

DRIVE
by Daniel Pink
Riverhead Books, 2009

- In the first ten years of this century – a period of truly staggering underachievement in business, technology and social progress – we have discovered that this sturdy, old operating system does not work nearly as well.
- Open source: Firefox, Linux, Apache
- Economics is not the study of money; it is the study of behavior.
- In 2002, the Nobel Foundation awarded its prize in economics to a guy who was not even an economist. They gave him the field’s highest honor largely for revealing that we were not always rational calculators of our economic self-interest and that the parties often did not bargain to a wealth-maximizing result. This work by Daniel Kahneman, an American psychologist and Israeli Amos Tversky, helped force a change in how we think about what we do. And one of the implications of this new way of thinking is that it calls into question many of the assumptions of Motivation 2.0.
- An algorithmic task is one in which you follow a setoff established instructions down a single pathway to one conclusion. That is, there is an algorithm for solving it. A heuristic task is the opposite. Precisely because no algorithm exists for it, you have to experiment with possibilities and devise a novel solution.
- McKinsey &CO. estimates that in the U.S. only 30% of job growth now comes from algorithmic work, while 70 % comes from heuristic work. A key reason: Routine work can be outsourced or automated; artistic, empathic, non-routine work generally cannot. The implications for motivation are vast. Researchers such as Harvard Business School’s Teresa Amabile have found that external rewards and punishments – both carrots and sticks can work nicely for algorithmic tasks, but they can be devastating for heuristic ones.
- Intrinsic motivation is conducive to creativity; controlling extrinsic motivation is detrimental to creativity. In other words, the central tenets of Motivation 2.0 may actually impair performance of the heuristic, right-brain work on which modern economies depend.
- Rewards can perform a weird sort of behavioral alchemy: They can transform an interesting task into a drudge. They can turn play into work.
- Only contingent rewards, “if you do this, then you will get that”, had the negative effect. Why: “If-then” rewards require people to forfeit some of their autonomy.
- Rewards narrow our focus. That is helpful when there is a clear path to a solution. They help us stare ahead and race faster. But, “if-then” motivators are terrible for challenges that require creativity. The rewards narrow people’s focus and blinker the wide view that might have allowed them to see new uses for old objects.
- 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.
- Rewards are addictive in that once offered, a contingent reward makes an agent expect it whenever a similar task is faced, which in turn compels the principal to use rewards over and over again. Before long, the existing reward may no longer suffice. It will quickly feel less like a bonus and ore like the status quo – which then forces the principal to offer larger rewards to achieve the same effect.

- Rewards can limit the breadth and depth of our thinking. They can focus our sights on only what is immediately before us rather than what is off in the distance.
- In environments where extrinsic rewards are most salient, many people work only to the point that triggers the reward and no further. So, if students get a prize for reading three books, many won't pick up a fourth, let alone embark on a life time of reading.
- 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 crowd out good behavior.
 5. They can encourage cheating, shortcuts, and unethical behavior.
 6. They can become addictive.
 7. They can foster short-term thinking.
- For routine tasks, which are not very interesting and do not demand much creative thinking, rewards can provide a small motivational booster shot without the harmful side effects.
- Rewards do not undermine people's intrinsic motivation for dull tasks because there is little or no intrinsic motivation to be undermined.
- Rewards for assignments that neither inspire deep passion nor require deep thinking can be successful, but should be supplemented by three practices
 1. Offer a rationale for why the task is necessary.
 2. Acknowledge that the task is boring.
 3. Allow people to complete the task their own way.
- Any extrinsic reward should be unexpected and offered only after the task is complete.
- Where if-then rewards are a mistake, shift to "now that" rewards.
- Consider non-tangible rewards such as praise and positive feedback.
- Provide useful information when giving praise or feedback.
- Self-Determination Theory: We have three needs – competence, autonomy, and relatedness.
 - Martin Seligman: Helplessness is a learned rather than an innate behavior.
 - Mihaly Csikszentmihalyi
 - Carol Dweck
 - Amabile – Harvard
 - Roland Benabou
 - Bruno Frey
 - Howard Gardner
 - Robert Sternberg
- Motivation 2.0 operating system depended on and fostered Type X behavior which is fueled more by extrinsic desires than intrinsic ones. It concerns itself less with the inherent satisfaction of an activity and more with the external rewards to which that activity leads.
- The Motivation 3.0 operating system upgrade that is needed to meet the new realities of how we organize, think about, and do what we do, depends on Type I behavior which is fueled more by intrinsic desires than extrinsic ones. It concerns itself with the external rewards to which an activity leads and more with the inherent satisfaction of the activity itself.
- Type I behavior is made, not born. These behavioral patterns are not fixed traits. They are proclivities that emerge from circumstance, experience, and context.
- Type I's almost always outperform Type Xs in the long run.
- Type I behavior does not disdain money or recognition.

- If an organization does not pay an employee adequately or equitable amounts as other organizations, the employee's motivation will drop regardless of whether or not s/he is type I or X.
- Type I behavior is a renewable resource.
- Type I behavior promotes greater physical and mental well-being.
- Autonomy is different from independence. It is not the rugged, go it alone, rely on nobody individualism of the American cowboy. It means acting with choice which means we can be both autonomous and happily interdependent.
- According to a cluster of recent behavioral science studies, autonomous motivation promotes greater conceptual understanding, better grades, enhanced persistence at school and in sporting activities, higher productivity, less burnout, and greater levels of psychological well-being.
- Type one behavior emerges when people have autonomy over the task, their time, their technique, and their team.
- In the past, work was defined primarily by putting in time, and secondarily on getting results. We need to flip that model.
- We are designed to be Type I, but outside forces including the very idea that we need to be managed have conspired to change our default setting and turn us into Type X.
- Control leads to compliance; autonomy leads to engagement.
- Mastery is the desire to bet better and better at something that matters.
- Where Motivation 2.0 sought compliance, Motivation 3.0 seeks engagement. Only engagement can produce mastery.
- Dweck's signature insight is that what people believe shapes what people achieve. Mastery is a mindset.
- Dweck found that giving children a performance goal (say, getting a high mark on a test) was effective for relatively straight-forward problems, but often inhibited children's ability to apply the concepts to new situations.
- With a learning goal, students do not have to feel that they are already good at something in order to hang in and keep trying. After all, their goal is to learn, not to prove that they are smart.
- Kids with learning goals recognize that setbacks are inevitable on the road to mastery and that they could even be guideposts for the journey.
- The best predictor of success, the researchers found, was the prospective cadets' ratings on a non-cognitive, nonphysical trait known as "grit" – defined as perseverance and passion for long-term goals.
- Mastery is a pain.
- Whereas the importance of working harder is easily apprehended, the importance of working longer without switching objectives may be less perceptible – in every field, grit may be as essential as talent to high accomplishment.
- Mastery is an asymptote. You can approach it. You can home in on it. You can get really close to it. But you can never touch it. The joy is in the pursuit more than the realization. In the end, mastery attracts precisely because mastery eludes.
- One of Csikszentmihlyi's more surprising findings is that people are much more likely to reach that flow state at work than in leisure. Work can often have the structure of other autotelic experiences: clear goals, immediate feedback, challenges well matched to our abilities. And when it does, we don't just enjoy it more, we do it better.
- Purpose provides activation energy for living.
- In a curious way, age is simpler than youth, for it has so many fewer options. Stanley Kunitz, U.S. Poet laureate

- Motivation 3.0 does not reject profits, but it places equal emphasis on purpose maximization.
- Motivation 3.0 companies' goal is to pursue purpose and to use profit as the catalyst rather than the objective.
- Fealty
- Failing to understand this conundrum – that satisfaction depends not merely on having goals, but on having the right goals – can lead sensible people down self-destructive paths.
- We know that the richest experiences in our lives are not when we are clamoring for validation from others, but when we are listening to our own voice – doing something that matters, doing it well, and doing it in the service of a cause larger than ourselves.
- One way to orient your life toward greater purpose is to think about a sentence that describes your purpose. E.g. Abraham Lincoln preserved the union and freed the slaves.
- Franklin Roosevelt lifted us out of a great depression and helped us win a world war.
- As the small question: Was I better today than yesterday?
- Give yourself a performance review.
- Move closer to mastery
 1. Remember that deliberate practice has one objective: to improve performance.
 2. Repeat, repeat, repeat
 3. Seek constant, critical feedback
 4. Focus ruthlessly on where you need help.
 5. Prepare for the process to be mentally and physically exhausting
- Take three steps toward giving up control
 1. Involve people in goal setting
 2. Use non-controlling language
 3. Hold office hours
- Give a FedEx Day: Set aside an entire day where employees can work on anything they choose, however, they want, with whomever they would like. Make sure they have the tools and resources they need. Impose just one rule: People must deliver something – a new idea, a prototype of a product, a better internal process – the following day.
- Real challenges are far more invigorating than controlled leisure.
- The more prominent salary, perks, and benefits are in someone's work life, the more they can inhibit creativity and unravel performance.
- Paying great people a little more than the market demands, Akerlof and Yellen found, could attract better talent, reduce turnover, and boost productivity and morale. Higher wages could actually reduce a company's costs.
- If you use performance metrics, make them wide-ranging, relevant, and hard to game.
- We are bribing students into compliance instead of challenging them into engagement.
- Praise effort and strategy, not intelligence.
- Make praise specific
- Praise in private
- Offer praise only when there is a good reason for it.
- www.bigpicture.org
- www.sudval.org
- www.tinkeringschool.com
- www.unschooling.com
- www.sandradodd.com/unschooling