

Drive: The Surprising Truth About What Motivates Us

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Overview

"When it comes to motivation, there's a gap between what science knows and what business does. Our current business operating system -- which is built around external, carrot-and-stick motivators -- doesn't work and often does harm. We need an upgrade. And the science shows the way. This new approach has three essential elements:

1. *Autonomy* -- the desire to direct our own lives
2. *Mastery* -- the urge to make progress and get better at something that matters
3. *Purpose* -- the yearning to do what we do in the service of something larger than ourselves"

Sections

- Tour of motivation, where we've come from (business vs. behavioral science), and what's needed to bridge the gap
- Autonomy, mastery, and purpose -- what are they and how do they work
- How to take the ideas from the book and put them into action

Part 1: A New Operating System

Chapter 1: The Rise and Fall of Motivation 2.0

- Who would win -- MSN Encarta or Wikipedia?
- Just like computers have operating systems, our society has an operating system with a set of assumptions about human behavior
- Motivation
 - v1.0 -- survive and procreate
 - v2.0 -- reward the good and punish the bad to improve performance, increase productivity, and encourage excellence
- Researchers
 - Abraham Maslow -- seek positive, avoid negative
 - Douglas McGregor -- people have higher drives, and managers should respect those
 - Frederick Herzberg -- "hygiene" factors (pay, job security, working conditions) and "motivators" (enjoyment, achievement, personal growth)
 - W. Edwards Deming -- intrinsic over extrinsic motivation
- How we organize what we do
 - Think about open-source... "Unpaid laborers who give away their product? That couldn't be sustainable."
 - In 2008 Vermont created the low-profit limited liability company (L3C) whose aim is social benefits rather than profit
 - US has B Corporations where bylaws must have incentives that favor long-term social impact
 - Not mainstream, but there are more companies that are "purpose maximizers"
- How we think about what we do
 - Daniel Kahneman and Amos Tversky believed "we'd placed too much emphasis on the *economic* and not enough on the *human*."
 - We don't always respond rationally to extrinsic motivation, even if it's in our benefit to do so (e.g., save for retirement)
 - Bruno Frey says we need to move beyond the idea of *Homo Oeconomicus* (wealth-maximizing android)
- How we do what we do
 - Frederick Winslow Taylor -- the only way to get people to do work (simple, uninteresting tasks) is to incentivize them properly and monitor them carefully
 - Work is **algorithmic** (set of instructions to get an expected outcome) or **heuristic** (experiment and devise a novel solution)
 - "Just as oxen and then forklifts replaced simple physical labor, computers are replacing simple intellectual labor."
 - "Routine work can be outsourced or automated; artistic, empathic, non-routine work generally cannot."
 - Carrots/sticks work for algorithmic tasks, but can be devastating for heuristic tasks
 - Motivation 2.0 assumes work is not inherently enjoyable, which may not be compatible with today's more creative jobs
 - Vocation Vacations -- use vacation to test-drive another job/career
 - Companies are becoming leaner and less hierarchical; managers oversee more people therefore scrutinize each one less closely
 - Routine jobs require direction; more interesting jobs require *self*-direction

Chapter 2: Seven Reasons Carrots and Sticks (Often) Don't Work

- Flaws
 1. Extinguishes intrinsic motivation
 2. Diminishes performance
 3. Crushes creativity
 4. Crowds out good behavior
 5. Encourages cheating, shortcuts, or unethical behavior
 6. Becomes addictive
 7. Fosters short-term thinking
- People have to earn a living. The best use of money as a motivator is to pay people enough to take the issue of money off the table.
- Sawyer effect -- turning an enjoyable task into work by being paid for it (the hidden costs of rewards); comes from Tom Sawyer "Work consists of whatever a body is obliged to do, and that Play consists of whatever a body is not obliged to do."
- Mark Lepper and David Green conducted an experiment with children during drawing time -- (a) tell kids they'll get a "Good Player" ribbon, (b) kids get the ribbon unexpectedly at the end, (c) no ribbon. During free-play, the kids from group A didn't draw as much, because they only draw when getting a reward.
- Contingent rewards ("if-then": if you do X, then you get a reward) require people to forfeit some of their autonomy
- Several studies show the more you pay people the worse they perform (e.g., slower to complete tasks)
- Karl Duncker's "candle problem" was used in experiments where the faster people solved it, the more money they received. The incentivized group took longer to come up with the solution.
- Rewards narrow your focus
- Artists who work on commissioned pieces feel less creative because they have to please the clients
- Scientists who publish work in a system where failure is unacceptable are not incented to take any risks or truly experiment
- Experiment: (a) don't pay for blood donation, (b) pay people to give blood, (c) tell people money will be donated to charity. Those in Group B were less likely than the other groups to participate. The incentive crowds out the intrinsic desire to do something altruistic.
- Goals people set up for themselves are usually healthy, but goals imposed by others (sales targets, test scores) can make people behave in unintended ways. Ex: Sears auto repair had sales quotas, so workers would overcharge to perform unnecessary work.
- Having only extrinsic rewards means people will choose the quickest path, even if it means taking the low road
- Example: Day care imposing fines for parents arriving late. Result: "The fine shifted the parents' decision from a partly moral obligation (be fair to my kids' teachers) to a pure transaction (I can buy extra time)."
- Offering a reward signals that the task is undesirable
- "Pay your son to take out the trash -- and you've pretty much guaranteed the kid will never do it again for free."
- Earnings-obsessed companies typically invest less in research and development. It's all about meeting quarterly goals (i.e., short-term thinking).

- "...paying people to exercise, stop smoking, or take their medicines produces terrific results at first -- but the healthy behavior disappears once the incentives are removed."
- For routine tasks that are boring, rewards can provide benefits without the harmful side effects...
 - Explain why the task is necessary
 - Acknowledge it's boring
 - Allow people to complete the task in their own way
- For creative tasks...
 - Concentrate on creating a healthy, motivational environment that pays people fairly and values autonomy, mastery, and purpose.
 - Avoid if-then rewards
 - Consider unexpected rewards given after completion of tasks
 - Prefer *praise and feedback* over *money or things*
 - Prefer *useful information* over *mentioning a particular outcome*

Chapter 3: Type I and Type X

- "Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve more and live richer lives."
- Meyer Friedman -- developed the concepts of Type A and Type B personalities; Type As had more health problems because of chronic stress
- Douglas McGregor -- developed management concept of Theory X and Theory Y; Theory X is carrot/stick, Theory Y is about self-driven workers
- Concept: Type I (intrinsic, inherent satisfaction) and Type X (extrinsic, external rewards)
 - Type I outperforms Type X in the long run (fast results from Type X are hard to sustain)
 - Type I is nature & nurture (people learn to be Type X)
 - Type I can be okay with money/recognition (for Type X, these are the goals)
 - Type I behavior is a renewable resource
 - Type I promotes greater mental and physical well-being (many studies have measured this)
- Type I core: autonomy, mastery, purpose. "It is devoted to becoming better at something that matters. And it connects that quest for excellence to a larger purpose."

Part 2: The Three Elements

Chapter 4: Autonomy

- Results Oriented Work Environment (ROWE) -- focused on the outcome rather than the steps to achieve the outcome
- Management is about creating conditions for people to do their best work instead of making sure people are in their offices
- Jeff Gunther (owner of Meddius) was against tying goals to compensation: "That creates a culture that says it's all about the money and not enough about the work."
- Current/older philosophies of management presume people are wired to be passive/inert and require prodding to do anything
- "The ultimate freedom for creative groups is the freedom to experiment with new ideas. Some skeptics insist that innovation is expensive. In the long run, innovation is cheap. Mediocrity is expensive -- and autonomy can be the antidote." -- Tom Kelley, IDEO
- Autonomy isn't independence: it means acting with choice
- Four essentials
 - Task -- what you work on
 - Atlassian's "FedEx days" (deliver something overnight)
 - Google's 20% time yielded Google News, Gmail, etc.
 - William McKnight from 3M: "Hire good people, and leave them alone."
 - Yes, this time can be expensive in terms of salary; but you get low turnover and a culture of wanting to learn/improve
 - Time -- when you work
 - Ex: lawyers are measured by billable hour, not by solving the client's problem
 - Netflix's vacation policy: "We should focus on what people get done, not how many hours or days worked"
 - Technique -- how you work
 - Compare typical un motivating call centers with scripts to Zappos' technique: "When a call comes in, here's their job: No scripts. No monitoring. No timing of calls either. If a call takes one minute, great; if it takes one hour, no problem."
 - JetBlue "homeshored" their call center to rep's home phones
 - Team -- who you work with
 - People are drawn to entrepreneurship because they can build their own team
 - Facebook: company selects the talented employee, the employee picks the team after 6-week onboarding
 - "Ample research has shown that people working in self-organized teams are more satisfied than those working in inherited teams."
- Presumption: People must be accountable, and they want to be accountable.
- People prize different aspects of autonomy in those four essentials. Ask your people about what's most important.

Chapter 5: Mastery

- Mastery: the desire to get better and better at something that matters
- Control vs. autonomy -- control leads to compliance; autonomy leads to engagement; engagement produces mastery
- Gallup polls showed that in the US more than 50% are not engaged at work, and 20% are actively disengaged
- "Living a satisfying life requires more than simply meeting the demands of those in control."
- Mihaly Csikszentmihalyi developed the concept of "flow state"; he also talked about "autotelic experiences" where the goal is self-fulfilling and the activity is its own reward, and where one is in flow
- For flow, the relationship between what someone is doing and what he/she can do is matched -- Goldilocks task = not too easy (bored), not too hard (anxious)
- Csikszentmihalyi did a study where he had people deliberately not get into flow states; they started showing physical/mental symptoms of generalized anxiety disorder after just 2 days
- People are more likely to reach flow state at work than in leisure (job often has more structure, clear goals, immediate feedback, challenges that match abilities)
- Microsoft, Toyota, and Patagonia are implementing flow-friendly environments to help people move toward mastery, yielding increased productivity and work satisfaction
- Predictor of productivity = desire for intellectual challenge (master something new and engaging)
- "By creating conditions for people to make progress, shining a light on that progress, recognizing and celebrating progress, organizations can help their own cause and enrich people's lives."
- How can you avoid the Sawyer effect and turn work into play? Find ways for people to take on new tasks/skills
- Three laws of mastery
 - Mastery is a mindset
 - Carol Dweck describes the fixed and growth mindsets; people tend to believe they have a finite amount of intelligence (fixed) or that intelligence can be strengthened (growth)
 - Performance goals (getting a good grade on a Spanish test) vs. learning goals (able to speak Spanish); learning goals lead to mastery
 - Fixed mindset = "If I have to work hard, I must not be very good at this." People pick targets that are easy to hit, affirming their existing abilities but not doing much to improve.
 - Mastery is a pain
 - Carol Dweck also studies "grit" (perseverance and passion for long-term goals)
 - Mastery often involves working and working and showing little improvement
 - Mastery is an asymptote
 - You can never truly master anything
 - Why try, then? "The joy is in the pursuit more than the realization."

Chapter 6: Purpose

- Purpose -- doing something in the service of some greater objective; aligns autonomous people working toward mastery to perform at very high levels
- In the US, with the Gallup polls showing worker engagement is low, yet uncompensated effort (e.g., Wikipedia, volunteerism, open-source) is going up, it suggests that the second kind of work is nourishing people in ways that paid work simply isn't.
- Purpose maximization
 - Goals
 - As Baby Boomers are hitting retirement age, they're reflecting on their purpose. Young adults are also bringing that mindset into their first jobs. "Neither generation rates money as the most important form of compensation. Instead they choose a range of nonmonetary factors -- from a 'great team' to 'the ability to give back to society through work.'"
 - Many older people are getting into "encore careers" -- crafting jobs that offer a continued income, but that emphasize meaning, significance, or contributing to the world.
 - Words
 - Vision, purpose, and mission statements have more Type I words in them now (purpose, greater good, sustainable)
 - "Business leaders must find ways to infuse mundane business activities with deeper, soul-stirring ideals, such as honor, truth, love, justice, and beauty." -- Gary Hamel
 - Robert Reich (former US Labor Secretary) gauges the health of an organization using the "pronoun test" -- how many "they" vs. "we" references?
 - Business obsesses over the "how," but probably need to spend more time showing the "why"
 - Policies
 - These can start out as Type I and devolve into Type X. For example, affirmative action... "Before, its workers had an intrinsic motivation to do the right thing, but now they have an extrinsic motivation to make sure that the company doesn't get sued or fined."
 - Lara Aknin, Elizabeth Dunn, Michael Norton -- how people spend their money may be at least as important as how much money they earn
 - Mayo Clinic implemented a "20 percent time" for their physicians to spend on the most meaningful part of their work (patient care, research, community service); this reduced the burnout rate by half
- Edward Deci, Richard Ryan, Christopher Niemiec -- followed University of Rochester grads who made either extrinsic goals (obtain wealth, status) or intrinsic goals (help others, learn, etc.)
 - Both groups achieved goals and felt the same level of happiness, but the extrinsic group had higher rates of depression and anxiety
 - The extrinsic group responded by increasing the size and scope (more money, more validation)
- Profit motive is a good thing, but it's not the only thing
- "So in the end, repairing the mismatch and bringing our understanding of motivation into the twenty-first century is more than an essential move for business. It's an affirmation of our humanity."

Part 3: The Type I Toolkit

Type I for Individuals: 9 Strategies for Awakening Your Motivation

1. Flow Test
 - a. Set a timer to go off 40 random times during 1 week; record observations
 - b. Which moments were you in flow? Where? Working on what? With whom?
 - c. Are certain times better/worse for flow? Could you restructure your day to optimize?
 - d. How can you increase chances for flow and decrease chances of being distracted?
 - e. If having doubts, what does this test tell you about your source of intrinsic motivation?
2. What's your sentence?
 - a. How to summarize your purpose (e.g., Lincoln: "Preserved the union and freed the slaves.")
3. At the end of each day, ask "Was I a little better today than yesterday?"
4. Take a sabbatical to do some personal exploration
5. Keep your mind open despite constraints you don't control by thinking obliquely (see https://twitter.com/oblique_chirps)
6. Keep a "to don't" list of things that distract or drain you
7. Use deliberate practice
 - a. Objective: improve performance
 - b. Repetition matters
 - c. Seek constant, critical feedback
 - d. Focus where you need the most work (not on what's easy for you)
 - e. Prepare to be exhausted
8. 2 index cards (question on one side, answer on the other)
 - a. "What gets you up in the morning?"
 - b. "What keeps you up at night?"
9. Create your own motivational poster

Type I for Organizations: 13 Ways to Improve Your Company, Office, or Group

1. Carve out time for non-commissioned work
2. 20 percent time with training wheels -- start smaller (e.g., 4 hours on a Friday, just a few people, try it for 3 months)
3. Turn your next off-site into a FedEx day (i.e., people must deliver something -- new idea, new product, better process -- the following day)
4. Conduct an autonomy audit (scale 0 to 10 -- none to huge)...
 - a. Tasks -- main responsibilities and what you do on a given day
 - b. Work -- when you arrive/leave, how you spend your time
 - c. Team -- choosing collaborators
 - d. Technique -- how you perform your duties
5. DIY performance reviews; annual reviews suck (cycle too long, rarely authentic)
 - a. Each month, establish performance and learning goals; assess next month
 - b. Can have a small group or peer review (doesn't just have to be supervisors)
6. Peer-to-peer "now that" rewards (e.g., Kimley-Horn and Associates has a policy where anybody at any time can award a colleague with a \$50 bonus; puts feedback control in the hands of the folks who are closest to the activity)

7. Three steps toward giving up control
 - a. Involve people in goal-setting (people set their own goals)
 - b. Use non-controlling language ("think about", "consider")
 - c. Hold office hours; let them come to you
8. Ask a group of people to anonymously write down on an index card the answer to "What is our company's purpose?" Review results aloud.
9. Reich's pronoun test (we or they?)
10. Design for the 85 percent (most policies are designed to prevent the "bad 15%" from causing problems; design systems that assume good faith)
11. Promote Goldilocks tasks for groups
 - a. Begin with a diverse team (cross-fertilize)
 - b. Make your group a "no competition" zone (collaborate and cooperate)
 - c. Try task-shifting (have A train B on how to do tasks so A can do something else)
 - d. Focus on purpose (shared mission), not rewards
12. Get Agile
13. Persuade your boss by starting small (a.k.a. I don't work at Google; this place won't change, my boss is in the way)
 - a. Ask "Is there one thing I can do tomorrow in my own domain to make things a little better?"
 - b. Bend the rules slightly to improve things
 - c. Emphasize results (boost profits, increase sales, streamline processes)

The Zen of Compensation: Paying People the Type I Way

1. Be fair internally (commensurate with colleagues within the company) and externally (paying people in line with those doing similar work at other companies)
2. Pay more than average (attracts better talent, reduces turnover, boosts productivity and morale); use a high level of base pay rather than a bonus structure
3. Use varied performance metrics (when metrics are varied, they're harder to game); if you measure people by things that show they are effective, they'll have to inherently do those things rather than cut corners to make their quota for example
4. Eliminate commissions for salespeople; also frees up HR on complex bonus schemes and compliance

Type I for Parents and Educators: 10 Ideas for Helping Our Kids

1. Apply the Type I test for homework
 - a. Am I offering any autonomy over how/when to do this work?
 - b. Does it promote mastery by offering novel/engaging tasks (vs. rote)
 - c. Do my students understand the purpose of this assignment?
2. Have a FedEx Day (ask kids to come up with a problem to solve or project to tackle, then support them)
3. DIY report cards (good grades become a reward for compliance, but don't have much to do with learning); report cards are feedback to check learning goals with the teacher
4. Keep allowance and chores separate (chores teach kids that families are built on mutual obligations and that we help one another; don't teach them that less-desirable tasks are dealt with via money)

5. Offer praise...
 - a. Effort and strategy, not intelligence
 - b. Be specific
 - c. Privately (praise is feedback, not an award ceremony)
 - d. Only if it's warranted
6. Help kids see the big picture (relevance)
7. Pay teachers with high base salaries instead of merit-based (can be gamed); many potentially good teachers aren't choosing the profession because of low pay; make it easier to get rid of bad teachers
8. Examples of Type I schools: Big Picture Learning, Sudbury Valley School, The Tinkering School, Puget Sound Community School, Montessori schools
9. Unschooling -- no formal curriculum, just learn and explore what interest kids
10. Turn students into teachers

The Type I Reading List: 15 Essential Books

1. Finite and Infinite Games: A Vision of Life as Play and Possibility (James Carse)
2. Talent is Overrated: What Really Separates World-Class Performers from Everybody Else (Geoff Colvin)
3. Flow: The Psychology of Optimal Experience (Mihaly Csikszentmihalyi)
4. Why We Do What We Do: Understanding Self-Motivation (Edward Deci, Richard Flaste)
5. Mindset: The New Psychology of Success (Carol Dweck)
6. Then We Came to the End (Joshua Ferris)
7. Good Work: When Excellence and Ethics Meet (Howard Gardner, Mihaly Csikszentmihalyi, William Damon)
8. Outliers: The Story of Success (Malcolm Gladwell)
9. Team of Rivals: The Political Genius of Abraham Lincoln (Doris Goodwin)
10. The Amateurs: The Story of Four Young Men and Their Quest for an Olympic Gold Medal (David Halberstam)
11. Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes (Alfie Kohn)
12. Once a Runner (John Parker, Jr.)
13. The War of Art: Break Through the Blocks and Win Your Inner Creative Battles (Steven Pressfield)
14. Maverick: The Success Story Behind the World's Most Unusual Workplace (Ricardo Semler)
15. The Fifth Discipline: The Art and Practice of the Learning Organization (Peter Senge)

Listen to the Gurus: 7 Business Thinkers Who Get It

1. Douglas McGregor
 - a. Known for: Theory X vs. Theory Y
 - b. Idea: People take responsibility if you stop micromanaging
2. Peter Drucker
 - a. Known for: Self-management
 - b. Idea: What am I going to focus on? What results can be expected for which I should be held accountable? By what deadline?
3. W. Edwards Deming
 - a. Known for: Continual improvement

- b. Idea: Power of intrinsic motivation, dignity, cooperation, curiosity, and joy of learning
- 4. Frederick Herzberg
 - a. Known for: Motivation hygiene theory
- 5. Jim Collins
 - a. Known for: Self-motivation and greatness
 - b. Ideas
 - i. Lead with questions, not answers
 - ii. engage in dialogue and debate, not coercion
 - iii. conduct autopsies without blame
 - iv. build red-flag mechanisms
- 6. Cali Ressler and Jody Thompson
 - a. Known for: results-oriented work environment
 - b. Examples of ROWE
 - i. Don't do things that waste your time, customer's time, or company's time
 - ii. work any way you want
 - iii. meetings optional
 - iv. no schedules
- 7. Gary Hamel
 - a. Known for: Management is an outdated technology
 - b. Idea: Ask people why we need more performance from our employees. What's the purpose?

The Type I Fitness Plan: 4 Tips for Getting (and Staying) Motivated to Exercise

1. Set your own goals
2. Ditch the treadmill (walk outside)
3. Keep mastery in mind
4. Reward yourself, but not with carrot/stick (use "now-that" rewards, or accountability to others)