Drive – Daniel H. Pink - presented to the 2014 Baylor Trombone Studio (outline by Phillips)

Baseline rewards – salary, contract payments, benefits and a few parks that represent the floor of compensation. If the baseline rewards are not adequate, the focus of the person will be on the unfairness of the situation or the anxiety of our circumstance, making motivation of any sort impossible.

- Do you know of people in our work, educational or professional environment who are suffering from inadequate baseline rewards?

- At which point do baseline rewards become obsolete?

- How does our own individual perception of base line rewards impact our quality of work and ability to excel in what we do?

FedEx Days – created by the Australian software company "Atlasian" – short bursts of autonomy in a one-day effort to tackle any problem they want. The results are then relayed to the rest of the company within 24 hours. The name implies that the results have to be delivered overnight.

- How can we implement the "FedEx" philosophy in our studio (ie, sectionals, practice duos, research, grant writing ideas, development and marketing, recruitment)?

Goldilocks tasks – tasks are neither too easy nor too hard. This is essential to reach a state of flow in our work and achieving mastery.

- When do you experience "flow" in your performance or practice?

- What is necessary to experience "flow" in our performance or practice?

If then rewards – rewards offered as a contingency "if you do this, then you will get that." They invariably do more harm than good. They are OK for routine tasks, not for creative conceptual tasks.

- What motivates you in your pursuit of music here at Baylor?

- Is your motivation to get an "A" or not to "fail" – to not crash and burn? Or is your motivation based on fear (what will everyone think)?

- What is your motivation behind preparation for trombone choir or lessons?

Mastery acentote – The knowledge that full mastery can never be fully realized. This makes our pursuit simultaneously alluring and frustrating.

- This is a true paradox. The more skill and artistry we experience in our performance, the more we realize we are lacking in these same areas. There is always someone better than you.

- Are you tempted to restrain your commitment to excellence so that you don't get your hopes up? Do you squelch your desire because you are afraid of the pursuit of mastery?

Motivation 1.0 – Humans are biological creatures struggling for surviving.

- This motivates us all to some degree. This is partly why I sit in a tree with a compound bow in late October….

Motivation 2.0 – "Old School" motivation assumes that humans respond positively to rewards and punishments in their environment. Motivation 2.0 assumes that humans are primarily driven by external forces and demands placed on their work environment.

- Where do we see "motivation 2.0" at work?

- How has this affected the careers of your parents?

- Do you see "motivation 2.0" in our educational system?

Motivation 3.0 – this is the upgrade we now need, presumes that humans also have a third drive, to learn, create and better the world.

- Is this cultivated at Baylor? Or, do we overly pamper, spoon feed and hand hold you through to your graduation?

- What are some ways the trombone studio can cultivate true "3.0" motivation?

Non-routine work - creative conceptual right brain work that can't be reduced to a set of rules or schedule. Today, if your not doing this sort of work, you wont be doing what you're doing for much longer.

- Can the pursuit of music be all "non-routine"?

- When the pursuit of only creative, conceptual, right brain work becomes our primary focus, what happens to our craft?

- When our focus is primarily on repetitious practice, what happens to our craft?

Now that rewards – offered after a task has been completed as in "now that you have done that, lets acknowledge the achievement. Tricky but better than "if then."

- What "now that" rewards do you see in the School of Music?

R.O.W – results only work environment – employees don't have schedules, they don't have to be in the office at a certain time or any time, they just have to get the job done.

- Is this possible in our profession?

- How is this relevant in our studio?

Routine work – work that can be reduced to specs, spreadsheet, script or formula. External rewards can be effective in routine, left brain tasks, but because most of this work can be outsourced or automated, this type of work has become less valuable and less important in advanced economies.

Sawyer effect – behavioral alcomy inspired by the scene in The Adventures of Tom Sawyer, in which Tom and friends white wash aunt Polly's fence. This effect has two aspects. Negative – rewards can turn play into work. Positive – focusing on mastery, can turn work into play.

- How is the Sawyer effect evident in our studio?

- How can we lead by example in our School of Music via the "Sawyer effect?"

20% time – initiative in place where employees can spend 20% of their time working on any project they choose.

- Do you implement 20% time in your practice?

Type "I" behavior – a way of thinking and an approach to life built around intrinsic rather than extrinsic motivators. Powered by our innate need to direct our own lives, learn and create things and live for something transcendent. Type "I" behavior motivates us beyond the temporal and fuels are desire to excel for the sake of mastery and purpose.

- What fuels your desire?

Type "X" behavior – behavior that is fueled by extrinsic desires more than intrinsic. Behavior that is less concerned with the inherent satisfaction of the activity but more with the external rewards with that activity leads.

- What are some examples of type "X" behavior in our studio?

Charge to you:

Consider your remaining time here at Baylor. Seek ways to motivate others and truly care about your community of learners in this studio. Warm up together, practice together and encourage each other in the faith. Be resourceful. Take ownership of each rehearsal and practice session - others are relying on you.