

Daniel H. Pink

author of the *New York Times* bestseller

A Whole New Mind

DRiVE



The Surprising Truth
About What Motivates Us

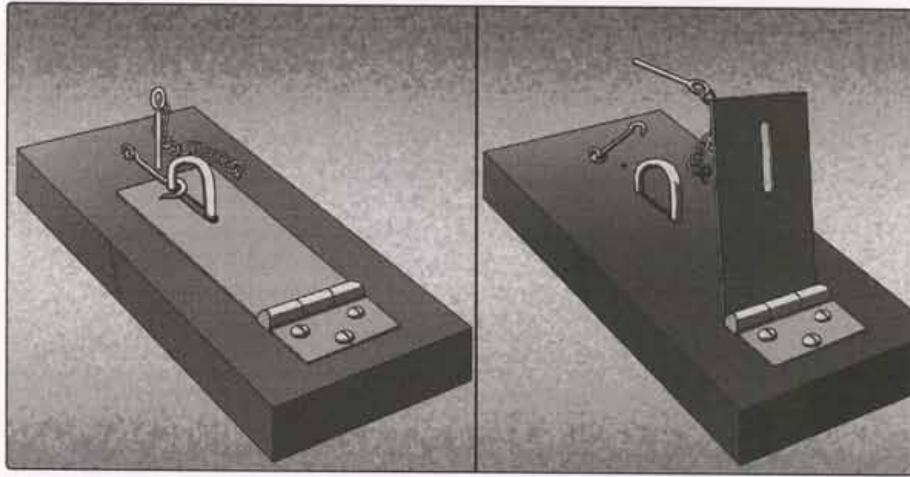
INTRODUCTION

The Puzzling Puzzles of Harry Harlow and Edward Deci

In the middle of the last century, two young scientists conducted experiments that should have changed the world—but did not.

Harry F. Harlow was a professor of psychology at the University of Wisconsin who, in the 1940s, established one of the world's first laboratories for studying primate behavior. One day in 1949, Harlow and two colleagues gathered eight rhesus monkeys for a two-week experiment on learning. The researchers devised a simple mechanical puzzle like the one pictured on the next page. Solving it required three steps: pull out the vertical pin, undo the hook, and lift the hinged cover. Pretty easy for you and me, far more challenging for a thirteen-pound lab monkey.

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Harlow's puzzle in the starting (left) and solved (right) positions.

The experimenters placed the puzzles in the monkeys' cages to observe how they reacted—and to prepare them for tests of their problem-solving prowess at the end of the two weeks. But almost immediately, something strange happened. Unbidden by any outside urging and unprompted by the experimenters, the monkeys began playing with the puzzles with focus, determination, and what looked like enjoyment. And in short order, they began figuring out how the contraptions worked. By the time Harlow tested the monkeys on days 13 and 14 of the experiment, the primates had become quite adept. They solved the puzzles frequently and quickly; two-thirds of the time they cracked the code in less than sixty seconds.

Now, this was a bit odd. Nobody had taught the monkeys how to remove the pin, slide the hook, and open the cover. Nobody had rewarded them with food, affection, or even quiet applause when they succeeded. And that ran counter to the accepted notions of how primates—including the bigger-brained, less hairy primates known as human beings—behaved.

Scientists then knew that two main drives powered behavior. The

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first was the biological drive. Humans and other animals ate to sate their hunger, drank to quench their thirst, and copulated to satisfy their carnal urges. But that wasn't happening here. "Solution did not lead to food, water, or sex gratification," Harlow reported.¹

But the only other known drive also failed to explain the monkeys' peculiar behavior. If biological motivations came from within, this second drive came from without—the rewards and punishments the environment delivered for behaving in certain ways. This was certainly true for humans, who responded exquisitely to such external forces. If you promised to raise our pay, we'd work harder. If you held out the prospect of getting an A on the test, we'd study longer. If you threatened to dock us for showing up late or for incorrectly completing a form, we'd arrive on time and tick every box. But that didn't account for the monkeys' actions either. As Harlow wrote, and you can almost hear him scratching his head, "The behavior obtained in this investigation poses some interesting questions for motivation theory, since significant learning was attained and efficient performance maintained without resort to special or extrinsic incentives."

What else could it be?

To answer the question, Harlow offered a novel theory—what amounted to a *third* drive: "The performance of the task," he said, "provided intrinsic reward." The monkeys solved the puzzles simply because they found it gratifying to solve puzzles. They enjoyed it. The joy of the task was its own reward.

If this notion was radical, what happened next only deepened the confusion and controversy. Perhaps this newly discovered drive—Harlow eventually called it "intrinsic motivation"—was real. But surely it was subordinate to the other two drives. If the monkeys were rewarded—with raisins!—for solving the puzzles, they'd no doubt perform even better. Yet when Harlow tested that approach, the monkeys actually made *more* errors and solved the puzzles *less*

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frequently. "Introduction of food in the present experiment," Harlow wrote, "served to disrupt performance, a phenomenon not reported in the literature."

Now, this was *really* odd. In scientific terms, it was akin to rolling a steel ball down an inclined plane to measure its velocity—only to watch the ball float into the air instead. It suggested that our understanding of the gravitational pulls on our behavior was inadequate—that what we thought were fixed laws had plenty of loopholes. Harlow emphasized the "strength and persistence" of the monkeys' drive to complete the puzzles. Then he noted:

It would appear that this drive . . . may be as basic and strong as the [other] drives. Furthermore, there is some reason to believe that [it] can be as efficient in facilitating learning.²

At the time, however, the prevailing two drives held a tight grip on scientific thinking. So Harlow sounded the alarm. He urged scientists to "close down large sections of our theoretical junkyard" and offer fresher, more accurate accounts of human behavior.³ He warned that our explanation of why we did what we did was incomplete. He said that to truly understand the human condition, we had to take account of this third drive.

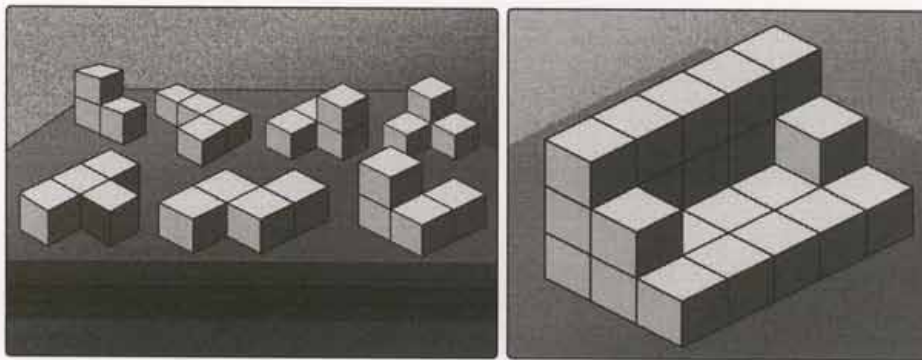
Then he pretty much dropped the whole idea.

Rather than battle the establishment and begin offering a more complete view of motivation, Harlow abandoned this contentious line of research and later became famous for studies on the science of affection.⁴ His notion of this third drive bounced around the psychological literature, but it remained on the periphery—of behavioral science and of our understanding of ourselves. It would be two decades before another scientist picked up the thread that Harlow had so provocatively left on that Wisconsin laboratory table.

The Puzzling Puzzles of Harry Harlow and Edward Deci

In the summer of 1969, Edward Deci was a Carnegie Mellon University psychology graduate student in search of a dissertation topic. Deci, who had already earned an MBA from Wharton, was intrigued by motivation but suspected that scholars and businesspeople had misunderstood it. So, tearing a page from the Harlow playbook, he set out to study the topic with the help of a puzzle.

Deci chose the Soma puzzle cube, a then popular Parker Brothers offering that, thanks to YouTube, retains something of a cult following today. The puzzle, shown below, consists of seven plastic pieces—six comprising four one-inch cubes, one comprising three one-inch cubes. Players can assemble the seven pieces into a few million possible combinations—from abstract shapes to recognizable objects.



The seven pieces of the Soma puzzle unassembled (left) and then fashioned into one of several million possible configurations.

For the study, Deci divided participants, male and female university students, into an experimental group (what I'll call Group A) and a control group (what I'll call Group B). Each participated in three one-hour sessions held on consecutive days.

Here's how the sessions worked: Each participant entered a room and sat at a table on top of which were the seven Soma puzzle pieces,

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drawings of three puzzle configurations, and copies of *Time*, *The New Yorker*, and *Playboy*. (Hey, it was 1969.) Deci sat on the opposite end of the table to explain the instructions and to time performance with a stopwatch.

In the first session, members of both groups had to assemble the Soma pieces to replicate the configurations before them. In the second session, they did the same thing with different drawings—only this time Deci told Group A that they'd be paid \$1 (the equivalent of nearly \$6 today) for every configuration they successfully reproduced. Group B, meanwhile, got new drawings but no pay. Finally, in the third session, both groups received new drawings and had to reproduce them for no compensation, just as in session one. (See the table below.)

HOW THE TWO GROUPS WERE TREATED

	Day 1	Day 2	Day 3
Group A	<i>No reward</i>	<i>Reward</i>	<i>No reward</i>
Group B	<i>No reward</i>	<i>No reward</i>	<i>No reward</i>

The twist came midway through each session. After a participant had assembled the Soma puzzle pieces to match two of the three drawings, Deci halted the proceedings. He said that he was going to give them a fourth drawing—but to choose the right one, he needed to feed their completion times into a computer. And—this being the late 1960s, when room-straddling mainframes were the norm and desktop PCs were still a decade away—that meant he had to leave for a little while.

On the way out, he said, "I shall be gone only a few minutes, you

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may do whatever you like while I'm gone." But Deci wasn't really plugging numbers into an ancient teletype. Instead, he walked to an adjoining room connected to the experiment room by a one-way window. Then, for exactly eight minutes, he watched what people did when left alone. Did they continue fiddling with the puzzle, perhaps attempting to reproduce the third drawing? Or did they do something else—page through the magazines, check out the center-fold, stare into space, catch a quick nap?

In the first session, not surprisingly, there wasn't much difference between what the Group A and Group B participants did during that secretly watched eight-minute free-choice period. Both continued playing with the puzzle, on average, for between three and a half and four minutes, suggesting they found it at least somewhat interesting.

On the second day, during which Group A participants were paid for each successful configuration and Group B participants were not, the unpaid group behaved mostly as they had during the first free-choice period. But the paid group suddenly got *really* interested in Soma puzzles. On average, the people in Group A spent more than five minutes messing with the puzzle, perhaps getting a head start on that third challenge or gearing up for the chance to earn some beer money when Deci returned. This makes intuitive sense, right? It's consistent with what we believe about motivation: Reward me and I'll work harder.

Yet what happened on the third day confirmed Deci's own suspicions about the peculiar workings of motivation—and gently called into question a guiding premise of modern life. This time, Deci told the participants in Group A that there was only enough money to pay them for one day and that this third session would therefore be unpaid. Then things unfolded just as before—two puzzles, followed by Deci's interruption.

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During the ensuing eight-minute free-choice period, the subjects in the never-been-paid Group B actually played with the puzzle for a little longer than they had in previous sessions. Maybe they were becoming ever more engaged; maybe it was just a statistical quirk. But the subjects in Group A, who previously had been paid, responded differently. They now spent significantly *less* time playing with the puzzle—not only about two minutes less than during their paid session, but about a full minute less than in the first session when they initially encountered, and obviously enjoyed, the puzzles.

In an echo of what Harlow discovered two decades earlier, Deci revealed that human motivation seemed to operate by laws that ran counter to what most scientists and citizens believed. From the office to the playing field, we knew what got people going. Rewards—especially cold, hard cash—intensified interest and enhanced performance. What Deci found, and then confirmed in two additional studies he conducted shortly thereafter, was almost the opposite. “When money is used as an external reward for some activity, the subjects lose intrinsic interest for the activity,” he wrote.⁵ Rewards can deliver a short-term boost—just as a jolt of caffeine can keep you cranking for a few more hours. But the effect wears off—and, worse, can reduce a person’s longer-term motivation to continue the project.

Human beings, Deci said, have an “inherent tendency to seek out novelty and challenges, to extend and exercise their capacities, to explore, and to learn.” But this third drive was more fragile than the other two; it needed the right environment to survive. “One who is interested in developing and enhancing intrinsic motivation in children, employees, students, etc., should not concentrate on external-control systems such as monetary rewards,” he wrote in a

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follow-up paper.⁶ Thus began what for Deci became a lifelong quest to rethink why we do what we do—a pursuit that sometimes put him at odds with fellow psychologists, got him fired from a business school, and challenged the operating assumptions of organizations everywhere.

“It was controversial,” Deci told me one spring morning forty years after the Soma experiments. “Nobody was expecting rewards would have a negative effect.”

THIS IS A BOOK about motivation. I will show that much of what we believe about the subject just isn't so—and that the insights that Harlow and Deci began uncovering a few decades ago come much closer to the truth. The problem is that most businesses haven't caught up to this new understanding of what motivates us. Too many organizations—not just companies, but governments and nonprofits as well—still operate from assumptions about human potential and individual performance that are outdated, unexamined, and rooted more in folklore than in science. They continue to pursue practices such as short-term incentive plans and pay-for-performance schemes in the face of mounting evidence that such measures usually don't work and often do harm. Worse, these practices have infiltrated our schools, where we ply our future workforce with iPods, cash, and pizza coupons to “incentivize” them to learn. Something has gone wrong.

The good news is that the solution stands before us—in the work of a band of behavioral scientists who have carried on the pioneering efforts of Harlow and Deci and whose quiet work over the last half-century offers us a more dynamic view of human motivation. For too long, there's been a mismatch between what science

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knows and what business does. The goal of this book is to repair that breach.

Drive has three parts. Part One will look at the flaws in our reward-and-punishment system and propose a new way to think about motivation. Chapter 1 will examine how the prevailing view of motivation is becoming incompatible with many aspects of contemporary business and life. Chapter 2 will reveal the seven reasons why carrot-and-stick extrinsic motivators often produce the opposite of what they set out to achieve. (Following that is a short addendum, Chapter 2a, that shows the special circumstances when carrots and sticks actually can be effective.) Chapter 3 will introduce what I call “Type I” behavior, a way of thinking and an approach to business grounded in the real science of human motivation and powered by our third drive—our innate need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

Part Two will examine the three elements of Type I behavior and show how individuals and organizations are using them to improve performance and deepen satisfaction. Chapter 4 will explore autonomy, our desire to be self-directed. Chapter 5 will look at mastery, our urge to get better and better at what we do. Chapter 6 will explore purpose, our yearning to be part of something larger than ourselves.

Part Three, the Type I Toolkit, is a comprehensive set of resources to help you create settings in which Type I behavior can flourish. Here you’ll find everything from dozens of exercises to awaken motivation in yourself and others, to discussion questions for your book club, to a supershort summary of *Drive* that will help you fake your way through a cocktail party. And while this book is mostly about business, in this section I’ll offer some thoughts about

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how to apply these concepts to education and to our lives outside of work.

But before we get down to all that, let's begin with a thought experiment, one that requires going back in time—to the days when John Major was Britain's prime minister, Barack Obama was a skinny young law professor, Internet connections were dial-up, and a blackberry was still just a fruit.

Type I for Organizations:

Nine Ways to Improve Your Company, Office, or Group

Whether you're the CEO or the new intern, you can help create engaging, productive workplaces that foster Type I behavior. Here are nine ways to begin pulling your organization out of the past and into the brighter world of Motivation 3.0.

TRY "20 PERCENT TIME" WITH TRAINING WHEELS

You've read about the wonders of "20 percent time"—where organizations encourage employees to spend one-fifth of their hours working on any project they want. And if you've ever used Gmail or read Google News, you've benefited from the results. But for all the virtues of this Type I innovation, putting such a policy in place can seem daunting. How much will it cost? What if it doesn't work? If you're feeling skittish, here's an idea: Go with a more modest version—20 percent time . . . with training wheels. Start with, say, 10 percent time. That's just one afternoon of a five-day workweek.

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(Who among us hasn't wasted that amount of time at work anyway?) And instead of committing to it forever, try it for six months. By creating this island of autonomy, you'll help people act on their great ideas and convert their downtime into more productive time. And who knows? Someone in your operation just might invent the next Post-it note.

ENCOURAGE PEER-TO-PEER "NOW THAT" REWARDS

Kimley-Horn and Associates, a civil engineering firm in Raleigh, North Carolina, has established a reward system that gets the Type I stamp of approval: At any point, without asking permission, anyone in the company can award a \$50 bonus to any of her colleagues. "It works because it's real-time, and it's not handed down from any management," the firm's human resources director told *Fast Company*. "Any employee who does something exceptional receives recognition from their peers within minutes." Because these bonuses are noncontingent "now that" rewards, they avoid the seven deadly flaws of most corporate carrots. And because they come from a colleague, not a boss, they carry a different (and perhaps deeper) meaning. You could even say they're motivating.

CONDUCT AN AUTONOMY AUDIT

How much autonomy do the people in your organization really have? If you're like most folks, you probably don't have a clue. Nobody does. But there's a way to find out—with an autonomy audit.

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Ask everyone in your department or on your team to respond to these four questions with a numerical ranking (using a scale of 0 to 10, with 0 meaning “almost none” and 10 meaning “a huge amount”):

1. *How much autonomy do you have over your tasks at work—your main responsibilities and what you do in a given day?*
2. *How much autonomy do you have over your time at work—for instance, when you arrive, when you leave, and how you allocate your hours each day?*
3. *How much autonomy do you have over your team at work—that is, to what extent are you able to choose the people with whom you typically collaborate?*
4. *How much autonomy do you have over your technique at work—how you actually perform the main responsibilities of your job?*

Make sure all responses are anonymous. Then tabulate the results. What’s the employee average? The figure will fall somewhere on a 40-point autonomy scale (with 0 being a North Korean prison and 40 being Woodstock). Compare that number to people’s perceptions. Perhaps the boss thought everyone had plenty of freedom—but the audit showed an average autonomy rating of only 15. Also calculate separate results for task, time, team, and technique. A healthy overall average can sometimes mask a problem in a particular area. An overall autonomy rating of, say, 27 isn’t bad. But if that average consists of 8 each for task, technique, and team, but 3 for time, you’ve identified an autonomy weak spot in the organization.

It’s remarkable sometimes how little the people running organizations know about the experiences of the people working around them. But it’s equally remarkable how often many leaders are willing to do things differently if they see real data. That’s what an auton-

omy audit can do. And if you include a section in your audit for employees to jot down their own ideas about increasing autonomy, you might even find some great solutions.

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.** Would you rather set your own goals or have them foisted upon you? Thought so. Why should those working with you be any different? 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're about to say "must" or "should," try saying "think about" or "consider" instead. A small change in wording can help promote engagement over compliance and might even reduce some people's urge to defy. Think about it. Or at least consider it, okay?
3. **Hold office hours.** Sometimes you need to summon people into your office. But sometimes it's wise to let

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them come to you. Take a cue from college professors 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 anything that's on her mind. Your colleagues might benefit and you might learn something.

PLAY "WHOSE PURPOSE IS IT ANYWAY?"

This is another exercise designed to close the gap between perception and reality. Gather your team, your department, or, if you can, all the employees in your outfit. Hand everyone a blank three-by-five-inch card. Then ask each person to write down his or her one-sentence answer to the following question: "What is our company's (or organization's) purpose?" Collect the cards and read them aloud. What do they tell you? Are the answers similar, everyone aligned along a common purpose? Or are they all over the place—some people believing one thing, others something completely different, and still others without even a guess? For all the talk about culture, alignment, and mission, most organizations do a pretty shabby job of assessing this aspect of their business. This simple inquiry can offer a glimpse into the soul of your enterprise. If people don't know why they're doing what they're doing, how can you expect them to be motivated to do it?

USE REICH'S PRONOUN TEST

Former U.S. labor secretary Robert B. Reich has devised a smart, simple, (and free) diagnostic tool for measuring the health of an organization. When he talks to employees, he listens carefully for the

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pronouns they use. Do employees refer to their company as “they” or as “we”? “They” suggests at least some amount of disengagement, and perhaps even alienation. “We” suggests the opposite—that employees feel they’re part of something significant and meaningful. If you’re a boss, spend a few days listening to the people around you, not only in formal settings like meetings, but in the hallways and at lunch as well. Are you a “we” organization or a “they” organization? The difference matters. Everybody wants autonomy, mastery, and purpose. The thing is, “we” can get it—but “they” can’t.

DESIGN FOR INTRINSIC MOTIVATION

Internet guru and author Clay Shirky (www.shirky.com) says that the most successful websites and electronic forums have a certain Type I approach in their DNA. They’re designed—often explicitly—to tap intrinsic motivation. You can do the same with your online presences if you listen to Shirky and:

- Create an environment that makes people feel good about participating.
- Give users autonomy.
- Keep the system as open as possible.

And what matters in cyberspace matters equally in physical space. Ask yourself: How does the built environment of your workplace promote or inhibit autonomy, mastery, and purpose?

PROMOTE GOLDBLOCKS FOR GROUPS

Almost everyone has experienced the satisfaction of a Goldilocks task—the kind that’s neither too easy nor too hard, that delivers a delicious sense of flow. But sometimes it’s difficult to replicate that experience when you’re working in a team. People often end up doing the jobs they always do because they’ve proven they can do them well, and an unfortunate few get saddled with the flow-free tasks nobody else wants. Here are a few ways to bring a little Goldilocks to your group:

- **Begin with a diverse team.** As Harvard’s Teresa Amabile advises, “Set up work groups so that people will stimulate each other and learn from each other, so that they’re not homogeneous in terms of their backgrounds and training. You want people who can really cross-fertilize each other’s ideas.”
- **Make your group a “no competition” zone.** Pitting coworkers against one another in the hopes that competition will spark them to perform better rarely works—and almost always undermines intrinsic motivation. If you’re going to use a c-word, go with “collaboration” or “cooperation.”
- **Try a little task-shifting.** If someone is bored with his current assignment, see if he can train someone else in the skills he’s already mastered. Then see if he can take on some aspect of a more experienced team member’s work.
- **Animate with purpose, don’t motivate with rewards.** Nothing bonds a team like shared mission. The more

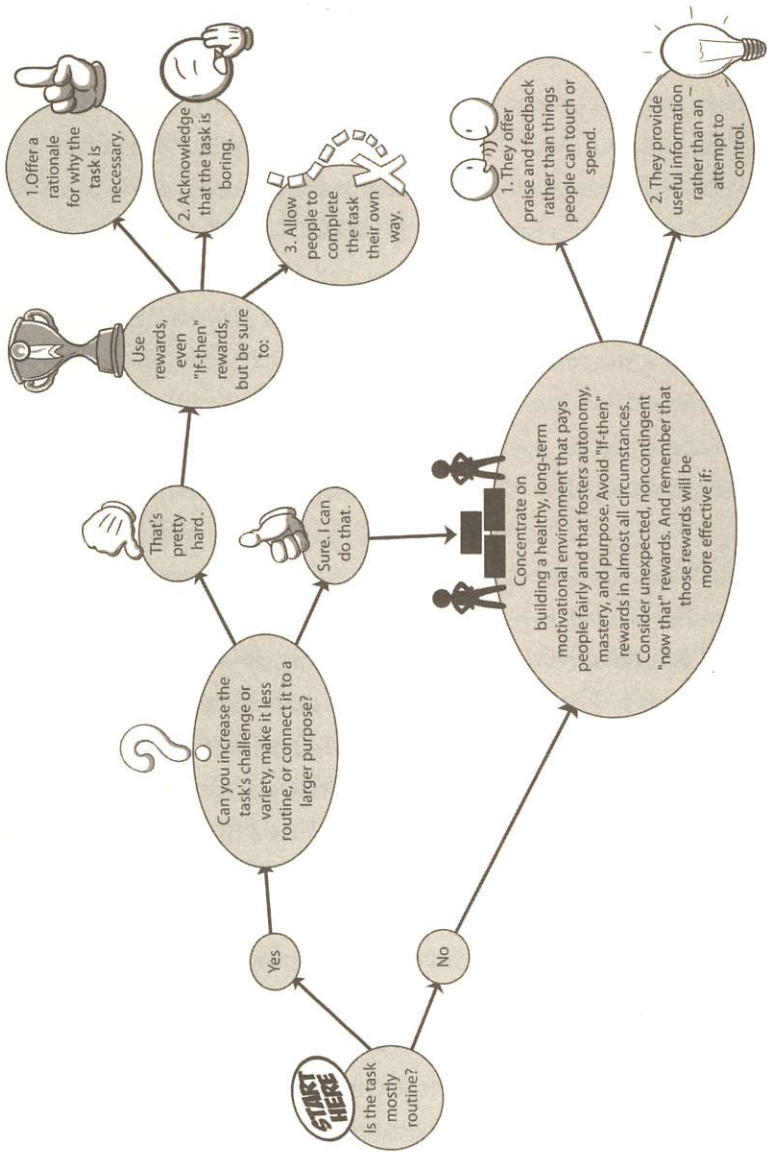
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that people share a common cause—whether it's creating something insanely great, outperforming an outside competitor, or even changing the world—the more your group will do deeply satisfying and outstanding work.

TURN YOUR NEXT OFF-SITE INTO A FEDEX DAY

Behold the company off-site, a few spirit-sapping days of forced fun and manufactured morale—featuring awkward pep talks, wretched dancing, and a few “trust falls.” To be fair, some off-sites reengage employees, recharge people's batteries, and allow conversations on big issues. But if your organization's off-sites are falling short, why not try replacing the next one with a FedEx Day? Set aside an entire day where employees can work on anything they choose, however they want, with whomever they'd like. Make sure they have the tools and resources they need. And impose just one rule: People must deliver something—a new idea, a prototype of a product, a better internal process—the following day. Type I organizations know what their Type X counterparts rarely comprehend: Real challenges are far more invigorating than controlled leisure.

When to Use Rewards: A Simple Flowchart



CHAPTER 6

Purpose

We know from statisticians that demographics is destiny. And we know from the Rolling Stones that you can't always get what you want. What we don't know is what happens when these two indomitable principles sit down, pour themselves a drink, and get to know each other better.

But we're about to find out.

In 2006, the first members of the baby-boom generation began turning sixty. On birthdays with big round numbers, people usually stop, reflect, and take stock of their lives. And I've found that when boomers, in the United States and elsewhere, reach this milestone, they typically move through a three-stage reaction.

In the first stage, they ask: "How the heck did I get to be sixty?" When their odometer flips to 6-0, people often are surprised and slightly alarmed. Sixty, they think, is old. They tally their regrets

of life must be borne as a burdensome cross. Once we realize that the boundaries between work and play are artificial, we can take matters in hand and begin the difficult task of making life more livable.”¹⁹

But if we’re looking for guidance on how to do this right—on how to make mastery an ethic for living—our best role models are probably not sitting around a boardroom table or working in the office down the hall.

Over lunch, Csikszentmihalyi and I talked about children. A little kid’s life bursts with autotelic experiences. Children careen from one flow moment to another, animated by a sense of joy, equipped with a mindset of possibility, and working with the dedication of a West Point cadet. They use their brains and their bodies to probe and draw feedback from the environment in an endless pursuit of mastery.

Then—at some point in their lives—they don’t. What happens?

“You start to get ashamed that what you’re doing is childish,” Csikszentmihalyi explained.

What a mistake. Perhaps you and I—and all the other adults in charge of things—are the ones who are immature. It goes back to Csikszentmihalyi’s experience on the train, wondering how grown-ups could have gotten things so wrong. Our circumstances may be less dire, but the observation is no less acute. Left to their own devices, Csikszentmihalyi says, children seek out flow with the inevitability of a natural law. So should we all.

and confront the reality that Mick Jagger and crew were right, that they didn't always get what they wanted.

But then the second stage kicks in. In the not-so-distant past, turning sixty meant that you were somewhat, ahem, long in the tooth. But at the beginning of the twenty-first century, anyone who's healthy enough to have made it six decades is probably healthy enough to hang on a fair bit longer. According to United Nations data, a sixty-year-old American man can expect to live for another twenty-plus years; a sixty-year-old American woman will be around for another quarter of a century. In Japan, a sixty-year-old man can expect to live past his eighty-second birthday, a sixty-year-old woman to nearly eighty-eight. The pattern is the same in many other prosperous countries. In France, Israel, Italy, Switzerland, Canada, and elsewhere, if you've reached the age of sixty, you're more than likely to live into your eighties.¹ And this realization brings with it a certain relief. "Whew," the boomer in Toronto or Osaka sighs. "I've got a couple more decades."

But the relief quickly dissipates—because almost as soon as the sigh fades, people enter the third stage. Upon comprehending that they could have another twenty-five years, sixty-year-old boomers look *back* twenty-five years—to when they were thirty-five—and a sudden thought clonks them on the side of the head. "Wow. That sure happened fast," they say. "Will the next twenty-five years race by like that? If so, when am I going to do something that matters? When am I going to live my best life? When am I going to make a difference in the world?"

Those questions, which swirl through conversations taking place at boomer kitchen tables around the world, may sound touchy-feely. But they're now occurring at a rate that is unprecedented in human civilization. Consider: Boomers are the largest demographic cohort in most western countries, as well as in places like Japan, Australia,

and New Zealand. According to the U.S. Census Bureau, the United States alone has about 78 million boomers—which means that, on average, each year more than four million Americans hit this soul-searching, life-pondering birthday.² That's more than 11,000 people each day, more than 450 every hour.

In other words, in America alone, one hundred boomers turn sixty every thirteen minutes.

Every thirteen minutes another hundred people—members of the wealthiest and best-educated generation the world has ever known—begin reckoning with their mortality and asking deep questions about meaning, significance, and what they truly want.

One hundred people. Every thirteen minutes. Every hour. Of every day. Until 2024.

When the cold front of demographics meets the warm front of unrealized dreams, the result will be a thunderstorm of purpose the likes of which the world has never seen.

THE PURPOSE MOTIVE

The first two legs of the Type I tripod, autonomy and mastery, are essential. But for proper balance we need a third leg—purpose, which provides a context for its two mates. Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some greater objective can achieve even more. The most deeply motivated people—not to mention those who are most productive and satisfied—hitch their desires to a cause larger than themselves.

Motivation 2.0, however, doesn't recognize purpose as a motivator. The Type X operating system doesn't banish the concept, but it

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The Surprising Truth
About What Motivates Us

WHAT'S IN THIS TOOLKIT

Type I for Individuals: Nine Strategies for Awakening Your Motivation

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

The Zen of Compensation: Paying People the Type I Way

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

The Type I Reading List: Fifteen Essential Books

Listen to the Gurus: Six Business Thinkers Who Get It

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

Drive: The Recap

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Drive: The Glossary

The *Drive* Discussion Guide: Twenty Conversation Starters to Keep You Thinking and Talking

Find Out More—About Yourself and This Topic

Type I for Individuals: Nine Strategies for Awakening Your Motivation

Type I's are made, not born. Although the world is awash in extrinsic motivators, there's a lot we can do to bring more autonomy, mastery, and purpose into our work and life. Here are nine exercises to get you on the right track.

GIVE YOURSELF A "FLOW TEST"

Mihaly Csikszentmihalyi did more than discover the concept of "flow." He also introduced an ingenious new technique to measure it. Csikszentmihalyi and his University of Chicago team equipped participants in their research studies with electronic pagers. Then they paged people at random intervals (approximately eight times a day) for a week, asking them to describe their mental state at that moment. Compared with previous methods, these real-time reports proved far more honest and revealing.

DRIVE

You can use Csikszentmihalyi's methodological innovation in your own quest for mastery by giving yourself a "flow test." Set a reminder on your computer or mobile phone to go off at forty random times in a week. Each time your device beeps, write down what you're doing, how you're feeling, and whether you're in "flow." Record your observations, look at the patterns, and consider the following questions:

- Which moments produced feelings of "flow"? Where were you? What were you working on? Who were you with?
- Are certain times of day more flow-friendly than others? How could you restructure your day based on your findings?
- How might you increase the number of optimal experiences and reduce the moments when you felt disengaged or distracted?
- If you're having doubts about your job or career, what does this exercise tell you about your true source of intrinsic motivation?

FIRST, ASK A BIG QUESTION . . .

In 1962, Clare Boothe Luce, one of the first women to serve in the U.S. Congress, offered some advice to President John F. Kennedy. "A great man," she told him, "is one sentence." Abraham Lincoln's sentence was: "He preserved the union and freed the slaves." Franklin Roosevelt's was: "He lifted us out of a great depression and helped us win a world war." Luce feared that Kennedy's attention was so splintered among different priorities that his sentence risked becoming a muddled paragraph.

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."

As you contemplate your purpose, begin with the big question: *What's your sentence?*

... THEN KEEP ASKING A SMALL QUESTION

The big question is necessary, but not sufficient. That's where the small question comes in. Real achievement doesn't happen overnight. As anyone who's trained for a marathon, learned a new language, or run a successful division can attest, you spend a lot more time grinding through tough tasks than you do basking in applause.

Here's something you can do to keep yourself motivated. At the end of each day, ask yourself whether you were better today than you were yesterday. Did you do more? Did you do it well? Or to get specific, did you learn your ten vocabulary words, make your eight sales calls, eat your five servings of fruits and vegetables, write your four pages? You don't have to be flawless each day. Instead, look for small measures of improvement such as how long you practiced your saxophone or whether you held off on checking e-mail until you finished that report you needed to write. Reminding yourself that you don't

need to be a master by day 3 is the best way of ensuring you will be one by day 3,000.

So before you go to sleep each night, ask yourself the small question: *Was I better today than yesterday?*

TAKE A SAGMEISTER

The designer Stefan Sagmeister has found a brilliant way to ensure he's living a Type I life. Think about the standard pattern in developed countries, he says. People usually spend the first twenty-five or so years of their lives learning, the next forty or so years working, and the final twenty-five in retirement. That boilerplate timeline got Sagmeister wondering: Why not snip five years from retirement and sprinkle them into your working years?

So every seven years, Sagmeister closes his graphic design shop, tells his clients he won't be back for a year, and goes off on a 365-day sabbatical. He uses the time to travel, to live places he's never been, and to experiment with new projects. It sounds risky, I know. But he says the ideas he generates during the year "off" often provide his income for the next seven years. "Taking a Sagmeister," as I now call it, requires a fair bit of planning and saving, of course. But doesn't forgoing that big-screen TV seem a small price to pay for an unforgettable—and un-get-backable—year of personal exploration? The truth is, this idea is more realistic than many of us realize. Which is why I hope to take a Sagmeister in a couple of years and why you should consider it, too.

GIVE YOURSELF A PERFORMANCE REVIEW

Performance reviews, those annual or biannual rituals of organizational life, are about as enjoyable as a toothache and as productive as a train wreck. Nobody likes them—not the giver, not the receiver. They don't really help us achieve mastery—since the feedback often comes six months after the work is complete. (Imagine Serena Williams or Twyla Tharp seeing their results or reading reviews only twice a year.) And yet managers keep on hauling employees into their offices for those awkward, painful encounters.

Maybe there's a better way. Maybe, as Douglas McGregor and others have suggested, we should give ourselves our own performance reviews. Here's how. Figure out your goals—mostly learning goals, but also a few performance goals—and then every month, call yourself to your office and give yourself an appraisal. How are you faring? Where are you falling short? What tools, information, or support might you need to do better?

Some other hints:

- Set both smaller and larger goals so that when it comes time to evaluate yourself you've already accomplished some whole tasks.
- Make sure you understand how every aspect of your work relates to your larger purpose.
- Be brutally honest. This exercise is aimed at helping you improve performance and achieve mastery—so if you rationalize failures or gloss over your mistakes instead of learning from them, you're wasting your time.

And if doing this solo isn't your thing, gather a small group of colleagues for regular peer-based do-it-yourself performance reviews. If your comrades really care, they'll tell you the truth and hold you accountable. One last question for bosses: Why in God's name are you not encouraging all your employees to do this?

GET UNSTUCK BY GOING OBLIQUE

Even the most intrinsically motivated person sometimes gets stuck. So here's a simple, easy, and fun way to power out of your mental morass. In 1975, producer Brian Eno and artist Peter Schmidt published a set of one hundred cards containing strategies that helped them overcome the pressure-packed moments that always accompany a deadline. Each card contains a single, often inscrutable, question or statement to push you out of a mental rut. (Some examples: *What would your closest friend do?* *Your mistake was a hidden intention.* *What is the simplest solution?* *Repetition is a form of change.* *Don't avoid what is easy.*) If you're working on a project and find yourself stymied, pull an Oblique card from the deck. These brain bombs are a great way to keep your mind open despite constraints you can't control. You can buy the deck at www.enoshop.co.uk/ or follow one of the Twitter accounts inspired by the strategies, such as: http://twitter.com/oblique_chirps.

MOVE FIVE STEPS CLOSER TO MASTERY

One key to mastery is what Florida State University psychology professor Anders Ericsson calls "deliberate practice"—a "lifelong period of . . . effort to improve performance in a specific domain."

Deliberate practice isn't running a few miles each day or banging on the piano for twenty minutes each morning. It's much more purposeful, focused, and, yes, painful. Follow these steps—over and over again for a decade—and you just might become a master:

- **Remember that deliberate practice has one objective: to improve performance.** “People who play tennis once a week for years don't get any better if they do the same thing each time,” Ericsson has said. “Deliberate practice is about changing your performance, setting new goals and straining yourself to reach a bit higher each time.”
- **Repeat, repeat, repeat.** Repetition matters. Basketball greats don't shoot ten free throws at the end of team practice; they shoot five hundred.
- **Seek constant, critical feedback.** If you don't know how you're doing, you won't know what to improve.
- **Focus ruthlessly on where you need help.** While many of us work on what we're already good at, says Ericsson, “those who get better work on their weaknesses.”
- **Prepare for the process to be mentally and physically exhausting.** That's why so few people commit to it, but that's why it works.

TAKE A PAGE FROM WEBBER AND A CARD FROM YOUR POCKET

In his insightful book *Rules of Thumb*, *Fast Company* magazine cofounder Alan Webber offers a smart and simple exercise for assessing whether you're on the path to autonomy, mastery, and

purpose. Get a few blank three-by-five-inch cards. On one of the cards, write your answer to this question: "What gets you up in the morning?" Now, on the other side of the card, write your answer to another question: "What keeps you up at night?" Pare each response to a single sentence. And if you don't like an answer, toss the card and try again until you've crafted something you can live with. Then read what you've produced. If both answers give you a sense of meaning and direction, "Congratulations!" says Webber. "Use them as your compass, checking from time to time to see if they're still true. If you don't like one or both of your answers, it opens up a new question: What are you going to do about it?"

CREATE YOUR OWN MOTIVATIONAL POSTER

Office posters that try to "motivate" us have a grim reputation. As one wag put it, "For the last two decades, motivational posters have inflicted unimaginable suffering on the workplaces of the world." But who knows? Perhaps the first one was a thing of beauty. Maybe those cave drawings in Lascaux, France, were some Paleolithic motivational speaker's way of saying, "If you know where you're going, you'll never take a wrong turn." Now you've got a chance to fight back (or perhaps to reclaim that ancient legacy). Thanks to a number of websites, you can create your own motivational posters—and you no longer have to settle for photos of kittens climbing out of baskets. You can be as serious or silly with this exercise as you like. Motivation is deeply personal and only you know what words or images will resonate with you.

Type I for Individuals

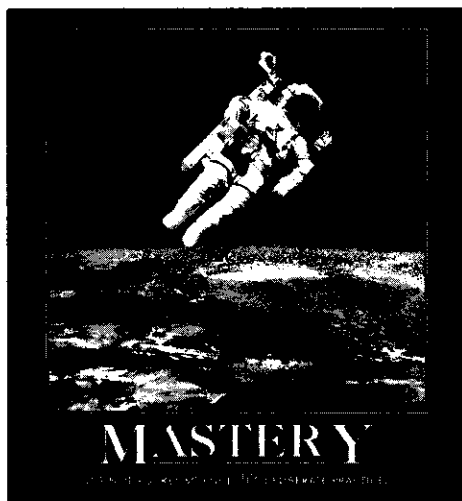
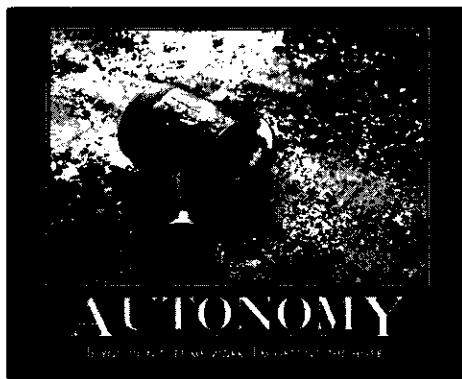
Try any of these sites:

Despair Inc (<http://diy.despair.com/motivator.php>)

Big Huge Labs (<http://bighugelabs.com/motivator.php>)

Automotivator (<http://wigflip.com/automotivator/>)

To offer you some, er, motivation, here are two posters I created myself:



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

Whether you're the CEO or the new intern, you can help create engaging, productive workplaces that foster Type I behavior. Here are nine ways to begin pulling your organization out of the past and into the brighter world of Motivation 3.0.

TRY "20 PERCENT TIME" WITH TRAINING WHEELS

You've read about the wonders of "20 percent time"—where organizations encourage employees to spend one-fifth of their hours working on any project they want. And if you've ever used Gmail or read Google News, you've benefited from the results. But for all the virtues of this Type I innovation, putting such a policy in place can seem daunting. How much will it cost? What if it doesn't work? If you're feeling skittish, here's an idea: Go with a more modest version—20 percent time . . . with training wheels. Start with, say,

10 percent time. That's just one afternoon of a five-day workweek. (Who among us hasn't wasted that amount of time at work anyway?) And instead of committing to it forever, try it for six months. By creating this island of autonomy, you'll help people act on their great ideas and convert their downtime into more productive time. And who knows? Someone in your operation just might invent the next Post-it note.

ENCOURAGE PEER-TO-PEER "NOW THAT" REWARDS

Kimley-Horn and Associates, a civil engineering firm in Raleigh, North Carolina, has established a reward system that gets the Type I stamp of approval: At any point, without asking permission, anyone in the company can award a \$50 bonus to any of her colleagues. "It works because it's real-time, and it's not handed down from any management," the firm's human resources director told *Fast Company*. "Any employee who does something exceptional receives recognition from their peers within minutes." Because these bonuses are noncontingent "now that" rewards, they avoid the seven deadly flaws of most corporate carrots. And because they come from a colleague, not a boss, they carry a different (and perhaps deeper) meaning. You could even say they're motivating.

CONDUCT AN AUTONOMY AUDIT

How much autonomy do the people in your organization really have? If you're like most folks, you probably don't have a clue. Nobody does. But there's a way to find out—with an autonomy audit.

them come to you. Take a cue from college professors 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 anything that's on her mind. Your colleagues might benefit and you might learn something.

PLAY "WHOSE PURPOSE IS IT ANYWAY?"

This is another exercise designed to close the gap between perception and reality. Gather your team, your department, or, if you can, all the employees in your outfit. Hand everyone a blank three-by-five-inch card. Then ask each person to write down his or her one-sentence answer to the following question: "What is our company's (or organization's) purpose?" Collect the cards and read them aloud. What do they tell you? Are the answers similar, everyone aligned along a common purpose? Or are they all over the place—some people believing one thing, others something completely different, and still others without even a guess? For all the talk about culture, alignment, and mission, most organizations do a pretty shabby job of assessing this aspect of their business. This simple inquiry can offer a glimpse into the soul of your enterprise. If people don't know why they're doing what they're doing, how can you expect them to be motivated to do it?

USE REICH'S PRONOUN TEST

Former U.S. labor secretary Robert B. Reich has devised a smart, simple, (and free) diagnostic tool for measuring the health of an organization. When he talks to employees, he listens carefully for the

pronouns they use. Do employees refer to their company as “they” or as “we”? “They” suggests at least some amount of disengagement, and perhaps even alienation. “We” suggests the opposite—that employees feel they’re part of something significant and meaningful. If you’re a boss, spend a few days listening to the people around you, not only in formal settings like meetings, but in the hallways and at lunch as well. Are you a “we” organization or a “they” organization? The difference matters. Everybody wants autonomy, mastery, and purpose. The thing is, “we” can get it—but “they” can’t.

DESIGN FOR INTRINSIC MOTIVATION

Internet guru and author Clay Shirky (www.shirky.com) says that the most successful websites and electronic forums have a certain Type I approach in their DNA. They’re designed—often explicitly—to tap intrinsic motivation. You can do the same with your online presence if you listen to Shirky and:

- Create an environment that makes people feel good about participating.
- Give users autonomy.
- Keep the system as open as possible.

And what matters in cyberspace matters equally in physical space. Ask yourself: How does the built environment of your workplace promote or inhibit autonomy, mastery, and purpose?

PROMOTE GOLDBLOCKS FOR GROUPS

Almost everyone has experienced the satisfaction of a Goldilocks task—the kind that’s neither too easy nor too hard, that delivers a delicious sense of flow. But sometimes it’s difficult to replicate that experience when you’re working in a team. People often end up doing the jobs they always do because they’ve proven they can do them well, and an unfortunate few get saddled with the flow-free tasks nobody else wants. Here are a few ways to bring a little Goldilocks to your group:

- **Begin with a diverse team.** As Harvard’s Teresa Amabile advises, “Set up work groups so that people will stimulate each other and learn from each other, so that they’re not homogeneous in terms of their backgrounds and training. You want people who can really cross-fertilize each other’s ideas.”
- **Make your group a “no competition” zone.** Pitting coworkers against one another in the hope that competition will spark them to perform better rarely works—and almost always undermines intrinsic motivation. If you’re going to use a c-word, go with “collaboration” or “cooperation.”
- **Try a little task-shifting.** If someone is bored with his current assignment, see if he can train someone else in the skills he’s already mastered. Then see if he can take on some aspect of a more experienced team member’s work.
- **Animate with purpose, don’t motivate with rewards.** Nothing bonds a team like a shared mission. The more

that people share a common cause—whether it's creating something insanely great, outperforming an outside competitor, or even changing the world—the more your group will do deeply satisfying and outstanding work.

TURN YOUR NEXT OFF-SITE INTO A FEDEX DAY

Behold the company off-site, a few spirit-sapping days of forced fun and manufactured morale—featuring awkward pep talks, wretched dancing, and a few “trust falls.” To be fair, some off-sites reengage employees, recharge people's batteries, and restart conversations on big issues. But if your organization's off-sites are falling short, why not try replacing the next one with a FedEx Day? Set aside an entire day where employees can work on anything they choose, however they want, with whomever they'd like. Make sure they have the tools and resources they need. And impose just one rule: People must deliver something—a new idea, a prototype of a product, a better internal process—the following day. Type I organizations know what their Type X counterparts rarely comprehend: Real challenges are far more invigorating than controlled leisure.

2. PAY MORE THAN AVERAGE

If you have provided adequate baseline rewards and established internal and external fairness, consider borrowing a strategy first surfaced by a Nobel laureate. In the mid-1980s, George Akerlof, who later won the Nobel Prize in economics, and his wife, Janet Yellen, who's also an economist, discovered that some companies seemed to be overpaying their workers. Instead of paying employees the wages that supply and demand would have predicted, they gave their workers a little more. It wasn't because the companies were selfless and it wasn't because they were stupid. It was because they were savvy. 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.

The pay-more-than-average approach can offer an elegant way to bypass "if-then" rewards, eliminate concerns about unfairness, and help take the issue of money off the table. It's another way to allow people to focus on the work itself. Indeed, other economists have shown that providing an employee a high level of base pay does more to boost performance and organizational commitment than an attractive bonus structure.

Of course, by the very nature of the exercise, paying above the average will work for only about half of you. So get going before your competitors do.

3. IF YOU USE PERFORMANCE METRICS, MAKE THEM WIDE-RANGING, RELEVANT, AND HARD TO GAME

Imagine you're a product manager and your pay depends largely on reaching a particular sales goal for the next quarter. If you're smart, or if you've got a family to feed, you're going to try mightily to hit that number. You probably won't concern yourself much with the quarter after that or the health of the company or whether the firm is investing enough in research and development. And if you're nervous, you might cut corners to reach your quarterly goal.

Now imagine you're a product manager and your pay is determined by these factors: your sales for the next quarter; your sales in the current year; the company's revenue and profit in the next two years; levels of satisfaction among your customers; ideas for new products; and evaluations of your coworkers. If you're smart, you'll probably try to sell your product, serve your customers, help your teammates, and, well, do good work. When metrics are varied, they're harder to finagle.

In addition, the gain for reaching the metrics shouldn't be too large. When the payoff for reaching targets is modest, rather than massive, it's less likely to narrow people's focus or encourage them to take the low road.

To be sure, finding the right mix of metrics is difficult and will vary considerably across organizations. And some people will inevitably find a way to game even the most carefully calibrated system. But using a variety of measures that reflect the totality of great work can transform often counterproductive "if-then" rewards into less combustible "now that" rewards.

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

All kids start out as curious, self-directed Type I's. But many of them end up as disengaged, compliant Type X's. What's going on? Maybe the problem is us—the adults who are running schools and heading families. If we want to equip young people for the new world of work—and, more important, if we want them to lead satisfying lives—we need to break Motivation 2.0's grip on education and parenting.

Unfortunately, as with business, there's a mismatch between what science knows and what schools do. Science knows (and you do, too, if you read Chapter 2) that if you promise a preschooler a fancy certificate for drawing a picture, that child will likely draw a picture for you—and then lose further interest in drawing. Yet in the face of this evidence—and as the world economy demands more nonroutine, creative, conceptual abilities—too many schools are moving in the wrong direction. They're redoubling their emphasis on routines, right answers, and standardization. And they're hauling out a wagon full of "if-then" rewards—pizza for reading books, iPods for showing up to class, cash for good test scores. We're bribing students into compliance instead of challenging them into engagement.

We can do better. And we should. If we want to raise Type I kids, at school and at home, we need to help them move toward autonomy, mastery, and purpose. Here are nine ways to start the journey.

APPLY THE THREE-PART TYPE I TEST FOR HOMEWORK

Does the homework bulging from kids' backpacks truly help them learn? Or does it simply steal their free time in the service of a false sense of rigor? Teachers, before you dole out yet another time-consuming assignment, run it through this Type I homework test by asking yourself three questions:

- Am I offering students any autonomy over how and when to do this work?
- Does this assignment promote mastery by offering a novel, engaging task (as opposed to rote reformulation of something already covered in class)?
- 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?

If the answer to any of these questions is no, can you refashion the assignment? And parents, are you looking at homework assignments every so often to see whether they promote compliance or engagement? Let's not waste our kids' time on meaningless exercises. With a little thought and effort, we can then *homework* into *homelearning*.

HAVE A FEDEX DAY

In Chapter 4, we learned how the software company Atlassian injects a burst of autonomy into its workplace by setting aside a day each quarter when employees can work on any project they choose, however they want, with whomever they'd like. Why not try this with your students—or even your own sons and daughters? Set aside an entire school day (or a family vacation day) and ask kids to come up with a problem to solve or a project to tackle. In advance, help them collect the tools, information, and supplies they might need. Then let them have at it. The next morning, ask them to deliver—by reporting back to the class or the family on their discoveries and experiences. It's like *Project Runway*—only the kids come up with the project themselves, and the reward at the end of the day is the chance to share what they've created and all they've learned along the way.

TRY DIY REPORT CARDS

Too many students walk through the schoolhouse door with one aim in mind: to get good grades. And all too often, the best way to reach this goal is to get with the program, avoid risks, and serve up the answers the teacher wants the way the teacher wants them. Good grades become a reward for compliance—but don't have much to do with learning. Meanwhile, students whose grades don't measure up often see themselves as failures and give up trying to learn.

The Type I approach is different. Report cards are not a potential

prize, but a way to offer students useful feedback on their progress. And Type I students understand that a great way to get feedback is to evaluate their own progress.

So try experimenting with the DIY (do it yourself) report card. At the beginning of a semester, ask students to list their top learning goals. Then, at the end of the semester, ask them to create their own report card along with a one- or two-paragraph review of their progress. Where did they succeed? Where did they fall short? What more do they need to learn? Once students have completed their DIY report cards, show them the teacher's report card, and let the comparison of the two be the start of a conversation on how they are doing on their path toward mastery. Maybe even include students in any parent-teacher conferences. (Parents: If your child's teacher won't go for these DIY report cards, try it yourself at home. It's another way to prevent school from changing your child's default setting and turning him from Type I to Type X.)

GIVE YOUR KIDS AN ALLOWANCE AND SOME CHORES—BUT DON'T COMBINE THEM

Here's why an allowance is good for kids: Having a little of their own money, and deciding how to save or spend it, offers a measure of autonomy and teaches them to be responsible with cash.

Here's why household chores are good for kids: Chores show kids that families are built on mutual obligations and that family members need to help each other.

Here's why combining allowances with chores is *not* good for kids. By linking money to the completion of chores, parents turn an

allowance into an “if-then” reward. This sends kids a clear (and clearly wrongheaded) message: In the absence of a payment, no self-respecting child would willingly set the table, empty the garbage, or make her own bed. It converts a moral and familial obligation into just another commercial transaction—and teaches that the only reason to do a less-than-desirable task for your family is in exchange for payment. This is a case where combining two good things give you less, not more. So keep allowance and chores separate, and you just might get that trash can emptied. Even better, your kids will begin to learn the difference between principles and payoffs.

OFFER PRAISE . . . THE RIGHT WAY

Done right, praise is an important way to give kids feedback and encouragement. But done wrong, praise can become yet another “if-then” reward that can squash creativity and stifle intrinsic motivation.

The powerful work of psychologist Carol Dweck, as well as others in the field, offers a how-to list for offering praise in a way that promotes Type I behavior:

- **Praise effort and strategy, not intelligence.** As Dweck’s research has shown, children who are praised for “being smart” often believe that every encounter is a test of whether they really are. So to avoid looking dumb, they resist new challenges and choose the easiest path. By contrast, kids who understand that effort and hard work lead to mastery and growth are more willing to take on new, difficult tasks.

- **Make praise specific.** Parents and teachers should give kids useful information about their performance. Instead of bathing them in generalities, tell them specifically what they've done that's noteworthy.
- **Praise in private.** Praise is feedback—not an award ceremony. That's why it's often best to offer it one-on-one, in private.
- **Offer praise only when there's a good reason for it.** Don't kid a kid. He can see through fake praise in a nanosecond. Be sincere—or keep quiet. If you overpraise, kids regard it as dishonest and unearned. Plus, overpraising becomes another “if-then” reward that makes earning praise, rather than moving toward mastery, the objective.

HELP KIDS SEE THE BIG PICTURE

In education systems tilted toward standardized tests, grades, and “if-then” rewards, students often have no idea why they're doing what they're doing. Turn that around by helping them glimpse the big picture. Whatever they're studying, be sure they can answer these questions: *Why am I learning this? How is it relevant to the world I live in now?* Then get out of the classroom and apply what they're studying. If they're learning Spanish, take them to an office, a store, or a community center where they can actually speak the language. If they're studying geometry, have them draw up architectural plans for an addition to your school or home. If they're taking history, ask them to apply what they've learned to an event in the news. Think of it as the fourth R: reading, writing, arithmetic . . . and relevance.

CHECK OUT THESE FIVE TYPE I SCHOOLS

Although most schools around the world are still built atop the Motivation 2.0 operating system, a number of forward-thinking educators have long understood that young people are brimming with the third drive. Here are five Type I schools in the United States with practices to emulate and stories to inspire.

- **Big Picture Learning.** Since 1996, with the opening of its flagship public high school, the Met, in Providence, Rhode Island, Big Picture Learning has been creating places that cultivate engagement rather than demand compliance. Founded by two veteran education innovators, Dennis Littky and Elliot Washor, Big Picture is a nonprofit that now has sixty-plus schools around the United States that put students in charge of their own education. Big Picture kids get the basics. But they also *use* those basics and acquire other skills by doing real work in the community—all under the guidance of an experienced adult tutor. And instead of easily gamed Motivation 2.0 measurements, Big Picture kids are assessed the way adults are—on work performance, individual presentations, effort, attitude, and behavior on the job. Most of the students at the Met and other Big Picture schools are “at risk” low-income and minority kids who’ve been poorly served by conventional schools. Yet thanks to this innovative Type I approach, more than 95 percent graduate and go on to college. For

more information, go to <http://www.bigpicture.org/>. (Full disclosure: I have served, unpaid, on the board of directors of Big Picture since 2007.)

- **Sudbury Valley School.** Take a look at this independent school in Framingham, Massachusetts, to see what happens when young kids have genuine autonomy. Working from the assumption that all human beings are naturally curious and that the best kind of learning happens when it's initiated and pursued by the one doing the learning, Sudbury Valley School gives its students total control over the task, time, and technique of their learning. Teachers and staff are there to help them make things happen. This is a school where engagement is the rule and compliance isn't an option. For more information, go to <http://www.sudval.org/>.
- **The Tinkering School.** More of a lab than a school, this summer program, created by computer scientist Gever Tulley, lets children from seven to seventeen play around with interesting stuff and build cool things. At the headquarters in Montara, California, Tulley's tinkerers have built: working zip-lines, motorcycles, toothbrush robots, roller coasters, and plastic bag bridges strong enough to hold people. Most of us aren't able to ship our kids out to California for a week of tinkering, but we can all learn the "Five Dangerous Things You Should Let Your Children Do." So take nine minutes to listen to Tulley's 2007 online TED Talk of that title. Then hand your kids a pocket-knife, some power tools, and a book of matches—and get out of the way. For more information, go to <http://www.tinkeringschool.com/> (includes a link to Tulley's talk).

- **Puget Sound Community School.** Like Sudbury and Big Picture, this tiny independent school in Seattle, Washington, gives its students a radical dose of autonomy, turning the “one size fits all” approach of conventional schools on its head. Each student has an adviser who acts as her personal coach, helping her come up with her own learning goals. “School” consists of a mixture of class time and self-created independent study projects, along with community service devised by the students. Since youngsters are often away from campus, they gain a clear sense that their learning has a real-world purpose. And rather than chase after grades, they receive frequent, informal feedback from advisers, teachers, and peers. For more information, go to www.pscs.org.
- **Montessori Schools.** Dr. Maria Montessori developed the Montessori method of teaching in the early 1900s after observing children’s natural curiosity and innate desire to learn. Her early understanding of the third drive spawned a worldwide network of schools, mostly for pre-school and primary-aged children. Many of the key tenets of a Montessori education resonate with the principles of Motivation 3.0—that children naturally engage in self-directed learning and independent study; that teachers should act as observers and facilitators of that learning, and not as lecturers or commanders; and that children are naturally inclined to experience periods of intense focus, concentration, and flow that adults should do their best not to interrupt. Although Montessori schools are rare at the junior high and high school levels, every school, educator, and parent can learn from its enduring and successful approach. Meantime, while you’re investigating

Montessori, check out two other approaches to learning that also promote Type I behavior: the Reggio Emilia philosophy for the education of young children and the Waldorf schools. For more information, visit these websites: www.montessori-ami.org, www.montessori.org, www.amshq.org, www.reggioalliance.org, and www.whywaldorfworks.org.

TAKE A CLASS FROM THE UNSCHOOLERS

In the United States, 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. Even if unschooling is not for you or your kids, you can learn a thing or two from these educational innovators. Start by reading John Taylor Gatto’s extraordinary book, *Dumbing Us Down*. Take a look at *Home Education Magazine* and its website. Then check out some of the many other unschooling sites on the Web. For more information, go to www.homeedmag.com, www.unschooling.com, and www.sandratodd.com/unschooling.

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TURN STUDENTS INTO TEACHERS

One of the best ways to know whether you've mastered something is to try to teach it. Give students that opportunity. Assign each pupil in a class a different aspect of the broader topic you're studying—and then have them take turns teaching what they've learned to their classmates. And once they've got it down, give them a wider audience by inviting other classes, teachers, parents, or school administrators to learn what they have to teach.

Also, at the start of a school term, ask students about their individual passions and areas of expertise. Keep a list of your experts, and then call upon them as needed throughout the term. A classroom of teachers is a classroom of learners.

The Type I Reading List: Fifteen Essential Books

Autonomy, mastery, and purpose are integral to the human condition, so it's no surprise that a number of writers—from psychologists to journalists to novelists—have explored these three elements and probed what they mean for our lives. This list of books, arranged alphabetically by author, isn't exhaustive—but it's a good starting point for anyone interested in cultivating a Type I life.

***Finite and Infinite Games:
A Vision of Life as Play and Possibility***

BY JAMES P. CARSE

In his elegant little book, religious scholar Carse describes two types of games. A “finite game” has a winner and an end; the goal is to triumph. An “infinite game” has no winner and no end; the goal is to keep playing. Nonwinnable games, Carse explains, are much more rewarding than the win-lose ones we’re accustomed to playing at our work and in our relationships.

Type I Insight: "Finite players play within boundaries; infinite players play with boundaries."

*Talent Is Overrated: What Really Separates
World-Class Performers from Everybody Else*

BY GEOFF COLVIN

What's the difference between those who are pretty good at what they do and those who are masters? *Fortune* magazine's Colvin scours the evidence and shows that the answer is threefold: practice, practice, practice. But it's not just any practice, he says. The secret is "deliberate practice"—highly repetitive, mentally demanding work that's often unpleasant, but undeniably effective.

Type I Insight: "If you set a goal of becoming an expert in your business, you would immediately start doing all kinds of things you don't do now."

Flow: The Psychology of Optimal Experience

BY MIHALY CSIKSZENTMIHALYI

It's tough to find a better argument for working hard at something you love than Csikszentmihalyi's landmark book on "optimal experiences." *Flow* describes those exhilarating moments when we feel in control, full of purpose, and in the zone. And it reveals how people have turned even the most unpleasant tasks into enjoyable, rewarding challenges.

Type I Insight: "Contrary to what we usually believe . . . the best moments in our lives are not the passive, receptive, relaxing times—although such experiences can also be enjoyable, if we have worked hard to attain them. The best moments usually occur when a per-

son's body or mind is stretched to the limits in a voluntary effort to accomplish something difficult and worthwhile."

For more of Csikszentmihalyi's ideas, check out three of his other books: *Finding Flow: The Psychology of Engagement with Everyday Life*; *Creativity: Flow and the Psychology of Discovery and Invention*; and the classic *Beyond Boredom and Anxiety: Experiencing Flow in Work and Play*.

Why We Do What We Do: Understanding Self-Motivation

BY EDWARD L. DECI WITH RICHARD FLASTE

In 1995, Edward Deci wrote a short book that introduced his powerful theories to a popular audience. In clear, readable prose, he discusses the limitations of a society based on control, explains the origins of his landmark experiments, and shows how to promote autonomy in the many realms of our lives.

Type I Insight: "The questions so many people ask—namely, 'How do I motivate people to learn? to work? to do their chores? or to take their medicine?'—are the wrong questions. They are wrong because they imply that motivation is something that gets done to people rather than something that people do."

Mindset: The New Psychology of Success

BY CAROL DWECK

Stanford's Dweck distills her decades of research to a simple pair of ideas. People can have two different mindsets, she says. Those with a "fixed mindset" believe that their talents and abilities are carved in stone. Those with a "growth mindset" believe that their talents and

abilities can be developed. Fixed mindsets see every encounter as a test of their worthiness. Growth mindsets see the same encounters as opportunities to improve. Dweck's message: Go with growth.

Type I Insight: In the book and likewise on her website, www.mindsetonline.com, Dweck offers concrete steps for moving from a fixed to a growth mindset:

- Learn to listen for a fixed mindset “voice” that might be hurting your resiliency.
- Interpret challenges not as roadblocks, but as opportunities to stretch yourself.
- Use the language of growth—for example, “I’m not sure I can do it now, but I think I can learn with time and effort.”

Then We Came to the End

BY JOSHUA FERRIS

This darkly hilarious debut novel is a cautionary tale for the demoralizing effects of the Type X workplace. At an unnamed ad agency in Chicago, people spend more time scarfing free doughnuts and scamming office chairs than doing actual work—all while fretting about “walking Spanish down the hall,” office lingo for being fired.

Type I Insight: “They had taken away our flowers, our summer days, and our bonuses, we were on a wage freeze and a hiring freeze and people were flying out the door like so many dismantled dummies. We had one thing still going for us: the prospect of a promotion. A new title: true, it came with no money, the power was almost always illusory, the bestowal a cheap shrewd device concocted by management to keep us from mutiny, but when word circulated

that one of us had jumped up an acronym, that person was just a little quieter that day, took a longer lunch than usual, came back with shopping bags, spent the afternoon speaking softly into the telephone, and left whenever they wanted that night, while the rest of us sent emails flying back and forth on the lofty topics of Injustice and Uncertainty.”

Good Work: When Excellence and Ethics Meet

BY HOWARD GARDNER, MIHALY CSIKSZENTMIHALYI,
AND WILLIAM DAMON

How can you do “good work” in an age of relentless market forces and lightning-fast technology? By considering three basic issues: your profession’s *mission*, its *standards* or “best practices,” and your own *identity*. Although this book focuses mainly on examples from the fields of genetics and journalism, its insights can be applied to a number of professions buffeted by changing times. The authors have also continued their effort to identify individuals and institutions that exemplify “good work” on their website: www.goodwork.org.

Type I Insight: “What do you do if you wake up in the morning and dread going to work, because the daily routine no longer satisfies your standards?”

- Start groups or forums with others in your industry or outside it to reach beyond your current area of influence.
- Work with existing organizations to confirm your profession’s values or develop new guidelines.
- Take a stand. It can be risky, sure, but leaving a job for ethical reasons need not involve abandoning your professional goals.

Outliers: The Story of Success

BY MALCOLM GLADWELL

With a series of compelling and gracefully told stories, Gladwell deftly takes a hammer to the idea of the “self-made man.” Success is more complicated, he says. High achievers—from young Canadian hockey players to Bill Gates to the Beatles—are often the products of hidden advantages of culture, timing, demographics, and luck that helped them become masters in their fields. Reading this book will lead you to reevaluate your own path. More important, it will make you wonder how much human potential we’re losing when so many people are denied these advantages.

Type I Insight: “It is not how much money we make that ultimately makes us happy between nine-to-five. It’s whether our work fulfills us. If I offered you a choice between being an architect for \$75,000 a year and working in a tollbooth every day for the rest of your life for \$100,000 a year, which would you take? I’m guessing the former, because there is complexity, autonomy, and a relationship between effort and reward in doing creative work, and that’s worth more to most of us than money.”

Team of Rivals: The Political Genius of Abraham Lincoln

BY DORIS KEARNS GOODWIN

In her entertaining popular history, Goodwin shows Abraham Lincoln as an exemplar of Type I behavior. He worked mightily to achieve mastery in law and politics. He gave his staunchest rivals power and autonomy. And he developed a leadership style rooted in a higher purpose—ending slavery and keeping the union intact.

The Type I Reading List: Fifteen Essential Books

Type I Insight: Goodwin sheds light on Lincoln's Type I leadership skills. Among them:

- He was self-confident enough to surround himself with rivals who excelled in areas where he was weak.
- He genuinely listened to other people's points of view, which helped him form more complex opinions of his own.
- He gave credit where it was due and wasn't afraid to take the blame.

The Amateurs: The Story of Four Young Men and Their Quest for an Olympic Gold Medal

BY DAVID HALBERSTAM

What would compel a group of men to endure untold physical pain and exhaustion for a sport that promised no monetary compensation or fame? That's the question at the heart of Halberstam's riveting narrative about the 1984 U.S. rowing trials, a book that offers a glimpse into the fires of intrinsic motivation.

Type I Insight: "No chartered planes or buses ferried the athletes into Princeton. No team managers hustled their baggage from the bus to the hotel desk and made arrangements so that at mealtime they need only show up and sign a tab. This was a world of hitched rides and borrowed beds, and meals, if not scrounged, were desperately budgeted by appallingly hungry young men."

*Punished by Rewards: The Trouble with Gold Stars,
Incentive Plans, A's, Praise, and Other Bribes*

BY ALFIE KOHN

Former teacher Kohn throws down the gauntlet at society's blind acceptance of B. F. Skinner's "Do this and you'll get that" theory of behaviorism. This 1993 book ranges across school, work, and private life in its indictment of extrinsic motivators and paints a compelling picture of a world without them.

Type I Insight: "Do rewards motivate people? Absolutely. They motivate people to get rewards."

Kohn has written eleven books on parenting, education, and behavior—as well as scores of articles on that topic—all of which are interesting and provocative. There's more information on his website: www.alfiekohn.org.

Once a Runner

BY JOHN L. PARKER, JR.

Parker's novel, originally published in 1978 and kept alive by a devoted coterie of fans, offers a fascinating look into the psychology of distance running. Through the tale of college miler Quenton Cassidy, we see the toll that mastery can take—and the thrill it can produce when it's realized.

Type I Insight: "He ran not for crypto-religious reasons but to win races, to cover ground fast. Not only to be better than his fellows, but better than himself. To be faster by a tenth of a second, by an inch, by two feet or two yards, than he had been the week or year before. He sought to conquer the physical limitations placed on him by a three-dimensional world (and if Time is the fourth dimension,

that too was his province). If he could conquer the weakness, the cowardice in himself, he would not worry about the rest; it would come.”

*The War of Art: Break Through the Blocks
and Win Your Inner Creative Battles*

BY STEVEN PRESSFIELD

Pressfield's potent book is both a wise meditation on the obstacles that stand in the way of creative freedom and a spirited battle plan for overcoming the resistance that arises when we set out to do something great. If you're looking for a quick jolt on your journey toward mastery, this is it.

Type I Insight: “It may be that the human race is not ready for freedom. The air of liberty may be too rarified for us to breathe. Certainly I wouldn't be writing this book, on this subject, if living with freedom were easy. The paradox seems to be, as Socrates demonstrated long ago, that the truly free individual is free only to the extent of his own self-mastery. While those who will not govern themselves are condemned to find masters to govern over them.”

*Maverick: The Success Story Behind the
World's Most Unusual Workplace*

BY RICARDO SEMLER

While many bosses are control freaks, Semler might be the first autonomy freak. He transformed the Brazilian manufacturing firm Semco through a series of radical steps. He canned most executives, eliminated job titles, let the company's three thousand employees

set their own hours, gave everyone a vote in big decisions, and even let some workers determine their own salaries. The result: Under Semler's (non)command, Semco has grown 20 percent a year for the past two decades. This book, along with Semler's more recent *The Seven-Day Weekend*, shows how to put his iconoclastic and effective philosophy into action.

Type I Insight: "I want everyone at Semco to be self-sufficient. The company is organized—well, maybe that's not quite the right word for us—not to depend too much on any individual, especially me. I take it as a point of pride that twice on my return from long trips my office had been moved—and each time it got smaller."

The Fifth Discipline: The Art and Practice of the Learning Organization

BY PETER M. SENGE

In his management classic, Senge introduces readers to "learning organizations"—where autonomous thinking and shared visions for the future are not only encouraged, but are considered vital to the health of the organization. Senge's "five disciplines" offer a smart organizational companion to Type I behavior.

Type I Insight: "People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them—in effect, they approach their life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning."

Listen to the Gurus: Six Business Thinkers Who Get It

While the list of companies that embrace Type I thinking is distressingly short, the blueprints for building such organizations are readily available. The following six business thinkers offer some wise guidance for designing organizations that promote autonomy, mastery, and purpose.

DOUGLAS MCGREGOR

Who: A social psychologist and one of the first professors at MIT's Sloan School of Management. His landmark 1960 book, *The Human Side of Enterprise*, gave the practice of management a badly needed shot of humanism.

Big Idea: Theory X vs. Theory Y. McGregor described two very different approaches to management, each based on a different assumption about human behavior. The first approach, which

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he called Theory X, assumed that people avoid effort, work only for money and security, and therefore need to be controlled. The second, which he called Theory Y, assumed that work is as natural for human beings as play or rest, that initiative and creativity are widespread, and that if people are committed to a goal, they will actually seek responsibility. Theory Y, he argued, was the more accurate—and ultimately more effective—approach.

Type I Insight: “Managers frequently complain to me about the fact that subordinates ‘nowadays’ won’t take responsibility. I have been interested to note how often these same managers keep a constant surveillance over the day-to-day performance of subordinates, sometimes two or three levels below themselves.”

More Info: As I explained in Chapter 3, *The Human Side of Enterprise* is a key ancestor of Motivation 3.0. Although McGregor wrote the book a full fifty years ago, his observations about the limits of control remain smart, fresh, and relevant.

PETER F. DRUCKER

Who: The most influential management thinker of the twentieth century. He wrote an astonishing forty-one books, influenced the thinking of two generations of CEOs, received a U.S. Presidential Medal of Freedom, and taught for three decades at the Claremont Graduate University Business School that now bears his name.

Big Idea: Self-management. “Drucker’s primary contribution is not a single idea,” Jim Collins once wrote, “but rather an entire

body of work that has one gigantic advantage: nearly all of it is essentially right.” Drucker coined the term “knowledge worker,” foresaw the rise of the nonprofit sector, and was among the first to stress the primacy of the customer in business strategy. But although he’s best known for his thoughts on managing businesses, toward the end of his career Drucker signaled the next frontier: *self-management*. With the rise of individual longevity and the decline of job security, he argued, individuals have to think hard about where their strengths lie, what they can contribute, and how they can improve their own performance. “The need to manage oneself,” he wrote shortly before he died in 2005, is “creating a revolution in human affairs.”

Type I Insight: “Demanding of knowledge workers that they define their own task and its results is necessary because knowledge workers must be autonomous . . . workers should be asked to think through their own work plans and then to submit them. *What am I going to focus on? What results can be expected for which I should be held accountable? By what deadline?*”

More Info: Drucker wrote many books, and many have been written about him, but a great starting place is *The Daily Drucker*, a small gem that provides 366 insights and “action points” for putting his ideas into practice. On the topic of self-management, read Drucker’s 2005 *Harvard Business Review* article, “Managing Oneself.” For more information and access to digital archives of his writing, check out www.druckerinstitute.com.

JIM COLLINS

Who: One of the most authoritative voices in business today and the author of *Built to Last* (with Jerry Porras), *Good to Great*, and, most recently, *How the Mighty Fall*. A former professor at the Stanford Graduate School of Business, he now operates his own management lab in Boulder, Colorado.

Big Idea: Self-motivation and greatness. “Expending energy trying to motivate people is largely a waste of time,” Collins wrote in *Good to Great*. “If you have the right people on the bus, they will be self-motivated. The real question then becomes: *How do you manage in such a way as not to de-motivate people?*”

Type I Insight: Collins suggests four basic practices for creating a culture where self-motivation can flourish:

1. “Lead with questions, not answers.”
2. “Engage in dialogue and debate, not coercion.”
3. “Conduct autopsies, without blame.”
4. “Build ‘red flag’ mechanisms.” In other words, make it easy for employees and customers to speak up when they identify a problem.

More Info: Collins’s website, www.jimcollins.com, contains more information about his work, as well as excellent diagnostic tools, guides, and videos.

CALI RESSLER AND JODY THOMPSON

Who: These two former human resources professionals at Best Buy persuaded their CEO to experiment with a radical new approach to organizing work. They wrote a book about their experiences, *Why Work Sucks and How to Fix It*, and now run their own consultancy.

Big Idea: The results-only work environment. ROWE, described in Chapter 4, affords employees complete autonomy over when, where, and how they do their work. The only thing that matters is results.

Type I Insight: Among the basic tenets of ROWE:

“People at all levels stop doing any activity that is a waste of their time, the customer’s time, or their company’s time.”

“Employees have the freedom to work any way they want.”

“Every meeting is optional.”

“There are no work schedules.”

More Info: You can learn more about ROWE at their website: www.culturerx.com.

GARY HAMEL

Who: “The world’s leading expert on business strategy,” according to *BusinessWeek*. He’s the coauthor of the influential book *Competing for the Future*, a professor of the London Business School, and the director of the California-based MLab, where he’s spearheading the pursuit of “moon shots for management”—a set of huge challenges to reform the theory and practice of running organizations.

Big Idea: Management is an outdated technology. Hamel likens management to the internal combustion engine—a technology that has largely stopped evolving. Put a 1960s-era CEO in a time machine and transport him to 2010, Hamel says, and that CEO “would find a great many of today’s management rituals little changed from those that governed corporate life a generation or two ago.” Small wonder, Hamel explains. “Most of the essential tools and techniques of modern management were invented by individuals born in the 19th century, not long after the end of the American Civil War.” The solution? A radical overhaul of this aging technology.

Type I Insight: “The next time you’re in a meeting and folks are discussing how to wring another increment of performance out of your workforce, you might ask: ‘To what end, and to whose benefit, are our employees being asked to give of themselves? Have we committed ourselves to a purpose that is truly deserving of their initiative, imagination, and passion?’”

More Info: Hamel’s *The Future of Management* (written with Bill Breen) is an important read. For more on Hamel’s ideas and research, see www.garyhamel.com and www.managementlab.org.

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

On the jacket of this book is a runner—and that's no accident. Running can have all the elements of Type I behavior. It's autonomous. It allows you to seek mastery. And the people who keep at it, and enjoy it most, often run toward a greater purpose—testing their limits or staying healthy and vital. To help you bring the spirit of intrinsic motivation out of the office and classroom and into another realm of your life, here are four tips for staying fit the Type I way.

Set your own goals. Don't accept some standardized, cookie-cutter exercise plan. Create one that's tailored to your needs and fitness level. (You can work with a professional on this, but you make the final calls.) Equally important, set the right kinds of goals. Ample research in behavioral science shows that people who seek to lose weight for extrinsic reasons—to slim down for a wedding or to look better at a class reunion—often reach their goals. And then they gain the weight back as soon as the target event ends. Meanwhile, people

who pursue more intrinsic goals—to get fit in order to feel good or to stay healthy for their family—make slower progress at first, but achieve significantly better results in the long term.

Ditch the treadmill. Unless you really like treadmills, that is. If trudging to the gym feels like a dreary obligation, find a form of fitness you enjoy—that produces those intoxicating moments of flow. Gather some friends for an informal game of tennis or basketball, join an amateur league, go for walks at a local park, dance for a half-hour, or play with your kids. Use the Sawyer Effect to your advantage—and turn your work(out) into play.

Keep mastery in mind. Getting better at something provides a great source of renewable energy. So pick an activity in which you can improve over time. By continually increasing the difficulty of what you take on—think Goldilocks—and setting more audacious challenges for yourself as time passes, you can renew that energy and stay motivated.

Reward yourself the right way. If you're really struggling, consider a quick experiment with Stickk (www.stickk.com), a website in which you publicly commit to a goal and must hand over money—to a friend, a charity, or an “anti-charity”—if you fail to reach it. But in general, don't bribe yourself with “if-then” rewards—like “If I exercise four times this week, then I'll buy myself a new shirt.” They can backfire. But the occasional “now that” reward? Not a problem. So if you've swum the distance you hoped to this week, there's no harm in treating yourself to a massage afterward. It won't hurt. And it might feel good.

Drive: The Recap

This book has covered a lot of ground—and you might not be able to instantly recall everything in it. So here you'll find three different summaries of Drive. Think of it as your talking points, refresher course, or memory jogger.

TWITTER SUMMARY*

Carrots & sticks are so last century. *Drive* says for 21st century work, we need to upgrade to autonomy, mastery & purpose.

COCKTAIL PARTY SUMMARY†

When it comes to motivation, there's a gap between what science knows and what business does. Our current business operating

*A maximum of 140 characters, as required by Twitter (see www.twitter.com). Feel free to retweet this summary or one of your own.

†A maximum of 100 words, or less than a minute of talking.

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 get better and better at something that matters; and (3) *Purpose*—the yearning to do what we do in the service of something larger than ourselves.

CHAPTER-BY-CHAPTER SUMMARY

Introduction: The Puzzling Puzzles of Harry Harlow and Edward Deci

Human beings have a biological drive that includes hunger, thirst, and sex. We also have another long-recognized drive: to respond to rewards and punishments in our environment. But in the middle of the twentieth century, a few scientists began discovering that humans also have a third drive—what some call “intrinsic motivation.” For several decades, behavioral scientists have been figuring out the dynamics and explaining the power of our third drive. Alas, business hasn't caught up to this new understanding. If we want to strengthen our companies, elevate our lives, and improve the world, we need to close the gap between what science knows and what business does.

PART ONE. A NEW OPERATING SYSTEM

Chapter 1. The Rise and Fall of Motivation 2.0

Societies, like computers, have operating systems—a set of mostly invisible instructions and protocols on which everything runs. The first human operating system—call it Motivation 1.0—was all about survival. Its successor, Motivation 2.0, was built around external rewards and punishments. That worked fine for routine twentieth-century tasks. But in the twenty-first century, Motivation 2.0 is proving incompatible with how we organize what we do, how we think about what we do, and how we do what we do. We need an upgrade.

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

When carrots and sticks encounter our third drive, strange things begin to happen. Traditional “if-then” rewards can give us less of what we want: They can extinguish intrinsic motivation, diminish performance, crush creativity, and crowd out good behavior. They can also give us more of what we don't want: They can encourage unethical behavior, create addictions, and foster short-term thinking. These are the bugs in our current operating system.

Chapter 2a. . . . and the Special Circumstances When They Do

Carrots and sticks aren't all bad. They can be effective for rule-based routine tasks—because there's little intrinsic motivation to undermine and not much creativity to crush. And they can be more effective still if those giving such rewards offer a rationale for why the task is necessary, acknowledge that it's boring, and allow people autonomy over how they complete it. For nonroutine conceptual tasks, rewards are more perilous—particularly those of the “if-then” variety. But “now that” rewards—noncontingent rewards given after a task is complete—can sometimes be okay for more creative, right-brain work, especially if they provide useful information about performance.

Chapter 3. Type I and Type X

Motivation 2.0 depended on and fostered Type X behavior—behavior fueled more by extrinsic desires than intrinsic ones and concerned less with the inherent satisfaction of an activity and more with the external rewards to which an activity leads. Motivation 3.0, the upgrade that's necessary for the smooth functioning of twenty-first-century business, depends on and fosters Type I behavior. Type I behavior concerns itself less with the external rewards an activity brings and more with the inherent satisfaction of the activity itself. For professional success and personal fulfillment, we need to move ourselves and our colleagues from Type X to Type I. The good news is that

Type I's are made, not born—and Type I behavior leads to stronger performance, greater health, and higher overall well-being.

PART TWO. THE THREE ELEMENTS

Chapter 4. Autonomy

Our “default setting” is to be autonomous and self-directed. Unfortunately, circumstances—including outdated notions of “management”—often conspire to change that default setting and turn us from Type I to Type X. To encourage Type I behavior, and the high performance it enables, the first requirement is autonomy. People need autonomy over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it). Companies that offer autonomy, sometimes in radical doses, are outperforming their competitors.

Chapter 5. Mastery

While Motivation 2.0 required compliance, Motivation 3.0 demands engagement. Only engagement can produce mastery—becoming better at something that matters. And the pursuit of mastery, an important but often dormant part of our third drive, has become essential to making one's way in the economy. Mastery begins with “flow”—optimal experiences when the challenges we face are exquisitely matched to our abilities. Smart workplaces therefore

supplement day-to-day activities with “Goldilocks tasks”—not too hard and not too easy. But mastery also abides by three peculiar rules. Mastery is a mindset: It requires the capacity to see your abilities not as finite, but as infinitely improvable. Mastery is a pain: It demands effort, grit, and deliberate practice. And mastery is an asymptote: It’s impossible to fully realize, which makes it simultaneously frustrating and alluring.

Chapter 6. Purpose

Humans, by their nature, seek purpose—a cause greater and more enduring than themselves. But traditional businesses have long considered purpose ornamental—a perfectly nice accessory, so long as it didn’t get in the way of the important things. But that’s changing—thanks in part to the rising tide of aging baby boomers reckoning with their own mortality. In Motivation 3.0, purpose maximization is taking its place alongside profit maximization as an aspiration and a guiding principle. Within organizations, this new “purpose motive” is expressing itself in three ways: in goals that use profit to reach purpose; in words that emphasize more than self-interest; and in policies that allow people to pursue purpose on their own terms. This move to accompany profit maximization with purpose maximization has the potential to rejuvenate our businesses and remake our world.

Drive: The Glossary

A new approach to motivation requires a new vocabulary for talking about it. Here's your official Drive dictionary.

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.

FedEx Days: Created by the Australian software company Atlasian, 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.

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.

DRIVE

“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.

Mastery asymptote: The knowledge that full mastery can never be realized, which is what makes its pursuit simultaneously alluring and frustrating.

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 practices. 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.

Nonroutine work: Creative, conceptual, right-brain work that can’t be reduced to a set of rules. Today, if you’re not doing this sort of work, you won’t be doing what you’re doing much longer.

“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 nonroutine tasks than “if-then” rewards.

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.

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 in advanced economies.

Sawyer Effect: A weird behavioral alchemy inspired by the scene in *The Adventures of Tom Sawyer* in which Tom and friends white-wash 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.

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.

Type I behavior: 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.

Type X behavior: Behavior 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.

The *Drive* Discussion Guide: Twenty Conversation Starters to Keep You Thinking and Talking

*These days authors might get the first word. But they don't—and shouldn't—get the last word. That's your job. So now that you've read this book, go out and laud or lash it on your blog or your favorite social networking site. But if you want to make the ideas in *Drive* truly come to life, talk them over in person—with some colleagues from work, friends at school, or your book club. That's how the world changes—conversation by conversation. Here are twenty questions to get your conversation going.*

1. Has Pink persuaded you about the gap between what science knows and what organizations do? Do you agree that we need to upgrade our motivational operating system? Why or why not?
2. How has Motivation 2.0 affected your experiences at school, at work, or in family life? If Motivation 3.0 had been the prevailing ethic when you were young, how would your experiences have differed?

3. Do you consider yourself more Type I or Type X? Why? Think of three people in your life (whether at home, work, or school). Are they more Type I or Type X? What leads you to your conclusions?
4. Describe a time when you've seen one of the seven deadly flaws of carrots and sticks in action. What lessons might you and others learn from that experience? Have you seen instances when carrots and sticks have been effective?
5. How well is your current job meeting your need for "baseline rewards"—salary, benefits, a few perks? If it's falling short, what changes can you or your organization make?
6. Pink draws a distinction between "routine" work and "nonroutine" work. How much of your own work is routine? How much is nonroutine?
7. If you're a boss, how might you replace "if-then" rewards with a more autonomous environment and the occasional "now that" reward?
8. As you think about your own best work, what aspect of autonomy has been most important to you? Autonomy over what you do (task), when you do it (time), how you do it (technique), or with whom you do it (team)? Why? How much autonomy do you have at work right now? Is that enough?
9. Would initiatives like FedEx Days, 20 percent time, and ROWE work in your organization? Why or why not? What are one or two other ideas that would bring out more Type I behavior in your workplace?
10. Describe a time recently when you've experienced "flow." What were you doing? Where were you? How

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might you tweak your current role to bring on more of these optimal experiences?

11. Is there anything you've ever wanted to master that you've avoided for reasons like "I'm too old" or "I'll never be good at that" or "It would be a waste of time"? What are the barriers to giving it a try? How can you remove those barriers?
12. Are you in a position to delegate any of the tasks that might be holding you back from more challenging pursuits? How might you hand off these tasks in a way that does not take away your colleagues' autonomy?
13. How would you redesign your office, your classroom, or your home—the physical environment, the processes, the rules—to promote greater engagement and mastery by everyone?
14. When tackling the routine tasks your job requires, what strategies can you come up with to trigger the positive side of the Sawyer Effect?
15. *Drive* talks a lot about purpose—both for organizations and individuals. Does your organization have a purpose? What is it? If your organization is for-profit, is purpose even a realistic goal given the competitive pressures in every industry?
16. Are you—in your paid work, family life, or volunteering—on a path toward purpose? What is that purpose?
17. Is education today too Type X—that is, does it put too great an emphasis on extrinsic rewards? If so, how should we reconfigure schools and classrooms? Is there an elegant way to reconcile intrinsic motivation and accountability?

The *Drive* Discussion Guide

18. If you're a mom or dad, does your home environment promote more Type I or Type X behavior in your child or children? How? What, if anything, should you do about it?
19. Does Pink underplay the importance of earning a living? Is his view of Motivation 3.0 a bit too utopian—that is, is Pink, if you'll pardon the pun, too rosy?
20. What are the things that truly motivate you? Now think about the last week. How many of those 168 hours were devoted to these things? Can you do better?

Your own questions:*

*If you'd like your question included in the Discussion Guide for future editions of *Drive*, send it directly to me at dhp@danpink.com.

FIND OUT MORE—
ABOUT YOURSELF AND THIS TOPIC

Are you Type I or Type X?

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and practice of human motivation?*

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Daniel H. Pink

author of the *New York Times* bestseller

A Whole New Mind

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The Surprising Truth
About What Motivates Us