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.