

Literature Review: Actively Attending to Appreciation in the Workplace

Does the modern workplace use appreciation to create a positive, engaging environment for employees? Often the answer is no - our modern workplace faces many challenges, especially in the current downturn economy, where dedication to employee well-being has been minimized or eliminated. This research project will address the following research question:

How can leaders actively attend to appreciation, in the workplace to create a more positive and engaging environment?

Thematic Summary

The purpose of this literature review is to aid in creating a project, which will discover how to actively use appreciation in the workplace, by evaluating my pilot programs and applying the literature and theory. This literature review will look into four themes to better understand the use of appreciation in the workplace. These four themes are:

1. Definition of Appreciation in the Workplace
2. Contributing Factors of Appreciation
3. Employee Engagement
4. The Leader's Role

The four themes will help to answer the research question by analyzing the literature, by looking how to build a more positive, engaged workplace. Positive workplace is defined, as a happy, enjoyable and supportive place where employees are involved on a regular basis. They understand how their work fits into the big picture and it is a workplace where employees feel valued for their contributions. Hopefully within this positive environment, employees will feel more drawn-in, resulting in higher employee engagement levels.

Definition of Appreciation in the Workplace (Theme 1)

First to understand “appreciation in the workplace” there needs to be a definition. The literature has been valuable in devising a definition that organizational leaders can put into use. The main perspectives come from three sources including the scholarly literature, experts who practice in the field and leaders who are using appreciation successfully in their workplace. My definition of appreciation in the workplace for this research project is: employee work is given proper value by recognizing contributions made to the organization through productivity coming from humanity, spirit and authentic-self.

The definition for appreciation in the workplace was based on my own experiences and connecting the literature and theory. Theory has also played an important role in understanding how to use a positive system of inquiry to influence change within an organization. When developing my research project this was is where I began. I wanted to use the positive behaviors and actions within my team; build on them to create a more positive environment full of appreciation. This paralleled Cooperrider’s Appreciative Inquiry (AI) method. Cooperrider & Avital (2005) in describing the method of Appreciative Inquiry explain, “AI is about the co-evolutionary search for the best in people, their organizations, and the relevant world around them” (p. 11). The authors go on to discuss that AI is discovering what gives a system life when it is at its best. This method influenced my definition of appreciation in the workplace. Furthermore, my definition is rooted in the scholarly humanistic perspective of organizational development theory. Brun & Dugas (2008), describe this perspective as “concerned with recognizing people, their being, their unique, distinctive character and their existence” (p. 720).

This humanistic viewpoint recognizes an ethical obligation as well, to value employees’ human spirit and the unique work they contribute in a whole-person way; body, mind and soul. Barge & Oliver (2003) push for the understanding that appreciation exists in an “appreciative spirit” and by recognizing the human spirit of workers. They explain appreciative spirit as “creating conversation around life-giving forces within organizations and by developing a consensus around these positive themes” (p. 126). The themes Barge & Oliver (2003) discuss

are rooted in inquiry and the ability for employees to collaborate with each other, use inquiry and positive story in organizational life.

The scholarly literature in addition, looks at the ethical perspective, that workers contributions are connected to them in a whole-person way. Workers output is not just a mere means for an organization to make a profit. Denise, White & Peterfreund (2008) in the textbook *Great Traditions in Ethics* discuss Karl Marx's ethical perspective stating, "In capitalist societies, human beings become mere objects when the product of their labor is no longer theirs and when their activities are controlled by others" (p. 191). A workers contribution, their output is connected to them wholly; it is part of who they are as a human being. When this connection is lost, employees become disengaged and are just mere objects within a system (Denise, White & Peterfreund, 2008). Actively using appreciation, by respecting this connection, demonstrates to employees they are valued and keeps them connected. They are engaged in their work, which then combats the emotion of being a mechanism within the big organizational machine. This is up to the leaders as they need to humanize the workplace. Ramsey (2010) stresses, "a depersonalized workplace is a soulless workplace...It's up to leaders to humanize the workplace" (p. 12). When employees are shown appreciation it respects these ethical and humanistic viewpoints, resulting in a more positive and engaging environment.

The practitioner literature in contrast, is not as rooted in theory but rather offers practical advice for professionals in the field. The authors offer matter-of-fact examples from their own experiences and offer tips for front-line managers to put into use. Vance (2005) features Shawn Malloy in the article *Developing a Culture of Appreciation*. Malloy a manager in the healthcare environmental services industry has successfully developed a culture of appreciation. Tony Hsieh (2010), CEO of Zappos, in the second half of his book *Delivering Happiness* details his actions, including successes and failures and developing an engaging culture for employees. Perschel (2010) in the article, *Work-Life Flow: How Individuals, Zappos, and Other Innovative Companies Achieve High Engagement*, discusses the benefits of keeping employees engaged

in their job. She documents the success Zappos has had in creating a workplace that continually engages employees through self-paced learning and community involvement. These practical examples from the practitioner literature closely connect to the ethical and humanistic perspectives and demonstrate the definition of appreciation in action.

The Four Contributing Factors of Appreciation (Theme 2)

Pulling together the literature, from both scholarly and practitioner viewpoints, made it clear that using appreciation in the workplace is more extensive than a simple thank you. From this I decided there are four factors that actively contribute to using appreciation in the workplace; they are standards, culture, awareness and vision.

Standards.

The definition for standards is based on the practitioner literature and adult education theory. Adult learners tend to be self-directed in their learning and benefit from well-developed goals, values, and expectations that allow for autonomy including the ability to weave personal values and goals into their work practice (MacKeracher, 2010). A major perspective presented in the literature by the primary voices, practitioners using appreciation regularly, is to incorporate appreciation as an organizational value and/or goal. Employees feel more appreciated and are more driven to help the customer when they understand appreciation and recognition is reflected in the organizations goals and values (Bielaszka-DuVernay, 2007).

The practitioner literature stresses that leaders need to be clear about core values. Leaders need to clearly set values, to enable employees to use them as a guideline for all decision-making. This will create employees who know how to use the organizational values in all their work. Hart (2009) in his article *Employee Recognition: Have You Hugged Your Employees Today?*, shares that there is a link between satisfied, appreciated employees and quality customer service. Furthermore he goes on to state “treat your employees as you want them to treat your customers. It’s no coincidence that some of the most profitable companies in America are also known as the best places to work” (p. 5). Lastly, feedback is an important

aspect that is also part of standards. For feedback to be realistic, goals need to be set and expectations clear, otherwise feedback is useless and non-appreciative (Gostrick & Elton, 2007). The literature, both scholarly and practitioner, demonstrate the value of using standards to set a baseline for workers to effectively get their work done.

Culture.

Creating a culture of appreciation includes recognition, connectedness to leaders and co-workers, collaboration, inquiry, and an open and playful environment. Recognition is central to a culture rooted in appreciation. Therefore a large portion of the literature, both scholarly and practitioner, addresses how to use recognition in the workplace. Recognition is often talked about in connection to appreciation or the terms are used interchangeably. For this research it was difficult to find, a clear definition for appreciation that was distinctive from recognition; this is why I created my own for the project. Recognition is important but in this project it is seen only as a component of appreciation. There are differing perspectives in the literature on recognition including the practitioner viewpoint, which is focused more on the concepts of using feedback and frequent recognition in the workplace - compared to the scholarly researchers who focus on appreciative spirit and Appreciative Inquiry.

In the practitioner literature, there is agreement that appreciation and recognition needs to be shown on a frequent basis, for it to be effective. Urquhart (2001) urges leaders to create a culture of appreciation to be practiced regularly and for recognition to be successful she recommends allowing employees to recognize each other. Gostrick & Elton (2007) authors of *The Carrot Principle* point out the need for day-to-day or frequent recognition. They state that “for employees to feel valued and committed to a workplace, they need to receive some form of recognition every seven days” (p. 102). Chapman & White (2011) discuss that appreciation needs to be genuine and personalized to be considered authentic. A simple thank you like a yearly monetary bonus, across the organization as a whole, is not going to be effective.

While recognition is the dominating factor in culture, it is essential to include connectedness to leaders and co-workers, collaboration, inquiry and a fun/playful environment. The primary voices in the scholarly literature, discuss how fun contributes to a positive environment, yet remind the reader there is difficulty in achieving organizational change. Owler, Morrison & Plester (2010) share that there is research, although limited, that shows fun in the workplace results in increased productivity, job satisfaction, and decreased emotional burnout. Meyer (2010) in her book *From Workspace to Playspace*, states incorporating play into a culture allows employees to be able to respond quickly, be flexible and adapt to change within an organization. The literature shows using fun and play in the culture is a valuable tool to keep employees involved and adaptable.

In a culture that uses appreciation there needs to be connectedness to co-workers and leaders. Harper (2010) encourages organizations to support employees in creating an internal network because friendship in the workplace can increase job satisfaction and strengthen collaboration. Blanchard (2010), in the white paper *Creating an Engaging Work Environment for High Potential Employees*, uses connectedness with co-workers and leaders as two of his 12 key factors in rating employee engagement. Throughout the practitioner literature, there are many examples of what managers are doing to enhance fun, collaboration, and connectedness to drive a more positive, engaged workplace environment. Hsieh (2010), CEO of Zappos, discusses examples of how his employees take part in activities together both inside and outside the workplace. He feels they are very connected to each other leading to a more productive workplace. Not all organizations can go to this extreme, but the literature supports that a culture that uses appreciation by reinforcing recognition, connectedness, collaboration, inquiry and fun creates a healthier more positive experience for workers. Understanding the components, for a culture full of appreciation will allow leaders, to feel comfortable using appreciation themselves.

Awareness.

Awareness pertains to all individuals in the organization yet concerns mostly leaders. Leaders need to ensure that appreciation is being used to its full potential within the organization. Awareness for leaders is being mindful, setting the example, being on the ground with employees, and recognizing the role emotions has in the workplace environment. Awareness as a contributing factor is mostly supported by the practitioner literature, with the exception of recognizing emotions, which appears in the scholarly literature. Emotions are frequently ignored or expected to be pushed away in the workplace but as stated in the white paper, *Employee Passion* from Zigarmi, Houson, & Witt (2009), "emotional state is when employees work through norms, processes and practices to get their work done" (p. 2). Emotions play a significant role in adult learning, as demonstrated by Dirkx (2008) studies on emotions and meaning-making. Adult learners need to interact with their emotions to be fully productive and make-meaning of what is going on around them. Leaders who are aware of emotions and value their presence will influence an engaging, respectful environment for their employees.

The practitioner literature gives an extensive amount of examples for leaders to use to be more aware. Kouzes & Posner (2003) discuss setting an example and following through by being on the ground with employees. They state "nothing communicates more clearly than what the leaders *do*" (p.135). The authors go on to share that when leaders are on the ground, they notice more and when it is time to give recognition, it can be personalized to the receiver because the leader is part of the environment. Furthermore, employees feel appreciated when leaders hear their ideas, interact with customers, and show genuine interest. This gives employees the opportunity to see for themselves, the leader setting the example and creating an emotional space that recognizes workers efforts.

When seeing the example set by the leader, workers will then be encouraged to act with similar behavior. Zappos is a good example of leaders being on the ground because no matter what level employees are hired at, they start with customer service training for 4 weeks (Hsieh,

2010). Every employee goes through the same training, giving the chance for all employees to share in success and failures within the same environment. In the white paper from The Blanchard Companies titled *The Leadership-Profit Chain* (2010) it is stressed “The way that leaders treat employees is the way that employees will treat the customer” (p. 5). Examples given in the literature demonstrate how leaders can be aware and produce positive results.

Vision.

Vision is employee growth, learning, and celebrating together to show appreciation. Vision is the ability for leadership to see ahead, creating opportunities for growth and continued learning, by offering learning topics that aid in professional growth. Blanchard (2010) in his presentation, *Creating an Engaging Work Environment for High Potential Employees*, looks at growth as a factor of employee engagement. The literature supports that when employees are engaged, through training and learning, they are more invested in their workplace and this translates into quality customer service and increased productivity. The literature, especially practitioner literature, stresses the need for the leader to be active and for the leader to be on the ground with employees and ensuring engagement. Leaders need to be engaged themselves to understand how employees are engaged. Roth (2010) states, “You cannot have engaged employees without engaged leaders who understand what it takes for employees to choose to be engaged” (p.12). Leaders need to make sure they create an engaging space and it will take investment of time, energy and resources (Harper, 2010).

Celebrating together is allowing the whole team to come together, to share in the excitement of reaching shared goals, plus allowing for recognition of individual contributions (Kouzes & Posner, 2003). The literature reminds us there is an understanding of how each employee is different and needs recognition given in a personal way. Although in contrast to recognition, it is important to show appreciation through celebration of shared goals. This provides opportunities for engagement, strengthening the organizational culture, and being

more inter-personally connected. This takes vision, as leadership needs to figure out how they will invest resources to set and meet future goals.

Employee Engagement (Theme 3)

To understand employee engagement, it is important to grasp how dangerous disengagement can be, to organizational health. Harper (2010) stresses that actively disengaged employees cost companies \$355 billion per year in the United States. Employees when disengaged from their workplace experience burn-out, stop learning, perform poorly, and treat customers with disrespect (Perschel, 2010).

Employee engagement is not simply explained as the opposite of disengaged, burnt-out employees; it is examining the contributions people make with their mind, hearts, and hands. In the scholarly literature, Mone et. al (2011) explain an engaged employee as, “someone who feels involved, committed, passionate, and empowered and demonstrates those feelings in work behavior” (p. 2). Mastrangelo (2009) states employee engagement “is found in employees’ minds, hearts and hands. We expect engaged employees to decide to continue working for their employer, to feel pride and motivation working for their employer, and to be willing to exert extra energy at work for their employer” (p.14). The scholarly definition of employee engagement represents well both the whole-person and humanistic perspectives.

In the practitioner literature, Maylett & Nielsen (2012) explain in the article *There is No Cookie-Cutter Approach to Engagement*, employee engagement is “simply defined as a voluntary dedication and commitment to doing the very best work” (p.59). This article goes on to explain there is no exact method to employee engagement, but there is an urgent need to nurture it because there are ties between engaged employees and quality customer service, profitability, and productivity. Employee engagement is more complex than employee

satisfaction; it recognizes a person's true contribution as part of the organization, through a whole-person perspective, taking into consideration employees' minds, hearts and hands.

By actively using appreciation in an organization, leaders can positively influence employee engagement levels. Showing employees they are valued will keep them engaged in their work and help energize the workspace. Within the space employees will consistently use appreciation, feel more engaged, and the atmosphere will be enriched.

The Leader's Role (Theme 4)

The only way for appreciation to be truly successful in an organization is through solid support from leaders. The practitioner literature focuses on examples from front-line managers and leaders, who work hard to ensure appreciation is used in the workplace, understanding the value it adds to an organizational environment. Vance (2005) uses Shawn Malloy as a primary example of why appreciation works in the workplace. Shawn Malloy uses many techniques including; that the manager leads as an equal to the staff, hire a strong staff to start, train the staff well and empower them to be responsible, give additional responsibility, offer only superior levels of customer service, and treat others the way you want to be treated. Vance (2005) discusses how Malloy is successful with appreciation and the result is that he has many applicants that wish to work for him. Additionally, Malloy and his staff have received more responsibility and customers are satisfied. The practitioner literature explains how leaders can be successful, like Malloy once they realize the importance of appreciation in the workplace, and how to use it successfully.

Nelson (2009) uses the Kirkpatrick Four Levels of Program Evaluation to understand how appreciation can be successful in the workplace. In "Level 2: Learning" Nelson states that leaders must have "specific skills associated with effective recognition techniques and they must be comfortable with using those skills" (p. 8) – leaders need to support the continued learning of employees. Saunderson (2004) in his survey research with public sector employees found that managers do not frequently receive appreciation and recognition themselves, so it is hard for

them to know expectations in giving appreciation to their employees. Managers are not comfortable or do not know how to use appreciation in the workplace therefore they do not use it (Nelson, 2009). Leaders need to be taught how to effectively value employees and learn how to actively attend to appreciation in the workplace.

Showing appreciation includes leaders being transparent in their decision-making. Hsieh (2010) in his book on Zappos walks the reader through his decisions and how he openly communicated with his employees during times of challenge and success. He showed he valued his employees by setting standards through creating ten core values, creating a culture based on these values, using awareness in his leadership, and engaging his employees. Meyer (2010) discusses the role the leader has in creating a culture of "Playspace". Playspace is not a physical space but a mindset where people can be confident to engage in play, innovation, learning, and collaboration. She states "the leaders who are most effective in making such space are those who are willing to let go of control and power" (p.7). The mark of a leader who is dedicated to valuing employees can let go and show appreciation by letting employees learn, grow, create ideas, and change the status quo (Meyer, 2010). The literature clearly demonstrates leaders need to be involved and show support to reach the goal of creating a more engaged, positive workplace.

Practical Tips and Tricks.

The practitioner literature presents numerous perspectives on "tips and tricks" for managers to use for the successful application of appreciation in the workplace. The primary voices in this theme are mostly authors who are professionals in business management or consultants in employee relations. There is a perspective from the scholarly viewpoint as well, but it is more based in theory and research, and presents thoughts on how the research can be furthered in the future.

Tips and tricks vary from author to author but the main view is that appreciation needs to be frequent and connect to goals and values. Van Dyke & Garlick (2008) give "10 tenets" that

include: empower managers, ensure meaningful recognition, measure success, commit from the top, consolidate efforts, decentralize ownership, align with corporate goals and values, apply consistently and equitably, recognize real-time performance, continuously improve. The 10 tenets are all tips and tricks that managers can use to make sure they use appreciation in the workplace.

Appreciation can be as simple as saying “thanks” for a job well done, although saying thank you is best when it connects to a behavior (VanDyke & Garlick, 2008). There is a necessity to show appreciation immediately once the manager sees expected behavior completed. The literature also looks at tips on how appreciation does not need to take much time or effort. Dowling (2009), an executive coach, gives the tip “two-minute coaching session” where managers show appreciation through listening and talking through goals and priorities. Ramsey (2010) discusses many supporting elements to appreciation including; show empathy, get to know as many employees as possible and write personal notes of appreciation. All of these combined tips and tricks help leaders know how to use appreciation on a consistent basis.

Development of the Four Themes into a Method

The four themes are the groundwork for my “Appreciation Space Method”. This method further develops the positive, engaged workplace by creating a space for employees to truly experience appreciation in a whole-person way. The definition of appreciation in the workplace was the foundation for this method. The method became a way for leaders to put the definition into action creating a holistic, non-physical space in which employees can experience appreciation. When the contributing factors are used the space is energized and employees experience a more positive, engaging workplace environment. Employee engagement is influenced and the leader’s role is to keep the momentum of the Appreciation Space going.

From Contributing Factors to the Appreciation Space Method

In considering these four contributing factors, I wanted to create a method so that leaders know how to actively use appreciation, to create an environment that values employees

work. Overall the idea of the Appreciation Space came about from analyzing all of the literature, and understanding that appreciation while important to the success of creating a positive, engaging workplace, needed support from underlying factors. Appreciation as defined by this research project needed to be bolstered by the contributing factors of standards, culture, awareness and vision to truly create an energized environment with engaged employees

The whole-person perspective is encouraged by organizational change practitioners, Conant & Norgaard (2011) in their book, *TouchPoints: Creating Powerful Leadership Connections in the Smallest of Moments*. The authors created a leadership strategy called “TouchPoints” devised from their research and experiences working as leaders in varied organizations. “TouchPoint Leadership” is the way that leaders interact with people regularly, how they “touch” someone to give inspiration, direction, and guidance, shape the status quo or create an urgency to get the job done. The authors state that TouchPoint Leadership is “about being present in the moment and feeling confident that you can deal with whatever happens in a way that is helpful to others – and by extension to yourself and your organization” (Preface, para. 13). For a leader to be successful with TouchPoint Leadership there needs to be mastery in using one’s head, heart and hands. The authors’ state:

You need a *logical* model that guides your approach to leading people and change (head), a clear sense of purpose and an *authentic* way of engaging with others (heart), and practices that enable you to be prepared and *competent* in the moment (hands). These three essentials are not a prescription for the “right” way to lead. They are simply a structured approach to developing *your* way of mobilizing and organizing people, *your* brand as a leader, *your* unique touch. Your touch is where the three strands (head, heart, and hands) come together in the art of the moment, enabling you to make clear judgments in the TouchPoint (p.31).

The idea of TouchPoint Leadership connects closely with my idea of actively using appreciation in the workplace and the Appreciation Space Method. TouchPoint Leadership parallels employee engagement as well, remembering the definition from the scholarly literature of encouraging leaders to value employees’ contributions made by the use of heads, hearts and

hands. It is important for leaders to understand these contributions that are made in a whole-person way; valuing how these contributions can lead to a more affirmative workplace.

Conclusion

This literature review aided me in coming to a better understanding of appreciation in the workplace both from the practitioner and scholarly perspectives. The literature focuses on using appreciation in the workplace but at present the scholarly research states there is a need for further research. The thematic summary and my research will be the basis of my AIP project that will focus on the evaluation of my pilot programs. I initiated these programs to influence appreciation and create a more engaging workplace within my own practice. The literature has given multiple perspectives, throughout all four themes and features commonalities and new emerging ideas; this gives me a solid foundation to continue forward with this project.

Annotated Bibliography

Barge, J.K., & Oliver, C. (2003). Working with appreciation in managerial practice. *Academy of Management Review*, 28(1), 124-142.

1. **Type:** Academic journal
2. **Audience:** Business managers, team leaders, human resource professionals.
3. **Summary:** This article looks at appreciative inquiry and using appreciation through conversation. The authors look at attending to emotional and spiritual organizational life. The authors recognize the challenges that are created in using Appreciative Inquiry (AI). The authors discuss the importance of an appreciative spirit and cultivating it gives the system life. The connection between appreciative conversation and management is analyzed stressing the need to value individual's contributions.
4. **Author:** Barge; associate professor of speech communication at University of Georgia.
Oliver; practice in organizational consultancy, training and psychotherapy.
5. **Currency:** This article is current for the topic.
6. **Relevance:** This is relevant to the research as it looks at the emotional and spiritual aspects of using AI.
7. **Theme:** Definition of Appreciation, Leader's Role
8. **Rating:** This article examines how to use appreciative inquiry but also looks at using appreciation as a whole in the workplace. The authors give examples of what managers are doing and compares to what was done in the past. The article references and makes use of literature on the topic and presents theorists.

Blanchard, Ken. (May 2011). *Creating an Engaging Work Environment for High Potential Employee*. Presentation at American Society for Training & Development - International Conference & Expo 2011.

1. **Type:** White Paper/Conference Presentation
2. **Audience:** Business managers, trainers, team leaders, human resource professionals.
3. **Summary:** This paper looks at how to engage employees' especially high potential employees. The author discusses the research conducted by Blanchard Companies on their Employee Work Passion Model. This model looks at how to engage workers and understand how quality engagement can lead to more productive and positive work environment. The author has 12 factors and believes all must be present for true work passion to exist. Article discusses need for clear intentions (goals, values, etc.) and need for leaders to participate and set example.
4. **Author:** Ken Blanchard is Senior VP of The Ken Blanchard Companies
5. **Currency:** This presentation and white paper were presented in May 2011 and are current for this research.
6. **Relevance:** This article is very relevant to the research.
7. **Theme:** Contributing Factors, Employee Engagement
8. **Rating:** This presentation and white paper present a clear working model for employee engagement and how to apply it in a workplace. There are good questions to use to develop and understand employee's (or prospective employee's) work passion and intentions.

Bielaszka-DuVernay, C. (2007, May 1). Are You Using Recognition Effectively? *Harvard Management Update*, 2-3.

1. **Type:** Trade journal
2. **Audience:** Business managers, team leaders, human resource professionals.
3. **Summary:** This article examines how a manager can use recognition effectively and how to better use recognition in the workplace. The author makes four points: 1. recognition is frequent, 2. That it reflects organizational values, and 3. Appropriate to the achievement of the

employee and 4. Tailored to the individual. The author uses examples of ways managers can give recognition and the research that supports it.

4. **Author:** Editor of the *Harvard Management Update*

5. **Currency:** This article was published in May 2007 and is current for this research.

6. **Relevance:** This article is very relevant to the research.

7. **Theme:** Definition of Appreciation, Contributing Factors, Leader's Role.

8. **Rating:** This article gives a lot of good examples of how to use recognition and uses research to stress why giving regular recognition is important. The author does well with giving the four points and explaining them clearly and giving examples of managers for each point. This article would be very useful in developing a program to train front-line managers how to use recognition effectively on a regular basis.

Brun, J-P., & Dugas, N. (2008). An analysis of employee recognition: perspectives on human resources practices. *The International Journal of Human Resource Management*, 19(4), 716-730.

1. **Type:** Academic journal article

2. **Audience:** Business managers, human resources professionals, training professionals, training developers.

3. **Summary:** This article examines the challenges an organization faces and how to approach employee appreciation. The authors discuss the ethical and humanistic perspectives of using appreciation in an organizational context. Most workers have a need for recognition in all professions. The authors discuss how it is important to recognize employees uniqueness, basic humanity and existence.

4. **Author:** Authors are faculty/researchers at University Laval in Quebec City, Canada

5. **Currency:** This article is very current for the topic.

6. **Relevance:** This article is very relevant to the research.

7. **Theme:** Definition of Appreciation.

8. **Rating:** This article is extremely useful to the research and presents four approaches that can be used in the workplace to initiate the use of appreciation. This article is rooted in research conducted by the authors and references many other researchers and theorists.

Chapman, G. & White, P. (2011). *The 5 languages of appreciation in the workplace: empowering organizations by encouraging people*. Chicago IL: Northfield Publishing.

1. **Type:** Book

2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.

3. **Summary:** This book shares 5 styles of appreciation that can be used in the workplace. It addresses practical tips how leaders can use appreciation to foster a better working environment. The book also contains an inventory that can be used by leaders and well as online resources. Discusses why appreciation has to be meaningful to be effective.

4. **Author:** The authors are counselors that practice especially in areas of relationships. Chapman is a New York Times bestselling author.

5. **Currency:** This book is very current; published summer 2011.

6. **Relevance:** This book is very relevant to the research.

7. **Theme:** Contributing Factors, Leader's Role.

8. **Rating:** This book is very relevant to the research. The authors look at how to use appreciation in the workplace and how to make it engaging for employees. They created an inventory that looks at their five aspects of appreciation and how people react differently. The authors give examples and tips+tricks for leaders to apply in their environments. They also address challenges that leaders can face in using appreciation.

Conant, D.R. & Norgaard, M. (2011). *TouchPoints: Creating powerful leadership connections in the smallest of moments* [Kindle ebook iPad version]. Retrieved from <http://www.amazon.com>.

1. **Type:** E-Book
2. **Audience:** Business managers, OD professionals, recruiters, human resource professionals.
3. **Summary:** This book introduces the concept of TouchPoint Leadership. The authors base this book on the impact and importance interactions are between leaders and their workforce. They discuss how to be tough-minded and tender-hearted and the need to have a balance between the two. The remainder of the books focuses on mastering TouchPoints which are interactions using head, hearts, and hands. This style of leadership is focused on leaders directly interacting with all types of employees and a collaborative approach to solving problems or questioning the status quo.
4. **Author:** Conant is the CEO of the Campbell's company and previously Nabisco. Norgaard is a consultant on leadership training and worked for Covey Leadership Center as a trainer.
5. **Currency:** This book is very current; was published in 2011.
6. **Relevance:** This book is relevant to my research as it compares with engagement concepts of using head, heart and hands.
7. **Theme:** Leader's Role, Employee Engagement
8. **Rating:** This book gives practical leadership advice on how to be on the ground with employees and use a style of management that involves them. It does well explaining how the leadership style was developed and both authors give many examples from their work. The book clearly explains each piece of TouchPoint and mastering head, hearts, and hands. This book demonstrates the successes that can happen when a leader is dedicated to using appreciation and being on the ground with employees.

Cooperrider, D., & Avital, M. (2005). Appreciative inquiry and the changing field of change. In D. Cooperrider, P. Sorensen, Jr., T. Yaeger & D. Whitney (Eds.), *Appreciative Inquiry: Foundations in positive organization development* (pp. 5-8). Champaign, IL: Stipes Publishing L.L.C.

1. **Type:** Book
2. **Audience:** Organizational Development professionals, HR Professionals, educators, students, business professionals
3. **Summary:** This book explains Appreciative Inquiry (AI) in the first part by looking by breaking it down looking at the components of AI. The second part of the book includes case studies and evidence of how AI has been used. The third part of the book considers how AI can be developed and future study as well as resources to be used when applying AI.
4. **Author:** This book is an edited text and includes many articles from varied authors. The editors are leading experts on AI.
5. **Currency:** This book is current.
6. **Relevance:** This book and all the information that it provides on AI is very useful for this project. The project and concepts are based on AI.
7. **Theme:** Definition of Appreciation, Contributing Factors.
8. **Rating:** This book is a great resource on AI because there is a lot of information and viewpoints within this one book. The editors are the creators of the method and experts on the use of AI within organizations. The specific chapter I looked at gave a good definition of AI as a method.

Cooperrider, D., & Whitney, D. (1999). Appreciative Inquiry. In P. Holman, T. Devane (Eds.), *Collaborating for Change* (pp. 1-39). San Francisco, CA: Berrett-Kehler Communications, Inc.

1. **Type:** Book
2. **Audience:** Organizational Development professionals, HR Professionals, educators, students, business professionals
3. **Summary:** This book explains Appreciative Inquiry (AI) in the first part by looking by breaking it down looking at the components of AI. This is a short text from a larger book that explains AI.
4. **Author:** This book is an edited text the main authors are experts in AI. The editors are leading experts on change management.
5. **Currency:** This book is current for the research.
6. **Relevance:** This book was useful but used the larger text by Cooperrider for more information.
7. **Theme:** Definition of Appreciation, Contributing Factors.
8. **Rating:** This book is a useful resource in understanding Appreciative Inquiry and is a shorter, concise perspective of AI. This text would be useful in introducing AI to a team.

Denise, T., White, N., Peterfreund, S. (2008). Karl Marx : morality as ideology in *Great Traditions in Ethics, Twelfth Edition*. C. Smith (Ed.), 186-199. Belmont, CA: Wadsworth.

1. **Type:** Textbook
2. **Audience:** Students, academic professionals, professors.
3. **Summary:** This chapter examines Karl Marx philosophical theories especially focusing on what humans desire to be happy. Marx finds that happiness comes from work specifically meaningful work. The text looks at Marx reasoning behind his theory and how the worker is engaged in their work.
4. **Author:** The authors are university professors in California.
5. **Currency:** This textbook is current for an applied ethics text.
6. **Relevance:** This chapter is relevant to the research on employee engagement.
7. **Theme:** Employee Engagement, Leader's Role.

8. **Rating:** This chapter stood out because Marx ideas albeit written in the 1800s address employee engagement and the ethical responsibility. Marx theories remind readers that workers are individuals and when capitalism expounds the worker feels like a cog in the wheel this is what he terms alienation. Workers, Marx reasons, desire self-activity which is the creative, meaningful productivity and when capitalism is extreme then self-activity ceases and classes of labor develop. Overall, this is useful for looking towards theory of why there is an ethical responsibility to engage employees.

Dirkx, J. (2001). The power of feelings: emotion, imagination, and the construction of meaning in adult learning. *New Directions for Adult and Continuing Education*, 89, 63-72.

1. **Type:** Academic journal

2. **Audience:** Learning professionals, adult learning professionals, psychologists.

3. **Summary:** This article addresses the importance of emotion and imagination in learning. Especially looking at how emotion and imagination contribute to meaning making in adult learning. The author reasons using imagination creates emotionally charged images and make for stronger meaning making for adult learners.

4. **Author:** The author is a professor of higher and adult education at the Michigan center for Career and Technical Education at Michigan State University.

5. **Currency:** This article is current for the topic.

6. **Relevance:** This article is relevant to more of the sub-theme of how employees are engaged they will feel better/allowed to experience emotion and therefore able to learn more.

7. **Theme:** Contributing Factors.

8. **Rating:** This article is useful that it touches on the importance of emotion in learning and this will show how when employees are engaged and allowed to use imagination it helps drive engagement and ultimately transformative learning.

Dowling, D.W. (2009). Become a better manager in 15 minutes a day. *Harvard Business Review*, 14(5), 3.

1. **Type:** Practitioner Trade journal
2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.
3. **Summary:** This article looks at using recognition and appreciation on a regular basis and using the author's rule of 3.1%. The author gives tips including: create 2-minute coaching session, turn dead time into development time and make two calls a day. The idea is to be regular and consistent with recognition.
4. **Author:** The author is an executive coach and regularly writes for Harvard Business Review.
5. **Currency:** This article is very current it was written in 2009.
6. **Relevance:** This article is very relevant to the research.
7. **Theme:** Contributing Factors, Employee Engagement.
8. **Rating:** This article gave some good tips on how to use recognition and it was useful for the research as these tips can be given to front-line managers. The main point of this article is to make sure recognition is consistent and it is as easy as 15 minutes a day.

Gostrick, A.R., & Elton, C. (2007). *The carrot principle: how the best managers use recognition to engage their people, retain talent, and accelerate performance*. New York, NY: Free Press.

1. **Type:** Book
2. **Audience:** Business managers, training professionals, human resource professionals.
3. **Summary:** This book looks at how managers can use recognition in the workplace to motivate staff. The authors look at different types of recognition and how to use them. The authors in the second part of the book look at how using recognition can tie into results.

4. **Author:** The authors are consultants with the O.C. Tanner group in employee recognition programs. They have written other books on the Carrot Culture.
5. **Currency:** This book is current for the research.
6. **Relevance:** This book is very relevant to the research within the contributing factors theme.
7. **Theme:** Contributing Factors, Leader's Role.
8. **Rating:** This book gives ideas for how to use recognition in the workplace. This book gives some good tools and methods to use with employee recognition. It will be very useful in this research and examines how to prove ROI to stakeholders.

Hansen, F., Smith, M., & Hansen, R. (2002). Rewards and recognition in employee motivation. *Compensation & Benefits Review*, 34(September/October), 64-72.

1. **Type:** Professional journal
2. **Audience:** Business managers, training professionals, training developers, business professionals, human resource professionals.
3. **Summary:** This article looks at the difference between recognition and rewards and being careful about keeping them separate. The authors refer to different theorists to make their point of how recognition motivates employees. The authors note the need for alignment between company culture and recognition. There are examples of how to conduct rewards and recognition programs.
4. **Author:** The authors are consultants on management strategy.
5. **Currency:** This article was published in December 2009 and is current to the topic.
6. **Relevance:** This article is not extremely relevant to the research.
7. **Theme:** Leader's Role.
8. **Rating:** This article was informative and looks at the differences between rewards versus recognition. It was interesting how they made the connection to theorists and using recognition

which has not appeared much in this topic. The article does help to define recognition and motivation but that is not extremely relevant to the research topic.

Harper, S. (2010). Who cares? Are your people engaged? *Leadership Excellence*, 27(3), 16-17.

1. **Type:** Practitioner trade journal
2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.
3. **Summary:** This article is about the need to pay attention to employee engagement. Engaged employees are beneficial to an organization and \$355 billion/year is wasted on disengaged employees. The author discusses how friendships at work are important to engagement as well as being connected. There are four tips on creating a more connected workforce which increases intentional engagement.
4. **Author:** The author is a CEO of an organization that consults on employee connection.
5. **Currency:** The article is fairly recent for the topic.
6. **Relevance:** This article is relevant to the research.
7. **Theme:** Employee Engagement.
8. **Rating:** This article does well pointing out the importance of engaging employees and the costs of actively disengaged employees. The article points out the importance of developing internal networks within an organization which is not talked about much in other engagement literature.

Hart, P. (2009). Employee recognition: Have you hugged your employees today? *HR Specialist: Compensation & Benefits Review*, 4(12), 5.

1. **Type:** Practitioner trade journal

2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.
3. **Summary:** This article addresses ways to recognize employees and the benefits of using recognition versus tangible rewards. The article give two rules: golden and platinum that reminds managers to treat employees how you want them to treat your company and treat employees as you would treat your customers. The article discusses how recognition is effective if done every day and that not feeling recognized is a common complaint of employees. The article gives six practical tips on how to recognize employees on a daily basis and that it takes a real leader to use recognition right.
4. **Author:** CEO of Rideau Recognition Solutions and president of the Recognition Council.
5. **Currency:** This article was published in December 2009 and is current to the topic.
6. **Relevance:** This article is fairly relevant to the research.
7. **Theme:** Contributing Factors.
8. **Rating:** This article is informative and gives some very good, practical tips and tricks but is not very in depth. It is more an article to help managers keep in mind the value of appreciating employees on a regular basis. It makes some good points and is a good touch-point to help share some simple recognition tips with front-line managers.

Hsieh, T. (2010). *Delivering happiness: a path to profits, passion and purpose*. New York NY:Business Plus.

Type: Book

2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.
3. **Summary:** This book looks at the life of Zappos.com and its CEO Hsieh. The book looks at Hsieh life and how he got into Zappos. It looks at how Zappos uses 10 values in their everyday business. The book looks at Hsieh's life and his tips of what has been successful for him. The

first half of the book is based more on the author's life the second half addresses more the ideas of employee appreciation, setting clear standards/goals, living by the company values, and what training is and how it contributes to employee growth.

4. **Author:** Hsieh is CEO of Zappos.com

5. **Currency:** This book is current being published in 2010

6. **Relevance:** The second half of this book is very relevant to the research as it discusses employee engagement, core values, and employee appreciation.

7. **Theme:** Contributing Factors, Employee Engagement, Leader's Role.

8. **Rating:** There are parts of this book that are useful especially in looking at the success of Zappos.com and how they relate to their employees. Zappos trains employees on their core values and expects them to live this day by day in their customer service. They have a dedication to employee learning and engagement.

Kouzes, J. & Posner, B. (2003). Encouraging the heart: a leader's guide to rewarding and recognizing others. San Francisco CA: Jossey-Bass.

1. **Type:** Book

2. **Audience:** Business managers, human resources professionals, training professionals, training developers.

3. **Summary:** This book looks at how leaders can reward and recognize their teams. This book uses inventories and practical examples for the reader to understand the authors' perspectives.

The second part of the book looks at how leaders can improve themselves to be able to be better leaders. The third part of the book looks at reflection on examples and how leaders can get some tips and tricks. This book specifically analyzes six essentials: Set Clear Standards, Expect the Best, Pay Attention, Personalize Recognition, Tell the Story, Celebrate Together, and Set the Example. This gives examples from leaders who used these essentials to create better work environments for their employees.

4. **Author:** The authors are practitioners in the field of organizational change and have written many other books on leadership.
5. **Currency:** This book is current to the topic.
6. **Relevance:** This book is relevant to the topic of employee engagement and appreciation.
7. **Theme:** Contributing Factors, Employee Engagement.
8. **Rating:** This book is useful for the examples given by the authors. It uses inventories and tips and tricks on how to use appreciation in the workplace. Mostly this book is focused on tips on how leaders can improve themselves to be better focused on rewarding and showing appreciation in their management.

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York NY: Cambridge University Press.

1. **Type:** Book.
2. **Audience:** Educators, OD professionals, business professionals, HR professionals.
3. **Summary:** This book discusses the need for developing social learning, communities of practice in all environments especially workplaces. The authors theory of situated learning; peripheral participation is the bringing together of all types of people and their experiences similar to an apprenticeship method. The authors give examples of how this theory is applied in different professions and groups. Lastly the authors discuss communities of practice which are different learning levels coming together in a group, it is discussed what happens to different types of people within these communities of practice.
4. **Author:** Lave at this time was a professor and author on cognition; now is a professor at Berkley. Wenger at the time was a research scientist and author on artificial intelligence; currently he is a consultant on social learning.
5. **Currency:** This book is not extremely current but the basic theory is solid.
6. **Relevance:** This book was not particularly useful to my research but it does apply to one

portion of my experiences when working with peers during my research therefore it was necessary for exploring that aspect.

7. **Theme:** Employee Engagement

8. **Rating:** This book is interesting as it looks at social learning. It was not particularly useful to my research except for a project in which I worked with peers (leaders in their own stores) on using appreciation in the workplace. What resulted was a community of practice and social learning so this book was useful in exploring that aspect of my research.

Loysk, B. (1996). *Managing a changing workforce*. Davie, Florida: Workplace Trends Publishing Company.

1. **Type:** Book

2. **Audience:** Adult educators, training managers, business professionals, human resource and organizational development professionals.

3. **Summary:** This book looks at how to manage a changing workplace in terms of diversity, generations, and technology. It reviews the basics of being a manager in a changing environment. There is a chapter on using rewards and recognition.

4. **Author:** The author is a public speaker and CEO of Innovative Training Solutions, Inc. and speaks on training, managing and motivating teams, hiring, and sales.

5. **Currency:** This book is not very current to the research it was published in 1996.

6. **Relevance:** This book was not very relevant to the research.

7. **Theme:** Contributing Factors.

8. **Rating:** This book had some useful information but it is dated and the information addresses Generation X and at this point society has moved into a new generation in the workplace.

MacKeracher, D. (2004). *Making sense of adult learning* (2nd edition). Toronto, Canada: University of Toronto Press.

1. **Type:** Textbook

2. **Audience:** Educators, HR professionals, OD professionals, students.

3. **Summary:** This textbook discusses adult learning by looking at assumptions about learning and adult learners, cycles in learning, styles in learning, the brain and mind, emotions, skilled performance, relationships and environment and strategies in learning. This book gives an overview of adult learning in the first few chapters and analyzes it more deeply throughout the book.

4. **Author:** The author has been a leader in the field of adult education and is a professor emeritus at University of New Brunswick.

5. **Currency:** This book is very current for the topic.

6. **Relevance:** This book is very relevant to the research; especially on how adult learners learn and the role emotions play.

7. **Theme:** Contributing Factors, The Leader's Role.

8. **Rating:** This book is very informative and looks at different aspects of adult learning. It is useful to the research because it necessary to understand the adult learner and how they are functional, especially with continued learning, in the workplace. This book discusses the role of emotions, the mind and brain, and relationships in learning which contribute to the research for this project. This book gives good overview of how theory fits into understanding adult learning and education.

Mastrangelo, P. M. (2009). Will employee engagement be hijacked or reengineered? *OD Practitioner*, 41(2), 13-18.

1. **Type:** Textbook

2. **Audience:** Business managers, HR professionals, educators.

3. **Summary:** This article discusses how employee engagement needs to be defined in an organizational development perspective because it is being “hijacked” as a concept by practitioners. The author gives a definition for engagement and looks at how to measure engagement; reminding the reader not to confuse the drives with the outcome. The author warns that HR professionals need to be careful with engagement surveys that they are not the whole story.

4. **Author:** The author is experienced in psychological assessment, OD, and adult education. He is a senior consultant and Director at New Service Development at CLC Genesee.

5. **Currency:** This article is current for the topic.

6. **Relevance:** This article is relevant to the research.

7. **Theme:** Employee Engagement.

8. **Rating:** This article presents a good perspective on how employee engagement needs to be defined and that HR professionals need to be careful that engagement is not just “happy employees”. The author considers how to measure engagement accurately and if there is a connection between engagement and performance.

Maylett, T., & Nielsen, J. (2012). There is no cookie-cutter approach to engagement. *T+D*, 66(4), 55-59.

1. **Type:** Trade journal.

2. **Audience:** Business managers, training professionals, HR professionals, students, educators.

3. **Summary:** This article discusses the key steps for learning professionals to ensure employee engagement is happening in their organization. The authors point out there is a connection between return-on-investment indicators and engaged employees. The authors warn there is no exact way to approach engagement and needs to adjust for the organization and leaders.

4. **Author:** Maylett is a CEO of a firm specializing in employee engagement and Nielsen is the senior director of HR and organizational learning at ASTD.

5. **Currency:** This article is very current.

6. **Relevance:** This article is relevant to the research.

7. **Theme:** Employee Engagement.

8. **Rating:** This article gave a good perspective for learning and HR professionals to be aware of employee engagement and what it contributes to an organization. The authors make valid points of how engagement is different for each person and each organization. They give practical advice on addressing engagement and putting it to work for an organization.

Meyer, P. (2010). *From Workplace to Playspace*. San Francisco CA: Jossey-Bass.

1. **Type:** Book.

2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.

3. **Summary:** This book looks at the role “playspace” has in a work environment. This playspace is the ability to use creativity, be open to new ideas, question, learn and engage in fun in the workspace. This book looks at organizations that have used these techniques and the results.

4. **Author:** The author is a professor at DePaul University, Chicago and founder/president of Meyer Creativity associates and active as a faculty fellow at DePaul University.

5. **Currency:** This book is very current to the topic.

6. **Relevance:** This book highly relevant to the topic.

7. **Theme:** Employee Engagement, Contributing Factors.

8. **Rating:** This book introduces the idea of playspace and how to apply it in a work environment. There is theory to support the ideas in the book as well as case studies of companies who have used playspace to create more engaging workspaces. The book gives

practical ideas that are able to be put in place by anyone and are relatively inexpensive. This book examines how to use “fun” to create playspace in a work environment and what the effects can be.

Mone, E., Eisinger, C., Guggenheim, K., Price, B., & Stine, C. (2011). Performance management at the wheel: Driving employee engagement in organizations. *Journal of Business and Psychology*, 26(2), 205-212. doi: 10.1007/s10869-011-9222-9

1. **Type:** Academic journal.
2. **Audience:** Business managers, OD professionals, training professionals, students, educators.
3. **Summary:** The authors of this article discuss employee engagement and the connection with performance management. The authors give definitions of employee engagement based on varied research and theory. The article goes on to look at setting goals, providing feedback and recognition, managing employee development, conducting appraisals, building a climate of trust and empowerment.
4. **Author:** The authors are professional researchers and OD practitioners.
5. **Currency:** This article is very current for the topic.
6. **Relevance:** This article is relevant to the research.
7. **Theme:** Employee Engagement, Contributing Factors.
8. **Rating:** This article is interesting that it connects closely with my research on using appreciation in the workplace. The discuss many of the same indicators but lump it under employee engagement and performance management. The perspectives and information presented in this article are well-rounded and look at other research in the field. This is a good article that makes the connection between employee engagement and performance but that leaders need to contribute and be dedicated for there to be a result on the outcome – employee engagement.

Nelson, B. (2009). Measuring the impact of recognition. *Health Care Registration: The Newsletter for Health Care Registration Professionals*, 7-9.

1. **Type:** Practitioner journal article
2. **Audience:** Adult educators, training managers, business professionals, human resource and organizational development professionals.
3. **Summary:** This article looks at using Kirkpatrick's Four Levels of Evaluating Training Programs and relating it to training on an employee recognition program. The author looks at the four levels and gives information at each level summarizing Kirkpatrick and then how it relates to a recognition training program.
4. **Author:** The author is president and founder of Nelson Motivation, Inc.
5. **Currency:** The article was published in April 2009 so it is current for the topic.
6. **Relevance:** This article is somewhat relevant but the focus is the four levels of Kirkpatrick which is not what this research is pertaining to and addresses very little towards employee appreciation programs.
7. **Theme:** Leader's Role, Contributing Factors.
8. **Rating:** This article had some useful aspects on how to evaluate/what questions to ask when creating a employee recognition program. It would be helpful in developing questions for interviews with front-line managers so find out more about how they use recognition in the workplace. Mostly it was not too helpful because it discussed the Kirkpatrick's Four Levels which is not useful in for this research topic.

Owler, K., Morrison, R., & Plester, B. (2010). Does fun work? The complexity of promoting fun at work. *Journal of Management & Organization*, 16(3), 338-352.

1. **Type:** Academic journal.
2. **Audience:** Business managers, OD professionals, business professionals, HR professionals.

3. **Summary:** This article discusses fun in the workplace and notes there is limited research on the topic. The authors analyze the literature that is available about fun in the workplace and how it affects employees. The authors bring forward from the literature the idea of intrinsic motivators and how fun feeds employees spirit, mind and soul. There is not much research on using fun at work but it is starting to show that fun can improve productivity, attitudes, and lower emotional exhaustion. It is discussed how instituting change in an organization can be difficult; the authors discuss culture theory, ethnographic studies on fun, the natural occurrence of fun, and how recruiters are using fun as a tool. In the conclusion the authors give three tips on how to put fun into action and where future research could go concerning fun in the workplace.

4. **Author:** The authors are researchers and lectures at New Zealand universities.

5. **Currency:** This article was published in 2010; very current.

6. **Relevance:** This article was relevant to the research especially concerning looking at fun and how it contributes holistically. The article connects to the research in a big-picture way.

7. **Theme:** Definition of Appreciation, Contributing Factors.

8. **Rating:** This article points out the need for more research on using fun in the workplace but brings forward current literature and theory on the topic. It is a good starting point to investigate this topic. It was useful for thinking how fun contributes to creating an appreciative environment especially in the way fun can affect mind, spirit and body.

Perschel, A. (2010). Work-Life flow: How individuals, Zappos, and other innovative companies achieve high engagement. *Global Business and Organizational Excellence*, 29(5), 17-30.

1. **Type:** Professional trade journal.

2. **Audience:** Business managers, training professionals, training developers, business professionals, recruiters, human resource professionals.

3. **Summary:** This article discusses when employees are engaged and reach a state of flow the workplace environment is more positive. In highly engaging environments employees are less likely to be involved in accidents, turnover decreases, customer loyalty is higher, there is more profitability in sales to employee. The author explains state of flow and gives examples. State of flow includes passion, essence, purpose, meaning, rules, challenge, feedback, and attention/concentration/internal control. The author breaks each of these down and how can impact the workplace. Zappos culture and core values are discussed.

4. **Author:** Leadership and business psychologist and president/founder of Germane Consulting.

5. **Currency:** This article was published in July/August 2009 and is current to the topic.

6. **Relevance:** This article is very relevant to the research.

7. **Theme:** Contributing Factors.

8. **Rating:** The author gives a good explanation of flow and how it can be used in the workplace. This contributes to my research in contributing to setting standards, leadership leading by the standards, engaging employees for a better workplace environment and to promote employee learning, and gave more insight into Zappos core values, training and culture.

Ramsey, R. D. (2010). Bad times are good times to show appreciation for employees. *Supervision*, 71(11), 12-14.

1. **Type:** Professional trade journal.

2. **Audience:** Adult educators, training managers, business leaders, supervisors, human resource and organizational development professionals.

3. **Summary:** This article discusses how supervisors/managers are depersonalizing the workplace and this creates a soulless workplace. Leaders need to humanize the workplace especially in change or hard economic times. It is necessary to give credit to all levels of the workforce. The author states that appreciation is a power motivator and appreciated workers

perform better because they know their work is valued. The author goes on to give 10 tips of how to use appreciation and recognition. The author stresses it is important for leaders in good or bad times to use appreciation and not forget about it.

4. **Author:** The author is a freelance writer with experience in supervision and HR management. He is the author of over 20 books and contributes frequently to trade journals.

5. **Currency:** The article was published in 2010 so it is current for the topic.

6. **Relevance:** This article is relevant to the research topic especially in using appreciation, awareness of leadership and creating a culture of awareness.

7. **Theme:** Contributing Factors.

8. **Rating:** This article gives a clear understanding of how using appreciation contributes to employees feeling valued and that performance and loyalty increase. This article is pertinent to the research because it stresses the need for leadership to be involved and aware of how, when appreciation are being used to understand the contributions. This article is also useful in that it gives 10 simple tips on how to create culture of appreciation.

Roth, T. (July/August 2010). Lead employee engagement. *Training*, 12.

1. **Type:** Professional journal article

2. **Audience:** Adult educators, training managers, business leaders, human resource and organizational development professionals.

3. **Summary:** This article discusses how for customers to be engaged employees need to be engaged. Employees are committed, enthusiastic and motive to participate in interactions with customers authentically. The author points out that because of economic difficulties companies have cut corners on employee engagement and 24% of employees are actively disengaged in companies where layoffs took place. The author points out that leadership is responsible for engaging employees, being aware, and involved. The author discusses how leadership needs to be engaged and if not than employees will choose not to be engaged. Leadership needs to

create a culture of engagement and even in difficult economic times it is important to remember the connection between employee and customer satisfaction.

4. **Author:** The author is president of a workplace learning consulting group and has 30 years of experience.

5. **Currency:** The article was published in 2010 so it is current for the topic.

6. **Relevance:** This article is relevant to the research topic especially in using appreciation, awareness of leadership and creating a culture of engagement.

7. **Theme:** Employee Engagement, Contributing Factors.

8. **Rating:** This article gives a clear understanding of why engaging employees is important and how leadership contributes. Without leadership support, awareness, and participation employees will become actively disengaged, unmotivated, and will not provide quality customer service. The author points out the important correlation between customer and employee satisfaction.

Saunderson, R. (2004). Survey findings of the effectiveness of employee recognition in the public sector. *Public Personnel Management*, 33(3), 255-275.

1. **Type:** Trade journal article.

2. **Audience:** Adult educators, training managers, business professionals, human resource professionals.

3. **Summary:** This article looks at using recognition in the public sector, defines different types of recognition, communication methods, and organizational culture. This article looks at difference between U.S. and Canadian public sectors.

4. **Author:** The author is the president and founder of Recognition Management Institute.

5. **Currency:** This article was published in 2004 and is current to the research.

6. **Relevance:** This article is somewhat relevant to the research; looks more at motivators good for understanding what leaders can do to influence culture.

7. **Theme:** Contributing Factors, The Leader's Role.

8. **Rating:** This article does a good job recognizing different kinds of appreciation and recognition and how that motivates employees. The article is based on survey results and presents good information but there is no solid perspective from the author. The author does a good job looking at the role upper management and company culture play in recognition.

Urquhart, J. (2001). Recognize employees...without turning them off. *HR Briefing*, 5.

1. **Type:** Practitioner journal article.

2. **Audience:** Adult educators, training managers, business professionals, HR professionals, OD professionals.

3. **Summary:** This article discusses using recognition effectively and avoiding patronizing employees. It addresses how employees work for more than a paycheck and want to know their efforts count towards for the organization as a whole. The article presents techniques to use to create a culture of appreciation on a regular basis.

4. **Author:** The author is author of a book on passion in the workplace.

5. **Currency:** The article was published in December 2001 but is current for the topic.

6. **Relevance:** This article is relevant to the research.

7. **Theme:** Definition of Appreciation, Contributing Factors.

8. **Rating:** This article is relevant to the research but it is not very detailed. It gives some practical tips for managers to use recognition in the workplace. The tips are useful but are fairly typical advice.

Vance, A. (2005). Developing a culture of appreciation. *Executive Housekeeping Today*, 13-15.

1. **Type:** Practitioner trade journal article.

2. **Audience:** Adult educators, training managers, housekeeping professionals, human resource and organizational development professionals.
3. **Summary:** This article looks at how one manager took a new job in the hospital he worked at and developed a training program and created a culture of appreciation for his staff. The author examines and explains the techniques used by this manager's model to create a culture of appreciation. The article looks at hiring the right staff, training them well, using employee empowerment, and connecting it to customer service.
4. **Author:** The author is the editor of this publication.
5. **Currency:** The article was published in January 2005 so it is current for the topic.
6. **Relevance:** This article is relevant to the research topic in a practical way.
7. **Theme:** The Leader's Role, Contributing Factors.
8. **Rating:** This article has some useful information especially the techniques that are presented. The author does a good job analyzing this manager's model and presenting examples.

Van Dyke, M., & Garlick, R. (2008). Recognition and Reward. *Leadership Excellence*, 25(1), 17-18.

1. **Type:** Trade journal article.
2. **Audience:** Adult educators, training managers, business professionals, human resource and organizational development professionals.
3. **Summary:** This article looks at how to create effective recognition among employees and how every employee is different. Each employee is motivated personally in a different way therefore they will match one of the six different reward profiles. This means different kinds of employees require different forms of recognition. The article makes ten strong points ("10 tenets") of how to use recognition, how to do it and why it is important.

4. **Author:** Van Dyke is a consultant of Employee Engagement Practice and Garlick is Director of Consulting and Implementation at Martiz.
5. **Currency:** The article was published in 2008 so it is current for the topic.
6. **Relevance:** This article was relevant to the research topic.
7. **Theme:** Contributing Factors.
8. **Rating:** This article give 10 tenants which were very strong points in using recognition. This information could be used in the creation of a training program for front-line managers in recognition. The stand-out point of this article is they address the “six reward profiles” which stress how individuals are different and require different types of recognition. This was useful and makes a good point of how everyone is different and is not motivated by the same type of recognition or appreciation and the necessity to personalize it.

Zigarmi, D., Blanchard, S., Essary, V., & Houson, D. (2009). The leadership-profit chain: defining the importance of leadership capacity [white paper]. *The Ken Blanchard Companies*.

1. **Type:** White paper.
2. **Audience:** Business managers, team leaders, training/development professionals, human resource professionals.
3. **Summary:** This white paper looks at using the leadership-profit chain and how it affects employee work passion. Looks at the connection between employees being appreciated, recognized, and valued; how this influences customer service. The authors stress the importance of leadership being involved and aware. Looks at the importance of employees understanding practices and being aligned then will be able to influence customer devotion. The way leaders treat employees is the way that employees will treat the customer. It is important for an organization to create an environment that allows employees to win and be passionate about what they do. Overall remembering that profit is a byproduct of serving the

customer and this can only be achieved by serving the employee and allowing for them to be engaged and passionate in their work.

4. **Author:** The authors all work for the Ken Blanchard Companies.

5. **Currency:** This article is current for the topic.

6. **Relevance:** This article is relevant to the topic.

7. **Theme:** Contributing Factors, Definition of Appreciation, Employee Engagement.

8. **Rating:** Ken Blanchard Companies have been in the training and development field for years and are respected in the field for research in T+D. This paper expresses the need for employees to be engaged and satisfied to be able to provide quality customer service. It expands on the leadership-profit chain developed by Sasser and relates to the research as it shows the correlation between employee service and customer service.

Zigarmi, K., Houson, D., & Witt, D. (2009). Employee Passion: the new rules of engagement [white paper]. *The Ken Blanchard Companies*.

1. **Type:** White paper.

2. **Audience:** Business managers, team leaders, training/development professionals, human resource professionals.

3. **Summary:** This white paper looks at employee engagement and what the Blanchard Companies term employee work passion. The authors explain employee work passion and how it is created. This paper looks at their eight categories of meaningful work, autonomy, collaboration, connected with colleagues, connected to leader, fairness, recognition, and career growth. The authors conducted surveys to look at different groups reactions to these categories.

4. **Author:** The authors all work for the Ken Blanchard Companies.

5. **Currency:** This article is current for the topic.

6. **Relevance:** This article is very relevant to the topic.

7. **Theme:** Employee Engagement, Contributing Factors.

8. **Rating:** This paper introduces the concept of employee work passion which looks at the categories and how they affect employees their happiness in work environment. The authors use the term work passion because they felt employee engagement was researched but not fully understood. Surveys were conducted to examine and data is given to support their theories.