

## **“DRIVE”**

### ***The Surprising Truth About What Motivates Us***

Daniel H. Pink  
(Published by Penguin Group, Copyright 2009)

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### **Testimonials**

*“Persuasive. . .Harnessing the power of intrinsic motivation rather than extrinsic remuneration can be thoroughly satisfying and infinitely more rewarding..”*

- *The Miami Herald*

*“Provocative and fascinating. . .I spent as much time thinking about what this book meant as I did reading it.”*

- *Malcolm Gladwell*

*“If this book doesn’t change the way you think about motivating yourself and others, you should apply for a job on an assembly line, punching holes in doughnuts. . .and in that capacity. . .monetary incentives to punch faster may actually work”*

*Bob Littell*

## **Introduction – The Puzzling Puzzles of Harry Harlow and Edward Deci**

Although this book was published several years ago, I’m convinced it will go down as one of the classics – read decades from now as a “*Tipping Point*” to the understanding of the new world ahead of us and especially how we should be motivating ourselves and others.

To begin the journey, Pink takes us back to the 1940’s. A psychology professor – Harry F. Harlow – at the University of Wisconsin and two colleagues were studying primate behavior as it relates to learning. Working with rhesus monkeys, they devised a two-week experiment involving three steps required for opening a door-latch: 1) lifting a vertical pin; 2) disengaging a hook so the latch could be lifted; 3) lifting the latch.

What they discovered surprised them. According to Pink:

*“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.”*

What Harlow believed he had discovered was a 3<sup>rd</sup> ‘drive’.

We are all familiar with the first two drives: **first**, the biological drive: food, water, shelter, procreation urges, and **secondly**, what Pink describes as “**Motivation 2.0**” – ‘carrots and sticks’. Regarding the monkey experiment Pink observed: *“If biological motivation came from within, this second drive came from without – the rewards and punishments the environment delivered for behaving in certain ways.”*

As civilization evolved, and as laws were needed to curb negative or dangerous behaviors, the ‘**sticks**’ became necessary – *you do this, you go to jail*. Then as companies were formed, ‘**carrots**’ were created in ways to incentivize positive and more productive behaviors.

And when Harlow tried to accelerate the performance speed at which the monkeys would solve the puzzle by introducing food in the form of raisins, it actually had a negative effect: *“Introduction of food in the present experiment, served to disrupt performance, a phenomenon not reported in the literature.”*

The sticks and carrots continue today and yet what is emerging is a recognition that there’s a 3<sup>rd</sup> driver that may be more powerful than Motivation 2.0. Harlow called it “**intrinsic motivation**”. Harlow’s conclusion:

*“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.”*

Pink cites another researcher, **Edward Deci**, a Carnegie Mellon University psychology graduate student, who in 1969, using a different set of experiments, came to a similar conclusion about there being a 3<sup>rd</sup> driver to explain why we do what we do. And he, like Harlow, was mainly ridiculed and ignored by the mainstream researchers of the time – Deci was actually fired from a business school. . .an ironic outcome you’ll learn later.

Deci used ‘**money**’ as the ‘**incentive**’ part of his experiments and eventually arrived at this startling conclusion which I’m delaying to reveal until Chapter 2.

So with this as background information Dan Pink adds this as the basis for our new look at “Motivation”:

*“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."*

So in "**DRIVE**", Pink has set out to open our eyes and report on the work of 'a new band of behavioral scientists' who have carried on the pioneering work of Harlow and Deci.

**And although I'm not going to give it to you in MY summary, Dan Pink, provides his own 4-page summary in Part Three which is just one more reason why you should have this book in your library and in place where you can often pull it out and re-read.**

## Part One

### A New Operating System

#### **Chapter 1 – The Rise and Fall of Motivation 2.0**

Here is an example Pink offers, and which you'll never forget, that supports his premise of the 'fall' of Motivation 2.0 and the 'rise' of what he calls "**Motivation 3.0**" and to which he will later refer as "Type I (as in Intrinsic) behavior".

He poses this comparison of the two approaches to motivation as an **economic** challenge. Fifteen years ago, you are charged with predicting 15 years into the future which of two new online approaches to an *encyclopedia* will be the surviving version:

**Microsoft's new encyclopedia** – on the new Windows 95 platform – initially sold as on CD-ROMs and eventually online – containing articles on thousands of topics contributed by well-compensated writers and editors – with development overseen by professional 'well-compensated' managers – keeping it on budget and on time.

OR

**A FREE online version** - built by a "*ragtag band of volunteers*" – often spending twenty and thirty hours a week – and doing it with no pay.

By 2011 – the date "**DRIVE**" was published – Microsoft had "*pulled the plug*" on MSN Encarta in 2009 , "*while Wikipedia ended up becoming the largest and most popular encyclopedia in the world – with 17 million articles in some 270 languages, including 3.5 million English alone.*"

And as Dan also adds about the volunteer contributors: ". . .it probably cost them money each time they performed free work instead of remunerative labor."

## THE TRIUMPH OF CARROTS AND STICKS

Pink begins this section explaining that, like a computer, humans have an 'operating system'. In computers the operating system is "a *complex layer of software that contains the instructions, protocols, and suppositions that enable everything to function smoothly.*" As he also points out, we don't even notice it unless something goes wrong.

But he reminds us that:

*"Societies also have operating systems. The laws, social customs and economic arrangements that we encounter each day sit atop a layer of instructions, protocols, and suppositions about how the world works. And much of our societal operating system consists of a set of assumptions about human behavior."*

We've already covered Motivation 1.0 – the biological urges that to a certain extent caused society to come up with Motivation 2.0 - to control, and later to motivate behaviors.

And as Dan explains there were, and still are, reasons why Motivation 2.0 was absolutely necessary for the evolution of society, and later he covers why in many situations, it still has an important role it can play. . . under the right circumstances:

*"Harnessing this second drive has been essential to economic progress around the world, especially during the last two centuries. Consider the Industrial Revolution. Technological developments – steam engines, railroads, widespread electricity – played a crucial role in fostering the growth of industry."*

Dan cites the work of Frederick Winslow Taylor in the early 1900s who believed businesses were being run in an inefficient, haphazard way. Taylor was the one who developed "scientific management", which premised that, "like parts in a complicated machine". . . "If they did the right work in the right way at the right time, the machine would function smoothly. And to ensure that happened, you simply rewarded the behavior you sought and punished the behavior you discouraged. People would respond rationally to these external forces – these extrinsic motivators – and both they and the system itself would flourish."

And so Dan concludes: "Indeed, it [Motivation 2.0] is so deeply embedded in our lives that most of us scarcely recognize that it exists. For as long as any of us can remember, we've configured our organizations and constructed our lives around its bedrock assumptions: The way to improve performance, increase productivity, and encourage excellence is to reward the good and punish the bad."

So in the '50's psychologists like Abraham Maslow, actually a former student of Harry Harlow's at the University of Wisconsin, developed the field of '**humanistic psychology**'. Remember his hierarchy of needs: Physiological, Safety (security), Social (groups), Self-Esteem, and the pinnacle, Self-Actualization (introspection)?

Dan also credits MIT management professor, Douglas McGregor, and later, Frederick Herzberg for “*importing some of Maslow’s ideas to the business world*”. According to Pink, Herzberg proposed that:

*“ . . .two key factors determined how people fared on the job. The first were ‘hygiene’ factors – extrinsic rewards such as pay, working conditions, and job security. Their absence created dissatisfaction, but their presence didn’t lead to the job satisfaction. The second were ‘motivators’ - things like enjoyment of the work itself, genuine achievement, and personal growth. These internal desires were what really boosted both satisfaction and performance and were where managers ought to focus their attention.”*

According to Dan, W. Edwards Deming, well-known for his ‘quality’ automobile pioneering work in Japan, posed that “*the route to quality and continuous improvement*” lay more with “*intrinsic motivators*” than with “*bonuses, incentive plans and forced rankings*”. These and other developments moved Motivation 2.0 to Motivation 2.1, but as Dan concludes, “*What we need is a full-scale upgrade.*”

In the balance of Chapter 1, Dan makes a number of other keen observations.

On the topic of corporations and boards of directors:

*“The managers and directors bear one overriding responsibility: to maximize shareholder gain.”*

And he doesn’t limit that to just corporations since most business configurations all aim toward a common end:

*“The objective of those who run them – practically, legally, in some ways morally – is to maximize profit.”*

But Pink describes a phenomenon that is happening and which is even picking up steam, especially more so since he wrote this book, partially fueled by the ever-increasing impact of ‘social media’. New forms of business are popping up:

*“ . . .In April 2008, Vermont became the first U.S. state to allow a new type of business called the ‘low-profit limited liability company’. Dubbed as L3C. . . It operates like a for-profit business generating at least modest profits, but its primary aim is to offer significant social benefits.”*

As of 2014 and since “**DRIVE**” was published, the number of states allowing L3C status has doubled from four to eight.

According to Dan, companies that are known as a “**social business**” are being created with maximizing “*social benefits*” rather than just “*profit maximization*” in mind. He mentions three U.S. entrepreneurs who have invented the “B Corporation” – “*a designation that requires companies to amend their bylaws so that the incentives favor long-term value and social impact instead of short-term economic gain.*”

Another point Dan makes in this chapter on the study and science of economics. It has changed since I took economics back in the 60's and when it was primarily Samuelson – Supply & Demand curves and Keynesian theory. In Dan's first economics course in the early 1980's, his female professor, who according to him, had a "*Patton-like stage presence*", said that economics wasn't the study of '**money**'. It was rather the study of '**behavior**'.

And rather than being "*totally rational economic robots fixated on 'maximizing wealth' driven by self-interest, we are basically **irrational***", as Dan quotes Dan Ariely, author of "**Predictably Irrational**", Examples he cites such examples as - *hanging onto bad investments longer than we should - not saving enough for retirement even though it's clearly to our benefit to do so.* I've personally, always felt that '**fear of loss**' is a greater motivator than '**chance for gain**' and that by itself is somewhat '*irrational*'.

So why do those contributors to Wikipedia work long hours for FREE – which on the surface might seem 'irrational'?

According to Pink speaking about the Open-Source movement –  
*"This new way of organizing what we do doesn't banish extrinsic rewards. People in the open-source movement haven't taken vows of poverty. For many, participation in these projects can burnish their reputations and sharpen their skills, which can enhance their earning power. Entrepreneurs have launched new, and sometimes lucrative, companies to help organizations implement and maintain open-source software applications."*

Pink closes out this first chapter characterizing '**algorithmic work**' – that which involves repetitive, routine work and activities, much of which today can be done better by a computer or a robot than by a human being, and thus explaining the growing industry of '**robotics**' as well as the use of '**outsourcing jobs**' to where they can be done the cheapest.

He contrasts those types of activities with those which involve artistic, empathic, non-routine work. He references Harvard Business School's Teresa Amabile who has found that, "*. . . external rewards and punishments – both carrots and sticks – can work nicely for algorithmic tasks. But they can be devastating for heuristic ones.*" Pink defines a *heuristic* one in terms behavioral scientists use, "*Precisely because no algorithm exists for it, you have to experiment with possibilities and devise a novel solution.*"

So Pink concludes, "*As organizations flatten, companies need people who are self-motivated. That forces many organizations to become more like open-source projects. Nobody 'manages' the open source contributors. Nobody sits around trying to figure out how to 'motivate' them. . . . So, Motivation 2.0 is out except for algorithmic work and jobs, because we are essentially "Intrinsically motivated purpose maximizers, not only extrinsically motivated profit maximizers."* And because for a number of people work these days is often "*creative, interesting, and self-directed rather than unrelentingly routine, boring and other-directed*", Pink says we need to identify the '**bugs themselves**'.

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

Pink begins this chapter with an interesting observation: *“When rewards and punishments encounter our third drive, something akin to behavioral quantum mechanics seems to take over and strange things begin to happen.”*

Just as in the first chapter when introducing ‘raisins’ into the experiment with the rhesus monkeys, it actually distracted them and slowed the creativity and problem-solving down, Pink suggests the same is often true with the introduction of ‘carrots and sticks’ with humans – especially when it involves money:

*“If someone’s baseline rewards aren’t adequate or equitable, her focus will be on the unfairness of her situation and the anxiety of her circumstance. You’ll get neither the predictability of extrinsic motivation nor the weirdness intrinsic motivation. You’ll get very little motivation at all. The best use of money as motivator is to pay people enough to take the issue of money off the table.”*

I saved Pink’s 2<sup>nd</sup> example of how money as a carrot can have counter-intuitive results for this part of the summary. I already referenced Edward Deci’s work, a Carnegie Mellon University psychology graduate student, who in 1969, who took a page from Harlow’s thesis about their being a 3<sup>rd</sup> motivator, while also demonstrating how money could actually become a ‘de-motivator’.

Using a puzzle made up of seven sets of cubes – six sets containing four 1-inch cubes and 1 containing three - participants were first instructed to reproduce configurations shown in drawings of different puzzle configurations shown them. Then in a ‘**free-choice**’ period at the end, they were encouraged, but not required, to make the cubes into any formation they could come up with, which was literally millions. Deci formed a **Group A** – an *experimental group* and **Group B** – a *control group*. The participants entered a room for a 3-hour session. On the table with the seven sets of cubes were drawings of three puzzle configurations, and copies of *Time*, *The New Yorker*, and *Playboy* (it was 1969 – the internet hadn’t arrived).

Here’s how Pink described the session:

*“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 (approximately equivalent to \$6 in today’s dollars) 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.”*

Midway through each session, Deci made up of some phony excuse of needing to load the info into the computer and told them they could do whatever they wanted in the remaining time. Deci actually went into the adjoining room to observe through a 1-way window.

Knowing now what you have hopefully learned so far, can you guess what he saw?

Pink explains:

*“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.”*

But on the second day when Group B was instructed to do the same as on Day 1, but Group A was offered the monetary rewards (Pink calls it ‘beer money’), Group B got “*really interested*” and worked much harder. Not surprising.

Dan described what happened on the third day:

*“. . . Deci told the participants in Group A that there was only enough money to pay them for one day and this third session would therefore be unpaid. . . During the ensuing eight-minute free-choice period, the subjects in the never-been-paid Group B played with the puzzle for a little longer than they had in previous sessions. Maybe they were becoming 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.”*

Deci concluded: “*When money is used as an external reward for some activity, the subjects lose **intrinsic interest** for the activity*”. Pink adds, “*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.*”

On page 37, Dan quotes a behavioral science textbook which sums this up nicely,

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

## Creativity

One of the **victims** Dan covers of Motivation 2.0 ‘rewards’ is ‘creativity’. He explains,

*“Rewards, by their very nature, narrow our focus. That’s helpful when there’s a clear path to a solution. They help us stare ahead and race faster. But **‘if-then’** motivators are terrible for challenges like the candle problem.”*

Imagine you’re shown a table shoved up against a wall and on the table is a 5 X 5 inch shallow open box. In the box are a couple dozen tacks (like thumbtacks). Beside it on the table is a candle and a book of matches. Your challenge is fix the candle to the wall so that wax doesn’t drip on the table.

Dan says that most people start by trying to figure creative ways to use the tacks to attach the candle to the wall. Eventually they figure the solution is to affix the box to the wall with candle in the center thereby protecting the table from any wax drippings.

Pink describes the key to be something called *“Functional fixedness”*: *“You look at the box and see only one function - as a container for the tacks. But by thinking afresh, you eventually see that the box can have another function – as a platform for the candle.”*

Initially devised by Karl Duncker in the 1930’s, Dan says the candle problem is still used in a number of different behavioral studies. Back in the early 1960’s, a Princeton University professor – Sam Glucksberg – used it where one group was told: *“. . .he was timing their work merely to establish norms for how long it typically took someone to complete this sort of puzzle.”* He told the other group, *they would be compensated - \$5 [probably \$30 in today’s dollars] for being in the top 25% in fastest time for figuring it out, and \$25 [perhaps a couple hundred dollars with inflation] to the participant who solved it the fastest.* You would have thought the second group would have run circles about the first group whose rewards were merely **‘intrinsic’** but it just the opposite.

So Dan finished explaining why ‘creative’ solutions are often thwarted by Motivation 2.0 ‘reward’ thinking: *“. . . ‘if-then’ motivators are terrible for challenges like the candle problem.”. . . “As this experiment shows, the rewards narrowed people’s focus and blinkered the wide view that might have allowed them to see new uses for old objects.”*

## Unethical Behavior

Pink agrees that **‘goals’** can be healthy and good when they are aimed at **‘self-improvement’** and **‘mastery’**. But he adds: *“Goals that are imposed by others – sales targets, quarterly returns, standardized test scores, and so on – can sometimes have dangerous side effects.”* Cheating scandals in a number of states have brought this into everyone’s attention. And these weren’t students cheating, but rather teachers looking to gain recognition, monetary awards, or both.

To quote Dan, *“The problem with making an extrinsic reward the only destination that matters is that some people will choose the quickest route there, even if it means taking the low road.”*

So to offset the bad behavior created by **‘rewards’**, installing **‘punishments’** should correct this bad and/or unethical behavior. Right? Not so fast.

Dan describes an experiment in Israel, where to correct a problem of parents arriving late to pick up their children, they imposed a ‘fine’ for parents arriving late, causing teachers to have to stay late.

The number of late-arriving parents actually increased. It wasn’t until they raised the ‘fine’ to a level TWICE the initial one that parents started obeying. Pink offered a couple reasons for the actual ‘increase’ in bad behavior:

*“Parents had an **intrinsic** desire to be scrupulous about punctuality. But the threat of a fine, edged aside the third drive. The fine shifted the parents’ decision from a partly moral obligation (be fair to my kids’ teachers) to a pure transaction (I can buy extra time). There wasn’t room for both. The punishment didn’t promote good behavior; it crowded it out.”*

You can read for yourself the five other reasons Dan gives for why most ‘carrots and sticks’ don’t work:

1. They can extinguish intrinsic motivation.
2. They can diminish performance.
3. They can crowd out good behavior.
4. They can become addictive.
5. They can foster short-term thinking.

## **Chapter 2A – . . .and the Special Circumstances When They Do**

Picture the same ‘candle experiment’ we explained before. But this time, assume the box is empty and the tacks are sitting separately on the table. The dual purpose of the box no longer has to be ‘solved. In this case the participants who were offered cash rewards solved the problem much faster. The solution was obvious.

Pink repeats what Edward Deci, Richard Ryan, and Richard Koestner explain: *“Rewards do not undermine people’s intrinsic motivation for dull tasks because there is little or no intrinsic motivation to be undermined.”*

Dan makes an important point when he reminds us that even when much of what we do can best be accomplished through **‘intrinsic motivation’**, there are usually other activities that are *routine* and *not terribly captivating*: *“In these situations it’s best to try to unleash the positive side of the Sawyer Effect by attempting to turn work into play.”* The Sawyer effect explains that when you take away some of the *‘autonomy’* and turn *‘play into work’* – removing *‘surprise, unexpected rewards’*, it dampens enthusiasm. So with some of your routine activities. . .the ones you HAVE to do. . .Dan suggests: *“. . .try to bring some variety into it to make it more like a game, or to use it to help master other skills.”*

He also applies it to a mundane project, like getting your staff of 10 to come in over the weekend to stuff posters for a mailing. Using an **“if-then”** approach, Dan says you might suggest *promising an office-wide party if **everybody** participates, or pay people a small sum for every poster they insert, enclose, and send* – in hope that the piecework fee will boost their productivity.

And for more ways to supplement ‘if-then’ approaches to mundane tasks, reference page 62 for Dan’s more detailed explanation of these ideas: *“Offer a rationale for why the task is necessary”. . .“Acknowledge that the task is boring”. . .“Allow people to complete the task their own way.”*

So is it possible to use 'extrinsic' rewards for tasks, projects, etc. that are not routine but require creativity and inspiration. . .and not lose or diminish motivation?

Dan says it's a delicate challenge but two additional principles can help: "*The essential requirement: Any extrinsic reward should be unexpected and offered only after the task is complete*". . . "*Shift to 'now that you've finished'*". . .*after a project or task have been successfully completed*"

And to end the chapter, Pink adds two more guidelines for when extrinsic 'rewards' may work - on pages 65-66: "*Consider nontangible rewards*" such as 'over-the-top compliments' after something is done – for example – "*That's a beautiful new poster design your team created.*" . .and secondly, "*Provide useful information*". More positive feedback – so long as neither as 'manipulative' or insincere..

### **Chapter 3 – Type I and Type X**

In this chapter, Pink first explains how sometimes '**letters**' can be even more powerful than 'words' or 'pictures' – remember the saying, "*a picture's worth 1,000 words*".

We've already mentioned Edward Deci. When teaching business at the University of Rochester, he rocked the boat, and was fired from the business department, based on his "*heretical findings*" about the negativity of rewards and the positive attributes of '**intrinsic**' ones. Don't you wish you could have been there when the psychology department at the same school hired him?

Deci published "***Intrinsic Motivation***" in 1975 and after discovering a kindred spirit grad student – Richard Ryan – in 1977, the two established a collaboration that Pink says continues until today. Dan's description of the two on page 69 is worth a least two chuckles.

What the 'odd couple' – Deci and Ryan – ended up pioneering is something called SDT or "self determination theory". Here's how Pink describes it:

*"We've been responders to positive and negative reinforcement, or zippy calculators of our self-interest, or lumpy duffel bags of psychosexual conflicts. SDT, by contrast, begins with a notion of universal human needs. It argues that we have three innate psychology needs – **competence, autonomy, and relatedness**. When those needs are satisfied, we're motivated productive, and happy. When they're thwarted, our motivation, productivity, and happiness plummet."*

Later in the chapter on pages 72-75, you can be reminded of two other examples of the power of letters – Type A and Type B personalities, as well as Theory X and Theory Y – two approaches to managerial behavior largely based on the belief of the '**mediocrity of the masses**' and therefore what was needed to herd them toward positive outcomes.

But then Pink concludes this chapter with his own alphabet creation: “**Type I** and **Type X**” behaviors, and if you can’t guess by now that “I” stands for “intrinsic” and “E” stands for “extrinsic”, go stand in the corner, or go back and re-read the summary:

*“Type X behavior is fueled more by extrinsic desires than intrinsic ones. It concerns itself less with the **inherent satisfaction** of an activity and more with the external rewards to which that activity leads.”*

I don’t know if the ‘bolt of lightning’ introduction of this concept of “**inherent satisfaction**” struck you with the same power that it did me, but Pink feels. . .and I totally agree . . . that it just might be one of the most powerful ways to judge two extremes of behaviors - with many less extreme versions in between.

Dan suggests that one way to tell which end of the spectrum you might fall – or somewhere in between – is to ask yourself:

*“Does what energizes you – what gets you up in the morning and propels you through the day – come from the inside or from the outside?”*

And Dan readily admits that we aren’t necessarily ALWAYS driven in this way, but for most, there is one element of behavioral motivators that primarily drives us – external rewards – or intrinsic ‘**inherent satisfaction**’.

And just as I maintain with “NetWeaving” – that in the long-run – your “NetWeaving efforts, activities, and results will always outperform and out-produce those from your more self-serving networking ones, so says Dan about the performance of Type I’s versus Type X’s:

*“Intrinsically motivated people usually achieve more than their reward-seeking counterparts. Alas, that’s not always true in the short term. An intense focus on extrinsic rewards can indeed deliver fast results. The trouble is that approach is difficult to sustain. And it doesn’t assist in mastery – which is the source of achievement over the long haul. The most successful people, the evidence shows, often aren’t directly pursuing conventional notions of success. They’re working hard and persisting through difficulties because of their internal desire to control their lives, learn about their world, and accomplish something that endures.”*

I love the analogy that Dan gives on page 78 comparing Type I behavior to Type X: “Type I behavior is a renewable resource. Think of Type X behavior as coal and Type I behavior as the sun.” You can probably guess the differences yourself with coal being cheaper, easier to use right now, but with some downsides like the negative environmental impact and that at some point, getting more of it will become more difficult. In considering Type I behavior to be a renewable resource, he says, like the sun, “it’s resources are easily replenished and inflict little damage. . .provides clean energy, inexpensive, safe to use and endlessly renewable.”

The elements that make of Type I behavior somewhat parallel other SDT theories which label them: autonomy, competence, and relatedness. Pink’s version for his Type I behavior model go by what he terms, three “**nutrients**”: “**Autonomy. . .Mastery. . .Purpose.**”

He concludes this section with some reaction to those **doubting thomas’s** who consider much of this, as Pink calls it, “. . . *too gooey and idealistic*”:

*“But the science says otherwise. The science confirms that this sort of behavior is essential to being human – and that now, in a rapidly changing economy, it is also critical for professional, personal, and organizational success of any kind.”*

.....

This concludes Part One of the book and as I do in all my summaries, I will bring out some key points from the balance of the book, but hopefully by now you can see that this book is truly one that you should have in your personal library and to which you should often refer for guidance on how to live a more “**Type I**” life both professionally and personally.

**Part Two** of the book goes into more detail about the **Three Elements of Type I behavior – autonomy, mastery, and purpose**, and **Part Three** provides a ‘**Toolkit**’ which is a guide for putting each of these into action.

Then there are parts of the book at the end that make this book even more valuable and a quick reference source. There is a “**Recap of the entire book – chapter by chapter**”. . . “**Glossary of ‘Drive’ words and terms**”. . . “**The ‘Drive’ Discussion Guide: Twenty Conversation Starters to Keep You Thinking and Talking**”. . . and an **online survey to assess where you currently stand regarding Type I or Type E behaviors** (and Dan insists that you can shift from Type E to Type I behaviors).

## **Chapter 4 – Autonomy**

All you have to do these days to see that more and more companies are catching onto the idea that Type I people – given the freedom to do work on their own – will be more creative, productive, and ‘inherently satisfied’ is look at the growth of ways these companies and individuals are being recognized in the media such as “**Best Companies to Work For**” – “**Servant Leader Awards and Recognition**” such as the Turknett/Greenleaf Center for Servant Leadership Awards.

Although Dan admits that even best of us often revert to Type X behaviors, he begins this chapter, which you can read on pages 83-86, about how Jeff Gunther has created a **ROWE** – a “**Results Only Work Environment**” in his company in Charlottesville, VA. Gunther concludes: “*More companies will migrate to this as more business owners my age come up. My dad’s generation views human beings as human resources. They’re the two-by-fours you need to build your house. For me, it’s a **partnership** between me and the employees. They’re not resources. They’re partners.*” Pink adds, “*And Partners, like all of us, need to direct their own lives.*”

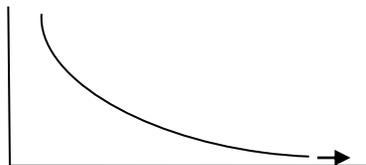
On pages 90-92, you can read the story of how Scott Farquhar and Mike Cannon-Brookes, allowed their software programmers of Atlassian – their company-created software - initially to take a “**FedEx day**” to work on any problem they wanted. Why call it a “FedEx day”? You have to **deliver something overnight**. That worked so well in creating new products and repairs to glitches in the current software that Pink reports they made it permanent and every quarter, software engineers can work on any problem they want but “*it has to be something that’s not part of their regular job.*” They also identified four aspects of work (i.e. freedoms) that are necessary for true autonomy to work:

“*What people do*” . . . “*When they do it*” . . . “*How they do it*” . . . “*Who they do it with*”. Pink calls these “**task, time, technique, and team**”. The balance of the chapter covers each one of these in more detail.

## **Chapter 5 – Mastery**

I love what Pink says in his summary of this chapter about “**mastery**”: “***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.***”

And in case you’re like me, I had to look up ‘**asymptote**’. My simplistic description would be in geometry, it describes the behavior of a ‘linear curve’ as it approaches a baseline. But instead of crossing the line, it curves and stays above the line out to infinity. As hard as you try to master something, you never quite seem to get there.



Pink describes “**mastery**” as “***the desire to get better and better at something that matters.***”

I’ll only quote one story from this chapter which you’ll want to read in its entirety. Dan tells the story of four researchers, two from West Point, one from the University of Pennsylvania and the fourth from the University of Michigan who set out to discover, why some students at the U.S. Military Academy at West Point going through seven weeks of the Cadet Basic Training, “*continued on the road to military mastery and others got off at the first exit.*” Was the difference “*Physical strength and athleticism? . . . Intellect? . . . Leadership ability? . . . Well roundedness?*”

It turned out that, “*The best predictor of success, the researchers found, was the prospective cadets’ ratings on a non-cognitive, non-physical trait known as ‘Grit’ – defined as ‘perseverance and passion for long-term goals’.*”

In this chapter, you'll also learn the importance of “**flow**” to ‘mastery’ and to our lives and to our happiness. Flow is one way you can turn ‘**work**’ into ‘**play**’. Read the story Dan tells of the experiment Mihaly Csikszentmihalyi did where he purposely ‘deprived’ the participants of things they liked to do and they had to “*avoid situations that might trigger enjoyment*”. Pages 126-127. The deprivation’s effect was so severe, he curtailed the experiment early.

## **Chapter 6 – Purpose**

This chapter begins by making me feel old. Dan talks about how the first Boomers turned 60 in 2006 and since it’s now 2014 and I just turned 68, 2006 seems like yesterday. How fast will the next 8 years be? But he’s right that when you turn 60 and once again at age 65, I think that most of us begin to recognize that the road ahead is much shorter than the road we have been on and that makes us stop and ask more questions like the ones Dan offers here:

*“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?”*

And to emphasize how many people may be asking these type questions, Pink reminds us that, “*In America alone, one hundred people turn 60 every thirteen minutes*”. That’s every hour of every day and as he points out, *that will last until 2024* which is another decade from when I wrote this summary.

And since many of the current generation of leaders of companies at this “**purpose motive**” stage of their lives, are coming to this epiphany: “*Many entrepreneurs, executives, and investors are realizing that the best performing companies stand for something, and contribute to the world.*”

Dan adds something that I believe is happening in parallel with the Boomer’s awakened ‘purpose motive’:

*“Boomers aren’t singing alone in their chorus of purpose. Joining them, and using the same hymnbook, are their sons and daughters – known as Generation Y, the millennials, or the echo boomers. These young adults, who have recently begun entering the workforce themselves, are shifting the center of gravity in organizations by their very presence.”*

As mentioned previously, new business forms are finding their way to the surface that don’t put ‘**profit maximization**’ at the top of the list, but place it more on an equal footing with ‘**purpose maximization**’.

On page 124, Dan tells the success story of Gen-Yer Blake Mycoskie of TOMS Shoes, the company he launched in 2006: “*It offers hip, canvas, flat-soled shoes. But every time TOMS sells*

*a pair of shoes to you, me, or your next-door neighbor, it gives away another pair of new shoes to a child in a developing country.”*

And if you don't believe the saying “*Money doesn't buy happiness*” is true, the study that Dan's University of Rochester researcher friends – Deci, Ryan, and Niemiec - did will. When they tracked the post-graduation careers of students – some who were ‘**extrinsic-motivated**’ (i.e. rewards, fame and wealth) vs. those who had more ‘**intrinsic**’ motivations such as to ‘*help other improve their lives; to learn and to grow*’, the results according to the researchers were ‘**rather striking**’. Their conclusion: “. . .attainment of a particular set of goals [in this case, profit goals] had no impact on well-being and actually contributed to ill-being.” In a follow up conversation between Pink and Ryan, Dan was told, “*People who are very high in extrinsic goals for wealth are more likely to attain that wealth, but they're still unhappy.*”

In conclusion, Dan predicts and we all hope he is correct, that the world is moving more toward a Motivation 3.0 world and away from a ‘carrot and stick’ – rewards/punishment – Motivation 2.0 operating system.

Dan concludes by emphasizing that,

*“The science shows that the secret to high performance and social progress isn't our biological drive or our reward and punishment drive, but our third drive – our deep-seated desire to **direct our own lives, to extend and expand our abilities, and to make a contribution.**”*

But he also cautions:

*“Bringing our businesses in sync with these truths won't be easy. Unlearning old ideas is difficult; undoing old habits even harder. And I'd be less sanguine about the prospects of closing the motivation gap anytime soon, if it weren't for this: **The science confirms what we already know in our hearts.**”*

I hope you will want to play your part in spreading the word about this transformational book and every day ask yourself, “*Am I **inherently satisfied** with Who I am. . .What I am accomplishing. . .What differences am I making in the world?*” And then do whatever you need to do to act upon installing more of a Motivation 3.0 operating system into your own business and personal life.