

CB2300 Management

Group Written Report

On Motivation

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Course Code	CB2300 (2014/15 Sem B)	
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Table of Contents

1 Introduction	3
2 Problems Managers May Face in Real Life	4
3 Analysis	4
3.1 Maslow's hierarchy of needs	5
3.2 Cognitive Cost	6
4 Pink Solution	7
4.1 Autonomy	8
4.2 Mastery	11
4.3 Purpose	14
5 Discussion for the Game: Role Play	16
5.1 Instructions	16
5.2 Aim of the Game	17
5.3 Assumption of the Game	17
5.4 Expectation and Actuality	17
5.5 Reasons for the Existence of Different Elements	18
5.6 Limitation of the game	18
6 Conclusion	19
References	21

1 Introduction

Money-related reward is common across many industries and many people also think that higher pay may leads to higher performance nowadays. According to Ariely.D, Gneezy.U, Loewenstein.G, and Mazar.N. (2009) large stakes and big mistakes, the review of Economic studies, 76(2) 451-169, “indeed there are some evidence that payment for performance can increase performance (Lazear, 2000)”. But we think there are people who are doing cognitive jobs and most of them have high salary every month. Maybe money related reward can not attract them well. So in this paper, we will introduce a theory called Pink’s solution (1943) which gives a way to motivate these cognitive employees in order to create more value for companies.

In this paper, Maslow’s Hierarchy of Needs (1943) and the concept of cognitive cost (Mike, 2010) will be used to explain the reason why cognitive employees may not be attracted by money-related rewards or even do their job worse. Moreover, Pink’s new theory on motivation (2009) will be used to solve how to motivate cognitive employees.

At the beginning of this paper, we will talk about the real life problems that manager may face. Next, this paper will give a throughout explanation about why money-related reward may not be attractive on cognitive employees by using Maslow’s Hierarchy of Needs (1943) and the concept of cognitive cost (Mike, 2010). Third, Pink’s new theory on motivation (2009) will give a solution on these problems we mentioned before. And the activity we did in class will be introduced and analyzed. Last, we will do a conclusion to discuss limitations about our report and give some suggestions.

2 Problems Managers May Face in Real Life

There are a number of companies in the real world which are majoring in some creative industries, such as a high-tech company or a fashion clothing one. They all gather lots of cognitive stuff in their company. As most of people known, employees would like to do better, if they get the most appropriate motivation. According to Ariely.D, Gneezy.U, Loewenstein.G, and Mazar.N. (2009) large stakes and big mistakes, the review of Economic studies, 76(2) 451-169, “indeed there are some evidence that payment for performance can increase performance (Lazear, 2000)”. But the problem is that this stuff in creative company has already got high payment, and what if too much money brings out other problems as corruption. Considering this situation, we group try to find a better way to motivate cognitive employees than just give them money reward.

3 Analysis

Performance-related pay or pay for performance is a salary paid method in relationship with how well one works. Many employers use this standards-based system for evaluating employees and for setting salaries. It forms a convention that money is a motivator not only to go above and beyond but also maintain an increased level of productivity. However it is not always the case according to our foregoing paragraphs.

In our research we found that for mechanical straightforward work, money related motivators are very useful and attractive for employees. Meanwhile, for complicated high-skilled job which need rudimentary cognitive skills like conceptual thinking and creative thoughts, monetary motivators will inflame these people's desire for more power and result in a opposite purposes what we wish.

3.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs is drawn in to explain it profoundly. Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". It is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top. (Steere, B. F. (1988). *Becoming an effective classroom manager: A resource for teachers*. Albany, NY: SUNY Press. ISBN 0-88706-620-8.)

For simple mechanical workers who usually earn less money and pursue basic living demands. They are not satisfied by their current working condition, payment level or housing security who are in a certain condition of physiological needs or safety needs based on the Maslow's hierarchy. If these requirements are not met, the human body cannot function properly and will ultimately fail. Motivating a person depends on knowing at what level that person is on the hierarchy. For these workers, their salaries impact their life quality and living standard. They can't chase more high level like self-actualization or esteem unless they eat their fill and wear warm.

As product development engineer and fashion designer. They are high-educated with good payment and their life condition is more leisure and comfortable. They think no small bear of themselves and regard their jobs as creativity and inspiration which give them a sense of contribution or value. On the basis of Maslow's need, satisfied needs will no longer motivate because people act to satisfy deprived needs. On the high level in need model, their complex job as a whole can't be reduced to a simple, often single measure of performance by performance-related payment. (Lazear, 2000) All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. self-actualization level of need refers to what a person's full potential is

and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be.

3.2 Cognitive Cost

Nonetheless, why would their performance goes down with more money being paid to them? Cognitive cost is an important factor to determine people's performance in terms of monetary reward.

As people note all the time, you need to be able to make money to survive. But, it's once sometimes people have a basic level of money that makes them comfortable, using monetary incentives to get them to do creative work fails.

Most successful entrepreneurs say that their primary motivation has been to build something lasting, not to make a lot of money. Surely great professional leaders like Marvin Bower, who built McKinsey & Co., John Whitehead, the former Goldman Sachs senior partner, and Supreme Court Justice John Paul Stevens would tell us that their motivation came from the work itself, and that the lasting respect from others was much greater than money as a measure of achievement. And very few great artists are doing it for the money. Money is a byproduct, and usually a secondary one at that, for such achievers.

Some experts, like Deci, discourage using money to motivate employees at all, especially when employees anticipate the reward before they finish the task. "We need to compensate people fairly, but when we try to use money to motivate them to do tasks, it can very likely have opposite effect on us," he says. This is an example of cognitive cost which means people fail to be inspired because they possess high cognitive cost on money that they don't get motivated by them. (Amar Sarkar, Ann Dowker, and Roi Cohen Kadosh, (2014). Cognitive Enhancement or Cognitive Cost:

Trait-Specific Outcomes of Brain Stimulation in the Case of Mathematics Anxiety. *The Journal of Neuroscience*. (3), pp.e.g. 45)

People may wonder if the high money rewards in a "if you do this task, we'll give you \$x amount" manner actually has a strong cognitive cost. That is, the pressure to do the task well in order to "earn" the amount of money actually ends up causing a creativity cost that takes away from the output. When you're just doing creative work for non-cash rewards, the pressure doesn't feel quite as strong as the former. When you put the dollar signs in, it adds mental costs, and those costs outweigh the cash rewards. It's even possible that the higher the cash reward the greater the mental costs.

Employees who understand that money, power, status and possessions mean little without true passion for their job are the ones who will possess longevity and who will ensure a competitive advantage in the future.

4 Pink Solution

Daniel H. Pink is the author of five provocative books — including three long-running New York Times bestsellers, *A Whole New Mind*, *Drive*, and *To Sell is Human*. Dan's books have been translated into 34 languages and have sold more than 2 million copies worldwide.

From his book, *Drive: The surprising Truth About What Motivates Us*, it has summarized that 'The use of rewards and punishments to control our employees production is an antiquated way of managing people. To maximize their enjoyment and productivity for 21st century work, we need to upgrade our thinking to include autonomy, mastery and purpose' (Daniel, 2009) .

The combination of autonomy, mastery and purpose is also known for Motivation 3.0 or Pink Solution, which can be served to motivate jobs requiring basic cognitive skills in 21st century.

We will utilize the story of Wikipedia to illustrate the pink solution and show its value.

The start of Wikipedia was not by selling the encyclopedia, instead, it was built by thousands of mostly anonymous online volunteers in 2001. These writers were not rewarded by any monetary incentives, but they got sense of community. These online volunteers were rewarded by a common purpose and they obtained a special public recognition due to their contributions. And whether they intended to or not, Wikipedia created the perfect culture of Autonomy, Mastery, and Purpose:

Autonomy - Thousands of people working on their own, for fun.

Mastery - Adding one's own expertise and earning respect within the community.

Purpose - Being part of a movement to create a shared body of knowledge for the world.

In Wikipedia's case, the motivators do not come in the form of monetary, but these volunteers get honored by becoming a Wikipedia administrator. With administrator privileges, the honoree gets an added level of Autonomy, Mastery, and Purpose. They are intrinsically motivated because of the public recognition of good work and their own desire. Within the community of Wikipedia contributors, this honor is worth more than money. (LUCCO, 2014)

Then we will explain the three motivators respectively.

4.1 Autonomy

Autonomy is an individual's capacity for self-determination or self-governance.

Daniel Pink has mentioned an example from Atlassian, a software company to show how autonomy can work in motivation. Once a quarter, employees in Atlassian will have 24 hours to work on whatever they'd like, however they'd like and with whoever they want to. Also, they are

told that the results of their work be presented to the entire company at the end of the 24 hours. That one day of autonomy usually leads to hundreds of new product ideas that never emerged before and hundreds of bug fixes for their existing software without any monetary incentives (Pink, 2009).

We can also get a general understanding from the case of Pixar Animation Studios to see how autonomy can motivate employees. Employees working in this company have their own freedom to design, furnish and decorate their office. Some employees even place trampolines and giant plants that are taller than themselves inside their office, which make this company look like a small amusement park. Employees have the right to arrange their own working time according to their recent working conditions. Besides, employees are granted to play whatever music they prefer when planning and doing projects. Even the idea given by the most inferior painter can be intensely discussed by all. This unique organization that is featured by full autonomy ensures a steady flow of innovative ideas from the effort of every employee and makes the company a great success.

“If workers were required to seek approval for every action and decision they made, they would be inefficient and may even miss time-sensitive opportunities,” writes study leader Greg A. Chung-Yan, professor at Ontario-based University of Windsor. “They would also feel constrained by the necessity to seek approval and this might negatively impact innovation.”(Business News Daily, 2010) In other words, employees need some freedom to plan and arrange their own work method, schedule and criteria. Compared to mechanical work that requires normative and widely approved regulations and constraints to reach the working index that can be quantified, once the work requires basic cognitive skills, whether employees’ working performance is good or bad can’t simply be judged by working measures. At that time, autonomy can be an effective motivator to improve employees’ commitment, involvement and performance at work place.

Commitment, also referred to as organizational citizenship behavior, refers to employees’ psychological attachment to work. It binds an employee to an organization, thereby

reducing the likelihood of work turnover. With employees taking the initiative to decide how, when and where to finish their work and how to judge their work quality, they are more likely to be committed to the organization that they are working for. Furthermore, a committed employee usually will regard organizational interest and performance as personally related and meaningful for the gratitude to the freedom they receives from the company. Therefore, the relationship between employees and company will be closer with autonomy. That is to say, employees will show continuous loyalty to the organization under moderate autonomy.

Involvement indicates employees' psychological identification with their work and the extent to which employees reflects their values on job performance. It can be detected by many criteria including participation, energy devotion, efficacy, passion, state of mind at work and so on. Apart from these, what must be emphasized is that involvement is not just employees' energizing force to finish assigned tasks, it also include the importance of work in their total self image. An employee with a degree of freedom is more likely to internalize his working life, perceive his job as an element of his overall identity and earn a higher level of job satisfaction. In other words, contrary to mechanical work that may only require the mechanical movement and actions from workers, autonomy guarantees that employees with cognitive skills are involved in their work not only physically but mentally. That is because this kind of involvement is parallel to the level of self identity and self image. Therefore, with job involvement reached by employees, their work satisfaction and efficiency can be raised accordingly and that is helpful for both employees and the company.

Performance in work place assesses whether an employee performs a work well. Better performance also can be regarded as the combined consequence of stronger job commitment and job involvement. Moderate workplace autonomy provides the freedom for employees to exploit their talent based on their own skills and creativity those are more or less different from others.

Moreover, employees will be more personally invested at work and in company due to their increasing working comfort and confidence that can be reflected on their job performance and productivity. Better job performance is helpful to employees themselves because it ensures their job security and job growth. From the perspective of companies, with only a little controlling power given up, companies can also achieve success with the jointed effort from all the employees. Therefore, autonomy can create a win-win situation for both parties of the organization.

4.2 Mastery

Mastery is something human beings seek because we're human beings. Mastery is the urge to get better and make progress at stuff. (Chen, 2012)

In pink solution, mastery can only be produced by engagement. Becoming better at something that matters, like solving complex problems, requires an inquiring mind and the willingness to experiment one's way to a fresh solution. The pursuit of mastery is of great importance to making one's way in the economy. Mastery begins with "flow" – optimal experiences when the challenges we face are exquisitely matched to our abilities. In flow, goals become crystal clear and efforts to achieve them are very black and white. People live so deeply engaged, that their sense of time, place and even self melt away. Flow is essential to mastery; but mastery isn't guaranteed by flow. Flow happens in a moment while mastery unfolds over months, years, sometimes decades. Mastery abides by three peculiar rules. The first rule is that mastery is a mindset. It requires the capacity to see your abilities not as finite, but as infinitely improvable. The second rule is that mastery is pain. It demands effort, grit and deliberate practice. As wonderful as flow is, the path to mastery – becoming ever better at something you care about – is a difficult

process over a long period of time. The third rule is that mastery is an asymptote. Because it's impossible to fully realize, mastery is kind of simultaneously frustrating and alluring. (Pink, 2012)

First of all, people love developing their skills. People want to continuously learn and get better at what they do. Because of the motivator, employees become more interested and engaged in their jobs so that they make more efforts to improve themselves and thus achieving higher productivity or better working performance. Self-Determination theory argues that we have three innate psychological needs and one of them is competence. (Ryan & Deci, 2000) The competence is similar to autonomy. When those needs are satisfied, we're motivated, productive and happy. When they're thwarted, our motivation, productivity, and happiness plummet. Therefore, we often see this kind of situations in different companies of different jobs and positions, that when a person feels they're no longer growing, it's the beginning of the end for their present job. (Pink, 2012) People may get bored with their jobs and they will never achieve their peak performance.

Secondly, it feels good to be good at something. Improving yourself is something that anyone in their right mind would like. We can attribute this motivator as a reason for the success of self-education apps and services like Coursera, the free university course website which works together with universities to make some of their courses available online, and offers courses in different subjects, (Young, 2012) or Duolingo, the website that offers a free language-learning and crowdsourced text translation platform to teach you a new language while competing against your friends. (Siegler, 2011) Some companies bring in lecturers to ensure the education of their employees. Google is a great example of this, with their Talks @ Google, which brings in inspiring speakers to foster innovation. (Gifford, 2013) Talks @ Google is a series of presentations by invited speakers sponsored by Google given at various Google offices throughout the world. There's also a new search program at Google. This program lets employees search inside themselves, titled "Search Inside Yourself". It's a free course which Google provides employees that is designed to

teach emotional intelligence through meditation, a practical real-world meditation you take with you wherever you go. The program is a rock-solid business-friendly mindfulness course in three acts, and one of them is to help employees develop self-knowledge and self-mastery. (Essig, 2012)

However, many managers of company still use measures of anti-mastery. Companies keep salaries low by hiring low skilled employees. They skimp on training. If there is nothing goes wrong, they still maintain in this leading style, which employees receive little coaching by their leaders and they don't have any chance to feedback their opinions to their leaders. Worse still, employees don't have opportunity to grow better and achieve high productivity or better working performance to help company reach their goals.

In the pink solution, Pink suggests companies providing "Goldilocks tasks" to illustrate mastery. The term "Goldilocks tasks" is used to describe those tasks which difficulty is moderate. This means that tasks are neither overly difficult nor overly simple. Employees can extend themselves and develop their skills further through the kind of tasks. Because if providing tasks that fall short of an employee's capabilities, employees may feel bored, and if the tasks exceed their capabilities, employees may become anxious. Hence, create an environment where mastery is possible – to foster an environment of learning and development, four essentials are required – autonomy, clear goals, immediate feedback and Goldilocks tasks. (Kell, 2014)

True mastery is that process where people become increasingly better at their jobs. Feeling challenged is a big factor for motivating employees. Challenges at work are also necessary for an employee to reach the state of flow – a working state that any manager should know is particularly lucrative. (Gifford, 2013)

4.3 Purpose

Purpose is, 'Am I doing something in service of a cause larger than myself, or, at the very least, am I making a contribution in my own world?' (Pink, 2009). In other words, purpose is about doing something that matters a lot to us, that is crucial to the value of our life, that is not only beneficial to only ourselves.

The effective power of purpose as a motivator can be known from a study conducted by Noah Goldstein. He explains, 'Some of these employees read stories from other employees describing what they perceived were the personal benefits of the job, including financial benefits and the development of skills and knowledge (Personal Benefit condition). However, another set of employees read stories from the beneficiaries of the fundraising organization, who described how the scholarships they obtained from the organization had a positive impact on their lives (Task Significance condition). Finally, there was a third group of employees that did not read any stories (Control condition). In addition, the employees were told not to talk about or share what they had read with any other callers. The researcher was able to obtain the number of pledges earned as well as the amount of donation money obtained by the callers both one week prior to the study and one month afterward ' (Goldstein, 2010).

As to the results, 'employees in the Personal Benefit and Control groups secured the same number of pledges and raised the same amount of money as they had before the intervention. But people in the Task Significance Group earned more than twice the number of weekly pledges (from an average of 9 to an average of 23) and more than twice the amount of weekly donation money (from an average of \$1,288 to an average of \$3,130).' (Goldstein, 2010).

The results seem to be amazing, but they are quite understandable and even predictable. That is because people want to know their work has meaning and try to maximize the meaning of

their work in terms of jobs that require cognitive skills. People may be satisfied with the extrinsic monetary rewards for wealth, but this kind of feeling of happiness may be temporary and usually is short-lived when they earn more than enough compared to their all expenses. For those works other than mechanical ones, ‘ Satisfaction depends on not merely having goals, but on having the right goals – goals that are greater than their own self-interest ’ (Pink, 2009). These right goals depend on employees’ moral values and belief, and can be felt in many ways by contributing to society and creating values other than money for others, creating more sense of comfort and enjoyment for family, being involved in charity, becoming a role-model for others to achieve progress and so on. That is to say, once employees have a sense that what they are doing is parallel and helpful to their internal ‘ purpose ’, their job commitment, job involvement, job performance and satisfaction will increase accordingly.

In Motivation 3.0, the new ‘ purpose motive ’ is expressing itself in three ways: ‘in goals that use profits to reach purpose, giving employees control over how the organization gives back to the community might do more to improve their overall satisfaction; in words that emphasize more than self-interest; in policies that allow people to pursue purpose on their own terms ’ (Pink, 2009).

When applying purpose as a motivator in productivity and job satisfaction, managers should bear in mind that purpose maximization does not have negative effect on generating profits to the maximum. On the contrary, these two facts are mutually beneficial and can be achieved at the same time. What’s more, the easiest but significant way to make employees feel sense of purpose for managers is to continuously but naturally remind their connection and importance to the joint tasks, company objective and even the success of the whole company.

In conclusion, since ‘One cannot lead a life that is truly excellent without feeling that one belongs to something greater and more permanent than oneself ’ (Csikszentmihalyi, 1998),

purpose can be an effective motivator and serves as a powerful solution to the situation when money-related rewards don't work to motivate.

5 Discussion for the Game: Role Play

5.1 Instructions

In order to eliminate the influence of the role of leader or member in the original group, we randomly divided the whole class into four groups, Group A, B, C, and D. Each group has 5 to 6 members. Because we aimed to analyze the effective motivator that a firm adapts for employees doing different kinds of work, we assigned each group a manager randomly who can do the final decisions.

Then we provided members in the same group with the same background information to read for about 7 min, but different group would be provided with different backgrounds. The background information includes what your role is, which firm you are working in, your salary, and some introductions of your personal life and your ideology. For the purpose of the game, Group A and B would be the firms that whose employees do mechanism and boring work, such as flow line work and dishes clean. They earn a low salary and struggle for the life. They are eager for more money. However, Group C and D's employees are doing creative and complex work, such as designing and developing product. They enjoy high salaries, and lead a superior material life. They pursue higher level of needs, such as power or more knowledge. Besides, on the handouts, there are also many kinds of motivators. After they had read the material, they were given about 3min to do the ranking of the motivators they thought will work best just according to their own roles. After that, they were required to disclose their role among their group. Then, they need to do the group

ranking of the motivators based on group members' opinions, but the manager can make the final decisions.

5.2 Aim of the Game

We intend to illustrate that for people doing mechanical and boring work, monetary motivators such as increasing the salary are more effective. Higher payments will help to increase performance. However, for those doing creative and complex work, money-related motivators are not as effective. On the contrary, higher pay may result in a poorer performance. Under this situation, how to motivate this kind of employees? Pink solution has solved this problem. It indicates that for the latter kind of people, motivators that are related to autonomy, mastery and purpose will work.

5.3 Assumption of the Game

In order to make the game more reliable, we made following assumptions:

The group members can base their decisions fully on the given background information rather than the individual opinions.

The managers in four groups have the ability to motivate their employees and can do the best decisions according to both the opinions of the employees and the cost of the firm.

5.4 Expectation and Actuality

According to the people's common sense and Pink Solution, we expected that for Group A and Group B, they were more likely to put monetary motivators in the first three places. And for

Group C and Group D, they would select motivators in higher levels rather than money-related motivators.

In fact, most of the results were under our expectation that Group A and Group B both give monetary motivators important places, and compared to them, Group C and Group D stressed more on sophisticated motivators. However, there are also some unexpected incidents. Both Group C and Group D chose a monetary motivators in the first five places, and one of them even put it into the second place. After communication with the group members, we thought that these choices are based more on subjective opinions than on background information. Therefore, it matters little to the game's aim.

5.5 Reasons for the Existence of Different Elements

For employees, they know their situation well. Their decisions reflect what they really want, and those are what can motivate them most effectively. However, for managers, they also need to consider the benefits of the whole firm. If the cost of the motivator is higher than the profits that higher performance may bring, it is better not to adopt this motivator. And the communication among managers and employees will reach a balance between the firm benefits and employee motivation.

5.6 Limitation of the game

Firstly, most people cannot do their decision totally on the basis of the background information. They tend to consider the situation with the help of their past experience. That can cause the difference between our expectation and actuality.

Secondly, in our presentation, we put forward some theories and reasons to support the idea that monetary motivators may have a negative influence on the performance of the employees doing complex work. But actually, the game cannot provide enough evidence to prove it.

Finally, there are only one manager in each group. Because it is assigned randomly, we do not know whether he or she has the ability to do the manager. So the final decision managers did can be different from the expectations.

6 Conclusion

As the proverb goes, money is not a panacea. In the contemporary management context, simple and pure monetary motivators cannot effectively and efficiently satisfy employees and their managers' management goals as how it works in old days. With economics growth, workers' salaries are generally high enough to cover their safety and physiological needs of Maslov's Hierarchy, and has become less attractive to the employees. High salaries, in contrast, possess potential to leverage heavy burdens to disturb employees and inhibit their working performance.

In our study, we found that one of the major factors that impact worker's performance in term of monetary reward is cognitive cost. Excessive monetary reward can cause cognitive cost, which means employee's working ability both mentally and physiologically will gain a loss, and in return a poor working performance is inevitable.

So managers have to find more better management pattern to advance with the times. According to our study, Pink's Solution can works well theoretically and empirically. Pink's solution includes three kinds of motivators - Autonomy, Mastery, and Purpose. To briefly summarize, autonomy appeals an individual's self-governance and self-determination, mastery is the urge to get better and make progress at stuff, and purpose is about doing something crucial to the value of an

individual's life. We analyzed the results and its reason of the well-designed game of our group presentation, which indicates that Pink's Solution is a reasonable model to solve the contemporary money-related motivation problems.

We hope that our finding can help managers transform their motivators into the more efficient ones.

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