

Propositions

- I. Public praise motivates the best teachers to increase performance but crowds out the motivation of comparatively worse teachers who decrease performance (Chapter 2).
- II. The positive effects of public praise are persistent and reflect real student progress, while the negative effects of public praise fade out over time (Chapter 2).
- III. Placing students in a learning environment that is challenging given their cognitive potential can have positive spillovers on their non-cognitive skills (Chapter 3).
- IV. Shared experiences during the “impressionable years” provide a framework to think about cohort differences in preferences for work. (Chapter 4).
- V. Those who enter the labor market during a recession attribute more importance to having a high income and less importance to having a meaningful job for the rest of their life (Chapter 4).
- VI. Failing to account for the pro-social preferences of workers can partly explain the mixed findings on the efficiency of financial incentives.
- VII. To measure the true level of inequality in labor market outcomes one must take into account differences in non-pecuniary work aspects across occupations.
- VIII. Growing up in bad economic conditions leads to more in-group mentality and can help explain changing global voting patterns and the rise of nationalist parties.
- IX. Using randomized control trials and behavioral interventions to study and improve societal outcomes should become a standard approach for policy makers around the world.
- X. To truly reduce global inequality, redistributive policies and transfers might prove insufficient without an in-depth understanding of the drivers of individual happiness and satisfaction.
- XI. To deny people the chance to engage in meaningful work is to deprive them of a fundamental source of purpose.