

MGMT 321: Leadership and Motivation

Lesson 13: What Makes an Excellent Leader or Organization?

Introduction (1 of 7)

Introduction

Learning Objectives



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The readings, videos, and activities in this lesson will help you to do the following:

1. Integrate leadership and motivational theories by speculating on how to apply them in your own leadership and motivation portfolio.
2. Formulate your own personal leadership and motivation strategies and tactics.

Road Map (2 of 7)

Road Map

Lesson 13 Road Map

Readings:	<ul style="list-style-type: none"> • Online Lesson 13: What Makes an Excellent Leader or Organization? • Chapter 14 in <i>Understanding behaviors for effective leadership -- integration and conclusions</i> • HBR article: <i>Collective Genius</i>* <p>*If you haven't purchased your <i>Harvard Business Review</i> (HBR) articles, please refer to the instructions in the materials section of the Syllabus.</p>
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Assignments:

1. Complete the *Daniel Pink/Tom Friedman* discussion
2. Complete the *Leadership and Motivation Mantra* discussion
3. Complete the *Final Self-Assessment Paper* activity

Thomas Friedman (3 of 7)

Thomas Friedman and Daniel Pink

Thomas Friedman, Bestselling Author and *New York Times* Columnist

Although it is recommended you watch the entire video, at 32 minutes into his video, Thomas Friedman talks about the need for knowledge, skills, and motivation, with motivation being the huge differentiator going forward. As he puts it, “the digital divide is being replaced by the motivational divide.” According to him, the PQ (passion quotient) plus the CQ (curiosity quotient) is always greater than IQ (Intelligence quotient).

According to Intelligence Squared (2015), "Thomas Friedman is an internationally renowned author, reporter, and columnist. The recipient of three Pulitzer Prizes and the author of six bestselling books, among them *From Beirut to Jerusalem* and *The World Is Flat*, Mr. Friedman writes a biweekly column for *The New York Times*. He has written extensively on foreign affairs, including global trade, the Middle East, and globalization and environmental issues. Prior to becoming a columnist for *The New York Times*, he served as its chief economic correspondent in the Washington bureau."

Daniel Pink, Bestselling Author

Daniel Pink offers another perspective on motivation in his video presentation. According to Pink's website, in his book *Drive: The Surprising Truth About What Motivates Us*, Daniel Pink uses 50 years of behavioral science to overturn the conventional wisdom about human motivation and offer a more effective path to high performance. He is also the author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*, where he charts the rise of right-brain thinking in modern economies and describes the six abilities in individuals (Pink, n.d.). His new book is *To Sell is Human: The Surprising Truth About Moving Others*. Recently, Daniel Pink was the keynote speaker at the Penn State Symposium for Teaching and Learning with Technology in Spring 2014.

Building on the motivational perspectives of Friedman and Pink, the authors of “Collective Genius” in the June 2014 issue of the *Harvard Business Review* clearly state that leaders are “no longer casting themselves as solo visionaries, smart leaders are rewriting the rules of innovation” (Hill et al., 2014, p. 1). They speak about collaboration, nurturing a sense of community (motivation), shared purpose and values, transparency, agility, creative friction, and the "link between leadership and innovation." The “Collective Genius” article embodies much of what you need to know and understand about being a leader and motivator today. Read it, take notes, share it with others, and use it as a model of the type of leadership mountain you would be proud to collectively summit with others.

As the authors of the article also point out, “the role of a leader of innovation is not to set a vision and motivate others to follow it” (Hill et al., 2014, p. 4). It is to create a community that is willing and able to innovative. In this lesson, you will have an opportunity to integrate and synthesize many of the lesson learned in this course from Mt. Everest to the Blue Ocean Strategy and Blue Ocean Leadership, to the concepts presented in "Collective Genius."

A Little Motivation (4 of 7)

A Little Motivation

Take a few minutes to look through this collection of quotes on leadership and motivation. These statements embody important leadership characteristics like vision, involvement, caring, change, responsibility, accountability, communication and organization—and hard work. Most of them tell stories of all sorts that connect and engage people’s emotions. Which one of the following resonates the most with you?

“Our lives are not determined by what happens to us, but by how we react to what happens; not by what life brings to us, but by the attitude we bring to life. A positive attitude causes a chain reaction of positive thoughts, events, and outcomes. It is a catalyst...a spark that creates extraordinary results.” — *Anonymous*

“The highest courage is to dare to be yourself in the face of adversity. Choosing right over wrong, ethics over convenience, and truth over popularity...these are the choices that measure your life. Travel the path of integrity without looking back, for there is never a wrong time to do the right thing.” — *Anonymous*

"Throughout the centuries there were men who took first steps down new roads armed with nothing but their own vision."
— *Ayn Rand* (1943)

"The heights by great men reached and kept, were not attained by sudden flight. But they, while their companions slept, were toiling upward in the night." — *Henry Wadsworth Longfellow* (1858)

“Motivation is the key to achieving your dreams, your goals. Motivation makes the difference every time. You may have the best equipment, the most up-to-date information, the most money, but you can always be out-sold, out-played, out-performed by someone with more motivation than you.” — *Jim Hayhurst* (1997)

“Watch your thoughts, for they become words. Choose your words, for they become actions. Understand your actions, for they become habits. Study your habits, for they will become your character. Develop your character, for it becomes your destiny.” — *Frank L. Outlaw* (San Antonio Light, 1977)

One Last Look at the Mountain (5 of 7)

One Last Look at the Mountain

In his book, *The Right Mountain: Lessons from Everest on the Real Meaning of Success*, Jim Hayhurst (1997) writes about his 18-year-old son and his expedition to climb Mt. Everest. Their adventure embodies much of what you learned throughout this course. At the end of each chapter, Jim offers reflections on the challenges and opportunities throughout the various stages of training, preparation, and their Mt. Everest summit attempt.

Here are a few examples of his reflections:

“Work at building that elite edge, that supreme confidence, know when you have it. Know when you lost it.”

“Commitment: Nothing is achieved without commitment. And it is a shared commitment that makes the difficult possible. Involve others in this commitment.”

“Body and Mind: You need them both. Mountain Climbing, like most things in life, is 80% mental and 20% physical. Your attitude is the real determinant of your ability to achieve your goals in life.”

“Everybody is different: Recognize and celebrate these differences in your family, your friends, and your associates.”

“Bite-sized Pieces: When faced with an overwhelming challenge, don’t back away. Try to break it down into a series of smaller achievable challenges, and do it one step at a time.”

“If you don’t figure out what is at your core, what you stand for, and what ultimately motivates you, you’ll always second-guess yourself. You’ll always have regrets. Uncover your core values and use them as a template to test decisions in your life.”

Establish your priorities!

“How much can you carry in your life, in school, in a job, as a volunteer? You have to prioritize. There is no shame in carrying a lighter pack. The only shame is in saying you will do it, and not doing it.”

Make decisions!

“Understanding your core values makes decisions easy. When you know who you are you can make confident decisions and never second-guess yourself.”

Use core values!

“When you know who you are, you can make confident decisions for yourself, and you can define success in your own terms, rather than letting your parents, your peers, or society define it.”

Even though Jim Hayhurst and his son did not make it to the top of Everest, the climbers each achieved personal successes at the various altitudes they attained on their climb, and they all learned from their shared experiences. As Jim Hayhurst concludes, “True success is the attainment of purpose without compromising your Core Values. To know The Right Mountain and to recognize The Right Vista, you have to know yourself, your core values. Core values are the key to personal success, to feeling good, having fun, to doing well in school, and looking back on the decisions in your life without regrets” (Hayhurst, 1997).

References (6 of 7)

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Activities (7 of 7)

Activities

Lesson Readings

- Complete the readings listed in the [Course Syllabus](#). Readings may be found in the [Road Map](#).

Discussion Forum

Leadership and Motivation Mantra

As Hill et al. (2014) pointed out in their "Collective Genius" article, "the role of a leader of innovation is not to set a vision and motivate others to follow it. It's to create a community that is willing and able to innovate." Please integrate and synthesize the concepts presented in "Collective Genius" with any two course lessons into your leadership and motivation statement. Please cite from where you drew your concepts and also be specific about what resonated with you in the "Collective Genius" article. Think of this as your personal leadership and motivation mantra or brand going forward that you can use when people or future employees and/or teams ask you what leadership and motivation skills you bring to the table (organization).

Please post your response to the to [Motivation Discussion Forum](#) (minimum of 200–300 words). Read and respond to at least one of your classmates' posts. The [Discussion Forum Rubric](#) and assignment due dates are available in the [Syllabus](#).

Written Assignments

Dan Pink/Tom Friedman

Thomas Friedman: Globalization of Higher Education

Start at approximately 32 minutes into the video

Time: 00:45:44



00:00
[MUSIC PLAYING]

THOMAS L. FRIEDMAN: America is the temple that holds up the global system. And if that temple buckles or frays, your kids won't just grow up in a different America or Brazil or Turkey or China. They'll grow up in a different world.

That in the last 10 years, the world's actually gone from connected to hyperconnected. And when I sat down to write this book, the new book, and started thinking about this, I went back to *The World Is Flat*, which I started in 2004. I opened it up to the index. I looked under F. F. F. F.

"Facebook" wasn't in it. So when I sat down to write *The World is Flat*, Facebook didn't exist, "Twitter" was still a sound, the "cloud" was still in the sky, "4G" was a parking place, "LinkedIn" was a prison, applications were what you sent to college, and Skype was a typo.

"Made in the World" is the world we live in. It may be imagined here, marketed there. Designed there, sold everywhere.

It's no longer "Made in America." "It's Made in the World." Here's the good news. America is hardwired to succeed in that world.

CLAY CHRISTENSEN: Thomas Friedman is an internationally-renowned author, reporter, and columnist known for his direct reporting and sophisticated analysis of complex issues facing the modern world. He writes a biweekly column for the New York Times and has become a leading authority on globalization. According to Foreign Policy magazine, "Friedman doesn't just report on events. He helps shape them."

He first discussed his views on globalization in his 1999 book, *The Lexus and the Olive Tree*, and expanded on them in his follow-up analysis, *The World is Flat*, which has sold more than 4 million copies and now appears in 37 languages. It has been called "simply the best book written on globalization." And together with the most recent of his six bestselling books, *That Used to Be Us-- How America Fell Behind in the World it Invented and How We Can Come Back*. It provides useful context for the issues that we are discussing here at this conference.

The Wall Street Journal considers Tom Friedman one of the world's most influential business thinkers. Foreign Policy considers him one of the top global thinkers. U.S. News & World Report considers him one of America's best leaders, and we consider ourselves fortunate to have him here with us today. Ladies and gentlemen, please join me in welcoming Tom Friedman.

[APPLAUSE]

CLAY CHRISTENSEN: Good to see you.

THOMAS L. FRIEDMAN: I'm glad to see you again.

CLAY CHRISTENSEN: Yes, I'm fine.

[INTERPOSING VOICES]

CLAY CHRISTENSEN: Please.

THOMAS L. FRIEDMAN: Governor, thank you very much. It's always a treat to follow Clay. I agree with everything he said. I can go now.

[LAUGHING]

Thank you. Thank you very much for having me. I don't know if you have a contest for who came the farthest for this, but let me settle it. I win. OK? Because 24 hours ago, I was 200 miles north of the Alaskan North Slope aboard the USS *New Mexico* attack submarine doing ice research with the CNO-- Chief of Naval Operations.

It was the most amazing trip of my life, and I'll be around after if anyone wants to talk about it.

[LAUGHING]

But I'm going to talk about something else tonight. And I want to, in some ways, pick up where Clay left off. I know the subject today is education and globalization, and what I'd like to share with you is the whole-- you know, I get actually thrilled I get invited lot of education conferences now, and I

always start by telling people, "I'm actually not an educator, although my wife is a school teacher as is my daughter. But I do play one on TV."

And the reason I say that is that I completely backed into this story. That is, I actually am the foreign affairs columnist for the New York Times. That's what they pay me for, which means I cover power. I cover power and the interaction of powerful nation states and individuals.

And so I started out thinking about power, as the governor said, and the context of globalization. And the more I thought about power, of course, that took me to having to think about economics. So I got kind of interested in that and some the stuff Clay writes about, and that then naturally led me to really think about industry. What basically will generate the economic growth we need? And that inevitably led me to think about the workplace. And that inevitably led me to think about skills. And that ultimately led me to K-12 education right down to kindergarten.

So I kind of backed into this story, but what I'd like to share with you is that backing in, because I think one of the real problems we have is-- we have conferences about education. We have conferences about jobs. We have conferences about skills. We have conferences about economics. We have conferences about power and foreign policy. But to me, if you're going to understand this, you have to see the whole supply chain. And that's what I'll do this afternoon.

So I always start by asking the question-- when historians looked back at the first part of the 21st century and asked themselves, "What was the most important thing to happen in the early 21st century," what will they say? What will they say? 9/11? The Subprime crisis? The breakup of Brad and Jen or the marriage of William and Kate? What will they say?

Well, I would argue that what they will say was the most important thing to happen in the early 21st century was the merger of globalization and the IT revolution. The two really fused in a way that more and more IT started to drive more and more globalization and more and more globalization started to drive more and more IT. And what that fusion did was take the world from connected to hyperconnected and from interconnected to interdependent.

These are huge differences of degree that are differences in kind. It happened over the last decade. You are all feeling it in your jobs, in your universities, in your schools, but no one's really explaining it to people. Everyone's living this fusion now. The plumbing of the world fundamentally changed in the last 10 years.

Now, as they said in the introduction there, the reason I bumped into this is that, back in 2004, I sat down and wrote a book called "The World is Flat" about how the world was getting connected. And that book basically argued that four things came together right around the turn of the century to connect people like never before. What were they?

Very simply, they were, first, the PC. And what the PC allowed and enabled-- and this is where the whole story starts. The PC allowed individuals-- which is what is unique about this era of globalization, the ability of individuals to act globally. It allowed individuals to author their own content in digital form.

Now, that may sound like gobbledegook, but it is really important, because individuals-- men and women-- have about authoring their own content ever since cavemen and cavewomen etched on cave walls. But with the PC, individuals could author their own content in digital form, in the form of bits and bytes, which allowed them to manipulate it in so many more ways and send it to so many more

places. And here, we're talking about words, data, photo, spreadsheets, video, music, anything that could be digitized.

That happened to coincide with-- it didn't have to, but it did-- with something called the "Internet." So suddenly, I couldn't not only author my own content in digital form, but I could send it anywhere in the world virtually for free. And that happened to coincide-- it didn't have to, but it did-- with something called "workflow software," which allowed me to collaborate on my content with you and your content anywhere either of us was in the world. And that happened to coincide with-- it didn't have to-- with something called "Google," which allowed me to search my content and your content and dramatically increase our ability to collaborate and learn from one another.

So what I argued was that those four things came together right around the year 2000 and created a platform where more people in more ways from more different places could compete and connect and collaborate on more different things for less money with greater efficiency than ever before. Hence, I declared "the world is flat." Had I been a more honest man, I would have said "the world is flattening" because that platform really just applied to about a billion people. I was not a more honest man. And the book would not have sold 4.5 million copies in 47 languages had I called it "The World is Flattening," but it got the point across.

So I was minding my own business since the book came out. And as Jim said, 2011, I sit down to write a new book, *That Used to Be Us-- How America Lost its Way in the World it Invented and How We Can Come Back*. And when I sat down to write the new book, as I said, the first thing I did was go back to the first edition of *The World is Flat* just to remind myself what I had written.

And I opened it up to the index, and indeed, "Facebook" wasn't in it. That's right. When I sat down to write *The World is Flat*, Facebook had not been invented.

Twitter was just a sound. The cloud was just in the sky. 4G was just a parking place. LinkedIn was just a prison. Applications were just what you sent to college. Big data was a rap star, and Skype was a typographical error. All of that happened, friends, in the last seven years.

Oh. Something really big has happened. The plumbing of the world changed.

I believe at a Gutenberg-scale degree, we have just gone through a Gutenberg moment. You know, someone was alive when Gutenberg invented the printing press, and some monk said to some priest, "Now, that is really cool." I don't have to write all this stuff out longhand anymore? You mean, we can just stamp it out? Well, guess what? You are alive at another Gutenberg-scale leap in how knowledge is generated, disseminated, and transformed into products and services.

Let's go back to the four things that made the world flat. What were they? Well, now, where are they? The ability to author my own content? Oh, that's gone from the PC to the smartphone. The smartphone connected to the cloud where anyone on the planet can now download the most powerful innovation tools for dimes and nickels.

My ability to transmit my digital content has gone from the internet to high-speed broadband and wireless. I mean, I can send it now to so many more people from so many more different places. My ability to collaborate has gone from workflow software to Twitter, Facebook, WhatsApp, Indiegogo, Crowdfunding, Crowdsourcing, and my ability to search has gone from Google to big data. So if you think of all things that made the world flat, in just the last seven years, each of them has been

exponentially expanded. And as a result, the world has gone, as I say, from connected to hyperconnected and from interconnected to interdependent. It is a huge Gutenberg-scale shift.

Now, what does this mean? Well, first of all, as Clay suggested, as he told you, this is a great world to be a consumer in. This is a great-- we all know that. Amazon's going to deliver your book by drone.

[LAUGHING]

And the author's going to make about a two-cent margin on it. It's great for you. Your groceries will come that way. You can shop online now for anything. And with MOOCs, your kids are going to really get a Harvard Business School-scale education for a fraction of the cost-- what a great world it's going to be to be a consumer.

It's a great world to be an entrepreneur in. It's a fantastic world to be an entrepreneur in. As I say, you go around the world now. You see people starting global companies on their Visa cards overnight. We are going to have a billion more people working on and solving the world's biggest problems. It's going to be fantastic.

It's a terrible world to be a leader in. It is a terrible world to be a leader in. It is so noisy out there now, and every leader today is in a two-way conversation. The days of one-way conversations are over. Every politician, every university president now, every columnist is in a two-way conversation.

We even saw a demonstration this week of the Prime Minister of Turkey trying to shut off Twitter. He simply could not stand the two-way conversation. Good luck with that, Mr. Erdogan. Let me know how it works out for you.

But the other really difficult thing to be in this world is going to be a worker, skilled or unskilled, because the single most important socioeconomic fact of the hyperconnecting of the world is that "average" is officially over. Average is over. There's a saying here in Texas-- if all you ever do is all you've ever done, all you ever get is all you ever got. That is NA-- "no longer applicable."

If all you ever do now is all you've ever done, all you'll ever get is not all you ever got. You will get below average. Because in a hyperconnected world, every boss today has cheaper, easier, more efficient access to more above-average automation, above-average software, above-average cheap labor, and above-average robotics. Average is officially over.

Eric Brynjolfsson and Andy McAfee have written a book. So the new machine in which they make the simple point-- that the Industrial Revolution was based on the steam engine. The steam engine doubled in efficiency once every 70 years. And during the Industrial Revolution-- the first Industrial Revolution, people and machines were extremely complimentary. You needed a person to guide the machine.

I don't have to tell you because you may have pumped your gas this morning and when you stopped at CVS and checked yourself out at the automated checkout machine that, in the hyperconnected world, it is not so clear anymore how complimentary people and machines are. Increasingly, machines and software are able to substitute for more and more complex processes and labor. Average is officially over.

Oh, I know what you're thinking. You're thinking, "Very easy for you to say, Mr. Smarty Pants New York Times columnist."

[LAUGHING]

No. Let me tell you about my job. I became the New York Times foreign affairs columnist in January 1995. I inherited James Reston's office in the Washington Bureau of the New York Times. What a thrill and honor-- to have the office of this incredible leader, columnist, and editor of the New York Times. What an honor.

And I suspect Mr. Reston, back in the '60s and '70s, used to come to that very same office and say to myself every day, "I wonder what my seven competitors are going to write today, " and he personally knew all seven. I can name them. [? Walter ?] Litton, Mary McGory, Stuart Elsop, Joseph Craft, Peter Lisencourt, Tony [? Louis. ?] I know them. I do the same thing. I come to that same office every morning and say to myself, "I wonder what my 70 million competitors are going to write today."

[LAUGHING]

I now have 70 million competitors-- bloggers, Tweepsters, online columnists, online magazines. I've been going to China for 20 years. For 20 years.

I had one goal when I went to China over the last 20 years-- to tell my mother-in-law in Chicago something she didn't know about China. That's all really my goal was.

Now, it happens my mother-in-law in Chicago, for many of those years, had never been to China. So the truth is I could write an average column. Hope I didn't, but I could. They got chopstick here. They eat with this funny pieces of wood. The panda bears-- I could write an average column.

But last year, the New York Times-- if you go to our online website, you will notice-- open NewYorkTimes.com.cn. New York Times in Chinese where they translate much of the paper, including my column. Now, I have a problem.

[LAUGHING]

THOMAS L. FRIEDMAN: Now, I have a different goal. When I go to China, I have one goal in mind. When I go to China, my goal is to tell people in Chengdu something they don't know about China, not just my mother-in-law in Chicago. Because if I'm going to be read in Chendu, I've got to offer them some value add. And that ain't average.

So average is over for all of us. Each of us has to find our unique value contribution that justifies why we should be hired and why we should be promoted, and it applies to everyone. When I was working on that book, I interviewed a banker down here in Texas. And said to me-- it was during the recession, really, back in 2009, but he said to me-- something stuck in my mind. He said, "Tom, today you only hire someone if you absolutely have to." And I don't think that is just a product of the recession. I think he was describing the future.

There is something that sustained the American middle class for 50 years. It was called the "high-wage, middle-skill job." Because in the world of walls, you could be middle-skilled and still have a high-wage. There was no software to compete against you, no robotics, and no workers from India and China. Today, that thing that sustained the American middle class for 50 years called the "high-wage, middle-skill job" is over. There's no such thing today is a "high-wage, middle-skill job" unless you're a lucky retiree of the City or State of Illinois or the City of Chicago. OK?

[LAUGHING]

And those are going away as well. Today, there is only a "high-wage, high-skilled job" because every middle class job in the hyperconnected world now is being pulled in three directions at once. It's being pulled up, it requires more skill and knowledge to do and adaptability. It's being pulled out, more people, software, and machines can compete for it. And it's being pulled down faster, it's being outsourced to history faster and faster.

So let me just give you a few examples of the hyperconnected world that I run into. I like take to collect these as I travel around the world. You see a little bit of what I'm talking about.

In October of 2010, October 30th, I was in New Delhi. I love reading them, all those papers in Indian. Hindustan Times that morning ran a new story that said that, "A Nepali telecommunications firm had just started providing third generation-- 3G-- mobile network service at the summit of Mount Everest, the world's tallest mountain." The story said, "This would allow thousands of climbers and trekkers who throng the region every year access to high-speed internet and video calls using their mobile phones."

Do you realize how many phone calls are now being made from the top of Mount Everest that begin, "Mom, you'll never guess where I'm calling you from." OK.

[LAUGHING]

THOMAS L. FRIEDMAN: That's the hyperconnected world. So I was in San Francisco last May. I spoke at the New School Summit. Rented a Hertz car. Middle of summit, I had to change all my plans-- where I return the car, when I return the car.

I thought it was pretty complicated. Call 1-800-Hertz. Got the automated voice on the line. Asks for my basic information and I then waited for the voice to say, "Now, please stay on the line. A Hertz service representative will be with you shortly. Your call may be recorded for quality purposes."

I never got the Hertz representative. I did the entire complex-- and it was complicated-- with artificial intelligence. Called the girls, my girls. Told them, "Girls, don't think about being a Hertz service representative when you grow up."

No problem. I travel a lot. So last year, I did a documentary-- going to come out on Showtime in April-- about climate change in the Arab Spring. Was in Yemen. Flew from Yemen to Heathrow Airport in London.

Standing in the passport line in Heathrow Airport. The guy in front of me recognized me. He said he was a fan, read *The World is Flat*. I engaged him. I did what I do everywhere I go. I tried to interview him.

"What do you do, sir?" "Oh, I'm in the software business," he says. "Software. I like software. What do you do?"

He said, "My company's called 'Neota Logic.' Our goal is to make every lawyer obsolete." "Oh, tell me more. It usually gets a big applause."

[LAUGHTER]

"Tell me more." So Neota Logic is part of a new strain of software called "expert systems," and it plans to do-- to provide to the 40-plus% of Americans who can't afford an attorney when they need

one. Basically, it's TurboTax for the legal profession. The company's website quoted one commentator complaining that, "Neota Logic's technology cannot read between the lines or wipe away tears," to which the company responded online, "We will definitely be issuing a press release when we can."

[LAUGHING]

Called the girls. "Girls, you may want to not think about a legal career." No problem.

Maybe they'll go into gardening, but then I read The Daily Beast story about the fact that software and robots had basically shrunk our blue collar workforce from 16 million to 9 million. You know the story. The average American factory today is just two people, a man and a dog. The man is there to feed the dog, and the dog is there to keep the man away from the machines.

[LAUGHING]

We've gone from 16 million blue collar jobs to about 12 million. And what this story in The Daily Beast said, "Willow Garage has now released a new personal robot that can fold laundry and pour beer, the French firm Robosoft showcased robots that monitor elderly patients, Italian and Swedish firms offered a robotic landscaper, and a Japanese company unveiled its new robot teacher, the South Koreans have developed a robot firefighter." Tell the girls don't go into firefighting.

No problem. They're smart girls. They're smart girls. They really are. So maybe they'll go to a good little liberal arts school like Grinnell College, for instance.

Grinnell College in central Iowa. My mother-in-law went there. She was later chairman of the board. God bless her. God bless her heart.

In 2011, 9% of all applications to Grinnell College came from China. And of those, 43% had perfect 800s on their math SATs.

[LAUGHING]

That's not UC Santa Barbara. That's not Stanford. That was Grinnell College in central Iowa. So you get the point. We are seeing the hyperconnecting of the world in so many places in so many ways, and its meaning is that average is officially over.

So what do we do about it? Well, now, let's move down that supply chain. Let's think about what actually is going on in the job market. Now, the job market's traditionally been segmented into three tiers.

The top tier-- the one you're all in, the one you all want your kids and students to be in-- is called "non-routine work." Work that cannot be replaced by an algorithm or a robot. Work that involves true creativity, entrepreneurship, and innovation to some degree.

Another, it's doctors and lawyers. It's journalists. It's writers. It's athletes. It's engineers. It's software designers.

It's university professors. Non-routine work, work that cannot be replaced by an algorithm. We all want to be "non-routine."

The middle layer is called "routine work." "Routine work" is any kind of repetitive function, whether in a factory or in the back room of an insurance company. And as we all know, routine work has been crushed because it can be described by an algorithm and easily automated or digitized.

Third category is "non-routine local work." That's the chef who made your lunch. It's work that has to be done face-to-face in a specific location. Your butcher, your baker, your candlestick maker, your dentist, your dental hygienist, your divorce lawyer has to be done in a specific location face-to-face.

Now, "non-routine local work," the quality of your wages there will depend to a high degree on the number of non-routine high-end workers you have. It's much better to be a massage therapist outside of Google headquarters in Mountain View, California, than it is in the middle of Wyoming.

So what's happened basically to those three tiers as we've entered the hyperconnected world? What's happened at the top is that it's not enough anymore to say, "I'm non-routine. I'm safe." Clay told you about that.

Because you may think that you're here at the University of Texas, and you're teaching business innovation. You're teaching business innovation. And one day your rector comes to you and says, "Say, we've got all of Clay Christensen's business innovation lectures that we could put up now." And they've turned it into a MOOC. So what exactly do you have to offer?

[LAUGHING]

See, it's not enough to say, "I'm a radiologist. I'm non-routine, not when I can get your x-rays read in Bangalore." You got to be a creative radiologist.

It's not enough to say, "I'm a columnist for the New York Times." I'm non-routine, not when there are 10,000 other people now blogging about what you're writing about from China. You better be a creative columnist. You better go to the North Pole every once in a while.

[LAUGHING]

Not enough to say, "I'm a lawyer. I'm non-routine." You've got to be a creative lawyer.

It's not enough to say, "I'm an accountant. I'm non-routine." You've got to be a creative account-- well, not a "creative accountant," but you know what I mean. Got enough of those. Everybody's got to bring something extra, some unique value contribution that justifies why they should be hired, why they should be promoted. It's not enough anymore just to say, "I'm non-routine."

So let's going now to the next link in the chain. What does that mean for education? It means we have three education challenges, which I would quickly summarize as knowledge, skills, and motivation. First of all, we need to bring our bottom to our average in terms of basic skills. That's the three Rs-- reading, writing, and arithmetic.

But not just the bottom because-- some of you may have been falling. I've been interviewing about the second piece coming out in a couple weeks. Laszlo Bock, the head of HR-- human resources-- at Google, and the point he makes is you need to be numerically literate today. You need to know some basic programming and software to do so many jobs now. Just the baseline has got to be there, and it's got to be higher. It's not just about reading, writing, and arithmetic. That certainly is where the baseline of knowledge starts.

Second contribution to knowledge, though-- and it got to be a big part of education. It's not just enough to have knowledge because knowledge today is really a commodity. I mean, the Google machine knows everything. So basically, what's going on in the labor market today is every employer is saying, "I don't really care what you know because the Google machine does know everything. I only care and I will only pay for what you can do with what you know."

And that's, to me, about the whole suite of things we call "skills." Skills. And that's about innovation. I like Tony Wagner's formulation that-- every student today, you don't want them just graduating college-ready. They need to be graduating innovation-ready.

They need to be graduating, in my view, entrepreneurship-ready. And they need to be graduating-- and this is the third part, I think, of the educational mix we've got to be focused on-- motivation-ready. Because basically, we now live in a world where everything's out there. Everything is out there now for you, and it's virtually for free, whether it's Google, whether it's smartphones, whether it's tools on the cloud. And what will differentiate the winners and losers-- we spoke for so many years about the digital divide. The terrible digital divide between those people in the world who are connected and those who were unconnected.

Well, in the hyperconnected world, friends, I guarantee you, in 10 years, there will be no digital divide. I will make this prediction. Everyone-- all seven billion of us-- will be online with a smartphone.

What you will have-- this is an idea-- Marina Gorbis, the futurist-- is the motivational divide. Who is it-- in a world where all these tools are free, in a world where all this knowledge is available, who has the internal motivation and aspiration to not only put it together in different ways but to keep learning and relearning? That's going to be the big divide, and that's got to be part of education. And you're reading a lot about it now. Those people, like Paul Tough who are writing about grit and persistence.

My motto, when I speak to students, is very simple. "If it's not happening, it's because you're not doing it."

There is increasingly no other excuse, no technical barrier to entry, no even financial barrier to entry. If it's not happening, it's because you're not doing it. So something really big also happened when we went from connected to hyperconnected. We entered what I call a "401(k) world" where everyone has to pass the Bar and everyone faces the most email list.

What do I mean? So when we lived in a world of walls before the world was connected, if the world had a dial, a meter on it, that meter was set over to the left. And the closer you were to the Soviet Union, the more left the meter was set. And that meter said, "You live in a world of defined benefits. You live in a world of defined benefits." And if you were in Sweden or France, those benefits were defined even more than if you were in Texas or Chicago.

But you lived in a world of defined benefits. Show up, do your job every day, be average or above average, and you're going to get these benefits. What's happened over the last 10 years-- and you know this reading the news-- is the walls came down, the world got hyperconnected, and that dial has shifted far to the right now. And the dial says, "You live now in a world of defined contributions."

"The world will only pay for what you can do with what you know. The world does not pay off on effort. It pays off on results." So this is the huge shift we're going through in our society today-- from a world of defined benefits to a world of defined contributions.

Secondly, everyone is going to have to pass a Bar Examination. A Bar-like examination. What do I mean by that? So the legal profession, for whatever reasons, decided 100 years ago that just getting a law degree was not a proxy for your ability to practice law. You want to do that down here in Texas, you've got to come down and take the Texas Bar.

Well, what's happening is that-- and you see this if you do what Clay says and actually talk to people in the business world. You will discover that so many employers today are now giving specific tests for any job they have because they don't want to take a chance on you. They don't care what's on your CV. It is not a proxy for anything for them. They're going to give you or your kid a Bar Exam.

My daughter's roommate in college started a company called "HireArt." I urge you to Google it. The art of hiring. What Elli's company does is employers now all over America come to them and say, "We've got a job"-- this is a true story. She emailed me just the other day.

Google has a new set of jobs. This is why people could never predict where the job market's going to go. Google, you may have noticed, is trying to deliver wireless connectivity to remote places through balloons. Through aerial balloons.

And they had a job. They needed aerial balloon operators in Kenya. So they were looking for someone who could operate an aerial balloon, maybe spoke a little Swahili, could operate the software of the system, and didn't mind floating around up in the air for 30 days at a time. They created a test for that. OK. And you had to submit a CV and a YouTube video online.

Friends, this is coming to every career. Remember that Texas banker. You only hire someone if you absolutely have to, and you only hire them if you know they can add value more than software or robot or worker in China and India.

Third-- and this is the scary part-- everyone is going to face the email list. So if you go to newyorktimes.com-- call it up on your website-- you'll notice in the bottom right-hand corner of the home page are the 20 most emailed items in the New York Times every 15 minutes. Any New York Times columnist or journalist who says they don't look at that list is lying to you. OK?

How can you not? How did my column you? How's it doing? Am I going up? Am I going down? Did I make the list even?

I would argue the most emailed list is going to come to every job and profession. This is just a product of big data. The New York Times can track all these clicks and translate it into the most emailed lists, most emailed list every hour, every seven days, and every month we do. We could do most emailed in China and India.

My daughter, as I said, was a schoolteacher in Washington DC. There's now software that can track how many of any teachers' kids are in third grade reading level every week, and parents can look at it. Well, how soon before the principal says, "I'm actually going to tie your pay to how many of your kids are on the most reading list every week"?

The most emailed list is coming to a job near you. So we are in a 401(k) world where everyone's going to face the Bar Exam, and every boss is going to have the most emailed list. I am so glad I had my journalism career when I had it, and that I'm not going to be around for the end of this story. OK. But you and your students are.

So let me end by taking the most oft asked question I get. What do you tell your kids for how to prepare for this world? And I have five pieces of advice that my daughters are so sick of hearing. But since you're fresh meat, I'll share it with you.

[LAUGHING]

First, think like an immigrant. How does the new immigrant think? New immigrant thinks I just showed up here in Dallas, Texas, and there is no legacy spot waiting for me at the University of Texas. I better figure out what's going on here in this job market and pursue those opportunities with more energy, vigor, grit, and persistence than anybody else.

I have an Armenian friend who likes to tell me, "Tom, new immigrants are paranoid optimists." They are optimists because they picked up from somewhere lousy and came somewhere they thought would be better, and they are paranoid. They think it can be taken away from them any second. Friends, think like an immigrant because we are all new immigrants to the hyperconnected world.

Second, think like an artisan. This is an idea I got from Larry Katz at Harvard-- labor economist. Who was the artisan? The artisan was that person in the Middle Ages-- before mass manufacturing-- who made every item individually. Every item went off. Every saddle, every stirrup, every chandelier, every item of clothing-- shoe, belt-- every piece of furniture, plate or dish or glass the artisan made individually before mass manufacturing.

And what did the best artisans do? They took so much pride in their work, they brought so much unique value add, so much extra, they carved their initials into their work. That's what the best artisans did. Do your job every day, and teach your kids to do their job every day as if they took so much individual pride and it brought so much extra value add that they want to carve their initials into it.

Third, think like a starter-upper in Silicon Valley. Got this idea from Reid Hoffman at LinkedIn. Reid likes to say, "In Silicon Valley, there's only one four-letter word." It actually isn't even four letters, but it does start with an "F." And that word is "finished."

If you ever think you're finished, you are truly finished. Everyone needs to think of themselves as a work in progress. The adage that the new-- Alvin Toffler's adage that, "The new literacy today is not reading, writing, and arithmetic. It's the ability to learn and relearn in a world of constant change." I'm a huge believer in that.

Your mindset has to be-- and that's why I was up near the North Pole yesterday. You are always a work in progress. You are always, Reid likes to say, "in beta." "Always be in beta."

"Beta's" that state of development of a piece of hardware or software where it's about 85% done. And they throw it over the wall into the market, and people test it and try it and find the glitches and the holes. And they throw it back, and you work on it some more, try to perfect it, throw it back over the wall. They work on-- send it back.

"Always be in beta." Never think of yourself as finished. Because if you do, you will truly be finished.

Fourth, I live increasingly by the motto that "PQ plus CQ is always greater than IQ." Oh, yeah. In a hyperconnected world, you give me a kid with a high passion quotient and a high curiosity quotient in a world where motivation is going to be, I think, the key differentiator, and I'll take them over a kid with a high intelligence quotient seven days a week. "PQ plus CQ will always beat IQ."

Lastly, always think like a waitress at Perkins Pancake House in Minneapolis-- my favorite restaurant. So I was working on this book and had breakfast out at Perkins on Highway [? 494 ?] in Minneapolis with my best friend, Ken Greer, 7 AM on a Sunday morning. I ordered three buttermilk pancakes and scrambled eggs. Ken ordered three buttermilk pancakes and fruit. And after 15 minutes, the waitress came. She put our two plates down, and all she said to Ken was, "I gave you extra fruit."

We gave her a 50% tip. Why did we give her a 50% tip? Because that waitress, she didn't control much, but she controlled the fruit ladle.

[LAUGHING]

And that was the source of her extra. What was she doing in her own little world? She was thinking entrepreneurially. She was being relentlessly entrepreneurial, looking for how she could fork off from her job and find a new pathway to income.

So friends, if you take nothing away from this talk, please take this-- think like an immigrant, stay hungry. Think like an artisan, take pride. Think like a starter-upper in Silicon Valley, and always be in beta. Remember that PQ plus CQ is always greater than IQ. And think like a waitress at Perkins Pancake House, and always be entrepreneurial because this little Minnesota boy can tell you we all now really do live in Garrison Keillor's Lake Wobegon-- where all the men are strong, all the women are beautiful, and all the children need to be above average. Thank you very much.

[APPLAUSE]

Thank you.

[APPLAUSE]

Dan Pink: The Puzzle of Motivation

Time: 00:18:36



00:00

[MUSIC PLAYING]

[APPLAUSE]

DONALD PINK: I need to make a confession at the outset here. A little over 20 years ago, I did something that I regret, something that I'm not particularly proud of, something that, in many ways, I wish no one would ever know but that here I feel kind of obliged to reveal. In the late 1980s, in a moment of youthful indiscretion, I went to law school.

English
Now--

[LAUGHTER]

--in America, law is a professional degree. You get your university degree, then you go on to law school. And when I got to law school, I didn't do very well, to put it mildly, I didn't do very well. In fact, graduated in the part of my law school class that made the top 90% possible.

[LAUGHTER]

Thank you. I never practiced law a day in my life. I pretty much wasn't allowed to.

[LAUGHTER]

But today, against my better judgment, against the advice of my own wife, I want to try to dust off some of those legal skills, what's left of those legal skills. I don't want to tell you a story. I want to make a case. I want to make a hard-headed, evidence-based, dare I say lawyerly case for rethinking how we run our businesses.

So ladies and gentlemen of the jury, take a look at this. This is called the candle problem. Some of you might have seen this before. It was created in 1945 by a psychologist named Karl Duncker. Karl Duncker created this experiment that's used in a whole variety of experiments in behavioral science. And here's how it works.

Suppose I'm the experimenter. I bring you into a room. I give you a candle, some thumbtacks, and some matches. And I say to you, your job is to attach the candle to the wall so the wax doesn't drip onto the table.

Now, what would you do? Many people begin to trying to thumb tack the candle to the wall. Doesn't work. Some people, and I saw somebody kind of make the motion over here, some people have a great idea where they light the match, melt the side of the candle, try to adhere it to the wall. It's an awesome idea. Doesn't work.

And eventually, after 5 or 10 minutes, most people figure out the solution, which you can see here. The key is to overcome what's called functional fixedness. You look at that box, and you see it only as a receptacle for the tacks. But it can also have this other function as a platform for the candle. The candle problem.

Now, I want to tell you about an experiment using the candle problem done by a scientist named Sam Glucksberg who's now at Princeton University in the US. This shows the power of incentives. Here's what he did. He gathered his participants and he said, I'm going to time you how quickly you can solve this problem.

To one group he said, I'm going to time you to establish norms, averages, for how long it typically takes someone to solve this sort of problem. To the second group, he offered rewards. He said, if you're in the top 25% of the fastest times, you get \$5. If you're the fastest of everyone we're testing here today, you get \$20. OK? Now, this is several years ago. Adjusted for inflation, it's a decent sum of money for a few minutes of work. OK? It's a nice motivator.

Question, how much faster did this group solve the problem? Answer, it took them, on average, 3 and 1/2 minutes longer, 3 and 1/2 minutes longer. Now, this makes no sense, right? I mean, I'm an American. I believe in free markets. That's not how it's supposed to work, right?

[LAUGHTER]

If you want people to perform better, you reward them, right? Bonuses, commissions, their own reality show, incentivize them. That's how business works. But that's not happening here. You've got an incentive designed to sharpen thinking and accelerate creativity. And it does just the opposite. It dulls thinking and blocks creativity.

And what's interesting about this experiment is that it's not an aberration. This has been replicated over and over and over again for nearly 40 years. These contingent motivators, if you do this, then you get that, work in some circumstances. But for a lot of tasks, they actually either don't work, or often they do harm. This is one of the most robust findings in social science and also one of the most ignored.

I spent the last couple of years looking at the science of human motivation, particularly the dynamics of extrinsic motivators and intrinsic motivators. And I'm telling you, it's not even close. If you look at the science, there is a mismatch between what science knows and what business does.

And what's alarming here is that our business operating system, think of the set of assumptions and protocols beneath our businesses, how we motivate people, how we apply our human resources, it's built entirely around these extrinsic motivators, around carrots and sticks.

That's actually fine for many kinds of 20th-century tasks. But for 21st-century tasks, that mechanistic reward and punishment approach doesn't work, often doesn't work, and often does harm. Let me show you what I mean.

So Glucksberg did another experiment similar to this where he presented the problem in a slightly different way, like this up here. OK? Attach the candle to the wall so the wax doesn't drip onto the table, same deal. You, we're timing for norms. You, we're incentivizing. What happened this time? This time, the incentivized group kicked the other group's butt. Why? Because when the tacks are out of the box, it's pretty easy, isn't it?

If-then rewards work really well for those sorts of tasks, where there's a simple set of rules and a clear destination to go to. Rewards, by their very nature, narrow our focus, concentrate the mind. That's why they work in so many cases. And so for tasks like this, of narrowed focus, where you just see the goal right there, zoom straight ahead to it, they work really well.

But for the real candle problem, you don't want to be looking like this. The solution's not over here. The solution's on the periphery. You want to be looking around. That reward actually narrows our focus and restricts our possibility.

Let me tell you why this is so important. In Western Europe, in many parts of Asia, in North America, in Australia, white-collar workers are doing less of this kind of work and more of this kind of work.

That routine, rule-based, left-brain work-- certain kinds of accounting, certain kinds of financial analysis, certain kinds of computer programming-- has become fairly easy to outsource, fairly easy to automate. Software can do it faster. Low-cost providers around the world can do it cheaper.

So what really matters are the more right brain, creative, conceptual kinds of abilities. Think about your own work. Think about your own work. Are the problems that you face, or even the problems we've been talking about here, are those kinds of problems, do they have a clear set of rules and a single solution? No.

The rules are mystifying. The solution, if it exists at all, is surprising and non-obvious. Everybody in this room is dealing with their own version of the candle problem. And for candle problems of any kind, in any field, those if-then rewards, the things around which we've built so many of our businesses, don't work.

Now, I mean, it makes me crazy. And this is not-- here's the thing. This is not a feeling. OK? I'm a lawyer. I don't believe in feelings.

[LAUGHTER]

This is not a philosophy. I'm an American. I don't believe in philosophy.

[LAUGHTER]

This is a fact, or as we say in my hometown of Washington, DC, a true fact.

[LAUGHTER]

[APPLAUSE]

Let me give you an example of what I mean. Let me marshal the evidence here because I'm not telling you a story. I'm making a case, ladies and gentlemen of the jury. Some evidence. Dan Ariely, one of the great economists of our time, he and three colleagues did a study with some MIT students.

They gave these MIT students a bunch of games, games that involved creativity and motor skills and concentration. And they offered them for performance three levels of rewards, small reward, medium reward, large reward. OK? You do really well, you get the large reward on down.

What happened? "As long as the task involved only mechanical skill, bonuses worked as they would be expected-- the higher the pay, the better the performance." OK? But once the task called for "even rudimentary cognitive skill," a larger reward "led to poorer performance."

Then they said, OK, let's see if there's any cultural bias here. Let's go to Madurai, India and test this. Standard of living is lower. In Madurai, a reward that's modest by North American standards is more meaningful there. Same deal, a bunch of games, three levels of rewards. What happens?

People offered the medium level of rewards did no better than people offered the small rewards. But this time, people offered the highest rewards, they did worst of all. "In eight of the nine tasks we examined across three experiments, higher incentives led to worse performance."

Is this some kind of touchy-feely socialist conspiracy going on here? No. These are economists from MIT, from Carnegie Mellon, from the University of Chicago. And do you know who sponsored this research? The Federal Reserve Bank of the United States. That's the American experience.

Let's go across the pond to the London School of Economics. LSE, London School of Economics, alma mater of 11 Nobel Laureates in economics, training ground for great economic thinkers like George Soros and Friedrich Hayek and Mick Jagger.

[LAUGHTER]

Last month, just last month, economists at LSE looked at 51 studies of pay-for-performance plans inside of companies. Here's what the economists there said. "We find that financial incentives can result in a negative impact on overall performance."

There's a mismatch between what science knows and what business does. And what worries me, as we stand here in the rubble of the economic collapse, is that too many organizations are making their decisions, their policies about talent and people, based on assumptions that are outdated, unexamined, and rooted more in folklore than in science.

And if we really want to get out of this economic mess, and if we really want high performance on those definitional tasks of the 21st century, the solution is not to do more of the wrong things, to entice people with a sweeter carrot or threaten them with a sharper stick. We need a whole new approach.

The good news about all this is that the scientists who have been studying motivation have given us this new approach. It's an approach built much more around intrinsic motivation, around the desire to do things because they matter, because we like it, because they're interesting, because they're part of something important.

And to my mind, that new operating system for our businesses revolves around three elements, autonomy, mastery, and purpose. Autonomy, the urge to direct our own lives. Mastery, the desire to get better and better at something that matters. And purpose, the yearning to do what we do in the service of something larger than ourselves. These are the building blocks of an entirely new operating system for our businesses.

I'm going to talk today only about autonomy. In the 20th century, we came up with this idea of management. Management did not emanate from nature. OK? Management, it's not a tree. It's a television set. OK? Somebody invented it, and it doesn't mean it's going to work forever. Management is great. Traditional notions of management are great if you want compliance. But if you want engagement, self-direction works better.

Let me give you some examples of some kind of radical notions of self-direction. And what this means, you don't see a lot of it, but you see the first stirrings of something really interesting going on. Because what it means is it means paying people adequately and fairly absolutely. Getting the issue of money off the table, and then giving people lots of autonomy.

Let me give you some examples. How many of you have heard of the company Atlassian? OK, it looks like less than half.

[LAUGHTER]

Atlassian is an Australian software company, and they do something incredibly cool. A few times a year, they tell their engineers, go for the next 24 hours and work on anything you want as long as it's not part of your regular job. Work on anything you want.

So the engineers use this time to come up with a cool patch of code, come up with an elegant hack. Then they present all of the stuff that they developed to their teammates, to the rest of the company, in this wild and woolly all-hands meeting at the end of the day. And then being Australians, everybody has a beer. They call them FedEx Days. Why? Because you have to deliver something overnight. It's not bad. It's a huge trademark violation, but it's pretty clever.

[LAUGHTER]

That one day of intense autonomy has produced a whole array of software fixes that might never have existed. And it's worked so well that Atlassian has taken it to the next level with 20 percent time, done famously at Google, where engineers can spend 20% of their time working on anything they want.

They have autonomy over their time, their task, their team, their technique. OK? Radical amounts of autonomy. And at Google, as many of you know, about half of the new products in a typical year are birthed during that 20 percent time, things like Gmail, Orchid, Google News.

Let me give you an even more radical example of it, something called the Results Only Work Environment, the ROWE, created by two American consultants, in place at about a dozen companies around North America.

In a ROWE, people don't have schedules. They show up when they want. They don't have to be in the office at a certain time, or any time. They just have to get their work done. How they do it, when they do it, where they do it is totally up to them. Meetings in these kinds of environments are optional. What happens? Almost across the board, productivity goes up. Worker engagement goes up. Worker satisfaction goes up. Turnover goes down.

Autonomy, mastery, and purpose. These are the building blocks of a new way of doing things. Now, some of you might look at this and say, hmm, that sounds nice, but it's Utopian. And I say, nope. I have proof.

In the mid-1990s, Microsoft started an encyclopedia called Encarta. They had deployed all the right incentives, all the right incentives. They paid professionals to write and edit thousands of articles. Well-compensated managers oversaw the whole thing to make sure it came in on budget and on time.

A few years later, another encyclopedia got started. Different model, right? Do it for fun. No one gets paid a cent or a euro or a yen. Do it because you like to do it.

Now, just 10 years ago, if you had gone to an economist anywhere and said, hey, I got these two different models for creating an encyclopedia. If they went head to head, who would win? 10 years ago, you could not have found a single sober economist anywhere on planet Earth who would have predicted the Wikipedia model.

This is the titanic battle between these two approaches. This is the Ali-Frazier of motivation, right? This is the Thrilla in Manila, all right? Intrinsic motivators versus extrinsic motivators. Autonomy, mastery, and purpose versus carrots and sticks. And who wins? Intrinsic motivation-- autonomy, mastery, and purpose-- in a knockout.

Let me wrap up. There's a mismatch between what science knows and what business does. And here's what science knows. One, those 20th-century rewards, those motivators we think are the natural part of business, do work but only in a surprisingly narrow band of circumstances.

Two, those if-then rewards often destroy creativity. Three, the secret to high performance isn't rewards and punishments, but that unseen intrinsic drive, the drive to do things for their own sake, the drive to do things because they matter. And here's the best part, here's the best part. We already know this. The science confirms what we know in our hearts.

So if we repair this mismatch between what science knows and what business does, if we bring our motivation, notions of motivation, into the 21st century, if we get past this lazy, dangerous ideology of carrots and sticks, we can strengthen our businesses. We can solve a lot of those candle problems. And maybe, maybe, maybe we can change the world. I rest my case.

[APPLAUSE]

[MUSIC PLAYING]

Dan Pink and Tom Friedman gives us new insights into motivation in their videos. Having now experienced their viewpoints on motivation, how will you integrate and apply motivation in your future leadership and motivation portfolio? Please be concise, specific, and reference aspects of the two videos that resonated with you. Please submit your assignment to the [Dan Pink and Tom Friedman Drop Box](#) (500–750 words). The [Lesson Assignment Rubric](#) and assignment due dates are available in the [Syllabus](#).

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