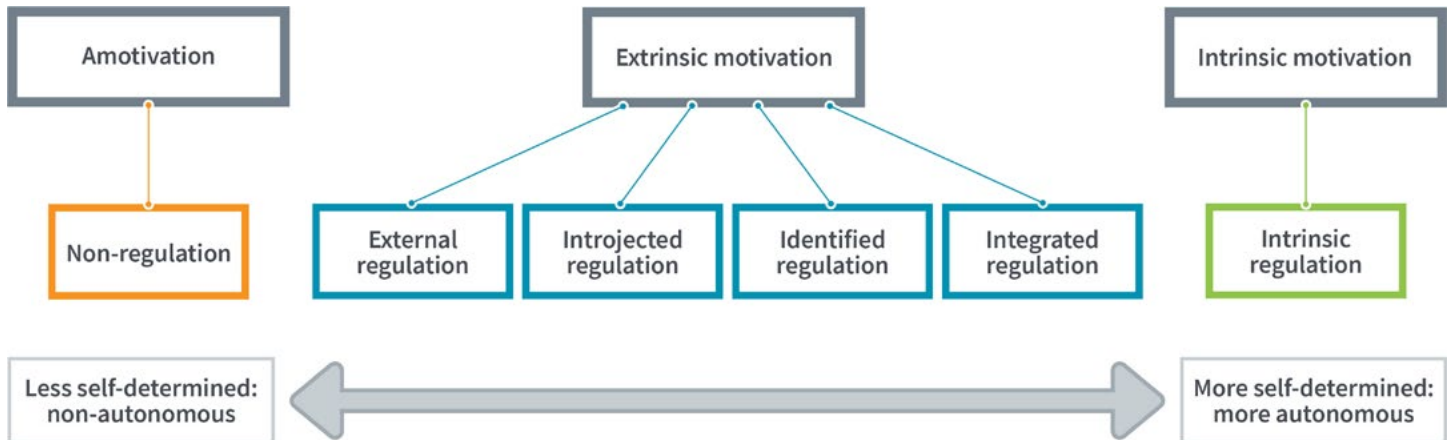


What is the impact of self-determination on learning?

It may be difficult to draw a distinction between a trainee's intrinsic and extrinsic motivation. Deci & Ryan's theory of self-determination clarifies the particularities and nuances that distinguish the types of motivation and regulation. You are invited to consult the following animated scheme to find more information about this model.



In your role as supervisor, you can support your trainee in the development of his self-determination and progress toward intrinsic motivation and regulation by:

- Helping him satisfy his needs for competence, autonomy and belongingness
- Inciting him to make connections and develop his personal and professional values

As the trainee's behaviours are increasingly self-determined, his motivation will be internalized and his learning will be more effective and long-lasting.

Amotivation + non-regulation:

The trainee shows no motivation to act, and a lack of will. This situation can occur when the trainee:

- Does not perceive the value of a behaviour (or action) (for example if he knows that he absolutely does not want to work with a given clientele)
- Perceives the value of the behaviour but does not believe he has the required competencies to act (for example, if he believes that his relational and communication abilities are not good enough to conduct initial interviews in his second language) (Deci & Ryan, 2008).

Non-regulation is present, the behaviour is not self-determined. The trainee is not autonomous because he is forced to learn.

Extrinsic motivation + external regulation:

The trainee is motivated to act to satisfy an external demand or respond to social pressure. External regulation includes sources of motivation that are external to the individual (for example, material rewards [a financial compensation or a book], privileges [observe a surgery] or peer recognition [members of the care team or classmates]).

There is no internalization of practices or sources of motivation.

When regulation is external or introjected, **motivation is controlled** (Deci & Ryan, 2008).

Extrinsic motivation + introjected regulation:

The trainee is motivated to act to avoid anxiety, guilt or a reprimand in a given situation (for example, the trainee follows the institution's disinfection policy because he would feel guilty if he contaminated his clients or if he did not conform to his placement setting's policies).

In this situation, the trainee does some internalization, but it is not very effective. He accepts rules and policies but does not make them his own (Deci & Ryan, 2008). External control is obviously present.

When regulation is external or introjected, **motivation is controlled** (Deci & Ryan, 2008).

Extrinsic motivation + identified regulation:

The trainee is motivated by action, because the activity matters deeply to him and enables him to achieve results. It is somewhat similar to intrinsic motivation, but the individual performs the activity because it is important, and not because he finds it enjoyable (for example, the trainee follows his supervisor's recommendation to do some reading at night because he believes that it will help him achieve his placement objectives. His behaviour is motivated by this belief).

In this situation, the trainee internalizes more effectively. He identifies to the value of the behaviour or activity. He accepts rules and policies and agrees to make them his own. The trainee perceives a greater autonomy and he doesn't feel compelled to act (Deci & Ryan, 2008).

When regulation is identified, integrated or intrinsic, **motivation is autonomous** (Deci & Ryan, 2008).

Extrinsic motivation + integrated regulation:

The trainee is motivated to act, because the activity corresponds to his values, his profound nature. It is similar to intrinsic motivation, but the individual does the activity because it is consistent with his values and not because it appeals to him (for example, the trainee follows his supervisor's recommendation to do some reading at night because he believes it is essential to fully understand the problems he faces in his setting. For this trainee, being a good trainee means being adequately prepared and keeping his knowledge up to date. His behaviour is motivated by this value).

In this situation, the trainee completes an effective internalization. This process allows him to evolve and to discover his value. The behaviours that the trainee adopts define him and they tend to persist.

Integrated regulation "is the best way to have behaviours motivated by extrinsic factors become truly autonomous and self-determined" (Deci & Ryan, 2008, p. 26).

When regulation is identified, integrated or intrinsic, **motivation is autonomous** (Deci & Ryan, 2008).

Intrinsic motivation + intrinsic regulation:

The trainee is motivated to act because the activity is interesting and brings him pleasure. This activity allows him to satisfy his psychological needs:

1. **The need for competence:** The trainee who perceives himself as competent is more likely to be intrinsically motivated. A favourable context and positive feedback encourage him to pursue his actions and provide him with a sense of competency. His ability to adapt to new environments and develop efficient social contacts plays a crucial role in fulfilling this need.
2. **The need for autonomy:** The sense of competency must inevitably be associated with a sense of autonomy so as to increase intrinsic motivation. A trainee who can self-organize and determine his own actions, according to his needs and values, is confident in his abilities and can therefore perform any action he wishes to take on.
3. **The need to belong:** The need to belong is also a key factor in increasing a person's intrinsic motivation. The trainee is encouraged to pursue his actions when he feels safe and attached to individuals who surround him.

(For example, the trainee follows his supervisor's recommendation to do some reading at night, because this activity leads him to feel more competent. He is autonomous in searching for articles and his learning process. Since he discusses his acquired knowledge with other trainees and team members, he feels he is well integrated. Finally, he likes to read and learn. He enjoys this activity.) (Ryan & Deci, 2000).

It is in this type of situation that the trainee's behaviours are the most autonomous and self-determined.

When regulation is identified, integrated or intrinsic, **motivation is autonomous** (Deci & Ryan, 2008).