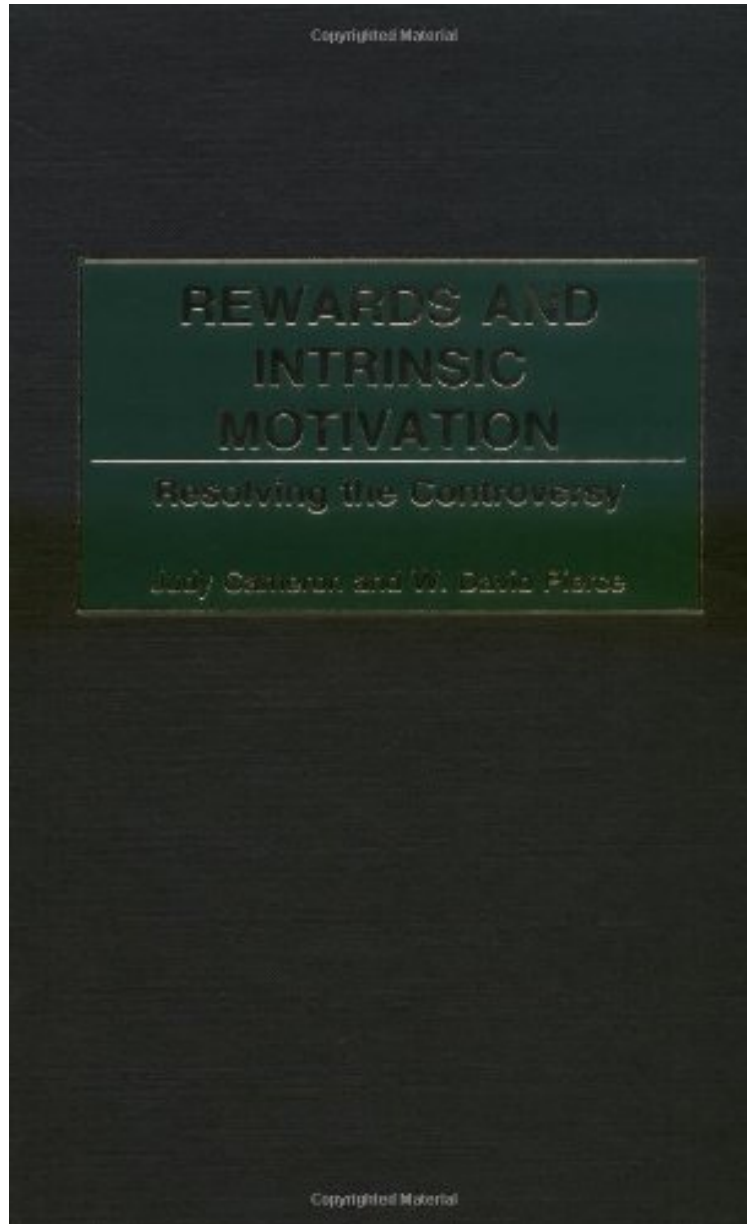


(Get free) Rewards and Intrinsic Motivation: Resolving the Controversy

Rewards and Intrinsic Motivation: Resolving the Controversy

Judy Cameron

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Judy Cameron : Rewards and Intrinsic Motivation: Resolving the Controversy before purchasing it in order to gauge whether or not it would be worth my time, and all praised Rewards and Intrinsic Motivation: Resolving the Controversy:

1 of 1 people found the following review helpful. An excellent book, a must read for teachers, and journalists. By Paul Coyne The notion that rewards and reinforcement harm intrinsic motivation is pervasive in the popular press and some

textbooks. Cameron and Pierce discuss problems with the concept of intrinsic motivation, review the research in detail and provide a persuasive argument that rewards, the use of external reinforcers contingent upon behavior, does not harm intrinsic motivation. Clearly, the opposite is true. Rewards and reinforcement improve intrinsic motivation. I have a PhD in Child Development and a background in statistics and experimental design and I do not understand the previous critics who say her analysis is faulty. It seems right on target to me. This is a great book. 12 of 14 people found the following review helpful. Excellent presentation of what any manager (or parent) knows to be true. By Beth Carroll. As a parent, children's karate instructor, and 10 yr veteran sales compensation consultant, I found this book to be both enlightening and a bit of "preaching to the choir." Given my profession and hobby, I can't help but concur that rewards are valuable motivating tools. I've seen it in practical action too many times to give much credence to the theory that all rewards are harmful. The key value that Cameron and Pierce bring to the debate in this book is the understanding of the ways in which rewards can be harmful (e.g., when the reward actually carries the message of failure) and what is required to make them successful. If you are dealing with children, an important take away from the book is that "tangible rewards that are offered for mastery, effort, and meeting challenges have positive effects on performance, perceived competence, and interest" (build the rewards in small increments, allowing the child to build success upon success) and for employees, a key take away is to "tie material incentives to specific, reasonable and attainable standards of performance." I do have a couple critiques to make, one stylistic and one substantive. First the substantive. Cameron and Pierce discuss the outcome of testing which shows "when rewards are given for exceeding the performance level of others, the results show a significant positive effect on free choice" [Free Choice for the studies is the observable proxy for intrinsic motivation]. What this does not address is the impact on those who were "exceeded." I've worked with companies who use K-performer or other forced ranking systems to calculate incentive payouts and universally find these systems to be more harmful than motivational when used for the PRIMARY calculation of incentive pay. They create feelings of inadequacy and resentment in those who are ranked below the standard and are generally destructive of any team atmosphere which may be desired. The only time these systems can be beneficial is when used for a short-term SPIFF (contest type program of short duration with modest payout relative to the core incentive plan), but then care must be taken not to create so much emphasis on the SPIFF that the main incentive program is subverted in importance to your employees. Cameron and Pierce talk elsewhere about the harmful effect of a less than maximum award, as this carries the message of failure rather than success, but they do not directly tie this conclusion with the observation that for one party to exceed the performance of others, there must be others who are being given the message of failure. This is every manager's challenge - to develop an incentive or reward program that creates an atmosphere of success and healthy competition for as many employees as possible, and to prevent the very real consequences of a negative reward system (tuning out, giving up, rebellion) on those who are not receiving 100% payout. The stylistic critique is that much of the book is redundant and it could have been quite a bit shorter. Cameron and Pierce repeat the same findings and conclusions throughout the book. A single summary at the end would have sufficed. Anyone looking primarily for practical advice on using rewards to enhance motivation should go right to Chapter 11: The Effective Use of Rewards in Everyday Life. For any manager who may have been caught unawares by an employee who cites studies challenging the effectiveness of rewards, or by any parent dealing with a school system who either over-uses, under-uses, or misuses rewards this book is a helpful introduction to the debate that has been raging for the last 40 years. 11 of 17 people found the following review helpful. A compelling case for rewards and incentive compensation. By Gerry Stern. This book presents study findings and provides an in-depth discussion on the question of whether or not extrinsic rewards negatively affect intrinsic motivation. The authors conclude, on the basis of over 100 experimental investigations, that there is no support to the claim that rewards produce significant and substantial decreases in people's intrinsic interest. They also conclude that rewards can be used to enhance performance and motivation. This is a scholarly work of outstanding quality and clearly addresses a controversy that, to this day, divides people in management. As a management consultant specializing in compensation, I highly recommend this book to every practitioner, academic and author/expert who would rid the world of pay for performance; I hope they have the intrinsic motivation to read it with an open mind-if so, I believe they will be rewarded for their effort.

Over the past 30 years, many social psychologists have been critical of the practice of using incentive systems in business, education, and other applied settings. The concern is that money, high grades, prizes, and even praise may be effective in getting people to perform an activity but performance and interest are maintained only so long as the reward keeps coming. Once the reward is withdrawn, the concern is that individuals will enjoy the activity less, perform at a lower level, and spend less time on the task. The claim is that rewards destroy people's intrinsic motivation. Widely accepted, this view has been enormously influential and has led many employers, teachers, and other practitioners to question the use of rewards and incentive systems in applied settings. Contrary to this view, the research by Cameron and Pierce indicates that rewards can be used effectively to enhance interest and performance. The book centers around the debate on rewards and intrinsic motivation. Based on historical, narrative, and meta-analytic reviews, Cameron and Pierce show that, contrary to many claims, rewards do not have pervasive

negative effects. Instead, the authors show that careful arrangement of rewards enhances motivation, performance, and interest. The overall goal of the book is to draw together over 30 years of research on rewards, motivation, and performance and to provide practitioners with techniques for designing effective incentive systems.

Both provocative and insightful....Well worth the read...No clear solutions are given, but culture, media, and family suggestions are made throughout the book. We are reminded that there are more people who care than are violent. Understanding violence is one way to prevent it and to give hope. A helpful book is learning the language of violence.—Journal of Psychology and Christianity. I recommend Cameron and Pierce. They present a balanced, thorough examination of the issue and their conclusions are well articulated and supported. It remains to be seen whether this work will truly resolve the controversy, but it does provide an interesting, useful piece in the puzzle. I highly recommend it.—John A. Lust, Professor of Management and Chair, Department of Management and Quantitative Methods, Illinois State University
About the Author
JUDY CAMERON is Associate Professor of educational psychology at the University of Alberta.
W. DAVID PIERCE is Professor in the Department of Sociology at the University of Alberta, Director of the Centre for Experimental Sociology, and retired Adjunct Professor in the Department of Neuroscience (Medicine).