Summary of SDT papers

1. Facilitating Acceptance of Organizational Change: The Importance of Self-Determination (Gagne, Koestner and Zuckerman, 2000)

“Self-Determination Theory (Deci & Ryan, 1985, 87, 91) proposes that internalization can be facilitated by supporting a person’s autonomy. Autonomy support can be achieved using three means: giving a rationale of doing a task, offering some choice about how to do the task, and acknowledging feelings about the task.”

“Cross-sectional and longitudinal results demonstrated that the three factors facilitated acceptance of organizational change, with substantial effect sizes.”

1. Self-Determination in a Work Organization (Deci, Connell and Ryan, 1989)

In a corporate context, the study conducted survey to collect information of self-esteem, personal value and satisfaction of employees, the survey was conducted for both groups with and without intervention of implementing self-determination in management (i.e. problem-solving groups). It finds out that global satisfaction of employees regarding the working climate improves with the supportive self-determination, compared to the group of corporates with only controlling management.

“Recent research linking self-determination to enhanced creativity (Amabile, 1983), conceptual learning (Benware & Deci, 1984), self-esteem (Deci, Schwartz, Sheinman, & Ryan, 1981), general welling-being (Langer & Rodin, 1976).”

“Argyris (1957) and McGregor (1960), for example, stressed that organizational contexts providing workers the opportunity to satisfy their higher order needs (Maslow, 1943) promote effective performance. Furthermore, management styles (Likert, 1967; Marrow, Bowers, & Seashore, 1967) and organizational designs (Hackman & Oldham, 1980; Herzberg, 1966) that permit greater participation in decision making and greater flexibility in doing one’s job have been found to be positively associated with employee satisfaction, quality of work life, and organizational effectiveness (e.g., Lawler, 1986), although these effects have emerged more clearly for some employees than for others.”

1. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being (Deci & Ryan, 2000)

“Contexts supportive of autonomy, competence, and relatedness were found to foster greater internalization and integration that contexts that thwart satisfaction of these needs. This latter finding, we argue, is of great significance for individuals who wish to motivate others in a way that engenders commitment, effort and high-quality performance.”

1. Self-determination theory and work motivation (Gagne and Deci, 2005)

“Cognitive evaluation theory suggested first that external factors such as tangible rewards, deadlines (Amabile, DeJong, & Lepper, 1976), surveillance (Lepper & Greene, 1975), and evaluations (Smith, 1975) tend to diminish feelings of autonomy, prompt a change in perceived locus of causality (PLOC) from internal to external (deCharms, 1968; Heider, 1958), and undermine intrinsic motivation. In contrast, some external factors such as providing choice about aspects of task engagement tend to enhance feelings of autonomy, prompt a shift in PLOC from external to internal, and increase intrinsic motivation (Zuckerman et al., 1978).”

“CET further suggested that feelings of competence as well as feelings of autonomy are important for intrinsic motivation. Studies showed that optimally challenging activities were highly intrinsically motivating (e.g., Danner & Lonky, 1981) and that positive feedback (Deci, 1971) facilitated intrinsic motivation by promoting a sense of competence when people felt responsible for their successful performance (Fisher, 1978; Ryan, 1982). Further, negative feedback which decreased perceived competence was found to undermine both intrinsic and extrinsic motivation, leaving people amotivated (Deci & Ryan, 1985a).”

1. Self-Determination Theory and the Role of Basic Psychological Needs in Personality and the Organization of Behavior (Chapter 26, Deci & Ryan 2008)

Self-Determination Theory has been studied in many settings: school/family education, work organizations, and clinical trials. Based on Cognitive Evaluation Theory, allowing autonomy help meet psychological needs (self-regulation), performance and well-being.

1. The “What” and “Why” of Goal Pursuits: Human needs and the Self-Determination of Behavior (Deci and Ryan, 2000)

When people's goal-directed behavior is autonomous rather than controlled, the correlates and consequences are more positive in terms of the quality of their behavior as well as their health and well-being. On the other hand, under controlled goal setting people's behavior may be negatively influenced, as well as health and well-being.

“Specification of the basic psychological needs for competence, relatedness, and autonomy has thus allowed us not only to explain specific phenomena but has provided a framework for integrating these findings and for deriving additional diverse hypotheses. This framework, which is built upon the dialectical relation between people, as innately active organisms, and the social environment in which they attempt to satisfy their basic needs, suggests that the degree of basic need satisfaction influences development, performance, and well-being. In short, needs specify the conditions under which people can most fully realize their human potentials.”

1. Facilitating Internalization: The Self-Determination Theory Perspective (Deci & Ryan, 1994)

An experiment supported our hypothesis that three facilitating contextual factors-namely, providing a meaningful rationale, acknowledging the behaver's feelings, and conveying choice-promote internalization, are as evidenced by the subsequent self-regulation of behavior.