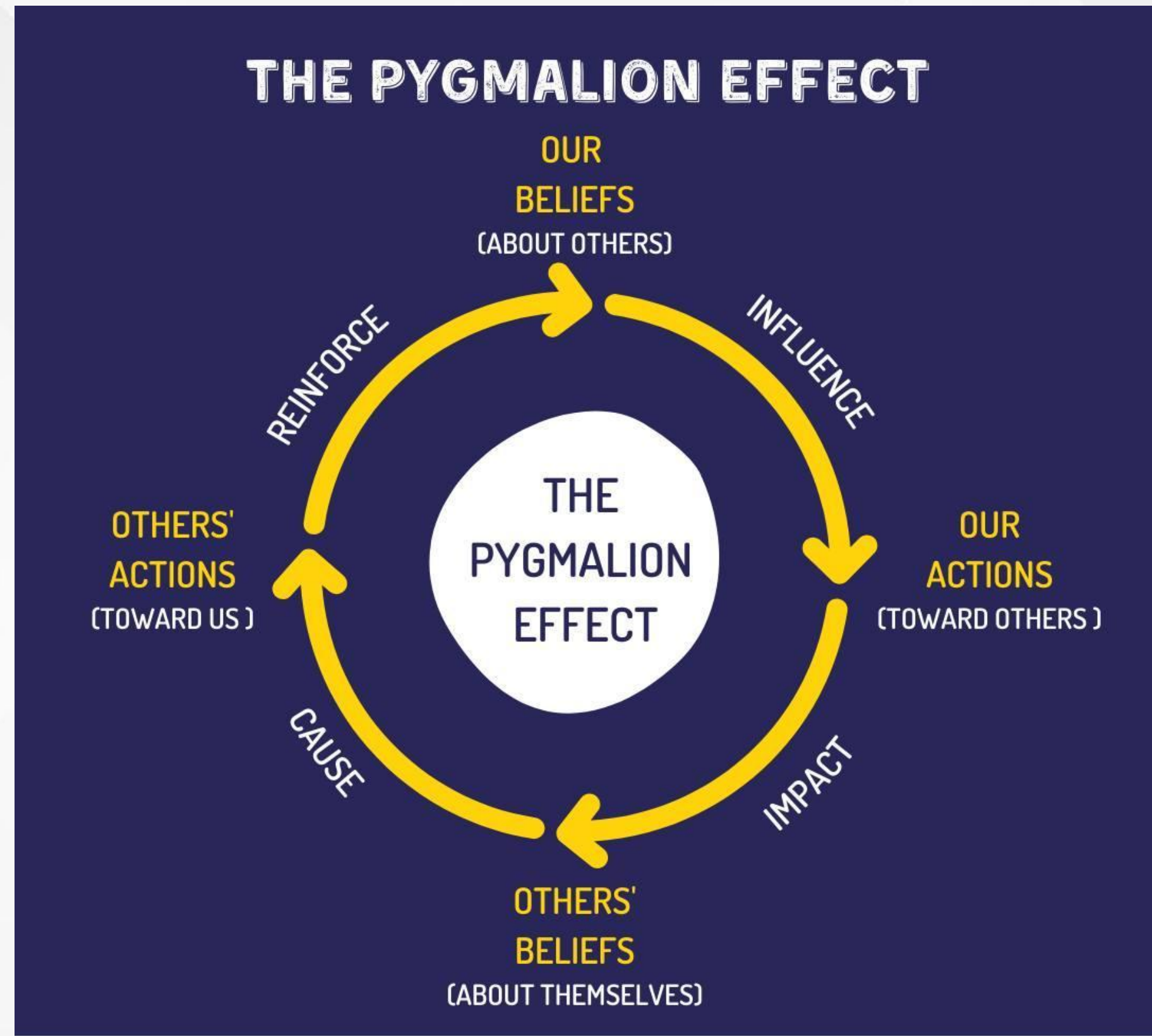
The Pygmalion Effect

- The Pygmalion Effect is loosely based upon the story of the Sculptor Pygmalion
- The Pygmalion Effect in psychological studies began in the early 1960's with Robert Rosenthal's studies with rats and continued to teacher studies
- Yes, I will correlate leadership studies with rats
- [Rosenthal's Rats](#)
- Rosenthal's Teacher Studies





The Theory of Expectation (The Pygmalion Effect)





The Galatea and Golem Effect

- A peculiar transformation happens as a result of the Pygmalion Effect
- The “Galatea Effect” occurs with the high expectation transfers from others (e.g. mentor, supervisor belief in an individual to the individual’s belief in themselves).
- The “Golem Effect” from Jewish folklore where the Golem myth centers on a mythical artificial being crafted from clay or mud and brought to life through magic, often to serve its creator. While initially a helpful protector, the Golem's unthinking obedience and eventual destructiveness lead to its destruction.
- In leadership the Golem Effect is the opposite of the Pygmalion Effect whereas negative expectations lead to low productivity in employees



Challenge Yourself

1. Each of you have a sticky note in front of you. The answers that you put down are for your eyes only.
2. Think of someone that works for you that you consider a high performer and write their initials on one side of the note.
3. Think of someone that works with/for you that you consider someone with challenges (or a low performer).
4. Consider your own behavior, bias and treatment of each one of these individuals. Now that you have gone through this presentation, what are your thoughts about what you could do differently with each individual.

Let's hear a few examples or your thoughts!



Important Takeaways

- Although each of the described effects start with a firmly held belief, none of them occur with the belief alone.
- In teacher studies using Robert Rosenthal's studies a group of teachers were told that 20% of their students were high performers. They were in fact, chosen at random.
- The students that were chosen performed significantly higher. The studies indicate that the teachers treated the students differently using 4 factors
 - Climate (warm, but professional environment)
 - Input (high expectations with increasing responsibilities)
 - Response Opportunity (choose them for projects, at meetings, etc.)
 - Feedback (when right and when incorrect)
- These behaviors were both conscious and unconscious. Beliefs can become bias, both negative and positive.

A Real Life Pygmalion Story - 7 years in the making





The Story Continues...

- The belief that my mentor had in herself was the beginning of the journey to becoming a Principal
 - Tangible Goal Setting
 - Support for Further Education
 - Leadership Modeling (Climate and Cultural Development)
 - Continuing Exposure for Leadership Opportunities in-house and in the Learning Community.
 - Keeps calling me Dr. Shields...here we go again!
- The opportunity to learn from others through the New Principal's Leadership Academy
 - Peer Learning
 - Coaching from a former Principal
 - Leadership Modeling



The Story Continues...

Questions????

Thank you!