

Drive: The Surprising Truth About What Motivates Us

By Daniel H. Pink

INTRO: The Puzzling Puzzles of Harry Harlow and Edward Deci:

Three types of drive:

- Biological
- Rewards and Punishment
- Intrinsic – The performance of the task

PART 1: A NEW OPERATING SYSTEM

CH. 1: The Rise and Fall of Motivation 2.0:

Microsoft's Encyclopedia Britannica vs. Wikipedia story

18: ... “hygiene” factors—extrinsic rewards such as pay, working conditions, and job security. Their absence created dissatisfaction, but their presence didn't lead to job satisfaction. The second were “motivators”—things like enjoyment of the work itself, genuine achievement, and personal growth. These internal desires were what really boosted both satisfaction and performance.

20: Our current operating system has become far less compatible with, and at times downright antagonistic to: how we *organize* what we do; how we *think about* what we do; and how we *do* what we do.

25: the \$10 game:

Play a game with me and I'll try to illustrate the point. Suppose somebody gives me ten dollars and tells me to share it—some, all, or non—with you. If you accept my offer, we both get to keep the money. If you reject it, neither of us gets anything. If I offered you six dollars (keeping four for myself), would you take it? Almost certainly. If I offered you five, you'd probably take that, too. But what if I offered you two dollars. Would you take it? In an experiment replicated around the world, most people rejected offers of two dollars and below. That makes no sense in terms of wealth maximization. If you take my offer of two dollars, you're two dollars richer. If you reject it, you get nothing. Your co calculator knows two is greater than zero—but because you're a human being, your notions of fair play or your desire for revenge or your simple irritation overrides it.

30: One business leader, who didn't want to be identified, said it plainly. When he conducts job interviews, he tells prospective employees: “If you need me to motivate you, I probably don't want to hire you.”

CH. 2: Seven Reasons Carrots and Sticks (Often) Don't Works...

36: Remember: When children didn't expect a reward, receiving one had little impact on their intrinsic motivation. Only *contingent* rewards—if you do this, then you'll get that—had the negative effect. Why? “If-then” rewards require people to forfeit some of their autonomy. Like the gentleman driving carriages for money instead of fun, they're no longer

fully controlling their lives. And that can spring a hold in the bottom of their motivation bucket, draining an activity of its enjoyment.

37: ...tangible rewards tend to have a substantially negative effect on intrinsic motivation," they determined. "When institutions—families, schools, businesses, and athletic teams, for example—focus on the short-term and opt for controlling people's behavior," they do considerable long-term damage."

37: ... "People use rewards expecting to gain the benefit of increasing another person's motivation and behavior, but in so doing, they often incur unintentional and hidden cost of undermining that person's intrinsic motivation toward the activity."

42: Rewards, by their very nature, narrow our focus. That's helpful when there's a clear path to a solution. They help us stare ahead and race faster. But "if-then" motivators are terrible for challenges like the candle problem. As this experiment shows, the rewards narrowed people's focus and blinkered the wide view that might have allowed them to see new uses for old objects.

43: "The commissioned works were rated as significantly less creative than non-commissioned works, yet they were not rated as different in technical quality. Moreover, the artists reported feeling significantly more constrained when doing commissioned works than when doing non-commissioned works."

48: And what science is revealing is that carrots and sticks can promote bad behavior, create addiction, and encourage short-term thinking at the expense of the long view.

49: "Substantial evidence demonstrates that in addition to motivating constructive effort, goal setting can induce unethical behavior." ... Ford (car company) is so intent on producing a certain car at a certain weight at a certain price by a certain date that it omits safety checks and unleaded the dangerous Ford Pinto. The problem with making an extrinsic reward the only destination that matters is that some people will choose the quickest route there, even if it means taking the low road.

50: "Goals may cause systematic problems for organizations due to narrowed focus, unethical behavior, increased risk taking, decreased cooperation, and decreased intrinsic motivation. Use care when applying goals in your organization."

57: CARROTS AND STICKS: *The Seven Deadly Flaws:*

- 1) They can extinguish intrinsic motivation.**
- 2) They can diminish performance.**
- 3) They can crush creativity.**
- 4) They can carve out good behavior.**
- 5) They can encourage cheating, shortcuts, and unethical behavior.**
- 6) They can become addictive.**

7) They can foster short-term thinking.

CH. 2A: ...and the Special Circumstances When They Do:

62: The approach for routine tasks:

- **Offer a rationale for why the task is necessary.** A job that's not inherently interesting can become more meaningful, and therefore more engaging, if it's part of a larger purpose. Explain why this poster is so important and why sending it out now is critical to your organization's mission.
- **Acknowledge that the task is boring.** This is an act of empathy, of course. And the acknowledgement will help people understand why this is the rare instance when "if-then" rewards are part of how your organization operates.
- **Allow people to complete the task their own way.** Think autonomy, not control. State the outcome you need. But instead of specifying precisely the way to reach it—how each poster must be rolled and how each mailing label must be affixed—give them freedom over how they do the job.

65: First, *consider nontangible rewards*. Praise and positive feedback are much less corrosive than cash and trophies. In fact, in Deci's original experiments, and in his subsequent analysis of other studies, he found that "positive feedback can have an enhancing effect on intrinsic motivation."

66: ...give people meaningful information about their work. The more feedback focuses on specifics ("great use of color")—and the more the praise is about effort and strategy rather than about achieving a particular outcome—the more effective it can be."

CH. 3: TYPE I and TYPE X

70: SDT ("self determination theory"), by contrast, begins with a notion of universal human *needs*. It argues that we have **three innate psychological needs—competence, autonomy, and relatedness**.

PART 2: THE THREE ELEMENTS

CH. 4: Autonomy

84: ROWE—a results-only work environment

91: ... what a few future-facing businesses are discovering is that one of these essential features is autonomy—in particular, autonomy over four aspects of work: what people do, when they do it, how they do it, and whom they do it with. ... Type I behavior emerges when people have autonomy over the four T's: their *task*, their *time*, their *technique*, and their *team*.

92: McKnight believes in a simple, and at the time, subversive, credo: “Hire good people, and leave them alone.”

99: “We should focus on what people get done, not how many hours or days worked.”

105: Motivation 3.0 begins with a different assumption. It presumes that people *want* to be accountable—and that making sure they have control over their task, their time, their technique, and their team is the most effective pathway to that destination.

106: **We’re born to be players, not pawns.**

CH. 5: Mastery

112: “Throughout my athletic career, the overall goal was always to be a better athlete than I was at that moment—whether next week, next month, or next year. The improvement was the goal. The medal was simply the ultimate rewards for achieving that goal.”

Sebastian Coe (Middle-distance runner and two-time Olympic gold medal winner)

117: One source of frustration in the workplace is the frequent mismatch between what people *must* do and what people *can* do. When what they must do exceeds their capabilities, the result is anxiety. When what they must do falls short of their capabilities, the result is boredom. (Indeed, Csikszentmihalyi titled his first book on autotelic experiences *Beyond Boredom and Anxiety*) But when the match is just right, the results can be glorious. This is the essence of flow. Goldilocks tasks offer us the powerful experience of inhabiting the zone, of living on the knife’s edge between order and disorder, of—as painter Fritz Scholder once described it—“walking the tightrope between accident and discipline.”

119: According to [Carol] Dweck, people can hold two different views of their own intelligence. Those who have an “entity theory” believe that intelligence is just that—and entity. Those who subscribe to an “incremental theory” take a different view. They believe that while intelligence may vary slightly from person to person, it is ultimately something that, with effort, we can increase. ...If you believe intelligence is a fixed quantity, then every educational and professional encounter becomes a measure of how much you have. If you believe intelligence is something you can increase, then the same encounters become opportunities for growth. In on view, intelligence is something you demonstrate; in the other, it’s something you develop.

123: ...mastery often involves working and working and showing little improvement, perhaps with a few moments of flow pulling you along, then making a little progress, and then working and working on that new, slightly higher plateau again. It’s grueling, to be sure. But that’s not the problem; that’s the solution.

123: As Carol Dweck says, “Effort is one of the things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it. It would be an impoverish existence if you were not willing to value things and commit yourself to working toward them.

CH. 6: Purpose

138: **A brief reminder of the purpose of their work doubled their performance.** (a story about people dialing for dollars) **the “why” in what we do or are doing*

142: “People who are very high in extrinsic goals for wealth are more likely to attain that wealth, but they’re still unhappy,” Ryan told me. Or as Deci put it, “The typical notion is this: You value something. You attain it. Then you’re better off as a function of it. But what we find is that there are certain things that if you value and if you attain them, you’re worse off as a result of it, not better.

PART 3: The Type I Toolkit

First, ask big questions...

“A great man,” she told him, “is a sentence.” ...You don’t have to be a president—of the United States or of your local gardening club—to learn from this tale. One way to orient your life toward greater purpose is to think about your sentence. Maybe it’s: “He raised four kids who became happy and healthy adults.” Or “She invented a device that made people’s lives easier.” Or “He cared for every person who walked into his office regardless of whether that person could pay.” Or “She taught two generations of children how to read.”

Take Three Steps Toward Giving Up Control

Type X bosses relish control. Type I bosses *relinquish* control. Extending people the freedom they need to do great work is usually wise, but it’s not always easy. So if you’re feeling the urge to control, here are three ways to begin letting go—for your own benefit and your team’s:

- 1) **Involve people in goal-setting.** If you’d rather set your own goals than have them foisted upon you, why should the people you’re working for believe otherwise? A considerable body of research shows that individuals are far more engaged when they’re pursuing goals they had a hand in creating. So bring employees into the process. They could surprise you: People often have higher aims than the ones you assign them.
- 2) **Use noncontrolling language.** Next time you about to say “must” or “should,” trying saying “think about” or “consider” instead. A small changing wording can help promote engagement over compliance and might even reduce some people’s urge to defy. Thing about it. Or at least consider it, okay?
- 3) **Hold office hours.** Sometimes you need to summon people into your office. But something it’s wise to let them come to you. Take a cue from college professor and set aside one or two hours a week when your schedule is clear and any employee

can come in and talk to you about thing that's on her mind. Your colleagues might benefit and you might learn something.