



# **Exercises and Games**

**Madrid 27th-28th February 2012**

**ESMV**

## Ranking of the higher scores answers:

1.	<b>1. I volunteer because I believe that I am meeting a need in the community in my volunteering role.</b> Altruism	59,7%
2.	<b>2. I volunteer because I feel that volunteering makes the world a better place.</b> Altruism	50%
3.	<b>7. I volunteer because I feel that volunteering is a feel-good experience.</b> Personal Motivation	49,2%
4.	<b>6. I volunteer because volunteering makes me feel useful in my community</b> Altruism	46,0%
5.	<b>23. Lack of information prevents people from volunteering</b> No constrains	41,9%
6.	<b>25. Insufficient dissemination of good practices prevents people from volunteering.</b> No constrains	46,8%
8.	<b>4. I volunteer because I feel that volunteering gives me a better understanding of what life is about.</b> Learning	37,1%
7.	<b>9. I volunteer because I feel that it has given me the opportunity to meet different people.</b> Learning	42,7%
9.	<b>26. Volunteers are seen as people having hidden interests.</b> No constrains	33,1%
10.	<b>8. I volunteer because it fits in with my religious beliefs.</b> Altruism	34,7%

## **Exercises and games**

**Meeting a need**

**Make a the world a better place**

**A feel good experience**

**Makes me feel useful**

**Lack of information prevents**

**Insufficient dissemination of good practices prevents**

**A better understanding of life and world**

**Meet different people**

**Hidden interest**

**Feet in with my religious beliefs**

**For increasing the level of motivation in our volunteers:**

**•Volunteer support need to be: In place and accessible**

**1.Clarity**

Meeting a need  
makes me feel  
useful

**2.Ideals**

World a better  
place

**3.Inhance  
experiences**

I feel-good  
Feel useful

**4.Information**

Difussion of good  
practices

**5.Learning**

From people  
what ´s life

***A growing body of research suggests that reward law is not nearly as ironclad as was once thought. Psychologists have been finding that rewards can lower performance levels, especially when the performance involves creativity.***

**A related series of studies shows that intrinsic interest in a task — the sense that something is worth doing for its own sake — typically declines when someone is rewarded for doing it.**

**If a reward — money, awards, praise, or winning a contest — comes to be seen as the reason one is engaging in an activity, that activity will be viewed as less enjoyable in its own right.**

**The recognition that rewards can have counter-productive effects is based on a variety of studies made by Teresa Amabile, which have come up with such findings as these: Young children who are rewarded for drawing are less likely to draw on their own than are children who draw just for the fun of it.**

**The study, by James Gabarino, now president of Chicago's Erikson Institute for Advanced Studies in Child Development, showed that tutors working for the reward took longer to communicate ideas, got frustrated more easily, and did a poorer job in the end than those who were not rewarded.**



## Some explanation:

**Kenneth McGraw, associate professor of psychology at the University of Mississippi, cautions that this does not mean behaviorism itself has been invalidated. “The basic principles of reinforcement and rewards certainly work, but in a restricted context” – restricted, that is, to tasks that are not especially interesting.**

First, rewards encourage people to focus narrowly on a task, to do it as quickly as possible and to take few risks. “If they feel that ‘this is something I have to get through to get the prize,’ they're going to be less creative,” Amabile said.

Finally, extrinsic rewards can erode intrinsic interest. People who see themselves as working for money, approval or competitive success find their tasks less pleasurable, and therefore do not do them as well.

The last explanation reflects 15 years of work by Ryan's mentor at the University of Rochester, Edward Deci.

The key, then, lies in how a reward is experienced. If we come to view ourselves as working to get something, we will no longer find that activity worth doing in its own right.

There is an old joke that nicely illustrates the principle. An elderly man, harassed by the taunts of neighborhood children, finally devises a scheme. He offered to pay each child a dollar if they would all return Tuesday and yell their insults again. They did so eagerly and received the money, but he told them he could only pay 25 cents on Wednesday. When they returned, insulted him again and collected their quarters, he informed them that Thursday's rate would be just a penny. "Forget it," they said — and never taunted him again.

**In a 1982 study, Stanford psychologist Mark L. Lepper showed that any task, no matter how enjoyable it once seemed, would be devalued if it were presented as a means rather than an end.**

## Motivation and goals

**[www.hawaii.edu%2Fpowerkills%2FDPF.CHAP19.HTM  
&ei=xVxKTuztJoGG-  
wapnOGWCQ&usg=AFQjCNEGDoi5Ldh73bIXrf0ItB3u2  
ZIW6A](http://www.hawaii.edu/powerkills/FDPF.CHAP19.HTM&ei=xVxKTuztJoGG-wapnOGWCQ&usg=AFQjCNEGDoi5Ldh73bIXrf0ItB3u2ZIW6A)**

**<http://www.gnu.org/philosophy/motivation.html>**



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