



# The power of the mind's eye

Duncan Coombe





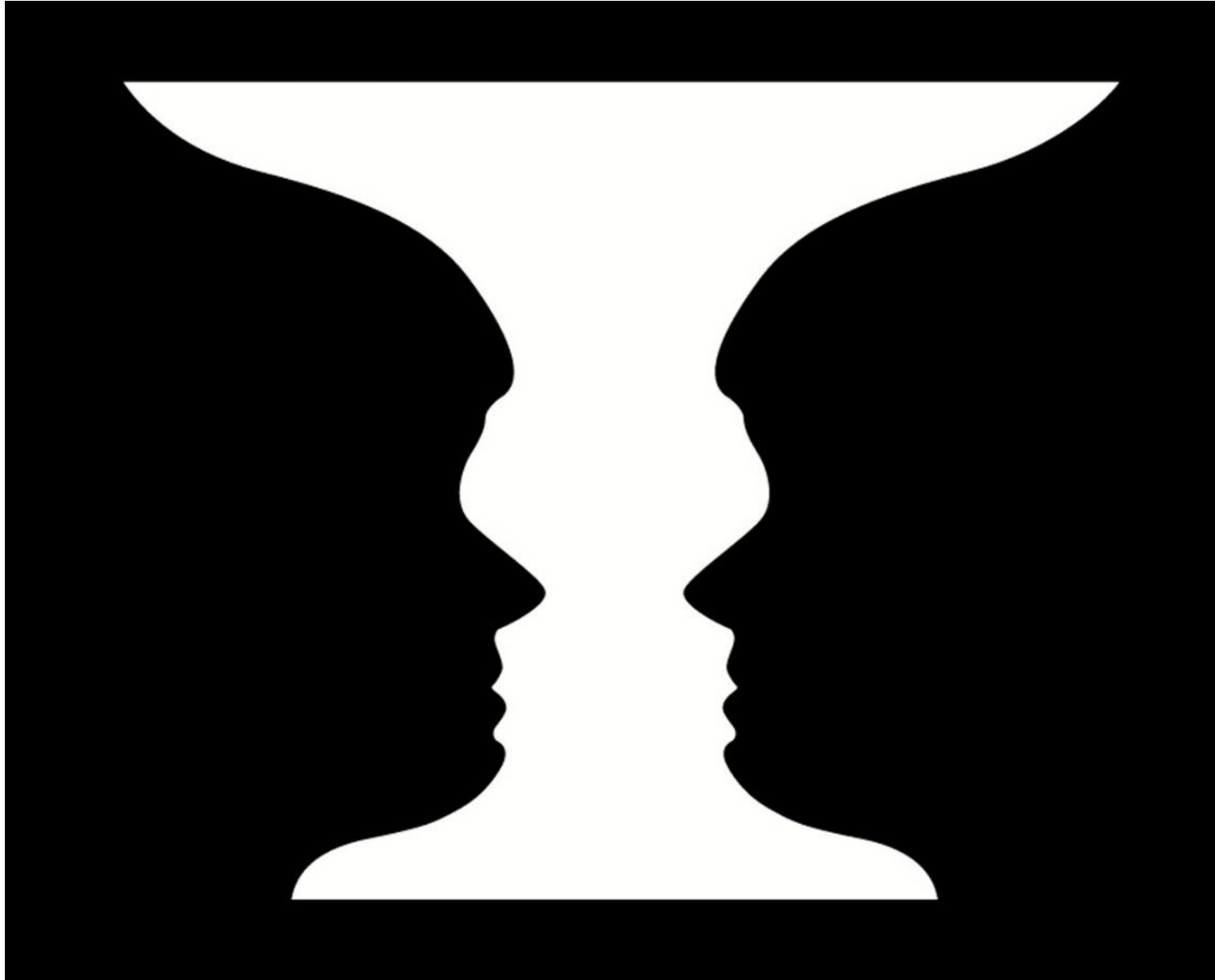
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# What you Notice is what you See



 What you Notice is what you See



“Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and freedom.”

*Victor Frankl*





# The Pygmalion Effect



## Pygmalion in the Classroom\*

by Robert Rosenthal & Lenore Jacobson

*In 1965 the authors conducted an experiment in a public elementary school, telling teachers that certain children could be expected to be "growth spurters," based on the students' results on the Harvard Test of Inflected Acquisition. In point of fact, the test was nonexistent and those children designated as "spurters" were chosen at random. What Rosenthal and Jacobson hoped to determine by this experiment was the degree (if any) to which changes in teacher expectation produce changes in student achievement.*

*Robert Rosenthal is professor of social psychology at Harvard University. Lenore Jacobson is an elementary school principal in the South San Francisco Unified School District.*

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The basic question to be answered in this chapter is whether in a period of one year or less the children of whom greater intellectual growth is expected will show greater intellectual growth than the undesignated control-group children. There are also four important subsidiary questions. If there were some advantages to a child whose teacher had favorable expectations for his intellectual development, would these expectancy advantages be greater for:

1. Children in the lower grades or higher grades?
2. Children in the fast track, or medium track, or slow track?
3. Children of one sex rather than the other?
4. Children of minority group or nonminority group status?

### THE MAJOR VARIABLES

#### Age

The folk knowledge of our culture, current theories of human development, especially psychoanalytic theory, and the work of the developmental and experimental psychologists and of the ethologists are in agreement on the importance of age as a factor in determining the degree to which an organism can be shaped, molded, or influenced (Scott, 1962). In general, the younger the organism, the greater is thought to be the degree of susceptibility to social influence. In his classic monograph, Coffin (1941) concluded that influenceability increased from infancy to ages seven to nine but decreased after that. More recently in a summary of the evidence bearing on overt social influence on children, Stevenson (1965) reported the greater influenceability of five-year-olds than twelve-year-olds, a finding consistent with Coffin's summary. Both Coffin and Stevenson were writing about more overt social influence than the subtle, unintended influence of teachers' prophecies. Still, it would be interesting to know whether influence processes of a more subtle, unintended form would also show younger children to be the more susceptible.

#### Ability

We are also interested in learning whether the children of the three tracks differ in the degree to which they profit from the teachers' favorable expectations. In the case of ability, however, the literature is not so helpful in telling us what we might find. Stevenson (1965) suggested that susceptibility to social influence may not be too contingent on the child's intellectual status, and we know that the three tracks differ considerably in average IQ. One of the most recent discussions of intellectual gains is by Thorndike (1966) who reports that there are only modest correlations between initial intellectual status and changes in intellectual status. In the present research, in any case, we are not so much interested in gains *per se* but rather in the excess of gain that might be shown by the "special" children over the "ordinary" undesignated children. In short, we are interested in differences among the tracks in the degree of expectancy advantage that may be found, but we hardly know what to expect. The matter is further complicated by the fact that the other two variables in which we are interested, sex and minority group status, are not independent of track placement. In the last chapter we saw that boys tend to overpopulate the slow track relative to girls who tend to overpopulate the fast track. Mexican children, Oak School's minority group, tend to overpopulate the slow track and underpopulate the fast track.

#### Sex

Whether boys or girls are the more susceptible to social influence processes depends on whether the influencer is male or female (Stevenson, 1965). Since the overwhelming majority of Oak School's teachers are females, the findings from research with lady influencers interest us most. Those findings summarized by Stevenson (1965), suggest that boys should be the more susceptible to social influence. As in the case of the children's age, however



## The Placebo Effect



 Playing to Win vs. Not to Lose





# An Intro to Social Construction Theory

## Force 1: The way our Brain Works

Limits to  
Attention,  
Awareness,  
Perception



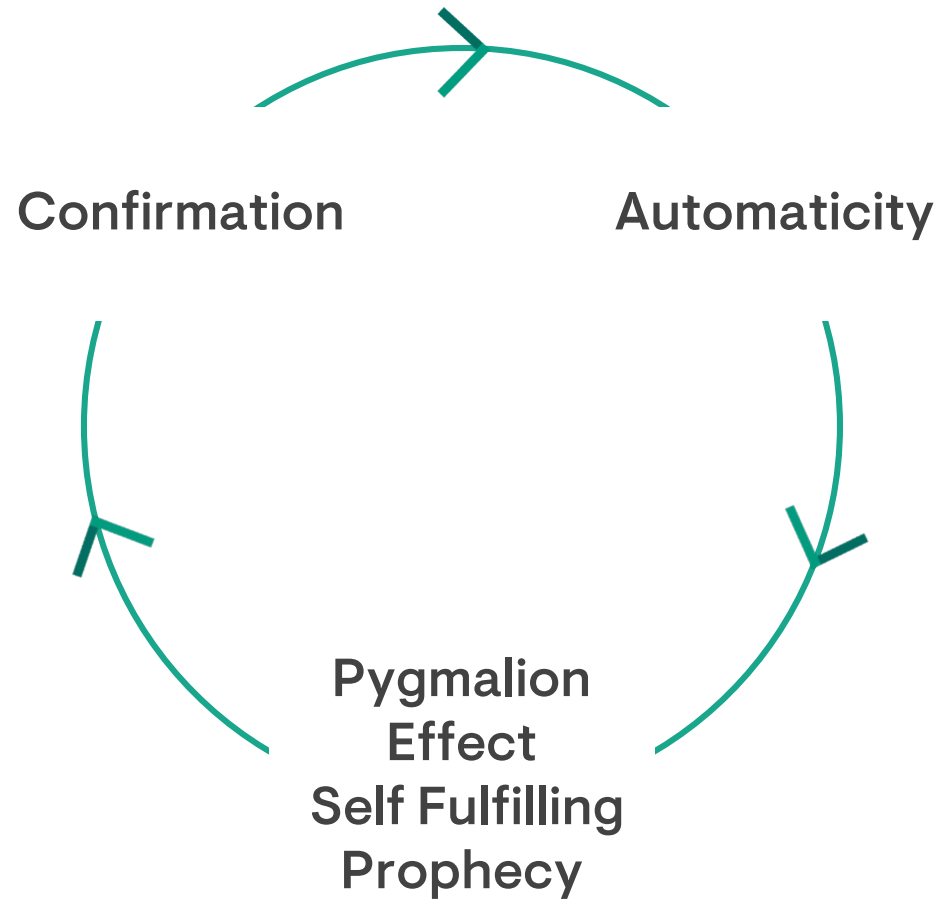
Short Cuts  
Mental Models



Un/Conscious  
Assumptions  
Beliefs

# Automaticity

# An Intro to Social Construction Theory



**Mindfulness!**



 Mindfulness in other domains



**SARACENS**

# Mindfulness in other domains



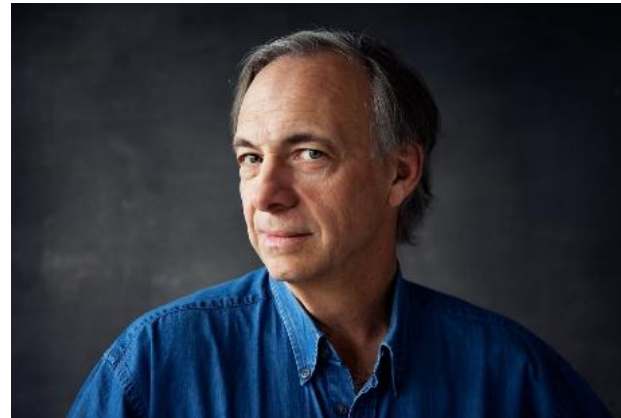


# Mindfulness in Business





## Mindfulness Leaders



"Mindfulness more than anything in my life was the biggest ingredient of whatever success I've had."

*Ray Dalio*



## Mindfulness Research in Organisations

- "Mindfulness improves attention, cognition, emotions, behaviour and physiology.
- Specifically, mindfulness has been shown to improve three qualities of attention -- stability, control and efficiency.
- Although mindfulness is an individual quality, initial evidence suggests that it affects interpersonal behaviour and workgroup relationships.

*Good, et al 2015*



Let's get Practical





“What colour is an elephant?”



What is the best thing about your life / job / relationship at the moment?

... and what is the worst thing about your life / job / relationship at the moment?



“Our worlds move in the direction  
of the questions we ask”

*David Cooperrider*



## Summary

### **Fixed mindset**

Fear

Risk

Threat

Status quo

Lack of agency

Lack of authority

### **Growth mindset**

Learning

Growth

Opportunity

Possibility

Action

Agency

Authority



A glass half full  
doesn't mean the  
glass is full, it  
means you have  
the ability to fill it



## Helpful questions

### Use at work

- How can I show up in the best way for my clients today?
- How can I be of service to my clients in these volatile markets?
- I don't know all the answers, but what do I know?
- What is my first step?
- How do we solve this?

### Use at home

- What am I grateful for?
- What energises me?
- Who loves me?
- Who do I love?
- What am I passionate about?



But what about real life??!!

2:1

3:1

*Robson, 2014*



# Opportunities are Everywhere



## Join a Meeting

Meeting ID or Personal Link Name ▼

Do not connect to audio

Turn off my video

Join

Cancel





Notice what you Notice

Pay Attention to your Attention

Be Aware of your Awareness

“Your most important strategic decision as a financial advisor is where you place your attention”

*Duncan Coombe*

