DRIVE
Discussion Questions, Part 1

1. The premise of DRIVE is that there is a gap between what the research tells us about motivation and what organizations do. From your experience, what is your opinion on how organizations use motivation?
2. The author gave lots of examples in Part 1 that challenged traditional thinking. What example was memorable to you?
3. These examples are referred to as intrinsic and extrinsic motivation. What are your own examples of extrinsic motivators? What about intrinsic?
4. What do you see as the obstacles to using intrinsic rewards in education?
5. Let's talk about using rewards effectively. In your personal experience, what examples can you give where sticks and carrots worked? Did you see detrimental effects like the ones mentioned in the book?
6. Are there ways to bring more intrinsic rewards into the classroom, or sports, or the building in general?
7. Quote: "When institutions-- families, schools, businesses, athletic teams-- focus on the short-term and opt for controlling people's behavior, they do considerable long-term damage." Do you agree? Why or why not?
8. Let's move to a topic central to educators and education-- the monitoring of people, and this applies to both staff and students. With algorithmic and heuristic, where do educators fit in? How do policy makers in education see their staff? How are we asked to monitor or evaluate students? What motivates most teachers?
9. Quote: *"Routine work can be outsourced or automated; artistic, empathic, nonroutine work generally cannot."*
   Question- The work of teachers is empathic, problem solving, nonroutine. Did the pandemic highlight the idea that education could be automated?
10. Let's talk about "baseline rewards"--salary, benefits, perks. Baseline rewards need to be equitable and fair, when they are, salary is taken off the table.Has this been a problem in education? Is it improving, and why or why not?
11. Quote: *"Rewards can perform a weird sort of behavioral alchemy: they can transform an interesting task into a drudge. They can turn play into work."* What are the implications of monitoring and of rewards on how work is perceived. Why are teachers still monitored and rewarded using the old scale? How do we change that?
12. Share any questions or comments you have about the reading or the discussion.