

# Drive

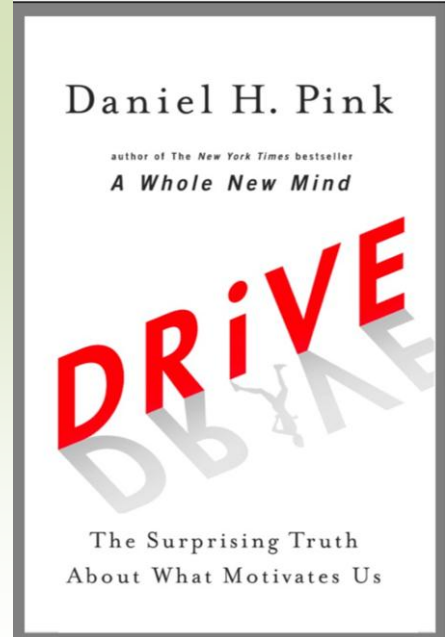
## Daniel Pink

Pink, D. H. (2009). *Drive: The Surprising Truth About What Motivates Us*. New York, NY: Riverhead Books.

## An Overview

*Drive*, authored by Daniel Pink, has been receiving considerable praise from the business world since its debut in 2009. Pink sets a new standard for what, exactly, it takes to motivate people in the 21<sup>st</sup> century; this modern 'operating system' is referred to as *Motivation 3.0*. Motivation 3.0 encourages leaders of our world today to shift away from traditional means of motivating, such as empty rewards and punishments, and move closer to a model that embraces autonomy, mastery, and purpose. In this book, Pink offers practical solutions and strategies for leaders to make the transition from *Motivation 2.0*, the current 'operating system' of our business world, to Motivation 3.0 as efficiently as possible.

**DRIVE**  
THE SURPRISING TRUTH ABOUT WHAT MOTIVATES US



## Contents

Introduction

### Part One: "A New Operating System"

Chapter One: "The Rise and Fall of Motivation 2.0"

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

Chapter Two A: "...and the Special Circumstances When They Do"

Chapter Three: "Type I and Type X"

### Part Two: "The Three Elements"

Chapter Four: "Autonomy"

Chapter Five: "Mastery"

Chapter Six: "Purpose"

### Part Three: "The Type I Tool Kit"



Daniel Pink is a political advocate and world renowned author who has published four provocative books, two of which have been named *New York Times* bestsellers. Pink received a Bachelor of Arts from Northwestern University and a Juris Doctorate from Yale Law School. Although Pink has never formally practised law, he was involved in the legal and political realm of the United States of America's government. Pink served in the White House in the late 1990s, first as an aide to U.S. Labor Secretary Robert Reich, and secondly as the chief speechwriter to Vice President Al Gore. Pink has long since retired from his position in the

White House and has since dedicated his life to his passion to write. Some of his works include *A Whole New Mind*, *Drive*, *The Adventures of Johnny Bunko*, and *Free Agent*. Pink has also authored several articles that focus on business and technological leadership, economic transformation, and 'the new workplace environment' in the 21<sup>st</sup> century; Pink has addressed these topics during lectures to corporations and universities around the world and in broadcasts on several of the world's leading networks. Pink now resides in Washington, DC, with his wife and children.

*Out:think.* (2012). Daniel H. Pink. Retrieved March 18<sup>th</sup>, 2012, from <http://www.danpink.com/>

*"...our third drive [is] our innate need to direct our own lives, to learn and create new things, and to do better by ourselves and our world." (p. 10)*

## Glossary:

### **Motivation 1.0, 2.0, and 3.0:**

The motivational operating systems, or sets of assumptions and protocols, about how the world works and how humans behave, that run beneath our laws, economic arrangements, and business practises. Motivation 1.0 presumed that humans were biological creatures, struggling for survival. Motivation 2.0 presumed that humans also responded to rewards and punishments in their environment. Motivation 3.0, the upgrade we now need, presumes that humans also have a third drive—to learn, to create, and to better the world (p. 210).

## Introduction

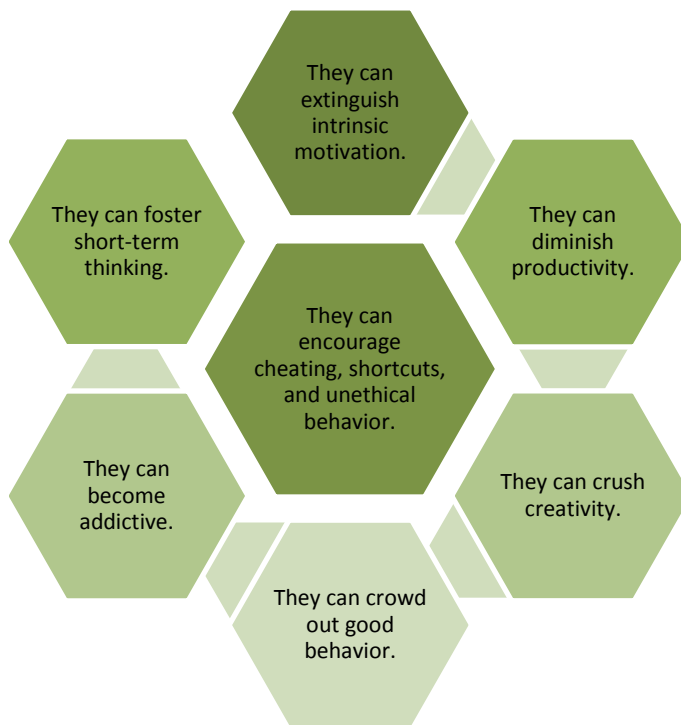
Throughout history, behavioural scientists have focused on two main internal drives that all humans possess: a biological drive for food, water, and sex, and a drive to receive rewards and avoid punishments by behaving in prescribed ways. However, Harry Harlow and Edward Deci have identified a third drive which implicates that all humans have a drive to perform tasks purely for the sake of enjoyment and internal reward. Harlow and Deci's discoveries contrasted many of the traditional theories that characterized the scientific world at the time and almost all behavioural theorists were skeptical of their research.

## Part One: "A New Operating System"

### Chapter One: "The Rise and Fall of Motivation 2.0"

The earliest form of human motivation existed as the mere drive to survive, or, as Pink refers to it, operating system *Motivation 1.0*. As humans formed more complex societies, the second drive, to seek reward and avoid punishment, came to the forefront of social relations and Motivation 1.0 evolved into *Motivation 2.0*. This operating system fueled economic progress and many business leaders adopted the reward and punishment, or carrot and stick, model in an effort to increase productivity. However, in the late 1960s, Douglas MacGregor incorporated Abraham Maslow's humanistic psychology into the business sector to demonstrate how business leaders could increase productivity by acknowledging the reality that employees did indeed have more complex internal drives that needed to be fostered; this marked the birth of operating system *Motivation 2.1*.

As the 21<sup>st</sup> century unfolds, operating system *Motivation 2.1* is becoming increasingly outdated for several significant reasons. Pink (2009) argues that Motivation 2.1 is incompatible with our current society because of "...how we organize what we do, how we think about what we do, and how we do what we do" (p. 21). Pink uses open source web resources as an example of this misalignment. In traditional theory, business leaders would have to rely strictly on external motivators, such as rewards or punishments, in order to motivator his or her employees to complete projects of this nature. However, as open source web resources demonstrate, more individuals are developing projects for the sake of enjoyment, mastering challenges, and / or giving back to the larger community. The principle underlying these initiatives, as stated by Pink, is 'purpose maximization' as opposed to 'profit maximization.'



### ***Carrots and Sticks: The Seven Deadly Flaws***

## Chapter Two A: "...and the Special Circumstances When They do"

Although extrinsic motivators can be detrimental, Pink recognizes that there are certain occasions when this type of motivation may be used effectively. Pink argues that before a business leader can address the idea of extrinsic motivators, he or she needs to insure that the company's baseline rewards, that is wages and benefits, are fair and comparable to other companies' for employees completing work of a relatable nature. The first question leaders must ask before considering an extrinsic motivator is, "Is the task at hand routine?" If the task is routine and does not require creative, higher-level thinking, rewards can be used. In this particular case, Pink suggests that you always supplement your rewards with these essential practices: offering a rationale as to why the task is significant while also acknowledging that the task may be boring, and allowing individuals to complete the routine task in his or her own unique way. The most important aspect of offering rewards, as Pink suggests, is to offer rewards unexpectedly and only after the task is complete; these awards are known as 'now-that' rewards, as in 'now that you have finished.' Pink suggests that 'now-that' rewards be used strategically and sporadically as to not create a level of dependency on or expectancy of such rewards by employees.

Pink also encourages business leaders to offer nontangible rewards such as praise and positive and meaningful feedback as these types of rewards can significantly influence intrinsic motivation in the workplace.

*"If-then rewards usually do more harm than good. By neglecting the ingredients of genuine motivation—autonomy, mastery, and purpose—they limit what each of us can achieve." (p. 49)*

## Chapter Two: "Seven Reasons Carrots and Sticks (Often) Don't Work"

Extrinsic motivators, such as rewards and punishments, can often have a negative influence on workplace attitudes and behaviours rather than the intended result of an increase in productivity. One such trend, often referred to as the Sawyer Effect, addresses the reality that some rewards can transform interesting tasks into 'work' and lessen creativity and intrinsic motivation. Pink argues that the presence of 'if-then' rewards forces employees to surrender a degree of autonomy and, as a result, their intrinsic motivation naturally decreases. It is also important to note that higher 'if-then' rewards do not necessarily lead to improved performance or work habit—in fact, they often stifle creativity and narrow focus. Moreover, rewards and punishments can increase unethical behaviours and addictive tendencies, as well as encourage short-term thinking rather than long-term, reflective decision-making.

### Glossary:

**Sawyer Effect:** A weird behavioural alchemy inspired by the scene in *The Adventures of Tom Sawyer* in which Tom and friends whitewash Aunt Polly's fence. This effect has two aspects. The negative: Rewards can turn play into work. The positive: Focusing on mastery can turn work into play (p. 211).

**"If-Then" Rewards:** Rewards offered as contingencies—as in, "If you do this, then you'll get that." For routine tasks, "if-then" rewards can sometimes be effective. For creative, conceptual tasks, they invariably do more harm than good (p. 210).



## Chapter Three: “Type I and Type X”

Self-Determination Theory, as defined by Edward Deci and Richard Ryan, states that all humans have three universal needs: competence, autonomy, and relatedness. Deci and Ryan believe that when these three needs are in balance, individuals are happy, motivated, and, thus, productive. When these needs are not balanced, however, individuals experience a decline in these characteristics.

Self-Determination Theory inspired Pink to analyze the differences between individuals who focus on extrinsic motivators and those who are driven more by intrinsic factors. Pink discovered that the Motivation 2.0 operating system that our current society is built on fosters Type X attitudes and behaviours, which focus predominantly on extrinsic rewards, while the more modern, Motivation 3.0 system depends on Type I behaviours, which are fueled by intrinsic desires. According to several Self-Determination Theory researchers, individuals who are oriented towards intrinsic motivators have higher confidence, better interpersonal skills, and greater overall sense of their personal well-being than their Type X counterparts.

*Type I behaviour is made, not born.*

*Type I's almost always outperform Type X's in the long run.*

*Type I behaviour does not disdain money or recognition if baseline rewards are unfair.*

*Type I behaviour is a renewable resource.*

*Type I behaviour promotes greater physical and mental well-being.*

*“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.” (p. 73)*



## Glossary

**Baseline Rewards:** Salary, contract payments, benefits, and a few perks that represent the floor for compensation. If someone’s baseline rewards aren’t adequate or equitable, her focus will be on the unfairness of her situation or the anxiety of her circumstance, making motivation of any sort extremely difficult (p. 209).

**Non-Routine Work:** Creative, conceptual, right-brain work that can’t be reduced to a set of rules (p. 210).

**Routine Work:** Work that can be reduced to a script, a spec sheet, a formula, or a set of instructions. External rewards can be effective in motivating routine tasks. But because such algorithmic, rule-based, left-brain work has become easier to send offshore and to automate, this type of work has become less valuable and less important to advanced economies (p. 211).

**“Now-That” Rewards:** Rewards offered after a task has been completed—as in “Now that you’ve done such a great job, let’s acknowledge the achievement.” “Now-that” rewards, while tricky, are less perilous for non-routine tasks than “if-then” rewards (p. 210).

**Type I Behaviour:** A way of thinking and an approach to life built around intrinsic, rather than extrinsic, motivators. It is powered by our innate need to direct our own lives, to learn and create new things, and to do better by ourselves and our world (p. 211).

**Type X Behaviour:** Behaviour that is fueled more by extrinsic desires than intrinsic ones and that concerns itself less with the inherent satisfaction of an activity and more with the external rewards to which that activity leads (p. 211).

### Glossary:

**FedEx Days:** Created by the Australian software company *Atlassian*, these one-day bursts of autonomy allow employees to tackle any problem they want—and then show the results to the rest of the company at the end of twenty-four hours. Why the name? Because you have to deliver something overnight (p. 209).

**Results-Only Work Environment (ROWE):** The brainchild of two American consultants, a ROWE is a workplace in which employees don't have schedules. They don't have to be in the office at a certain time or any time. They just have to get their work done (p. 210 - 211).

**20 Percent Time:** An initiative in place at a few companies in which employees can spend 20 percent of their time working on any project they choose (p. 211).

### Laws of Mastery

Mastery is  
a Mindset

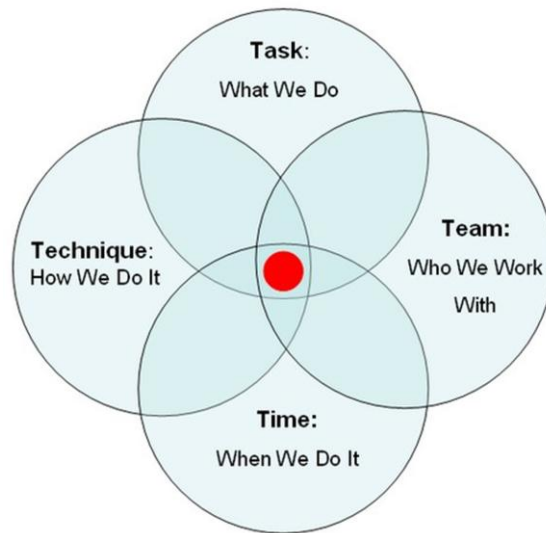
Mastery is  
a Pain

Mastery is  
an  
Asymptote

## Part Two: “The Three Elements”

### Chapter Four: “Autonomy”

The current operating system of Motivation 2.0 is built on the faulty assumption that to be successful in the business sector, leaders need to use rewards and punishments to motivate his or her employees to complete their work. Moreover, this faulty premise also supports the idea that once employees have started their work, they require constant supervision and firm guidance to remain on task. Motivation 3.0, however, is built upon ideals of autonomous decision making and self-direction—both of which involve “behaving with a full sense of volition and choice” (Pink, 2009, p. 90). Motivation 3.0 requires business leaders to rid of traditional ‘management’ roles and shift towards ‘self-direction’ whereby employees have autonomy over the following four aspects of their work: *what people do (task), when they do it (time), how they do it (technique), and whom they do it with (team)* (Pink, 2009, p. 93-94).



### Chapter Five: “Mastery”

The second fundamental principle of Motivation 3.0 is mastery, which is the desire to improve a certain skill or performance. In the pursuit of mastery, individuals become genuinely engaged with the task at hand. The goal is to seek improvement in tasks that are intrinsically fulfilling; in a sense, participating in the activity is its own reward in Motivation 3.0. Behavioural theorist Mihaly Csikszentmihalyi defined this deep engagement with a particular activity as ‘flow.’ In the state of flow, individuals feel that the task at hand is neither overtly challenging nor too easy, and feel totally engrossed in the activity before them.

After analyzing several workplace environments, Pink identified task anxiety as one of the leading causes of employee dissatisfaction. That is, when individuals felt as if their assigned tasks presented a mismatch between their realistic capabilities and their expected capabilities, employees felt a considerable increase in anxiety. Other employees felt as if their actual capabilities were undermined and the lower-level tasks they were assigned resulted in boredom and disengagement. Altogether, mastery is dependent upon three basic laws, as defined by world-renowned researcher Carol Dweck: mastery is a mindset, mastery is a pain, and mastery is an asymptote (please see glossary on following page for a definition).



## Chapter Six: “Purpose”

Autonomy and mastery, the first two fundamental principles of Motivation 3.0, are dependent on one final principle: that is, the principle of purpose. In this sense, Pink defines purpose as the driving force behind a task that is performed in the service of others or for a greater purpose or objective. If individuals in the workplace or organization feel as if their tasks help to improve the lives of others or help others to learn or grow in meaningful ways, employees feel a stronger motivation to complete their tasks effectively and efficiently.

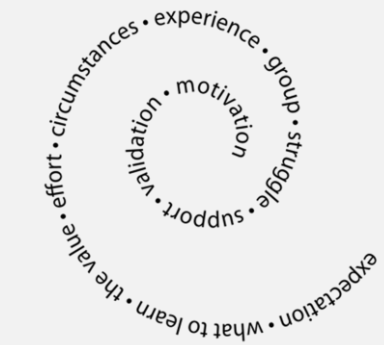
*“The science shows that the secret to high performance is not our biological drive or our reward and punishment drive, but our third drive—our deep-seated desire to direct our own lives, to extend and expand our abilities, and to live a life of purpose.” (p. 145)*

## Part Three: “The Type I Toolkit”

### Type I for Organizations:

#### Nine Ways to Improve your Company, Office, or Group

1. Try ‘20 Percent Time’ With Training Wheels
2. Encourage Peer-to-Peer ‘Now-That’ Rewards
3. Conduct an Autonomy Audit
4. Take Three Steps Toward Giving up Control
5. Play ‘Whose Purpose is it Anyway?’
6. Use Reich’s Pronoun Test
7. Design for Intrinsic Motivation
8. Promote Goldilocks for Groups
9. Turn your Next Off-Site into a FedEx Day



## Glossary

**Goldilocks Tasks:** The sweet spot where tasks are neither too easy nor too hard. Essential to reaching the state of “flow” and to achieving mastery (p. 209).

**Mastery Asymptote:** The knowledge that full mastery can never be realized, which is what makes its pursuit simultaneously alluring and frustrating (p. 210).

*“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 impoverished*

*existence if you were not*

*willing to value things and*

*commit yourself to working*

*toward them.” – Carol Dweck*

# Application to Theory and Practice

Throughout the Educational Administration 424 course, we have discussed, in great detail, what it means to be a ‘diligent leader.’ The business leader of Pink’s Motivation 3.0 operating system mirrors the ideals of diligent leadership. That is, effective leaders recognize that each individual in an organization has unique skills and talents that have to be recognized and fostered for the well-being of the individual as well as for the benefit of the organization as a whole. Diligent leaders recognize their own strengths and weaknesses and compliment said characteristics with other individuals’ skillsets. Moreover, as reflected in Pink’s theory, diligent leaders foster autonomy in their constituents, especially in regards to choice of task and technique. A diligent leader understands that each individual is pursuing mastery of some nature and degree and will offer support to each constituent on his or her journey towards mastery. Moreover, a diligent leader helps his or her constituents create a common vision, mission statement, or series of goals that define their identity and purpose as an organization. Altogether, the Motivation 3.0 operating system is the ideal model needed to meet the needs of our 21<sup>st</sup> century society and it will take a holistic effort on the part of diligent leaders today to effectively implement a structure of this nature into our institutions.

Moreover, *Drive* also applies to the classroom experience in several unique ways. First and foremost, economists have traditionally considered certain tasks a ‘disutility’—that is, something an individual would avoid unless he or she received an extrinsic award of some nature. This particular theory can be applied to assessment trends in our school divisions today. In traditional classrooms, the focus of assessment has largely been on achievement levels and, more specifically, grades (extrinsic rewards). What current division initiatives are focusing on, however, are lessening the focus on the letter or number grade and increasing the emphasis on the *learning* that is taking place and students’ desire to engage with learning materials that are directly applicable to their own unique life experiences (internal motivation). With this movement, a considerable shift in ‘classroom management’ is occurring; curricula are increasingly focused on inquiry and self-directed learning as opposed to a more traditional, top-down approach to instruction and learning—very much relatable to Motivation 3.0’s ideal workplace environment.

Much like the business leaders of the Motivation 3.0 operating system, many educators today are shifting their focus from compliance toward improving student’s beliefs about autonomy, mastery, and purpose in an effort to enhance life-long learning. In democratic classroom environments across North America, students are given considerable voice and choice in making decisions regarding task, time, technique, and team—all factors originating from Motivation 3.0. Assessment for learning practises dedicate considerable attention to feedback loops and meaningful student reflection on their goals and progress, which are essential features of a mastery-oriented approach to goal setting. Moreover, educators are encouraged to constantly communicate with students the specific purposes for addressing certain materials or performing certain tasks as well as clearly communicating the larger implications of said materials or tasks in a real world setting. As Pink (2009) cites in his book, “...a cluster of recent behavioural science studies [conclude that] autonomous motivation promotes greater conceptual understanding, better grades, enhanced persistence at school and in sporting activities, high productivity, less burnout, and greater levels of psychological well-being” (p. 90-91). Thus, it is crucial that educators continue to shift towards a model such as Motivation 3.0 in an effort to increase autonomy and mastery-oriented learning, and foster a better understanding of real world issues for students in the 21<sup>st</sup> century.

## The Type I Toolkit: Fifteen Essential Books

1. *Finite and Infinite Games: A Vision of Life as Play and Possibility*—James P. Carse
2. *Talent is Overrated: What Really Separates World-Class Performers from Everyone Else*—Geoff Colvin
3. *Flow: The Psychology of Optimal Experience*—Mihaly Csikszentmihalyi
4. *Why We Do What We Do: Understanding Self-Motivation*—Edward L. 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 Kearns 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 L. 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 M. Senge



### The Type I Toolkit:

#### The Zen of Compensation: Paying People the Type I Way:

1. Ensure Internal & External Fairness
2. Pay More Than Average
3. If you Use Performance Metrics, Make Them Wide-Ranging, Relevant, & Hard to Game

## Critical Evaluation

Although *Drive* by Daniel Pink offered a unique perspective of the development of human behaviour and industry, I felt as if his approach to the subject focused largely on the business sector and not on motivation in the universal sense. Most of the research Pink presents is related directly to industry rather than on other important institutions in our world today. Moreover, Pink uses the closing segment of his book to include other areas where intrinsic motivation is crucial, such as in the school or home, or while creating achievable personal goals; his positioning of these significant topics in the closing of the book, rather than intertwining applicable examples throughout his research, offers the reader insight into the perceived importance of such notions to the author and, perhaps, to the larger world.

I also found the language and structure that Pink utilizes to be somewhat elementary; however, he may have done this to create a sense of approachability to his writing to welcome all audiences to take part in reading his work. However, his sense of voice was commendable as it invited the reader to participate in a 'conversation' with the material as opposed to merely reading regurgitated, inaccessible academic jargon.

Lastly, I found some of his suggestions to be highly impractical and, unfortunately, overly utopian for the high-stakes, economically-driven world we populate today. As much as I would like to attempt all of Pink's recommendations, it would not be feasible for me to take a twelve month sabbatical every five years to tour the world—some individuals are just not that privileged.



## The Type I Toolkit: Nine Ideas for Helping Our Kids

1. Apply the Three-Part Type I Test for Homework
  - i. Am I offering students any autonomy over how and when to do this work?
  - ii. Does this assignment promote mastery by offering a novel, engaging task (As opposed to rote reformulation or something already covered in class)?
  - iii. Do my students understand the purpose of this assignment? That is, can they see how doing this additional activity at home contributes to the larger enterprise in which the class is engaged? (p. 175)
2. Have a FedEx Day
3. Try Do It Yourself Report Cards
4. Give your Kids an Allowance and some Chores—but Don't Combine Them
5. Offer Praise...the Right Way
  - i. Praise effort and strategy, not intelligence
  - ii. Make praise specific
  - iii. Praise in private
  - iv. Offer praise only when there's a good reason for it (p. 178-179)
6. Help Kids See the Big Picture
  - i. Why am I learning this?
  - ii. How is it relevant to the world I live in now? (p. 179)
7. Check out other Type I Schools
8. Take a Class from the Unschoolers
  - i. The homeschooling movement has been growing at a remarkable pace over the past twenty years. And the fastest-growing segment of that movement is the "unschoolers"—families that don't use a formal curriculum and instead allow their children to explore and learn what interests them. Unschoolers have been among the first to adopt a Type I approach to education. They promote autonomy by allowing youngsters to decide what they learn and how they learn it. They encourage mastery by allowing children to spend as long as they'd like and to go as deep as they desire on the topics that interest them (Pink, 2009, p. 183).
9. Turn Students into Teachers

## Discussion Questions

Which aspects of Pink's Motivation 3.0 resonate with you personally? Why?

How might you include autonomy, mastery, and purpose in your own philosophy of leadership?

As a classroom teacher, how might you apply autonomy, mastery, and purpose to your approach to planning learning activities and assessing student knowledge?



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Out:think. (2012). *Daniel H. Pink*. Retrieved March 18<sup>th</sup>, 2012, from <http://www.danpink.com/>

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