The Effects of Recognition on Morale, Communication and Retention at a Non-Profit Organization

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Abstract
Maslow, Herzberg, Peters, Kovach, Vroom, Blanchard, and many others have identified the critical role recognition has played in motivating employees and rewarding them for their accomplishments. Numerous studies have indicated that organizations with high employee satisfaction report higher customer satisfaction scores, higher productivity, and higher profits. The purpose of this study was to analyze the effectiveness of a new informal recognition program implemented at a local Non-Profit Organization. This study worked directly with a 60person department that had low morale, moderate turnover and a need for implementing improvements in recognition. In order to determine if the recognition program had an effect on the organization and department, a survey was administered prior to implementation of a recognition program with a follow-up survey to measure the effects. The survey was designed based on reliable and predictable surveys created by Fields (2002) and Ferris and Rowland (1987). The findings of the survey indicate that subsequent to the implementation of the recognition program employees felt that communication had become slightly worse at the organization. However, the survey shows that employees felt that the goals of the organization had become clearer to them and they felt that work assignments were more fully explained to them. There was no change in whether the employees felt that they know what is going on with the organization. The survey findings also showed a slight increase in employee morale. The findings indicated that the changes observed were not statistically significant.

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# TABLE OF CONTENTS

**ACKNOWLEDGEMENTS** .......................................................................................... 6

**DEDICATION** ........................................................................................................ 8

**ABSTRACT** ............................................................................................................ 9

**CHAPTER 1** ........................................................................................................... 10

  **INTRODUCTION** ..................................................................................................... 10
  **BACKGROUND** ....................................................................................................... 10
  **OVERVIEW** ............................................................................................................ 11
    - What is recognition? ............................................................................................... 11
    - Ways to recognize ................................................................................................... 11
    - Do organizations really use recognition? ............................................................. 12
    - Who uses recognition? ......................................................................................... 13
  - Components of an Effective Recognition Program .................................................. 13
  **PURPOSE** ............................................................................................................. 14
  **RESEARCH QUESTIONS** ....................................................................................... 14
  **SIGNIFICANCE** ..................................................................................................... 14
  **RESEARCH DESIGN OVERVIEW** .......................................................................... 15
  **DEFINITION OF TERMS** ...................................................................................... 15

**CHAPTER 2** ........................................................................................................... 17

  **INTRODUCTION** ..................................................................................................... 17
  **THEORETICAL FOUNDATION** ............................................................................... 17
    - Maslow ................................................................................................................... 17
    - Lindahl, Kovach, McClelland ................................................................................ 19
    - Herzberg .................................................................................................................. 20
  **RECENT RESEARCH ABOUT RECOGNITION** ....................................................... 22
    - Obstacles & Excuses ............................................................................................... 24
    - The Results ............................................................................................................. 27
  **SIGNIFICANCE OF STUDY** ................................................................................... 29
    - The Non-Profit Organization .................................................................................. 29
  **CONCLUSION** ....................................................................................................... 30

**CHAPTER 3** ........................................................................................................... 31

  **INTRODUCTION** ..................................................................................................... 31
  **METHODOLOGY** ..................................................................................................... 31
    - Participants ............................................................................................................. 31
    - Survey Design ....................................................................................................... 32
    - Communication ..................................................................................................... 32
    - Morale .................................................................................................................... 33
# TABLE OF FIGURES/TABLES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Maslow’s Hierarchy of Needs</td>
<td>18</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Kovach’s Employee Motivation Survey</td>
<td>20</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Herzberg’s Theory of Hygiene and Motivation Factors</td>
<td>21</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Comparison of Employee Survey Question #1</td>
<td>30</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Comparison of Employee Survey Question #2</td>
<td>30</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Survey Questions focused on Communication</td>
<td>33</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Survey Question focused on Morale</td>
<td>33</td>
</tr>
<tr>
<td>Figure 8</td>
<td>Kirkpatrick Model</td>
<td>43</td>
</tr>
</tbody>
</table>

**Table 1: Summary of Statistical Analysis**  

| Page |
|------|---|
|      | 37 |
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DEDICATION

This paper is dedicated to my family for their support and sacrifice during the past two years.

"May the road rise up to meet you. May the wind always be at your back...."
ABSTRACT

Maslow, Herzberg, Peters, Kovach, Vroom, Blanchard, and many others have identified the critical role recognition has played in motivating employees and rewarding them for their accomplishments. Numerous studies have indicated that organizations with high employee satisfaction report higher customer satisfaction scores, higher productivity, and higher profits. The purpose of this study was to analyze the effectiveness of a new informal recognition program implemented at a local Non-Profit Organization. This study worked directly with a 60-person department that had low morale, moderate turnover and a need for implementing improvements in recognition. In order to determine if the recognition program had an effect on the organization and department, a survey was administered prior to implementation of a recognition program with a follow-up survey to measure the effects. The survey was designed based on reliable and predictable surveys created by Fields (2002) and Ferris and Rowland (1987). The findings of the survey indicate that subsequent to the implementation of the recognition program employees felt that communication had become slightly worse at the organization. However, the survey shows that employees felt that the goals of the organization had become clearer to them and they felt that work assignments were more fully explained to them. There was no change in whether the employees felt that they know what is going on with the organization. The survey findings also showed a slight increase in employee morale. The findings indicated that the changes observed were not statistically significant.
CHAPTER 1

Overview

Introduction

This chapter presents an introduction to recognition in the workplace and the current project, which evaluated the impact of a recognition program. It provides an overview on what recognition is, why recognition is important, the problem statement upon which this project was focused and a description of significance and research design.

Background

Nelson (2003) believes the greatest management principle in the world is “you get what you reward” (p. xxii). Companies that encourage, enable and reward high performance tend to get more of it. Fortune Magazine’s “100 Best Companies to Work for”, Business week’s “Employers of Choice” and Forbes are examples of standards employers strive for. According to Robert Levering and Milton Moskowitz who oversee the Fortune magazine Best Companies project, “No company can have a great place to work without having good ways to show appreciation to employees” (Ventrice, p. 7). The fields of psychology and management have validated the principles of positive reinforcement. Nelson (2003, 2001) believes it is a common sense principle, but unfortunately is not a common practice. Maslow, Herzberg, Peters, Kovach, Vroom, Blanchard, and many others (see Fornal, p. 1) have identified the critical role recognition has played in motivating employees and rewarding them for their accomplishments. According to Smith (2005), a recent Gallup survey found that organizations where employees have an above average attitude toward their work (high employee satisfaction) have: 38% higher customer satisfaction scores, 22% higher productivity and 27% higher profits (p. 92). A recent
Rochester Business Alliance HR News update (November 2005) stated that a “lack of recognition is a top-cited problem in surveys on employee morale” (p. 1). One way to solve this problem is by implementing organizational recognition programs.

Overview

The purpose of this study was to determine the effectiveness of a newly implemented pilot recognition program at a local Non-Profit organization. The study used a quantitative survey to measure the effects of the program on employee morale, communication and employee retention.

What is recognition?

The most common definition of recognition is from the National Association for Employee Recognition (NAER), which defines it as “the acknowledgement of an individual’s or team’s desired behavior, effort, or business result that supports the organization’s goals and values” (NAER, 2006). Recognition takes many forms, such as acknowledgement, approval or the expression of gratitude (Nelson, 2003).

Ways to recognize.

There are many possible ways to recognize employees. Recognition can be monetary (cash, gift certificates, bonus), non-monetary (no to minimal cost, such as time off) and virtual (internet based). Garvey (2004) believes that “one mistake companies make with recognition programs is creating a one-size-fits-all solution that aspires to the lowest common denominator” (p. 101). Cindy Vetrince (2003) states “recognition that works is both memorable and meaningful. It stands out in the employees’ minds, sometimes because it’s clever and unique, sometimes because of the consistency and regularity with which it is offered, and sometimes
simply because it was heartfelt" (p. 15). In order for recognition to be effective it must have value to the recipient, be administered fairly, be presented in a timely manner, and be meaningful to co-workers, peers, and the organization (Fornal, 2002). Gostick and Elton (2002) offer managers the following tips for giving praise and recognition using the mnemonic CIA: the company, the individual, the award (p. 72). First, the company and department goals must be reiterated. Second, relating specifically what the individual did to earn the award and how it relates to team and company goals. (Gostick & Elton recommend using SAIL: Situation, Action, Impact, and Link to company values when speaking of the individual, p. 73.) Third, the award and the symbolism of the award will be discussed. Finally, ending with a sincere thank-you (p. 74).

*Do organizations really use recognition?*

A 2005 National Recognition Survey sponsored by WorldatWork and NAER found that 89% of responding companies reported to currently having a recognition program in place at their organization. This is a 2% increase from 2003. Most respondents (71%) indicated that their organization offered both formal recognition programs (defined as planned recognition programs, e.g. attendance, performance, years of service, safety) and informal recognition programs (spontaneous gestures of appreciation, such as non-monetary or of small monetary value). The survey also found that the most popular method of recognizing employees was through gift certificates (63%) and cash (58%). The most common reason for giving recognition was length of service (75%) and above-and-beyond performance (64%) (Daniel & Metcalf, p. 2). The payoff of effective recognition can be increased employee satisfaction, increased employee moral, increased customer satisfaction, enhanced productivity, increased competitiveness,
decreased stress, decreased absenteeism, decreased turnover and lower related costs (Daniel & Metcalf, 2005; Nelson & Spitzer, 2003). Managers who give praise can also benefit. Dr. Harvey Silver (2000) notes the top five benefits to giving praise and recognition as:

1. A person feels better about self.
2. Person feels good about you.
3. Relationship is strengthened.
4. Behavior is reinforced.
5. Culture is more positive.

Who uses recognition?

Organizations, such as Mary Kay Cosmetics, Wireless Communications, Conemaugh Memorial Medical Center, FedEx, Southwest Airlines, Intuit, AFLAC, Boeing and T. Row Price have created effective recognition programs. Typical for-profit organizations are not the only ones offering effective recognition; Former Houston Astros coach, Tom McCraw offered $100 reward to the player who drove in the winning run. “Guys making million-dollar salaries chased me around after the game for that money.” The cash itself wasn’t the point; it was the recognition of the contribution (Koslow, p. 176).

Components of an Effective Recognition Program.

There are several components of an effective recognition program. First, effective programs must create value (Daniel & Metcalf, 2005). “A manager who knows his/her employees well should have a handle on how to recognize them in a way that is appreciated by each individual, whether it be in a meeting with a client, in a hallway among co-workers or privately” (Garvey, p. 103). Second, effective recognition programs are strategic and aligned
with the organization’s business goals (Garvey, 2004). When a recognition program is used in connection with a key business strategy or priority, the program provides an additional tool for communicating and emphasizing that goal with employees (Garvey, p. 102). At AFLAC the recognition program is designed to reinforce a “strong sense of family” (p. 102). To live this, AFLAC uses a variety of recognition tools including celebrating all employees’ birthdays with a card and present, offering an employee appreciation week and cash rewards for innovative ideas (Garvey, 2004).

Purpose

The purpose of this study was to analyze the effectiveness of a new informal recognition program. The Human Resource (HR) Department at a local Non-Profit Organization implemented a new informal employee recognition program. This study measured the effectiveness of the program on improving employee morale, communication and employee retention.

Research Questions

This study focused on answering the research question: “What effects does a recognition program have on employee morale, communication and employee retention at a Non-Profit organization?”

Significance

Recognition can increase retention, improve morale, increase productivity, and provide a competitive advantage (Ventric, 2003; Nelson, 2003, Gostick & Elton, 2002; Kouzes & Posner, 1999). This study focused on determining the effects of recognition on morale, communication and retention on one department of a non-profit organization. This study has potential to be
rolled out organizational wide, which could positively affect the retention, moral and productivity within the organization.

*Research Design Overview*

This quantitative study was designed to determine whether a pilot informal recognition program had an effect on the department at the Non-Profit organization. Quantitative surveys were gathered from one department of the Non-Profit organization to determine effects on morale and communication. Turnover data from 2005 and 2006 was also used to determine retention.

*Definition of Terms*

The following are definitions of terms relevant to this study.

**Formal Recognition.** Formal Recognition is a planned recognition that consists of extrinsic rewards, such as gift certificates, money, trophies, plaques, etc. or activities (Lambillotte, 2005; Nelson, 2001).

**Informal Recognition.** Informal Recognition is spontaneous forms of recognition that involve a nominal gift or personal gesture (time off, etc.).

**Non-monetary recognition (NMR).** Nelson defines Non-monetary recognition as any form of appreciation that is no-cost or of nominal monetary value provided to another individual or group, ideally for demonstrating, improving or achieving desired behavior or performance.

**Recognition.** Recognition is defined as “the acknowledgement of an individual’s or team’s desired behavior, effort, or business result that supports the organization’s goals and values” (NAER, 2006).
Reward. A reward is an item (usually with monetary value) that is given to an individual for meeting goals (NAER, 2006).
CHAPTER 2

Literature Review

Introduction

This chapter summarizes academic and popular literature relevant to recognition in the workplace. It discusses the contributions Maslow, Lindahl, Kovach, McClelland, Herzberg and Nelson have had on recognition. This chapter also discusses the obstacles to using recognition, the challenges in how to make recognition work, the results of recognition and who is involved in giving recognition.

Theoretical Foundation

These key theorists, Maslow, Lindahl, McClelland, Herzberg, have influenced the foundations of recognition.

Maslow.

Abraham Maslow is best known for creating Maslow’s Hierarchy of Human Needs. This theory contends that as humans meet basic needs, they seek to satisfy successively higher needs that occupy a set hierarchy. Figure 1 Maslow’s Hierarchy of Needs, depicts the familiar pyramid consisting of the five levels.
Figure 1: Maslow's Hierarchy of Needs


The first four levels (Physiological, Safety, Love/Belonging and Esteem) are referred to, as deficiency needs. The top level (Actualization) is termed growth needs. The basic concept is that the higher needs in this hierarchy only come into focus once all the needs that are lower down in the pyramid are mainly or entirely satisfied. Growth forces create upward movement in the hierarchy, whereas regressive forces push prepotent needs further down the hierarchy (Wikipedia, 2006). The first level, physiological needs, meet the basic human needs (breathing, eating, drinking, sleeping, body temperature and hygiene). The second level, safety and security include physical security, moral and physiological security, family security, security of health and security of employment. The third level, love/belonging are social needs. These are emotionally based relationships and are based in the desire to be accepted and belong – such as in the workplace. The fourth, esteem, is a need to be respected, to self-respect and respect others. People need to engage themselves in order to gain recognition and have an activity or activities that give the person a sense of contribution and self-value, be it in a profession or hobby. Imbalances at this level can result in low self-esteem, inferiority complexes and inflated
sense of self-importance (Wikipedia, 2006). The final level of self-actualization is the need of a human to make the most of their own unique abilities. Many organizations do not fulfill the needs of their people, leaving their employees feeling inferior, weak, or helpless. Because many work environments do not fulfill the esteem needs of their employees, many employees do not feel needed or respected. One way to satisfy employees esteem needs is through recognition (Gostnick & Elton, 2001).

Lindahl, Kovach, McClelland.

In a series of studies originally conducted by Lawrence Lindahl in the late 1940s (with similar results found by Kenneth Kovach in the 1980s and 1990s and Bob Nelson in the 1990s) what managers believed that their employees most wanted from their jobs (good wages, job security, promotion/growth opportunities) was in sharp contrast to what the employees themselves reported as being most desirable (full appreciation for work done, feeling “in” on things, “interesting work”) (Nelson & Spitzer, 2003, p. 18). Figure 2, Kovach’s Employee Motivation Survey, illustrates the results of the 1995 employee ranking in comparison to what managers thought employees would rank.

Interestingly, the 1946, 1981 and 1995 studies conducted by Kovach, some changes were found in employee’s ranking, however no change was found in the manager’s collective perception of factors over the 50 years of the study. This indicates that the managers have a very inaccurate perception of what motivates employees (Kovach, 1995).
Figure 2: Kovach’s Employee Motivation Survey

<table>
<thead>
<tr>
<th></th>
<th>1995 Employee Ranking</th>
<th>Manager Ranking</th>
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<tbody>
<tr>
<td>Interesting Work</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Full Appreciation for Work</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling &quot;in&quot; on Things</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Job Security</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Good Wages</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Promotion/Growth Opportunities</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Good Working Conditions</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Personal Loyalty to Workers</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Tactful Disciplining</td>
<td>9</td>
<td>7</td>
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<tr>
<td>Sympathetic Help on Personal Problems</td>
<td>10</td>
<td>9</td>
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Herzberg.

Frederick Herzberg, a management theorist, created the Herzberg’s Theory of Motivation (Figure 3). According to this theory, there are two separate motivating forces that have different effects: Hygiene factors and motivators. Hygiene factors have to do with a person’s relationship to the context or environment in which she or he performs the job (Gawel, 1997). People need these factors in order to do the basic job for which they are hired to do (Nelson, p. 21). Hygiene factors, such as the environment of the job, work conditions, supervision, status, security and money, need to be meet before the second level, termed motivation factors, can by achieved. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction (Gawel, 1997).
Figure: 3 Herzberg’s Theory of Hygiene and Motivation Factors

<table>
<thead>
<tr>
<th>Hygiene Factors</th>
<th>Motivation Factors</th>
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<tbody>
<tr>
<td>- Job Dissatisfaction</td>
<td>- Job Satisfaction</td>
</tr>
<tr>
<td>- In the Environment of the Job</td>
<td>- The Job Itself: What People Do</td>
</tr>
<tr>
<td>Company Policies &amp; Administration</td>
<td>Achievement</td>
</tr>
<tr>
<td>Supervision</td>
<td>Recognition</td>
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<td>Working Conciliations</td>
<td>Work Itself</td>
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<tr>
<td>Interpersonal Relationships</td>
<td>Responsibility</td>
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<tr>
<td>Money, Status, Security</td>
<td>Professional Growth</td>
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On the other hand, motivators are factors that enrich a job and encourage people to do their best job. Motivators describe a person’s relationship with what she or he does, many related to the tasks being performed (Gawel, 1997). Motivators include praise and recognition, achievement, challenging work, responsibility and professional growth (Kovach, 2003). Gawel (1997) states:

The motivators (satisfiers) relate to what a person does while the hygiene factors (dissatisfiers) relate to the situation in which the person does what he or she does. Motivators were associated with long-term positive effects in job performance, while hygiene factors consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level (Gawel, 2000 §5).

Herzberg’s Theory clearly indicates that there is a difference between “just getting people to come to work and getting them to do their best work” (Nelson, p. 21). Nelson (2003) specifically notes a parallel in that “recognition is not compensation; it’s what you offer employees above and beyond compensation to get the best effort from them” (p. 21).
Kovach (1995) states that the results of the findings in relationship to "Maslow’s Hierarch of Needs or to Herzberg’s Hygiene Theory, it becomes fairly obvious that in the United States, organizations have done a better job of satisfying the basic or “deficit” needs of the worker than they have in satisfying the ego or self-fulfillment needs” (p. 94). Kovach (1995) further found that studies conducted by David McClelland explain the disparity in what managers believe their employees want and what employee actually want:

David McClelland, in his studies, found that supervisors are usually high achievers who are interested in concrete measures that reflect how well they have done, namely, money. For them it is quantifiable way to keep score. There is a significant difference between the supervisors’ rankings of employee rewards in 1946 and employee rankings in 1946, and significant difference between the two in 1981 and 1995. Thus, managers appear to remain out of tune with the wants of their employees. Despite a tremendous volume of behavioral research that went into what motivates employees, supervisors’ self-reference is still as much of a problem today as it was after the Second World War (p. 95-96).

Recent Research about Recognition

A three-year study conducted by Bob Nelson in conjunction with the Peter F. Drucker Graduate School of Management at Claremont sought an answer to the following question: Why is it that so few managers recognize employees when they do good work? (Nelson, p. 30). The results found evidence to support a link between the use of recognition and enhanced performance. Nelson’s research found at least three ways in which the use of recognition was
linked to enhanced performance. First, the majority of managers in the study agreed that recognition leads to enhanced performance. Second, the vast majority of managers indicated that they received results immediately or soon after use of recognition. Third, employees in the study indicated that being recognized by their managers was very important to them.

Nelson’s research further sought to answer the question of why some managers embrace recognition while others do not. Among the top reasons were personal responsibility, skills and confidence, reinforcement, manager’s age and role models. The variable most important in distinguishing between high recognition use managers (high-use) and low recognition use managers (low-use) was personal responsibility. High use managers internalized the importance of recognition by making intentional plans to practice it on a daily basis. Another factor contributing to the use of recognition was the interpersonal skills and confidence of the manager. Those who had the skills and confidence to use recognition gradually improved and continued to use it. Those who lacked the skills and confidence provided limited recognition to their employees (these are low-use managers). Reinforcement for recognition use was another factor in determining whether a manager would be a high-use or low-use manager. High-use managers tended to be reinforced for using recognition, both by their managers and the employees that received the recognition.

Another important factor in determining a manager’s use of recognition was the manager’s age. Managers over 50 were less likely to practice recognition than those under 50; interestingly age was the only highly significant demographic factor (e.g. gender, ethnicity, etc.) that in part distinguished high-use managers from low-use managers.
The final factor in recognition use was role models. While the study found that upbringing was an important factor, receiving recognition from their manager had no effect on whether the manager used recognition. Nelson believes this suggests that a culture of recognition can be built from the bottom up, not just from the top down (p. 30).

Obstacles & Excuses.

Research demonstrates that there are many challenges to implementing effective recognition. For example, Gostick and Elton (2003) found that during their consultations with organizations only ten to twenty percent of managers effectively recognized and rewarded employees. Kouzes & Posner (1999) found that “most workers don’t get much recognition for a job well done, and most managers don’t give it according to the Kepner-Tregoe study. Only about 40 percent of North American workers say they receive any recognition for a job well done, and about the same percentage report they never get even a thank-you” (p. 4). The 2005 NAER Trends in Recognition study found that only 23% of organizations surveyed had a formal recognition-training program for managers. Kouzes & Posner (1999), Gostick and Elton (2002), Nelson and Spitzer (2003) and Ventrice (2003) state that there are many reasons why managers do not use recognition. These reasons include:

- **Fear.** Managers may be afraid to give recognition. This may be due to managers not knowing how to give recognition or do not find their organization as being supportive.

- **Vulnerability.** Making oneself vulnerable to others can be difficult for some people because it means showing emotions and talking about one’s feelings in public when expressing appreciation for the efforts of others.
• Time. Managers are too busy. Nelson (2003) found that managers who claim to not have enough time to give recognition are providing an excuse for not doing it. Nelson found that high-use managers required very little time to initiate and complete recognition.

• Leaving someone out. Managers are concerned if they give recognition, other deserving employees will feel left out. Further, managers worry that giving recognition will be “choosing favorites” amongst the employees.

• Employees will want more. Gostick & Elton (2002) found that managers were afraid employees would want more money and or more recognition. First, managers also feared that too much recognition would lead to employees wanting more money. Second, managers feared employees wanting even more recognition. Third, managers feared too much recognition would lose its meaning.

The Challenge: Making Recognition Work.

Gostick and Elton (2002) found that when recognition was for the right things – for behaviors that were important to the organization- the people being recognized and their coworkers work smarter. The success of the strategy is dependent on how well it is implemented. This depends on how well people are treated. Specifically, the better employees are treated, the better employees will treat the customers. It is that simple (p. 41). Gostick and Elton suggest that when people recognize others, they should:

• Be strategic. Set clear, specific goals that tie to the organization’s goals and values.
• **Recognize the right behaviors.** Focus on the behaviors that make your employees, team and organization better.

• **Say “Thank-you”**. Lindahl (1949) found that most managers have no idea how highly there employees valued being appreciated (Kouzes & Posner, p. 13) Positive feedback is a simple gesture that has no monetary value, but has high personal value to employees.

• **Timing.** The timing is critical. Recognition should occur soon after the event or achievement has occurred. If there is a long delay in recognition, the employee will feel that the event or achievement is not important or insignificant.

• **Make it personal.** Learn about your employee, their likes, dislikes and interests. Then, when it comes to time to recognizing a particular person, a manager can make it special, meaningful & membrable (Kouzes & Posner, 1999).

• **Use the acronym – ASAP** (Nelson, p. 79)
  
  o **As Soon** – Do not delay the praise.
  
  o **As Sincerely** – Praise seems hollow if insincere.
  
  o **As Specifically** - Give details as. Avoid generalities.
  
  o **As Personally** - Convey your praise face-to-face.
  
  o **As Positively** – Do not undercut praise with a concluding note of criticism.
  
  o **As Proactively** - Look for opportunities to praise; avoid reacting to mistakes.
Clearly, recognition is a powerful strategy your company can employ to achieve better business results and retain your best people (Gostick & Elton, p. 16). Ventrice (2003), Nelson and Spitzer (2003), Gostick and Elton (2002) and Kouzes and Posner (1999) suggest that recognition has the following effects:

- Improved retention levels.
- Increased morale.
- Lower Absenteeism.
- Increased productivity.
- Competitive advantage.

The Results.

A 2005 study by O.C. Tanner Company surveyed 26,000 employees in Healthcare organizations. The study showed that there was a three to one advantage on return on equity (ROE) for companies with recognition and reward programs over their competitors. ROE is a critical measure of profitability, asset management and financial leverage. The study also showed an advantage on return on assets (ROA), a measure of a company’s effectiveness in using the assets available to them to generate earnings (Minton-Eversole, 2005). That means it may actually be possible to improve the productivity and morale of the majority of our workforce while retaining our top performers. And there’s a bonus: the amount of recognition and validation you offer your employees may be the one thing in your work life over which you have complete and utter control (Gostick & Elton, p. 15).

Recognition is not up to the manager alone. Everyone in the organization is involved,

Including:
• **Co-workers & Peers** – Peer recognition can be very powerful. Employees in organizations where co-workers show each other appreciation tend to show each other greater respect and act more cooperatively, resulting in a more productive workplace. Peer recognition can take three forms: unstructured and spontaneous, loosely structured or formally structured.

• **Managers** – Managers must realize that giving recognition is within their abilities. The manager’s ability to give recognition depends more on an internal sense of competence and commitment to try than formal programs or organizational efforts.

• **Human Resources** – Human Resource Professionals should be the leading advocates in the organization for the importance of use of recognition. Human Resource Professionals should establish a cross-functional recognition task force to coordinate recognition behaviors, activities, tools and programs and foster a dialog between managers and employees. In addition, low-use managers should be targeted for individual attention.

• **Senior Management/Executives** – Executives set the tone for what everyone in the organization feels is important. Executives can increase the use of recognition by leading by example.

• **Organization** – Creating a corporate culture of recognition. Ensuring that recognition is linked to mission and values.

• **Consultant** – Consultants should be able to assess remedies for improvement in employee recognition efforts. Consultants help managers and executives
tie recognition to desired performance and to the strategic objectives of the organization.

Significance of Study

Nelson (2003) has established a link between the use of recognition and enhanced performance. This study focused on answering the research question: “What effects does a recognition program have on employee morale, communication and employee retention at a Non-Profit organization?” A 60-person department was identified to pilot a new recognition program. As part of this study, the department (Department A) was surveyed in January and March of 2006 to determine the effects of the recognition program on morale and communication. Department openings and turnover data from 2005 and 2006 was used to determine retention.

The Non-Profit Organization.

Approximately 4,000 full-time, part-time and per diem employees are employed by the Non-Profit organization. In February 2006, the Non-Profit organization conducted an organizational wide employee survey (Unity Health System, 2006). A total of 2,047 employees participated in the survey. The participation for Department A in the organizational survey was 38% (or 23 responses). A comparison of the results between the organization and Department A are illustrated in Figures 4 and 5.
Figure 4: Comparison of Employee Survey Question #1

Question #1: I am satisfied with the recognition I receive for the work that I do.

<table>
<thead>
<tr>
<th></th>
<th>Organizational Wide Response</th>
<th>Department Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>16.2%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>41.2%</td>
<td>34.8%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>13.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21.0%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7.9%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

Figure 5: Comparison of Employee Survey Question #2

Question #2: In the last seven days, have you received recognition or praise for doing good work?

<table>
<thead>
<tr>
<th></th>
<th>Organizational Wide Response</th>
<th>Department Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46.1%</td>
<td>41.7%</td>
</tr>
<tr>
<td>No</td>
<td>53.9%</td>
<td>58.3%</td>
</tr>
</tbody>
</table>

As the data in Figures 4 and 5 illustrate, Department A is lacking recognition as compared to the organizational response.

Conclusion

This chapter has explored the influence Maslow, Lindahl, McClelland, Herzberg, Nelson, Gostick & Elton and Ventrice have had on workplace recognition. It also explored what recognition is, how to recognize, what to recognize, the results of recognition and who is involved in giving recognition. Finally, this chapter introduced the study this research focused on. The next chapter will further detail the research project.
CHAPTER 3

Methodology

Introduction

This chapter details the methodology used for this study. The methodology includes the demographics of the participants in the department, measures used and procedures followed.

Methodology

Participants.

This study worked directly with a 60-person Department (A) that had low morale, moderate turnover and a need for implementing improvements in recognition. The researcher is an employee in the Human Resource Department for the Non-Profit organization. The organization agreed to allow the researcher to conduct the project at the organization and the researcher was aware of the issues facing the Department A. The Director of Department A agreed that there was a need to improve recognition and retention within the department and allowed access to employees within the department. Department A consisted of approximately 60 full time, part time and per diem employees. The employees hold various roles including: entry level, professional (including licensed professional) and managerial. Employees are based at one of two facilities, each with two distinct offices. Employees at each office were asked to participate in the survey. In order to effectively determine if the recognition program had an effect on the organization and department, the survey was designed to survey staff in January 2006 prior to implementing the recognition program and a follow-up survey was given in March 2006 to measure the effects. Participants in the survey were asked to create an easy to remember identifier for the survey; such as a grandmothers initials and a special date in month date format.
(e.g. FLM0903). Participants were asked to recall this identifier for the March survey so that the pre-test data could be compared to post-test data.

Survey Design.

The survey was designed based on reliable and predictable surveys created by Fields (2002) and Ferris and Rowland (1987). Fields' Job Satisfaction Survey is based on measures developed by Spector (1985) that assessed job satisfaction. The results of the longitudinal study found that job satisfaction correlated positively with expected job utility and professional commitment in the previous year, and the extent of downsizing, shift assignment, and professional commitment in the current year (Blau, 1999). Spector (1987) found that the nine facets (pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication) were all positively intercorrelated (Fields, p. 16).

Communication.

Survey respondents were asked to 4 statements relative to communications within the organization. They were asked to indicate their response to each statement on a scale of 1 to 6, with 1 being "Disagree very much" and 6 being "Agree very much". Figure 6 reviews the survey questions from the communication satisfaction facet. (A full version of the survey can be found in the Appendix.)
Figure 6: Survey Questions focused on Communication

1. Communication seems good within this organization
2. The goals of this organization are not clear to me.
3. I often feel that I do not know what is going on with the organization.
4. Work assignments are often not fully explained.

Morale.

Ferris and Rowland (1987) studied the inconsistencies in the absenteeism-turnover relationship and how they relate. The results of the study suggest that nonorganizational factors may be as influential, or even more influential, than organizationally related factors on individual attendance behavior. Figure 7, illustrates the survey question focused on morale.

Figure 7: Survey Question focused on Morale

5. I plan to leave my job as soon as I can find something better.

Procedure.

Over a two-day period in January 2006, surveys were distributed at the four locations (two offices at one facility, two offices at the other facility). The Researcher verbally explained that participation was voluntary, however was requested as part of a project studying recognition. The organization and sponsoring educational institution approved the methodology and survey. As part of the survey, an identifier determined by the participant (such as a grandmother’s initials
and special date in month date format) was requested. Participants were also given a cover letter explaining the study (A copy of the cover letter and survey are in the appendix.). The Participants were then asked to immediately return completed surveys in an envelope or complete surveys within two days and return to the Researcher in an envelope. Additional copies of the survey were made available to staff that were not available at the time the initial survey was given.

Initial Response.

The initial response for the January survey was 30%. (18 surveys out of a possible 60 were returned to the Researcher.) 27.8% (or 5 of the 18 participants) completed the survey using no identifier; thereby rendering a data comparison impossible for those surveys. The data from these 5 incomplete surveys were discarded. 13 of the 18 participants (72.2%) correctly followed directions and provided a usable identifier.

Based on the responses, the Researcher began working individually with the Department Director and Department Manager on a weekly basis. This included redefining recognition thru conversations with the Manager and Director. Additional hand-outs (see appendix) including techniques, tips and comics were used to emphasize the importance of recognition.

Follow-Up Procedure.

The same survey was redistributed over a two-day period in March 2006 to all employees of Department A. The researcher verbally explained that participants from the January survey were requested to voluntarily complete the follow up survey. (Instructions were also included on the updated cover letter, see appendix.) Participants were asked to recall the identifier from the January survey to include on the survey. Identical surveys were redistributed to participants over
a two-day period in March. Participants were asked to complete the survey immediately via a confidential envelope or to return completed surveys to the researcher within a two-day period.

*Follow-up Response.*

The initial January survey resulted in 72.2% usable data (or 13 usable surveys). The March follow-up survey produced 8 responses (61.5% participation). Of the 8, 2 (25%) surveys did not include an identifier and were not able to be compared to January data. 75% of the surveys (6 of 8) provided accurate identifiers and were able to be used in comparison of the initial January survey. This resulted in a total response of 46.2% (6 out of a possible 13) for the post survey.
CHAPTER 4

Results

Introduction

This chapter summarizes the quantitative data gathered during this study and the effects of the recognition program on employee morale, communication and employee retention.

Research Findings

Item 1 on the questionnaire stated, “Communication seems good within this organization.” As can be seen in Table 1, the average survey respondent, although not statistically significant felt that communication in fact worsened after the organization implemented the informal recognition program, though this decrease was not statistically significant.

Item 2 on the questionnaire stated, “The goals of this organization are not clear to me.” Although the average survey respondent felt that the goals of the organization have become slightly clearer to them after the organization implemented the informal recognition program, this difference was not statistically significant.

Item 3 on the questionnaire stated, “I often feel that I do not know what is going on with the organization.” The average survey respondent felt somewhat more likely that they know what is going on with the organization more after the organization implemented the informal recognition program, but this again was not statistically significant.

Item 4 on the questionnaire stated, “Work assignments are often not fully explained.” Although the average survey respondent felt that their work assignments are more fully
explained after the recognition program after the organization implemented the informal recognition program, the difference was not statistically significant.

**Morale.** Survey respondents were asked how long they intended to stay at their current job on a 1 to 5 scale, with 1 indicating “I plan to leave my job as soon as I can find something better” and 5 indicating “I plan to stay at my job until I retire” (Fields and Rowland, 1987). The pre-recognition program survey indicated a median response to this question of 2.83. The post-recognition program survey indicated a median response to this question of 3.00. Once again, unfortunately, this difference was not significant.

**Retention.** The Non-Profit Organization provided turnover data for the Department. From January to Mid-March 2005, there were a total of 9 vacancies. In comparison from January to Mid-March 2006, there were only a total of 4 comparable vacancies. This indicates that in comparison of January to Mid-March from 2005 to 2006, there were fewer turnovers in the department.

**Table 1 – Summary of Statistical Analysis**

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Q1</td>
<td>3.17</td>
<td>1.47</td>
<td>2.00</td>
<td>1.27</td>
</tr>
<tr>
<td>Q2</td>
<td>4.00</td>
<td>1.78</td>
<td>2.83</td>
<td>1.72</td>
</tr>
<tr>
<td>Q3</td>
<td>2.50</td>
<td>1.38</td>
<td>2.50</td>
<td>1.52</td>
</tr>
<tr>
<td>Q4</td>
<td>3.50</td>
<td>1.52</td>
<td>2.83</td>
<td>1.83</td>
</tr>
<tr>
<td>Q5</td>
<td>2.83</td>
<td>1.33</td>
<td>3.00</td>
<td>0.63</td>
</tr>
</tbody>
</table>
CHAPTER 5

Conclusion and Recommendations

Summary of Key Findings

The findings of the pre-recognition and post-recognition surveys indicated that the recognition program resulted in no significant improvement in employee morale and organizational communication. Given that the recognition program was a short-term pilot program, the findings indicate that a longer-term evaluation of program may be necessary to determine if there are any effects of the program on subsequent employee morale and communication at the organization.

In order to be effective, recognition programs must create value and align strategically with the organization’s business goals (Daniel & Metcalf, 2005; Garvey, 2004). The culture and underlying values of an organization, operational climate within the department and the manager’s commitment can also affect the recognition program. The pilot program that was implemented did not specifically link to the organizations mission and business goals.

Organizational Level. Recognition that is strategic and focused on recognizing the appropriate behaviors will have an impact on the organization (Gostick & Elton, 2002). Ventrice (2003, p. 114) believes that “recognition that isn’t based on strongly held organizational values gets limited results, or the wrong results”. Research on employee satisfaction by Kouzes and Posner found that the best organizations recognize the individual for his or her important role in the organization and inspire their workforce to act (Gostick & Elton, 2001, p. 83). “Leaders who state the organizational values, mission, and strategic plan on a regular basis and then demonstrate through their actions that they believe these things, send a powerful, congruent
message to employees” (Ventrice, 2003, p. 72). Leaders that model the appropriate behaviors provide credibility and visibility, which in turn can impact the success of organizational recognition (Ventrice, 2003). In the department studied, the Director and some managers did not model recognition. Therefore any recognition offered may not have had a positive impact (Ventrice, 2003).

A final feature of effective recognition is the manager’s commitment. Research by Kovach (1995) found that managers often have an inaccurate perception of what motivates their employees. Many managers do not use recognition due to fear, vulnerability, time restrictions, recognition inequities, prior negative experience with using recognition or the fear that employees will want more recognition (Kouzes & Posner, 1999; Gostick & Elton, 2002; Nelson, 2003; Ventrice, 2003). Maslow, Herzberg, Kovach, Vroom, and Blanchard believed in the principles of positive reinforcement. Successful managers know that to make recognition effective it needs to be ASAP* (as soon, as sincere, as specific, as personal, as positive, as proactive, as possible) (Nelson, p. 79). Managers and organizations that effectively use recognition get more of it.

Limitations

As with any study, there were three major limitations.

- **Time.** The study was conducted in a limited time frame - from January thru March.

  Participation. The initial response rate was very low – 30% of the department (18 out of 60). For the pre-survey, 72.2% (or 13) of those who responded provided usable data. For the post survey only 46.2% of those 13 actually
provided usable data (or 6 out of a possible 13). Overall, only 10% (6 of a possible 60) of the population of the department was represented in the surveys. During the post survey, the department was only one week into using a new computer system that changed the day-to-day functions of the department. Nelson & Spitzer (2003) found that technology changes could hamper the reception of recognition.

- One department. This study only worked with one department and the participation rate was low. A second department would have been ideal for a higher participation rate and better data comparison. A small sample size of 10% of the population may not have been fully representative of the population. A larger sample size may provide a higher participation rate, more reliable data and an additional data set to compare results to.

Opportunities for Future Research

There are many opportunities for additional studies in the field of recognition, including:

- Comparison of two data sets. This could include either comparing two departments or two organizations, their implementation, use and effects of recognition. This comparison may generate more buy-in from the organization, including the managers (Ventricle, 2003).

- Focus on employees. Focus groups and/or interviews with employees initially and at the end to assess either individual managers use of recognition prior to and after recognition implementation to determine effect. Additionally, focus groups and interviews can be used to determine if employees understand what is
• expected, what will be rewarded and overall job satisfaction (Phillips & Phillips, 2002; Nelson & Spitzer, 2003; Ventrice, 2003; Gostick & Elton, 2001).

• Utilizing Personality Assessments. Using personality tests (Myers-Briggs, Encouragement Index or Nelson Motivation Inventory and Assessments (Nelson & Spitzer, 2003) to assess if personality has an effect on giving and/or receiving recognition. This would include manager’s self-assessment and employee assessment of manager personality. An alternate choice would be using 360-degree feedback.

• Generational Differences. Future research can also study recognition on the generations (Silent Generation, Baby Boomers, Generation X, Generation Y) in the workplace and how each has different incentives and motivations (Nelson & Spitzer, 2003; Gostick & Elton, 2001).

Implications & Recommendations

The American Society for Training and Development (ASTD) defines Human Resource Development (HRD) as “the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness” (Rothwell, Sanders & Soper, 1999, p. 7).

Although the implementation of this program showed no differences in employee attitudes, it did show that retention improved over the period of evaluation. As stated previously, the main two reasons that there were no differences are likely to result from the unique culture of the department that was studied, the poor response rate, and the small sample size. Thus, it is
likely that recognition programs will work in other departments and organizations even though it was not fully successful in this department.

Thus, in order to successfully implement human resource development, recognition must occur because “recognition is the most powerful strategy your company can employ to achieve better business results and retain your best people” (Gostick & Elton, 2001, p. 16). Improving individual, group, and organizational effectiveness involves tying training and recognition programs into the organization’s values and objectives. This may require changing the paradigm of recognition. Training has realized the importance of understanding different learning styles. However, when it comes to recognition, many organizations have a paradigm that “one size recognition fits all”. To change the recognition paradigm organizations need:

To determine if recognition is effective, it needs to be measurable. There are three phases to measure: preprogram (serves as a baseline), in-process measurement (during implementation) and post program measurement (at the end of the program). The most widely used and popular model in training and development is Kirkpatrick’s Learning Evaluation Model. The four-level model measures Reaction, Learning, Application and Results. Figure 8 illustrates the Kirkpatrick model related to recognition.

Effectively linking HRD and recognition to the organization, department and individual employees can significantly impact each level to improve performance and results, which further justifies the efforts of recognition programs (Nelson & Spitzer, 2003. Although the data used in this study found no statistically significance, additional studies would be useful in further researching the effects and impact of recognition on the workplace.
**Figure 8: Kirkpatrick Model**

<table>
<thead>
<tr>
<th>Level</th>
<th>Individual</th>
<th>Team</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Reaction</td>
<td>What is the employee's reaction to the recognition I gave?</td>
<td>What was the team's reaction to the recognition?</td>
<td>What were the employees' reactions to the organizational recognition program?</td>
</tr>
<tr>
<td>Level 2: Learning</td>
<td>Skills that exists relative to recognition, and the learning that occurs as a by-product of reward and recognition activities.</td>
<td>What are my recognition skills?</td>
<td>What did we learn from the organizational recognition program?</td>
</tr>
<tr>
<td>Level 3: Application</td>
<td>Actual use of rewards and recognition in the organization, how it was done, and how well rewards and recognition are being used.</td>
<td>How much recognition am I giving?</td>
<td>How many employees are participating in the organizational recognition program?</td>
</tr>
</tbody>
</table>
Level 4: Results

Assess the impact of the recognition on rewards and recognition on business outcomes. What was the impact of the recognition on the performance of the employee? Why? What was the impact on organizational performance?

Source: The 1001 Rewards & Recognition Fieldbook (p. 153) by Bob Nelson, Ph.D. & Dean Spitzer, Ph.D.

Overall Conclusion

Employee recognition appears to be a common sense concept however in practice it is often inconsistently used. Studies by Lindahl in the 1940s, Kovach in the 1980s and 1990s, and Nelson in the 1990s have confirmed that employees desire a full appreciation for work done. Often managers feel that they are “too busy” to give this much needed recognition. This research project studied the effects of a pilot recognition program at a Non-Profit. While not statistically significant, the findings of the research show that the recognition program resulted in no short-term impact on employee morale, organizational communication and retention. Further research using a larger data set and additional measures would be useful in evaluating the effects of recognition on an organization. The pilot program has shown that there are opportunities to further link recognition to the organization and employees in other departments. Gostick & Elton (2002, p. 14) state, “Give employees the recognition they need and then step aside and watch the impossible turn into the probable”. Recognition is that important and that powerful.
REFERENCES


Cherrington, D.J. (1992, April). Follow through on award programs.

*HRMagazine.* 4, 52-55.


APPENDIX A - CONSENT & SURVEY
APPENDIX A - CONSENT & SURVEY

Letter of Introduction & Consent

To: Employee
From: Kelly Engert, PHR
Date: January XX, 2006

RE: Voluntary participation in Workplace Recognition Survey

My name is Kelly Engert. Currently, I work as a HR Specialist with the Non-Profit Organization. I am also a graduate student at St. John Fisher College, pursuing a Master of Science in Human Resource Development. As part of the program requirements, students will complete a capstone project at an organization in the field of Organizational Development. My capstone project focuses on Recognition in the Workplace. The Non-Profit Organization has agreed to allow me access to surveying employees in regards to a recognition program that Human Resources will be implementing. A critical element of this capstone project will use quantitative research to determine if the recognition program has an affect on the organization. Two departments are being surveyed for this project. Surveys are being distributed in January 2006 to determine initial feedback prior to the rollout of the recognition program. A follow up survey will be given in March 2006 to determine the progress of the recognition program.

The St. John Fisher College Institutional Review Board has approved the project as posing minimal risk to participants. Responses will be kept confidential. Findings will be reported to Unity Health in an anonymous summary form only. All data will be processed and stored in a locked home office, inside of a locked cabinet. In addition, data stored via computer will be password protected. The researcher and advisor will be the only ones with access to the data.

Your participation in the process will be in the form of completing the attached survey. You will be asked to identify in the upper corner of the survey your grandmother’s initials and a special date in month date format (E.g. FLM0903). Please use information that you will be able to recall in March, so that the data comparison will be accurate. Please do not give your name or any easily identifiable information on the survey. I am using this code so that I have no way to identify who you are on the questionnaire but you will be able to remember it when you complete the survey again in March.

Study participants have the following rights:

1. Have the purpose of the study, and the expected risks and benefits fully explained to you before you choose to participate.
2. Withdraw from participation at any time with out penalty.
3. Refuse to answer a particular question without penalty.
4. Be informed of appropriate alternative procedures or courses of treatment, if any that might be advantageous to you.
5. Be informed of the results of the study.

Your participation in completion of the attached Recognition survey implies consent to be part of the study, and is greatly appreciated by the research and the organization.

If you have any further questions, please contact the researcher listed above at 585-368-6422 or the project advisor, Dr. Tim Frazz at 585-385-8170.

Thank you for your participation!
Letter of Introduction & Consent

To: Employee  
From: Kelly Engert, PHR  
Date: March XX, 2006  

RE: Voluntary participation in Workplace Recognition Survey

This is a follow up to the survey given in January 2006. This follow up survey will determine the progress of the recognition program described in the original survey (January 2006). PLEASE ONLY TAKE THIS SURVEY IF YOU PARTICIPATED IN JANUARY.

Your participation in the process will be in the form of completing the attached survey. PLEASE USE THE IDENTIFIER YOU USED WHEN COMPLETING THE SURVEY IN JANUARY. (Such as your grandmother’s initials and a special date in month date format (E.g. FLM0903).) The identifier can be placed in the upper corner of the survey. Again, Please do not give your name or any easily identifiable information on the survey. I am requesting a code so that I have no way to identify who you are on the questionnaire but am able to compare data from the survey conducted in January.

The St. John Fisher College Institutional Review Board has approved the project as posing minimal risk to participants. Responses will be kept confidential. Findings will be reported to Unity Health in an anonymous summary form only. All data will be processed and stored in a locked home office, inside of a locked cabinet. In addition, data stored via computer will be password protected. The researcher and advisor will be the only ones with access to the data. Study participants have the following rights:

1. Have the purpose of the study, and the expected risks and benefits fully explained to you before you choose to participate.
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Your participation in completion of the attached Recognition survey implies consent to be part of the study, and is greatly appreciated by the research and the organization.

If you have any further questions, please contact the researcher listed above at 585-368-6422 or the project advisor, Dr. Tim Franz at 585-385-8170.

Thank you for your participation!
St. John Fisher College

Informed Consent

Recognition in the Workplace Survey

This survey is designed to study the impact of the Recognition in the Workplace. By completing and returning this questionnaire you indicate that you have read and understood the consent information and you give your consent to use your data as part of the research.

I. Using the following 1 – 6 point scale, please clearly mark the response that best reflects your opinion.

<table>
<thead>
<tr>
<th>1. Communication seems good within this organization</th>
<th>Disagree Very Much 1</th>
<th>Disagree Moderately 2</th>
<th>Disagree Slightly 3</th>
<th>Agree Slightly 4</th>
<th>Agree Moderately 5</th>
<th>Agree very much 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The goals of this organization are not clear to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I often feel that I do not know what is going on with the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Work assignments are often not fully explained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Please circle your response:

I plan to leave my job as soon as I can find something better. I intend to stay at my job until I retire.

1 2 3 4 5

Thank you for completing this survey!

This study has been reviewed and approved by the St. John Fisher College Institutional Review Board (IRB). If you have any further questions regarding this study, please contact the researcher (Kelly Engert, 368-6422). If you experience emotional or physical discomfort due to participation in this study, please contact the St. John Fisher College Office of Academic Affairs at 385-8034 or the St. John Fisher College Wellness Center at 385-8280 for appropriate referrals.
December 15, 2005

Kelly Engert

Dear Ms. Engert:

Thank you for submitting your research proposal to the Institutional Review Board.

I am pleased to inform you that the Board has approved your Expedited Review project, “Recognition in the Workplace.”

Following federal guidelines, research related records should be maintained in a secure area for three years following the completion of the project at which time they may be destroyed.

Should you have any questions about this process or your responsibilities, please contact me at 385-8405 or by e-mail to tchambee@sjfc.edu, or if unable to reach me, please contact the Administrative Assistant to the IRB, Jamie Henry, at 385-8318, e-mail jhenry@sjfc.edu.

Sincerely,

[Signature]

Tracy B. Chamlee, MSN, RNC
Chair, Institutional Review Board

TC:jlh

Copy: OAA IRB
IRB: Approve expedited doc
APPENDIX C – COMPILED SURVEY DATA
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Pre Test (Jan 2006)

Post (March 2006)
APPENDIX D - HANDOUTS
APPENDIX D - HANDOUTS

Top 10 Ways to start a Recognition sentence:

10. “You really made a difference by....”
9. “I’m impressed with.....”
8. “You got my attention with...”
7. “You’re doing top quality work on...”
6. “You’re right on the mark with...”
5. “One of the things I enjoy most about you is....”
4. “You can be proud of yourself for...”
3. “What an effective way to....”
2. “We couldn’t have done it without you...”
1. “You’ve made my day because of...”

Source: Love ‘Em or Lose ‘Em Getting Good People to Stay

By: Beverly Kaye and Sharon Jordan-Evans
ALL I REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN

(A guide for Global Leadership)

All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sand pile at school. These are the things I learned:

- Share everything.
- Play fair.
- Don't hit people.
- Put things back where you found them.
- Clean up your own mess.
- Don't take things that aren't yours.
- Say you're sorry when you hurt somebody.
- Wash your hands before you eat.
- Flush.
- Warm cookies and cold milk are good for you.

Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out in the world, watch out for traffic, hold hands and stick together.

Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup - they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or government or your world and it holds true and clear and firm. Think what a better world it would be if we all - the whole world - had cookies and milk at about 3 o'clock in the afternoon and then lay down with our blankets for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess. And it is still true, no matter how old you are, when you go out in the world, it is best to hold hands and stick together.

[Source: "ALL I REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN" by Robert Fulghum. See his web site at http://www.robertfulghum.com/]
WE'RE GOING TO HAVE AN EMPLOYEE APPRECIATION DAY ON THE 8TH!

THAT'S A SUNDAY.

THAT'S THE BEST DAY FOR A POTLUCK LUNCH. YOU'LL HAVE ALL DAY SATURDAY TO MAKE A DISH TO SHARE!

I'LL NEED A VOLUNTEER TO ORGANIZE EVERYTHING. LET'S SEE... WHICH ONE OF YOU IS THE WOMAN?

BRING JACKETS. IT'S SUPPOSED TO BE ABOUT 45 DEGREES IN THE PARK THAT DAY.

I WON'T BE ABLE TO ATTEND BECAUSE I DO PERSONAL STUFF ON WEEKENDS.

TAKE PICTURES!

I HOPE NO ONE ELSE BROUGHT A PINE CONE APPETIZER.
THE EMPLOYEE OF THE MONTH IS TINA, FOR ALL OF THE UM... VARIOUS WORK THAT SHE DOES.

YOU HAVE STRIPPED THIS AWARD OF ITS MEANING BY SHOWING THAT YOU DON'T EVEN KNOW WHAT MY JOB IS.

IT'S AS IF YOU'VE NEVER LISTENED TO ANYTHING I'VE EVER SAID. YOU'RE WELCOME!

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**QUICK REFERENCE CARDS**

<table>
<thead>
<tr>
<th>RECOGNITION ASAPs</th>
<th>TEAM RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines for Effective Praising</td>
<td>When recognizing all teams:</td>
</tr>
<tr>
<td>As Soon: Timing is very important; don't delay praise.</td>
<td>□ Focus on areas that will have the greatest impact.</td>
</tr>
<tr>
<td>As Sincere: Praise seems hollow if you're not sincere.</td>
<td>□ Involve your target employee group.</td>
</tr>
<tr>
<td>As Specific: Avoid generalities in favor of details.</td>
<td>□ Announce the recognition with fanfare.</td>
</tr>
<tr>
<td>As Personal: Convey your praise face-to-face.</td>
<td>□ Publicly track progress.</td>
</tr>
<tr>
<td>As Positive: Don't undercut praise with a concluding note of criticism.</td>
<td>□ Have lots of winners.</td>
</tr>
<tr>
<td>As Proactive: Look for opportunities to praise; avoid reacting to mistakes.</td>
<td>□ Allow flexibility of rewards.</td>
</tr>
<tr>
<td>As Possible!</td>
<td>□ Renew the program as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GETTING STARTED WITH RECOGNITION</th>
<th>VIRTUAL TEAM RECOGNITION</th>
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</thead>
<tbody>
<tr>
<td>Getting started ... Just do it!</td>
<td>When recognizing virtual teams:</td>
</tr>
<tr>
<td>□ Start in your immediate sphere of influence.</td>
<td>□ Make them feel a part of the team.</td>
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<tr>
<td>□ Do one thing differently.</td>
<td>□ Get to know them.</td>
</tr>
<tr>
<td>□ Ask employees what motivates them.</td>
<td>□ Provide a lot of communication.</td>
</tr>
<tr>
<td>□ Focus on what you can do, not what you can’t do.</td>
<td>□ Establish regular team communication times.</td>
</tr>
<tr>
<td>□ Don’t expect to do recognition perfectly.</td>
<td>□ Use technology to facilitate recognition.</td>
</tr>
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<thead>
<tr>
<th>RECOGNITION CYCLE</th>
<th>RECOGNITION EVALUATION</th>
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<tbody>
<tr>
<td>Experiment, learn, and improve!</td>
<td>During the recognition ... ask yourself:</td>
</tr>
<tr>
<td>□ Plan: Commit to a recognition activity.</td>
<td>□ How are you doing?</td>
</tr>
<tr>
<td>□ Do: Perform the recognition activity.</td>
<td>□ Are you getting the response you expected?</td>
</tr>
<tr>
<td>□ Review: Assess how well the recognition activity worked.</td>
<td>After the recognition ... ask yourself:</td>
</tr>
<tr>
<td>□ Improve: Refine the recognition activity to make it even better the next time.</td>
<td>□ How are you doing?</td>
</tr>
<tr>
<td></td>
<td>□ Are you doing what you planned to do?</td>
</tr>
<tr>
<td></td>
<td>□ Is the timing right?</td>
</tr>
<tr>
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<td>□ Are you getting the response you expected?</td>
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<tr>
<th>RECOGNITION PLANNING</th>
<th>RECOGNITION TROUBLESHOOTING</th>
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<tbody>
<tr>
<td>Before you recognize ... ask yourself:</td>
<td>Watch out for the following recognition mistakes:</td>
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<tr>
<td>□ What do I want to recognize?</td>
<td>□ Recognition that’s not timely</td>
</tr>
<tr>
<td>□ Who do I want to recognize?</td>
<td>□ Insincere or mechanical recognition</td>
</tr>
<tr>
<td>□ When should the recognition be done?</td>
<td>□ Public recognition for private people</td>
</tr>
<tr>
<td>□ Where should the recognition be done?</td>
<td>□ Undercutting praise with criticism</td>
</tr>
<tr>
<td>□ How should the recognition be done?</td>
<td>□ Recognition that’s not rewarding to the recipient</td>
</tr>
<tr>
<td>□ What could go wrong (and how can you prevent it)?</td>
<td>□ Treating everyone the same</td>
</tr>
<tr>
<td>□ What kind of response can you expect?</td>
<td>□ Leaving someone out</td>
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Taken from: *The Complete Guide to the 1001 Rewards & Recognition Fieldbook* by Bob Nelson, Ph.D. and Dean Spitzer, Ph.D.
### Recognition Technique Reminder Cards

<table>
<thead>
<tr>
<th>Greet individual employees by name when you see them. Use eye contact and give each person your full attention. Take a few minutes to see how they are doing. Listen intently. Be sincere.</th>
<th>Act on good news! Be quick to thank and compliment others and slow to criticize and judge them. Remember the 4:1 rule. Every time you criticize or correct someone, plan to praise or thank that same person at least four times.</th>
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</thead>
<tbody>
<tr>
<td>Take time to listen when employees need to talk. Be accessible and responsive to people, not just problems. Be prompt in getting back to people with answers to their questions or problems.</td>
<td>Spread positive gossip! Praise good work that has been done at meetings or in front of others—even if those people referenced are not present. Word will get back to them.</td>
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<tr>
<td>When you read your mail, look for positive items to share with others. Place a star at the top of those items and save them to share at your next staff meeting or to post on a &quot;good news&quot; bulletin board or in the company newsletter.</td>
<td>At the beginning of meetings share positive news such as thank-you letters from customers. At the end of meetings, ask if there are any praisings one team member would like to give to another.</td>
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<tr>
<td>Manage by wandering around! Get out of your office to see and speak with employees about work they are doing. Take different routes to and from your office so as to be able to interact with different people.</td>
<td>Praise publicly; reprimand privately. Think of mistakes as opportunities for learning. Help employees learn from their mistakes and share their learnings with others. Don’t criticize employees for making mistakes in front of others.</td>
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<tr>
<td>If you send someone a positive e-mail, copy his or her boss. If you receive a positive e-mail, pass it on to others. Leave people thank-you voice mails without going into other work topics.</td>
<td>Make an effort to meet with employees you don’t see or speak with very often. Go visit them at their office or location. Take a break together or invite them to join you for coffee or lunch.</td>
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<tr>
<td>Take a few moments at the end of the day to reflect on whose performance has stood out in a positive way. Jot those individuals thank-you notes and leave the notes on their desks as you leave.</td>
<td>Take time to celebrate individual or group milestones, desired behavior, and achievements. Remember that a simple, timely, and spontaneous celebration is better than waiting to maybe do something later.</td>
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