

Handbook of Self-Determination Research. Edward L. Deci and Richard M. Ryan (Editors). Rochester, New York: The University of Rochester Press, 2002, 470 pages, \$95.00 hardcover.

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The Handbook of Self-Determination Research is the outcome of various research projects in self-determination theory (SDT), which began with a conference in 1999 devoted exclusively to SDT. The book, comprising 19 chapters, begins with an introductory section and overview of SDT. The second section (chapters 2–7) explores theoretical issues, the third section (chapters 8–13) examines SDT applications in life settings, the fourth section (chapters 14–18) incorporates other theoretical perspectives, and the fifth section (chapter 19) presents conclusory comments.

Section I (*Introduction*, containing chapter 1) argues there are two ways of viewing SDT. One is the view taken by psychoanalytical, Jungian, humanistic, developmental, transpersonal, and cognitive schools, that humans innately strive to grow psychologically, in terms of what Angyal terms autonomy and relatedness. However, this view is not shared by operant behaviorists who posit that no inherent developmental direction exists. Behavior is a function of past experience reinforcing current response processes relative to environmental cues or stimuli. Additionally, social-cognitive approaches portray the individual not as one striving to integrate into a self-unifying system, but rather, as a collection of selves, or self-schemas, that are activated by cues. Finally, an inner tendency of individuals toward psychological growth does not seem to occur in everyday life. People tend to just get by, to be plagued with inner conflict and a lack of concern for responsibility to themselves, their friends, and the community at large.

The authors are quite fair in presenting the problem of self-determination in the very beginning of this book, as I have just described, even bringing in post-modern concepts on complete relativity of meaning. They settle on a conclusion that humans are not totally incapable of self-determination, but are not totally driven to grow. We are, instead, *potentially* capable of self-determined psychological development. The authors then focus on the capabilities of self-determined development, which is a process of autonomy/homonomy. This integrative potential can be accomplished in one's own growth, as well as in interactions with others.

In order for growth to occur, three needs — competence, relatedness, and autonomy — must be present. The authors view these needs as not only being demon-

strated, but known to the individual. That is, an individual may be competent in day-to-day work, but she must also feel a sense of confidence. The need for relatedness is not concerned with a specific outcome, but rather, with being with others in secure communion. Autonomy concerns acting from integrated values and interests.

The evolution of SDT research over the past three decades has resulted in four mini-theories to explain the grand theory. Cognitive evaluation theory describes the effects of social contexts on people's intrinsic motivation. Organismic integration theory concerns internalization and integration of values and regulations to explain extrinsic motivation — that is, the degree to which individuals experience autonomy while engaging in extrinsically motivated behaviors. Causality orientation theory is used to describe individual differences in people's tendencies to orient toward the social environment in ways supporting their autonomy. Basic needs theory explains the relation of motivation and goals to health and well-being.

Much of the focus of the book is on experimental studies on intrinsic and extrinsic motivation. But unlike some previous work, the authors tend to view life as a combination of extrinsic and intrinsic motivations. If an individual is doing something purely for his own enjoyment, the activity is usually considered an intrinsic motivator. If one is paid or forced to do this task, on the other hand, pure intrinsic motivation is eroded. The basic thesis of the book is humans cannot always do only what they want, but can apply aspects of self-determination, even in extrinsic motivational situations. A continuum exists from motivation that is non-existent, which can be called amotivation, to the other extreme of intrinsic motivation, which is completely self-determined. Extrinsic motivation then tends to be both self- and non-self-determined. The regulation of tasks ranges from external to introjected to identified to integrated regulation.

External regulation is the least autonomous form of extrinsic motivation, which includes the classic motivation to obtain rewards or avoid punishment, the type of operant conditioning that Skinner promoted. Introjected regulation is internalized extrinsic motivation, accepted at a deep level as one's own. It can be said to be partially internalized: behaviors based on guilt and shame or to obtain ego gratification and increase self-worth may be here included. Identification is a more self-determined form of extrinsic motivation, involving conscious valuing of a behavioral goal or regulation and acceptance that the behavior is personally important. Integrated regulation provides a basis for the most autonomous form of extrinsically motivated behavior. It results when identifications have been evaluated and brought into congruence with personally endorsed values, goals, and needs that are already part of the self. One of the goals in therapy often is to promote integrated regulation. Self-determination theory focuses, then, on the balance of the active growth-oriented human and the social contexts that support or undermine efforts to master and integrate experience into a coherent sense of self.

Section II (*Theoretical Issues and Considerations*). In Chapter 2, "Intrinsic and Extrinsic Motivations of a Hierarchical Model," Robert J. Vallerard and Catherine Ratille present two functions of their model. The first is to provide a conceptual framework for understanding the core mechanisms underlying intrinsic and extrinsic motivation. The second function is to serve as a heuristic standard in which one can collect testable information and hypotheses. Chapter 3, "The Self-Concordance Model of Healthy Goal Striving: When Personal Goals Correctly Represent the Person," by Kennon M. Sheldon, is a chapter about goals and their congruences

within the authentic person. All too often, individuals become disassociated from themselves in that their conscious goals are not congruent with their deeper needs, preferences, and values. Sheldon's intention is for individuals to contact their deeper selves to uncover what their true goals are. Chapter 4, "The Integrating of Self and Conscious Experience," by Holly S. Hodgins and C. Raymond Knee, explores a person's dynamic abilities to integrate new experiences. If integration breaks down, openness to new experiences ceases, and a person protects the self by defenses. A self that is capable of integrating is needed for healthy growth. There is never a time when one will arrive at a stationary state, since life is an on-going exchange between the person and the environment. Chapter 5, "Distinguishing Three Ways of Being Internally Motivated: A Closer Look at Introjection, Identification, and Intrinsic Motivation," by Richard Koestner and Gästan F. Moncton, concerns introjected regulations involving pursuit of an activity because of feeling internal pressure. Identified regulations involve integrating important activities with one's own personal values and goals. Intrinsic motivation involves pursuing an activity because it is fun. Introjection is associated with conflicting emotional experiences, vulnerability to persuasion, and poor adaptation. Identification is associated with adaptive outcomes and positive emotional experience, such as resistance to persuasion about a personal issue and successful adaptability. Intrinsic motivation is associated with positive emotional experience, but without adaptation. Chapter 6, "Sketches for a Self-Determination Theory of Values," by Tim Kasser, is a prescriptive chapter, painting what a self-determining theory of values may look like. Kasser presents the concept of values and how researchers have understood the constructs. He then provides six propositions embedded in self-determination theory. Chapter 7, "Social Contagion of Motivational Orientations," by T. Cameron Wild and Michael E. Enzele, contends that individuals often pursue activities "for their own sake." Teaching, as well as learning, occurs in a wide variety of contexts, both in and out of the classroom. The authors show how SDT has broad implications for educational interaction, which go well beyond the classroom and assist in the socialization process as a whole.

Section III, *Self-Determination in Life Domains* (chapters 8–13) concerns SDT in life domains. Chapter 8, "What Makes Parents Controlling?" by Wendy S. Grolnick and Nicholas H. Apostoleris, posits that self-determination theory describes motivationally facilitative environments as ones that support individuals' inherent needs for autonomy by providing ample choices and minimizing the use of controls. When parents are autonomy supportive — valuing the child's autonomy — they encourage the child to solve his own problems, take the child's perspective, and minimize the use of pressure and control. However, controlling parents value obedience, conformity, solving the child's problems, and parenting from their own perspective. Children who are allowed to become autonomous are better in self-control, accepting of others, etc. Hence, identifying the factors that facilitate autonomy support by parents is important. The authors suggest that parents and other adults responsible for socializing children resist their own internal pressures "to control their child" and view control in terms of what is best for the child's socialization process. Also, they need to self-monitor their own ego involvement in the child's well-being. Finally, caretakers can support one another in open dialogue.

Chapter 9, entitled "Self-Determination Theory Applied to Educational Settings" by John Marshall Reeve, addresses why autonomously motivated students thrive and do so more effectively when inspired by teachers who promote autonomy. Chapter 10, "Motivated Analysis of Self-Determination for Pro-Environmental

Behaviors," by Luc G. Pelleteier, describes SDT as being able to assist in reducing air and water pollution, the greenhouse effect, global climate changes, depletion of the earth's ozone layer, and others. The integration of environmentally responsible behavior in people's life styles is an important issue. The author recommends beginning training of elementary school children to instill a pro-environmental awareness. Chapter 11, "Improving Patients' Health Through Supporting the Autonomy of Patients and Providers," by Geoffrey C. Williams, focuses on self-care, instead of medical intervention strategies. Patients will be more likely to adhere to, as well as maintain, mainstream, healthy behaviors, if they have integrated the regulation of those behaviors as an inner locus of control. In Chapter 12, "Intrinsic Need Satisfaction in Organizations: A Motivational Basis for Success in For-Profit and Not-for-Profit Settings," Paul P. Baard presents ways SDT can help accomplish many outcomes business leaders pursue. The author addresses this from multiple levels of leadership position. The key concern for leaders is whether a situation requires one to empower employees or control them, to provide helpful feedback or blame, or to promote cooperation or competition. Chapter 13, "Self-Determination Theory and Participation Motivation Research in Sport and Exercise Domains," by Christina M. Fredrich-Recascino, focuses on motivational empowerment of athletes. An environment must be created that allows intrinsic motivation to flourish — a point that cannot be down-played. Motivation and SDT have enabled measurements to be made between intrinsic and extrinsic motivation in terms of activity differences, gender, age, adherence, personality, and emotions.

Section IV, *Related Viewpoints*, begins with Chapter 14, "Self-Determination, Coping and Development," by Ellen Skinner and Kathleen Edge. People's lives include obstacles, failures, and loss. How people respond to these affects the quality of their lives. Two things are important here: sense of control and support system. The strengthening of autonomy contributes positively to both.

Chapter 15, "Distinguishing Between Secure and Fragile Forms of High Self Esteem," by Michael H. Kernis and Andrew W. Paradise, evaluates two broad perspectives of what it means to have high self esteem. The first perspective views self esteem as positive feelings of self worth that are well-anchored and secure. The other form is relative to threat and self-protection. Self-determination theory offers a rich insight into both of these, from which change can be elicited.

Chapter 16, "The Need for Competence," by Andrew J. Elliot, Holly A. McGregor, and Tod M. Thrash, presents the need for SDT in providing motivation for competence-striving. Competence brings one a sense of well-being, self-confidence, self-respect, and autonomy. Chapter 17, "Three Views of the Agentic Self: A Developmental Synthesis," by Todd D. Little, Patricia H. Hawley, Christopher C. Henrich, and Katherine W. Harsland, offers an elaborate conceptualization of the agentic self and, in so doing, provides a broadened framework for understanding human behavior across the life span. This understanding occurs in three human agency domains termed action-control. Action-control regulation focuses on one's belief about one's competence, one's relationships with others, and the number of resources one can draw from in meeting challenges. Chapter 18, "An Educational-Psychological Theory of Interest and its Relation to SDT," by Andrea Krapp, explores the concept of "interest" in learning. This interest is highly motivational and can be applied effectively in SDT. The author focuses on person-object conception of interest, based on the metatheoretical premise that the human personality in structure and function is closely related to SDT. Interest, then, is a relational construct characterized by feeling — and valuing — related aspects. Part V,

Chapter 19, "Concluding Remarks" is written by Edward L. Deci and Richard M. Ryan and is a summary of the book. The chapter also addresses the future goals of SDT, such as the deepening and widening of study of the universality of needs, the relationship of integration to autonomy, as well as the within-person variations in motivation and sense of well-being.

All in all, this book is a valuable resource for a wide range of current topics in self-determination theory and practice. It is highly recommended for practitioners attempting to empower their clients/patients to lead self-determined, authentic, quality lives. The theories and research presented in the *Handbook of Self-Determination Research* can be implemented easily into one's practice.