THE ROLE OF APPRECIATION IN HIGHER EDUCATION:
THE EXPERIENCE OF ONLINE FACULTY MEMBERS
WITH INSTITUTIONAL ADMINISTRATION

by

Aubrey L. Coy

Liberty University

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

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ABSTRACT

THE ROLE OF APPRECIATION IN HIGHER EDUCATION: THE EXPERIENCE OF ONLINE FACULTY MEMBERS WITH INSTITUTIONAL ADMINISTRATION

This study explored the role of expressed appreciation in an online education working environment. The research method used was a transcendental phenomenological approach in order to provide a foundational base for giving a voice to the participants’ experiences in higher education, based on the participants’ preferences for experiencing appreciation. Through assessments and interviews, this research intended to evaluate the role of appreciation in the workplace, namely higher education, and the relationships between online faculty members and their administration. Utilizing a newly created assessment tool, the Motivating by Appreciation Inventory, the act of appreciation was evaluated in terms of the Languages of Appreciation: verbal praise, acts of service, giving gifts, and quality time. The research also evaluated each participant’s understanding and experience of appreciation in relation to the identified language of appreciation. The study was conducted with eight current online faculty members at a large Christian university in the Southeastern region of the United States. The following themes emerged throughout the data collection process: value of encouragement through words, significance of timely interactions, a desire to play an active role within the university, the need for administrator’s support in decision making, intrinsic motivation, stimulation through student interactions, and the importance of monetary incentives.

Keywords: appreciation, distance education, faculty satisfaction, higher education, interpersonal relationships, online education, work satisfaction
Dedication

During the completion of my doctoral coursework and the onset of the writing of my dissertation, one of my biggest fans went home to be with her Savior and Heavenly Father. My Mamaw Coy lost her long-fought battle to cancer in January of 2010. Even through her painful chemo treatments and her most tiring days, she would still check in with me on my progress on my degree and was in support of whatever I put my mind to. She encouraged me to be a secure woman in my own right, but always first a child of God. She taught me to be a confident individual yet to have a heart for others and to always hold family close. She also passed on a deep appreciation for a long day of shopping! During my childhood and college years, though she lived several states, she attended every activity of which I was a part. Along with my Papaw Coy, she was a consistent fan at my softball and basketball games, cheerleading events, piano and dance recitals, graduations, and every time I was on stage or in a field. She also supported me through my undergraduate degree and was a steady listening ear and a prayerful heart. At her memorial services, I read the following verse: “He alone is my rock and my salvation; he is my fortress, I will never be shaken (Psalm 62:2).” Her example of living this verse out in her challenges in life has encouraged me to do the same. It is my hope that her memory is lived out through my work.
Acknowledgements

This process was covered in my prayer from the beginning and while there were numerous stumbling blocks, the Lord was ever faithful in my time of need and discouragement. My parents, Andrew and Lisa Coy, and my extended family have provided the much needed encouragement and countless phone calls just to check-in on my progress and to offer the cheers that I needed.

Also, I am extremely thankful for my wonderful committee. My chair, Dr. Beth Ackerman, has been amazing throughout the entire process. I was determined to have her as my chair from the beginning of my doctoral degree and I am so thankful for the opportunity to work with her. She has truly been an answered prayer and I am extremely grateful for her professionalism, leadership, and mentorship. Dr. Paul White, a co-reader on the committee, is actually the reason for the topic and the idea behind the study. This research would not have been possible without him and I have greatly enjoyed learning all that I have from him. I am also extremely grateful to Dr. Anita Satterlee, a second co-reader on the committee, who stepped in mid-way through and provided much needed feedback and guidance in regards to faculty satisfaction. In addition, Dr. Steven McDonald has graciously offered his statistical expertise to the pilot study and I am forever indebted to his hard work and collaboration on this project.

I would also like to express my deep appreciation to the support, care, and many prayers of the faculty, staff, and graduate student assistants of the Center for Counseling and Family Studies. Daily, the Lord has put each of these individuals in my life just
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CHAPTER ONE: INTRODUCTION

The famous French author, Voltaire, once stated, “Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well” (Voltaire, n.d.). However, individuals often struggle to appropriately demonstrate appreciation to those around them, specifically those in the workplace. Demonstrating appreciation becomes even more difficult in a workplace that is diverse in individual personalities, backgrounds, and beliefs or in a workplace that is fast-paced, goal-focused, and product-driven. This breakdown in communication is frequently the reality in higher education, where faculty members are often autonomous workers, independent thinkers, and naturally competitive and goal oriented (Kuo, 2009). Furthermore, in today’s state of education, where teaching and learning are regularly done from a distance and faculty members may reside hundreds of miles away from their institutions of employment and from their students, communication in the online environment is at the forefront of discussions on modern education.

As the dynamics of higher education continue to develop, subsequently does the need for further discussion of interpersonal relationships, intraprofessional relationships, leadership styles needed in these evolving environments, and the ability to increase job satisfaction through appreciation expressed in these interactions. This research study aspired to examine the role of appreciation in online faculty in higher education through these relevant lenses.
Background of the Study

The study merged two distinct concepts in order to explore and evaluate the phenomenon of appreciation in online education in the university setting. These concepts included a) online education and b) emotional intelligence, more specifically, one’s desire to receive appreciation and one’s ability to express appreciation in the workplace. Throughout the study, this need for appreciation in work relationships was described and researched in terms of Chapman and White’s (in press) newly developed Languages of Appreciation.

Online Education

President Barack Obama stated in his address to the United States Congress on February 24, 2009, "In a global economy, where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity. It is a prerequisite" (CNN, 2009). President Obama’s statement is a direct reflection of the current surge in popularity of distance education and online learning. As the economy continues to struggle, the job market increases in competitive nature, and family lifestyles become even busier, online education has demonstrated the ability to meet the needs of adult learners and students who have lifestyles which require them to learn from a distance from a traditional college campus.

Educational experience involves the composition of meaning from a personal perspective and validating or denying this understanding through a collaborative discussion within a community of learners (Anderson & Garrison, 2003). This can be done well through the online format. For the purposes of this study, online learning referred to the delivery of courses through an internet based course, where the
distribution of the curriculum and the action of learning takes place in a different physical location. In the institution researched, except for rare occasions or intensive format classes, students never meet one another, and they never meet their instructors in person. The majority of correspondence is through online discussion boards, blogs, emails, and at times telephone. Lessons may also include streaming video and /or audio. Courses may be asynchronous or synchronous (Banks, 2000). Online learning may also be referred to throughout the literature as distance learning, e-learning, distributed learning, or distance education (Bollettino & Bruderlein, 2008).

According to recent reports, “During the fall 2006 semester approximately 20% of all higher education students in the USA were enrolled in at least one online course” (Bolliger & Wasilik, 2009, p. 103). In the fall of 2005, online course enrollment grew 36.5%. The year following, there was a 9.7% increase, resulting in almost 35% of higher education institutions offering entire degree programs in the online format (Bolliger & Wasilik, 2009). With the recent growth in online education comes change in university dynamics, including student populations, student-faculty relationships, faculty-administration relationships, and faculty responsibilities (McGuire, 1993). Because of the drastic increase in enrollment, much of the faculty responsibility is now held by online professors teaching from a distance (McGuire, 1993). With this change comes the obligation to assess the progress being made, goals for the future, and current outlook held by those involved. This change in learning environment demonstrates a need to evaluate the recent growth of the online learning environment in regards to faculty and administration relationships and, more specifically, how online faculty members feel appreciated in this work setting.
Emotional Intelligence

In contrast to general knowledge or “traditional intelligence,” Goleman (1995) presented a broadly accepted theory that emotional intelligence is a more realistic viewpoint of how an individual’s self-awareness, self-discipline, persistence, and empathy may predict his or her success. For example, while individuals may be extremely gifted in the field of educational theory, an inability to understand and relate to others may inhibit them from achieving professionally and growing in personal relationships. This lack of social competence demonstrates a low emotional intelligence and can have detrimental effects in an individual’s personal and professional life.

Goleman (2006) explained, “our emotions [. . . ] guide us in facing predicaments and tasks too important to leave to intellect alone – danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family” (p. 4). The necessity to use one’s emotional intelligence is required in both personal and professional settings, including leadership positions and relationships with colleagues.

A great deal of research has been presented in terms of job satisfaction in higher education. However, few solutions are generally given beyond merely offering greater extrinsic motivating factors, such as higher pay, more research opportunities, less advising and course workload, and providing greater support staff and technology assistance (Ambrose, Huston, & Norman, 2005; Kalleberg, 1977; Rosser, 2004). Furthermore, Mobley (1977) argued that while dissatisfaction in the workplace may or may not directly lead to turnover, it does have an overall negative effect in the workplace environment. He explained that dissatisfaction leads an individual to a job search, which in turn leads to the individual’s intent to stay or quit, leading to the individual’s actual
staying or quitting behavior. These behaviors and attitudes can have a direct and immediate impact on the workplace environment. Because these challenges are further exacerbated in work interactions and communications from a distance, in order to promote job satisfaction and, in turn, reduce turnover rates and quitting behaviors, leaders in the workplace need to effectively demonstrate emotional intelligence through communication of appreciation to their online faculty members (Goleman, 1995, 2006; Chapman & White, in press).

**Appreciation in the Workplace**

Gadalla (1978) stated, “appreciation values information about relationships which maintain the vitality of the system” (p. 33). In the current study, the system investigated was the educational workplace, namely the online workplace and the relationships that are required to take place from a distance. Kouzes and Posner’s (2007) work advocated that “there are few if any more basic needs than to be noticed, recognized, and appreciated for one’s efforts” (p. 299). In their study on the topic, Maxwell and Parrott (2005) quoted George Adams as stating that “encouragement is oxygen to the soul. Good work can never be expected from a worker without encouragement” (p. 37). Leaders demonstrate successful human relations because of their ability to focus on the contributions of others (Drucker, 2006). Throughout this study, the principal focus was on the experience of appreciation in the workplace, primarily in the field of online education and the relationships between administration and online faculty members.

**Languages of Appreciation**

A focus on appreciation in the workplace led to the evaluation of Chapman and White’s (in press) work with the Languages of Appreciation. These languages include...
verbal praise, acts of service, giving gifts, and quality time. Chapman and White’s research indicates that workers who feel appreciated feel a greater sense of motivation and a greater sense of connectedness with the mission of the organization and others within the entity. They also reason that appreciation needs to be communicated individually and delivered personally. Recognition given across organizations in general terms can often be ineffective or even detrimental if employees feel that managers are not being genuine. White and Chapman’s research has shown that in order for appreciation to be effective, the recipient of the appreciation needs to value the impact. This means that the individual receiving the praise and recognition must value the form of appreciation. For example, an employee who is uncomfortable with public attention would not value verbal praise if it was done in front of the rest of the office staff. However, this individual may value appreciation given in a different format, such as quality time in a more personal setting.

In order to best determine a worker’s Language of Appreciation, White and Chapman (2009) developed the Motivating by Appreciation Inventory (MBA Inventory). This tool is designed to provide business owners, organizational leaders, and institutional administrators with individualized actions that they can use to demonstrate appreciation to their employees and team members. Because the MBA Inventory was partially in the developmental and experiential phase during the initial stages of this study, the current research also included a further investigation of the reliability, validity, and practicality of this tool. Participants’ responses to the MBA Inventory (multiple-choice format) will be compared to their responses in the qualitative interview format.
Problem Statement

The value and appreciation that university faculty members feel plays an important role in maintaining a high level of work satisfaction and low level of turnover rate (Ambrose, Huston, & Norman, 2005; Rosser, 2004). Because of the autonomous and independent spirit combined with the required competitive and demanding work schedule, relationships in the higher education environment are desired and needed yet often go unnurtured and underdeveloped (Kuo, 2009). This contrast can be seen primarily in the relationships between university administrators and faculty members. Administrators and faculty members often hold different roles, maintain varying quantities of power, serve different stakeholders, and value diverse beliefs in the higher education workplace (Bray, 2008; Kuo, 2009). In addition to the diversity of attitudes and opinions, many faculty members are now working solely in the online arena, making the ability to communicate appreciation even more challenging for their administrators.

Although much has been written in regards to faculty members feeling vulnerable and under-appreciated in the university setting, few solutions have been offered. Thus, problems remain unaddressed, and feelings of isolation, resentment, or discontent may be present throughout various university departments (Ambrose, Huston, & Norman, 2005; Austin, Gappa, & Trice, 2005; Collison, 1999; Kuo, 2009; Lumpkin, 2009; Rosser, 2004). Additionally, the voices of online faculty members are often unheard yet hold value in today’s educational system’s growing focus on distance learning. In order for administrators to effectively focus on expressing appreciation to online faculty members, the differences in needs, values, and expectations were addressed in the present research and solutions were further explored.
Purpose

The purpose of this study was to evaluate the role that appreciation plays in administration and online faculty relationships in higher education. This research aimed to investigate what specific factors and services lead to online faculty members feeling appreciated by university administration. Additionally, the study evaluated how meeting an online higher education faculty member’s language of appreciation effects overall job satisfaction. The research also provided a tool for assessing how accurately White and Chapman’s (2009) Motivating by Appreciation Inventory assesses a faculty member’s feeling of appreciation.

Professional Significance of the Study

This phenomenological study intended to further advance the acknowledgement of emotional intelligence in the workplace and more specifically the need of demonstrating appreciation in professional relationships. The ability to communicate appreciation impacts relationships among colleagues and administration as well as how a worker feels valued and respected in his or her position. Research indicates that one’s ability to feel appreciation can go far in work satisfaction and production (Bond & Donaldson-Feilder, 2004; Rosser, 2004). In addition, technological change has been referred to as the only constant in today’s workforce (Kubala, 2000). As the focus of online learning continues to impact the field of education, this study intends to provide an empirical knowledge base for what specific styles of appreciation online faculty members in higher education desire. The study will also evaluate how administrators in the university setting can meet these communication and relational needs, despite the challenge of working from a distance.
Guiding Questions

The general question the research sought to answer was: how do online faculty members experience appreciation through a distance working relationship? The following related questions guided the study:

1. How do select online/adjunct faculty describe what it means to feel appreciated by the institution that employs them?
2. How do select online/adjunct faculty describe what it means to feel appreciated by their immediate supervisor (direct administration)?
3. What specific factors do participants identify as contributing to those descriptions?
4. How do participants feel that receiving appreciation relates to their own job satisfaction?
5. How do the participant descriptions compare and contrast with the findings of the Motivating by Appreciation Inventory (White & Chapman, 2009)?

Research Plan

The study was completed in the qualitative format, using a transcendental phenomenological approach. By primarily utilizing the long-interview format, this approach encourages the voice of the co-research to be heard. This research design also allows for a focus on the emergence of rich descriptions throughout the data. From this emphasis, significant statements and central themes were developed and conclusions sought. As Moustakas (1994) explained,

The transcendental phenomenological method offers […] a way of utilizing description, reflection, and imagination in arriving at an understanding of what is,
in seeing the conditions through which what is comes to be, and in utilizing a process that in its very application opens possibilities for awareness, knowledge, and action. (p. 175)

**Terms and Definitions**

The following terms and definitions were used throughout the study:

*Appreciation* is defined as

a general construct involv[ing] cognitive processes (and may include emotional processes as well) whereby one recognizes the values or importance of a stimulus or event, construes, appraises, or perceives the stimulus or event as positive or meaningful, and possibly feels grateful and thankful in response to perceived benefits. (Tucker, 2007, p. 794)

*Dual-mode universities* are defined as “universities offering courses both on-campus and online” (Power, 2008, p. 5).

*Higher education* generally refers to a degree at the university level of education; degrees in higher education include bachelor’s, master’s, and doctorate degrees. In higher education the degree “will have a theoretical underpinning; it will be at a level which would qualify someone to work in a professional field and it will usually be taught in an environment which also includes advanced research activity” (AEGEE, 2009).

*Adult education*, also referred to as the *education of nontraditional students*, generally refers to students who are returning to college during their adult years. Because of the additional factors in the lives of adults, adult education involves different dynamics in the teacher-student relationship and in the methods of instruction
found to be most effective. Adult education can also refer to the time period when students seek graduate and post-graduate level degrees.

Distance education “refers to instruction that occurs when there is a difference in time, location or both. There are a variety of distance education delivery systems: correspondence, broadcast, teleconferencing, computers and digital technologies, and the Internet and World Wide Web” (Conceicao, 2006, p. 27).

Online teaching (education) is a process by which internet-based learning technologies provide a system for students and teachers to communicate with one another and interact with course content. A college level course is referred to as an online course if 80% or more of the content is delivered via the Internet (Bolliger & Wasilik, 2009).

Online learning “refers to instruction in which learners and instructors are at a distance but connected to the Internet and Web” (Conceicao, 2006, p. 27). Depending upon the format of the university and the specific program, instruction can either be synchronous or asynchronous.

Faculty members are persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans, and executive officers.
of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category. (IES, 2009)

*Instructors* “must be able to set the climate of the class and model the qualities of scholar” (Conceicao, 2006, p. 28). Though various terms can be found in the literature, effective descriptors of an instructor are facilitator, instructional designer, subject-matter expert, and course manager (Conceicao, 2006).

*Adjunct faculty or part-time faculty* receive less salary than full-time faculty and often less or no health/fringe benefits, although they hold expertise and post-graduate degrees in the field (IMACC, 2009); adjunct faculty members are utilized to fill online teaching positions.

*Faculty satisfaction* is the job satisfaction of faculty members in academia. *Faculty satisfaction* can be defined as “an overall affective orientation on the part of individuals toward work roles which they are presently occupying” (Kalleberg, 1977, p. 126). In addition, teacher job satisfaction is referred to as a “state of mind determined by the extent to which the individual perceives his/her job-related needs being met” (Mottet, Beebe, Raffeld, & Medlock, 2004, p. 153).

*Languages of Appreciation* are defined by White and Chapman (2009) as *verbal praise*, *acts of service*, *giving gifts*, and *quality time*.

*Teacher self-efficacy* is defined as “the extent to which the teacher believes he or she has
the capacity to affect student performance” (Mottet, Beebe, Raffeld, & Medlock, 2004, p. 153). Teacher self-efficacy is both positively and negatively linked to a teacher’s professional commitment, adoption of innovation, absenteeism, and commitment to the teaching profession.

**Summary**

Baron-Nixon (2007) and Gappa and Leslie (1993) stressed the importance of recognition in their work. Gappa and Leslie argued that an institution’s culture plays a significant role in the appreciation of part-time faculty members. They espoused the idea that some institutions view part-time or online faculty as solely a cost-efficient method of teaching and choose not to take advantage of the breadth of experience and knowledge these educators bring to the faculty. This attitude is detrimental to faculty development, the quality of education and institutional advancement. Instead,

> each faculty member, part- or full-time, should be viewed as a capital asset in which the institution should invest intelligently throughout each member’s career

[...] Because we view all faculty as valuable resources, we believe part-time faculty should benefit from investment in them that is commensurate with their value to the institution and their contributions to its programs” (Gappa & Leslie, 1993, pp. 270-271).

The research sought to confirm the need for further investment in online faculty development and resources, primarily through terms of appreciation. The following chapter includes a literature review of the research in the fields of emotional intelligence, leadership, and online learning and a discussion of the role of appreciation in these disciplines.
CHAPTER TWO: LITERATURE REVIEW

This chapter presents a review of current research in the field of higher education, focusing specifically on faculty work relationships, workplace satisfaction, and faculty satisfaction. The literature review includes a discussion of both emotional and social intelligence (Goleman, 1995, 2006), successful attributes of leaders who demonstrate appreciation, and the recent research and assessment tool, *Motivating by Appreciation Inventory*, created by White and Chapman (2009). The chapter concludes with a discussion of the role of appreciation in the online and distance environment.

**Theoretical Framework**

**Abraham Maslow: Hierarchy of Needs**

Abraham Maslow (1970) posits a basic innate or inborn set of human needs set in a hierarchical order. The five levels in the hierarchy include psychological needs; safety and security needs; love, belonging, and social needs; esteem needs; and self-actualization. (See Figure 2.1.)

*Figure 2.1* Maslow’s Hierarchy of Needs. Adapted from Diagram of Maslow’s hierarchy of needs by J. Finkelstein’s, 2006. Permission released under the terms of GNU Free Documentation License, Version 1.2.
The five levels of need are arranged and related to one another based on urgency for survival of the individual. The fundamental postulate of Maslow’s theory is that as lower-level needs become satisfied, higher-level needs become more activated. Maslow argued that the majority of individuals have the first three levels met consistently yet rarely are able to completely have their esteem and self-actualization needs met (Hoy & Miskel, 2008). However, esteem and self-actualization needs affect one’s relationships and fulfillment not only personally, but also in the workplace, and therefore are in need of further review.

In summary, Maslow’s (1970) theory is based on three primary ideas:

- Unfilled needs lead an individual to focus solely on those needs.
- Lower-level needs must be primarily satisfied before higher-level needs can first be felt and then pursued.
- Individual needs are both universal and hierarchical (Hoy & Miskel, 2008).

Maslow’s model provided the foundation and guidance for other theories in the study of psychological needs and the relationship of these needs and interpersonal contact among individuals in personal and professional experiences.

**Clayton Alderfer: Existence, Relatedness, and Growth Theory**

Clayton Alderfer’s (1972) work extended yet simplified Maslow’s needs theory. Adlerfer’s theory, titled *Existence, Relatedness, and Growth Theory*, did not view needs as a hierarchy, but instead as a continuum. The needs described in Alderfer’s work include existence, which include all forms of material and physiological desires, such as hunger, thirst, physical working conditions, pay, and fringe benefits. The primary
characteristic of existence needs is that resources can be divided among persons, with one individual’s gain being another individual’s loss. This can be seen from quantities of food to salary raises in the workplace. Hence, an individual’s ability to feel satisfied in terms of existence needs directly relates to the evaluation of what he or she gets in comparison to others in the same situation.

The second need in Alderfer’s (1972) ERG theory is relatedness. This need involves relationships with significant other people, including family members, friends, enemies, superiors, subordinates, and coworkers. Interestingly, satisfying relatedness needs does not necessarily require a positive interaction. To the contrary, an exchange or expression of anger and hostility can meet the need of relatedness and produce the feeling desired from the specific interaction in the same manner that a warm or close interaction can. In contrast to existence needs, in which some individuals can still be successful with a scarce supply, if there is a scarce supply of a needed characteristic (relatedness) in a relationship, all parties will eventually suffer.

Growth needs are the third required need in Alderfer’s (1972) theory. These needs drive individuals to productivity and creativity within themselves or their environment. Satisfaction at this stage requires an individual to fully engage in problems or situations that utilize his or her complete capacities and skills; satisfaction may require the development of new intellectual and social capacities. An individual experiences a greater sense of fullness and wholeness when growth needs are met.

Alderfer’s (1972) ERG theory is applicable to work relationships because it demonstrates an emphasis on relatedness needs and the value of connecting with others through relationships. According to his theory, having these needs met can produce
satisfaction and progression, while a lack of having these needs met will produce frustration and regression. Educational leaders and managers in the workplace strive for their staff members to not only feel satisfied in their job, but more importantly to progress in their skills and knowledge of the position; this theory indicates the importance of leaders further developing work relationships. A visual model of the theory is shown in Figure 2.2.

Figure 2.2 Alderfer’s ERG Theory. Adapted from Envision Software, Incorporated Tampa, FL, 1998-2007, http://www.envisionsoftware.com/articles/ERG_Theory.html. Licensed under Creative Commons Software.

**Frederick Herzberg: Motivation-Hygiene Theory**

Herzberg (1959) and his colleagues developed a theory based on the two primary types of needs of an individual, emphasizing motivational elements of human behavior. The theory, commonly referred to as *Motivation-Hygiene Theory*, *two-factor theory*, *dual-factor theory*, or simply *Herzberg’s theory*, posits that the two basic types of needs are associated with two outcomes. One set of needs is a healthy, safe, and secure work environment. The outcome factor for these needs is referred to as the *hygiene factor* and is extrinsic motivation from the actual work an individual does. For example, pay, job security, physical working conditions, administrative practices, and relationships with superiors are deemed extrinsic outcomes. The second set of needs revolve around a
person’s individual growth and development and is connected to the second form of outcome, the motivator factor. Motivator factors refer to intrinsic motivation and include recognition, achievement, responsibility, and promotion as integral parts of the job. Herzberg’s theory is unique in that he distinguished between job satisfaction and dissatisfaction, instead arguing that the factors present will motivate towards satisfaction, while the other factors motivate away from dissatisfaction (Berry & Houston, 1993).

**Arne Kalleberg: Theory of Job Satisfaction**

Kalleberg (1977) referenced both Maslow and Herzberg in his work and produced his own theory of job satisfaction. This theory reveals six dimensions of work that are valued differentially among workers. These dimensions include: an intrinsic dimension such as if employees are interested or see results in their work; a convenience dimension involving drive to work, work hours, and other comforts of the job; a financial dimension including salary, fringe pay, benefits, and job security; an extrinsic dimension of relationships with co-workers; an extrinsic dimension of opportunities that the job provides for a career; and also resource adequacy, such as the availability of authority, help, and equipment to complete required tasks.

As Kalleberg’s (1977) research describes, relationship with co-workers plays a key role in overall work satisfaction, in a diversity of workplaces. This includes the chance to make friends with other people in the workplace, as well as the friendliness and helpfulness of co-workers and the personal interest that coworkers take in the worker. He also defined the value of job satisfaction. He explained that as an effect of a personal value system, individuals regard the satisfaction of one’s needs as the furthering of the dignity of the individual. In contrast, if a work environment is without the characteristics
that enable satisfaction, it limits the development of individual potential and is to be
negatively valued.

**John Stacey Adams: Equity Theory**

Equity Theory (1965) focuses on an individual’s perceived fairness in a specific situation, more specifically if the person feels that he or she is being treated fairly or not. The theory is grounded in the concept of procedural justice, questioning how individuals decide whether they are being treated fairly. Equity theory rests in the decisions of social comparison. In a technical sense, individuals compare their ratio of inputs (everything that they contribute) to their outputs (everything they receive) to the ratio of input/output of others (Hoy & Miskel, 2008).

As a result, feelings of inequity can interfere with an individual’s work motivation. In turn, individuals strive to reduce the sense of inequity through the following methods:

1.) They attempt to increase their outcomes; they seek increased benefits in their place of employment, such as a raise or other form of reward.

2.) They attempt to leave by finding another place of employment.

3.) They decide to reduce their inputs by expending less effort and motivation to achieve on the job.

The third alternative appears to be the most common option for employees who determine that they are being under-rewarded or receiving less based on their efforts, affecting not only organization output, but also organizational morale (Hoy & Miskel, 2008).
Victor Vroom: Expectancy Theory

Victor Vroom’s (1964) expectancy theory is a cognitive theory of work motivation, offering a complex look at individuals in organizations; however, the basic premise of the theory rests on two fundamental assumptions. First, motivation is a cognitive and conscious process. Individual decision making is based on the ability to think, reason, and anticipate future events regarding one’s behavior in organizations. Second, behavior is influenced by individual attitudes and values interacting with environmental components, including role expectations and school culture (Berry & Houston, 1993; Hoy & Miskel, 2008).

Expectancy theory is developed upon these two fundamental premises and produces three primary concepts. These include expectancy, instrumentality, and valence. Expectancy is the extent to which an individual believes his or her work will lead to an improvement in performance. The expectancy question asks, “If I work hard, will I be successful?” (Hoy & Miskel, 2008, p. 15). Instrumentality is the assumed probability that proficient performance will be noticed and rewarded. The instrumentality question asks, “If I succeed, what will I receive in return?” (p. 154). Valence is the perceived attractiveness or value of a reward. Similar to the concept of personal values, the concept of valence is the idea that what individuals consider or believe to be beneficial to their own welfare is important in its own right. The valence question asks, “How do I feel about the rewards of my efforts?” (p. 154). A model of expectancy theory can be viewed below in Figure 2.3.
The theory explains why individuals do not attempt tasks they assume they cannot do, even if the outcome of the task is very desirable. Expectancy theory also explains why individuals do not attempt tasks they presume to result in uninteresting or undesirable outcomes (Berry & Houston, 1993). Research in expectancy theory concludes:

- The theory is an outstanding predictor of job satisfaction.
- The theory predicts performance much more appropriately than it predicts satisfaction.
- The theory demonstrates that individuals are more likely to work hard when they believe that working hard will lead to desirable outcomes (Hoy & Miskel, 2008).
Daniel Goleman: Emotional Intelligence

Moore and Kuol (2007) explain that emotions tend to be controlled and suppressed in formal educational settings, including areas of teaching, learning, and management. Emotions are also often ignored in educational contexts, particularly in further and higher education environments. However, research demonstrates that relationships, which include an emotional factor, can play a vital role in faculty satisfaction (Kuo, 2009). Along with this information, Goleman’s (1995) emotional intelligence is frequently referred to as the “missing link” (Moore & Kuol, 2007) in education and educational theory and practice.

Goleman (1995) teaches that “our deepest feelings, our passions and longings, are essential guides, and that our species owes much of its existence to their power in human affairs” (pp. 3-4). He explains that feelings count as much, if not more, than thought when shaping one’s decisions and actions. Therefore, he argues that society and academics have gone too far in emphasizing the role and importance of the purely rational thought, namely what the IQ measures. Instead, he contends that emotions, specifically one’s emotional intelligence, play a direct role in one’s ability to be successful in both personal and professional relationships, endeavors, and goals. Through his research, Goleman defined emotional intelligence as, “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and hope” (p. 34). (See Figure 2.4.)
Goleman: Social Intelligence

Goleman (2006) furthered his research on emotional intelligence in his work *Social Intelligence*. In this work, he explained that with social intelligence there is an importance placed on “being intelligent not just about our relationships but also in them” (p. 11). Goleman stated, “nourishing relationships have a beneficial impact on our health, while toxic, can act like slow poison in our bodies” (p. 5). He cited research explaining how individuals connecting with one another has unimagined significance and that new discoveries demonstrate that relationships have “subtle, yet powerful, lifelong impacts” (p. 11). Because relationships and daily interactions with others are a necessary part of life, especially for those in the workplace, and because of the effects that these connections can have in an individual’s life, successful individuals must learn to
effectively manage these relationships not only in personal settings, but also in professional settings.

**Motivating by Appreciation**

The present research investigates administration and online faculty relationships through the lenses of appreciation. Chapman and White (in press) define the skills of communication through respect, gratefulness, and thankfulness as the *Languages of Appreciation* and define the leadership style as *Motivating by Appreciation*. Appreciation is a method for individuals to feel connected with one another.

**The Five Love Languages**

The Motivating by Appreciation theory is based on the work of Chapman’s (2003) principles of *The Five Love Languages*. As Chapman explains, individuals feel and express love in different methods, and in order to demonstrate love to others and receive love, individuals must learn to speak the specific love language of their spouse, family members, or friends. Chapman’s research indicates that there are five basic behavior patterns that motivate and encourage individuals in their personal relationships with family and friends. These include *words of affirmation, acts of service, receiving gifts, quality time, and physical touch* (Chapman, 2003).

Individuals who desire *words of affirmation* have a strong craving for unsolicited compliments and to be affirmed, encouraged, and praised. Hearing the reasons behind why they are loved is of magnificent value in their relationships. In contrast, insults or harsh words can be especially harmful to those whose love language is words of affirmation, and negative comments are not easily forgotten (Chapman, 2003).
Individuals who desire love in terms of *acts of service* desire to hear the words “Let me do this for you.” The assistance in yard work, house hold duties, and simple errands speak volumes in terms of love and commitment. However, broken commitments, laziness, and creating more work for these individuals causes them to feel as if their feelings and needs do not matter (Chapman, 2003).

*Receiving gifts* is a love language that should not be mistaken for materialism. Instead, these individuals thrive on the thoughtfulness, effort, and love behind the gift. Still, a forgotten birthday, anniversary, or even a thoughtless, careless gift can be detrimental to a relationship, as is the absence of everyday warm and considerate gestures (Chapman, 2003).

For an individual who speaks love in terms of *quality time*, nothing says “I love you” more than complete, undivided attention. These individuals desire for others to be there for them in relationships and to make them feel truly significant, special, and loved. Distractions, failure to listen, and postponing dates or important events can be particularly hurtful in these relationships (Chapman, 2003).

Lastly, individuals who love through *physical touch* require hugs, pats on the back, thoughtful touches on the arms and face, and holding hands. These expressions are all ways to demonstrate love, care, concern, and excitement. While physical presence is vital in these relationships, any form of abuse or neglect is extremely destructive and can be unforgivable (Chapman, 2003).

**Languages of Appreciation**

While Chapman’s (2003) research focused primarily on marital, dating, family, and friend relationships, Chapman and White (in press) have further researched these
relationship styles in terms of the work-related setting. They have concluded that physical touch was not significant in work-related relationships, but that the remaining four behavior patterns remained necessary even in professional relationships. Their tool, the *Motivating by Appreciation Inventory* (White & Chapman, 2009), encourages colleagues and executives to take a look at how to most effectively meet the needs of appreciation of those with whom they work, as well as to evaluate what language of appreciation they most desire in order to feel satisfied in the workplace.

The following is a graph detailing the theories and ideas rooted in the research that support the need for languages of appreciation in professional relationships.

**Table 2.1**

*Theories Supporting the Languages of Appreciation*

<table>
<thead>
<tr>
<th>Languages of Appreciation</th>
<th>Theory, Researched Idea, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Praise</strong></td>
<td>Austin, Gappa, &amp; Trice (2005); Adams (1963); Alderfer (1972); Aronsons, Kafry, &amp; Pines (1981); Baron-Nixon (2007); Bower (2001); Chapman (2003); Church (2000); Collison (1999); Cooper (2000); Drucker (2006); Goleman (1995, 1998, 2006); Graham &amp; Unruh (1990); Herzberg (1959); Kalleberg (1977); Kouzes &amp; Posner (2007); Maslow (1970); Maxwell &amp; Parrott (2005); Maxwell (2008); Lewis, (1958); Luthan (2000); Nelson (1995); Silberman (2000); Vroom (1964)</td>
</tr>
<tr>
<td><strong>Acts of Service</strong></td>
<td>Adams (1965); Alderfer (1972); Chapman (2003); Collison (1999); Kalleberg (1977); Knowles (1990); Maslow (1970) Maxwell and Parrott (2005)</td>
</tr>
</tbody>
</table>
Appreciation in the Workplace

Chapman and White’s (in press) ideas regarding the need for demonstrating appreciation in the workplace are confirmed throughout the literature. Appreciation is the valuation of relationships as opposed to the attention of things or possessions (Gadalla, 1986). Eighty percent of those who fail in the workplace do so for one reason: they do not have the ability to relate well to other people (Bolton, 1979). Society has trained individuals on the importance of getting ahead, instead of looking out for others. While professional ambition in itself is not wrong, succeeding in the workplace yet failing at relationships is a consequence not worth the price. Regardless of the increase of technology sitting on employee desks, relationships are still at the heart of their work (Chapman, 2008).

Silberman (2000) defined encouragement as the promotion of positive behavior by complimenting any actions that are steps towards the desired goal or result. While often managers are quick to point out the failures or mistakes of an individual, Silberman’s approach to leadership, and to working with people in general, is to maximize the opportunity to focus on the positive, to nurture, and to reinforce desired behavior. He also specifically notes the importance of sincerity in encouragement, as exaggerated praise can have a negative effect on relationships and levels of trust. Goleman (2006) also identified the best bosses as those who are trustworthy, empathetic, and connected. He explained that they are successful in their work relationships by making their staff feel calm, appreciated, and inspired. Leaders that employ these skills in their management style provide a secure base for their staff members, allowing their team to be creative, take risks, be innovative, and take on new challenges. Maxwell
(2008) stated that people can go further than they thought they could when someone else believes in them.

Aronson, Kafry, and Pines (1981) discussed the concept of burnout in their research. In their work, they explain the need for a sense of significance in order to combat burnout on the job. They observed that job enrichment tools utilized in the workplace, such as appreciation and recognition, provide the needed sense of significance, increase workers’ motivation, and encourage psychological growth. Cooper (2000) validated this work by expressing that recognition of employees and their accomplishments is essential in the motivation of encouraging others to follow a manager’s lead. In his work on the role of encouragement in an individual’s life, Maxwell (2008) quoted the founder of the Compliment Club, George W. Crane (1948). Crane stated, “the world is starving for appreciation. It is hungry for compliments” (p.7). Appreciation affects interactions and involves skills that are required in organizational leadership, workplace satisfaction, and relationships among leaders and employees.

Effective Leadership

Effective leadership, in its most successful and pure state, is distinct from basic human nature because of its unyielding, incorruptible, and unchanging principle, while still encouraging creativity, inspiring hope, and empowering human potential (McCaslin, 2001). For the most part, followers are less concerned with how smart someone is, how much they have accomplished, or how much money is in their bank account. Instead, they give more attention to how they feel cared for by their leaders. This can be a difficult concept for leaders to understand. Leaders generally want others to admire them and to follow them. While followers (and staff members, employees, etc.) care about
competence, intelligence, and character in their supervisors, most importantly, followers want to know that their leaders sincerely care about them and have their best interests at heart (Maxwell, 2008).

Effective leadership acknowledges that the success of the organization is enhanced by the growth of the individual (McCaslin, 2001) and in turn strives to develop this growth through relationships, communication, and recognition. Leadership style in higher education and in online learning in the university setting also must recognize these principles in order to most effectively manage the continued growth and developments with faculty and students.

**Relationships in Leadership**

In his effort to grasp the significance of praise, C.S. Lewis (1958) observed,

I think we delight to praise what we enjoy because the praise not merely expresses but completes the enjoyment; it is its appointed consummation. It is not out of compliment that lovers keep on telling one another how beautiful they are; the delight is incomplete until it is expressed. (p. 95)

Lewis’ commentary on praise demonstrates that not only does recognition of value benefit the one being praised, but recognition also benefits the individual giving the praise. In turn, it strengthens the relationship of the two and creates a dynamic that is not possible unless the praise and recognition are expressed.

Relationships are the energy that fuel effective leadership. Relationships have also revealed a direct impact on an organization’s ability to efficiently deliver on its outlined purpose and to capitalize on its creative potential (McCaslin, 2001). In his research, *Working with Emotional Intelligence*, Goleman (1998) explained that one has
competence in developing the talents, skills, and capabilities of others when they can
sense development needs and bolster the abilities of others. Leaders with competence in
this area:

- acknowledge and reward people’s strengths and accomplishments,
- offer useful feedback and identify people’s needs for further growth, and
- mentor, give timely coaching, and offer assignments that challenge, and
  foster a person’s skills. (p. 146)

Although these skills are of great importance in leadership, in the development of
professional relationships, and in the improvement of job satisfaction, an analysis of the
literature indicates that the techniques are often easily forgotten due to an administrator’s
busy day or to the lack of a leader’s natural tendency to acknowledge the relational needs
of others (Kuo, 2009).

**Communication in Leadership**

Drucker (2006) demonstrated the need for effective communication in successful
leadership and relationships among leaders and staff members (in this research, online
faculty members). This is particularly true in the online and distance learning
environment. Drucker (2006) asserted,

But now we have the problem of establishing the necessary minimum of
communications so that we understand each other and can know each other’s
needs, goals, perceptions, and ways of doing things. Information does not supply
this. Only direct contact, whether by voice or by written word, can communicate.
(p. 68)
Leaders that communicate well talk *with* people, not *at* them. This includes speaking the other person’s language, letting the other person speak, and confirming understanding of what one has just said. Leaders with effective communication skills pay attention to others and remember important details that they have previously shared. In order to confirm understanding, leaders must remember is not necessarily what is said to another person that counts, but what they take away that is most significant (Silberman, 2000). In addition, Kouzes and Posner (2007) discussed the importance of positive communication. Despite obstacles and setbacks, an efficient leader is able to remain passionate and optimistic for the future. In today’s times of economic uncertainty, leaders who maintain a positive, confident, and upbeat approach to both work and life are desperately needed.

**Recognition and Reward Systems**

All humans operate and are motivated by positive reinforcement; faculty members are no different (Bower, 2001). In his work discussing appreciation in education, Church (2000) explained the power of self-fulfilling prophecies in leadership. He detailed the influence of communicating in meaningful ways to outstanding faculty that they are great and with this positive spirit, building morale and the quality of performance of adjuncts. Church’s work instructed that merit recognition, awards, and promotions, as well as the publication of adjunct faculty promote this attitude of appreciation and value.

Luthans’ (2000) research stressed that the key dimension for effective leadership is one’s ability to motivate and reinforce others towards superior performance. His study emphasized that there are two primary types of rewards that can positively reinforce performance-enhancing behaviors. The first factor is monetary incentives and the second
is recognition attention. Luthan’s (2000) research indicated that the importance of offering non-financial rewards to employees is all too often overlooked by administrators and managers in the workplace. Research (Collison, 1999) demonstrates that peer recognition, appreciation of ideas, and institutional support can go much further than money and financial gain in demonstrating support and development of staff and faculty members.

Graham and Unruh (1990) described the following non-financial incentives as powerful in leadership and management of employee recognition:

1. A manager personally congratulating an employee for successfully completing a task.
2. A manager personally writing a note to an employee for good performance.
3. A manager publically and personally recognizing an employee for good performance.
4. A manager holding morale-building meetings to celebrate team success.

As White (2009) explained, often administrators and board members are limited in their ability to reward their staff beyond contractual obligations. However, as Kalleberg (1977) described, extrinsic factors, including colleague relationships, play a dominant factor in job satisfaction. Therefore, further research must address the techniques and skills of how to acknowledge the contributions and successes of colleagues and staff members. Recognition is most effective when leaders aim to meet the individual desires and needs of their staff. Personal recognition demonstrates to staff members that the leader has taken the time to notice their achievement, seek out the individual responsible for the achievement, and then deliver praise personally in a timely
manner. The ability to pay attention, personally recognize, and creatively and actively appreciate others increases trust in leadership (Kousez & Posner, 2007).

Nelson (1995) and Luthans’ (2000) works provided a review of effective employee recognition programs, naming the following characteristics as vital in successfully meeting the needs of employees:

1. *Recognition should be valuable.* The reward should match the person’s individual preferences. Rewards should be given based on the recipient’s preference - public or private, formal or informal, personal or official, depending upon the personal meaning desired by the employee.

2. *Recognition should be delivered personally.* The power of the recognition is driven from the manner in which it is delivered. Recognizing an employee unexpectedly or at times when the recognition would not be considered necessary can provide upward motivation in the employee’s work and also reinforce the desired behavior.

3. *Recognition should be immediate.* The reward should be delivered as soon as possible after the desired behavior, or the individual’s workplace success, has occurred. An increase in time between the desired behavior and the given recognition diminishes the value of the reinforcement.

4. *Recognition should be a direct reinforcer of desired behavior.* The reward should aim to positively reinforce desired behaviors. Therefore, the recognition should not be given superficially but in a genuine and sincere nature.
Leadership from a Distance

Employers now have the opportunity to recruit, hire, employ, train, and supervise an employee without ever meeting the individual face-to-face. Blackwell, et al.’s (2002) research clearly indicated that today’s global economy includes an increase in telework. Telework, also referred to as telecommuting and teleworking, is when an individual works at one’s home or another location off-site from their employer, using computers and communication technology to communicate with their customers, co-workers, and supervisors. Solomon (2000) suggested that telework increases productivity, morale, and accessibility for a more diverse set of employees (e.g., young mothers, adult children caring for their aging parents, and the disabled). It also reduces absenteeism and turnover rates while improving retention and recruitment opportunities. However, because of the relative newness of telecommuting, leadership methods from a distance, as well as the best way to approach work-relationships at a distance, are still being determined and are in need of evaluation (Blackwell, Demerath, Dominicis, Gibson, 2002).

Leadership in Higher Education

Allen, Czech, and Forward (2007) stated that “colleges and universities are an integral and influential part of modern society and essential to satisfying many individual aspirations” (p. 153). Their research goes on to explain the challenges of leadership in higher education, arguing that academic leaders are in a unique position with no parallel in the business or industry leadership roles. They contend that academic leadership is the least studied and most misunderstood position of management in the United States, a matter of concern considering the collective belief that leadership within an organization is the single most critical component to its success (Birnbaum, 1992).
Whitlock (2007), president of Eastern Kentucky University, explained his fear that technology will foster a lack of genuine communication skills in the modern generation of leaders. Asserting that while in the past when a leader was away, decisions were made by subordinates based on the core values of the institution and based on the scope of authority of the individual, today’s leaders are always within a cell phone call or text message away. This threatens to diminish the decision-making capacity and development of leadership in the middle ranks of institutions.

Higher education and the job description of a university faculty member have changed drastically in the past 20 years. More women, minorities, individuals with disabilities, and adjunct professors compose the professoriate than ever before (Chronicles of Education, 2009). Information technology has created an increase in opportunities and expectations, and the economic crisis has significantly obscured the long-term planning of institutions and their scholars (Chronicles of Education, 2009). With these changes comes the need for current leadership methods to be evaluated and reprised.

Leadership in Online Learning

Distinctly different from managerial functions, leadership in distance education is defined as the attitudes, beliefs, and behaviors that promote conditions for innovative change, that encourage organizations and individuals to share a common vision and move in its direction, and that contribute to the administration and function of new ideas (Beaudoin, 2002). Part-time or adjunct faculty members can be key assets to their institutions, bringing quality, depth, and up-to-date relevant experience to the curriculum of their courses. They are often highly motivated to teach, enjoy working with the
students, and actually save the university money in contrast to the salary of a full-time faculty member (Gappa & Leslie, 1993; McGuire, 1993). Still, there are challenges associated in the administration and fulfillment of these positions.

Adjunct professors provide their respective college or university with subject matter expertise and practical experience; in return, institutional personnel and administration must supply their online professors with adequate structural knowledge and material (Parsons, 2000). Because adjunct faculty members do not have access to the direct support of services available on campus, administration on campus must make significant efforts to support adjunct faculty, including the allocation of off-campus resources (Banks, 2000; Bolliger & Wasilik, 2008; Bower; 2001). While technology can assist with certain aspects of this transition, the overwhelming challenge to institutional leadership is to preserve the human touch for both staff and students (Bower, 2001; Church, 2000).

Studies demonstrate that the majority of adjunct faculty are exceedingly motivated to teach and that they choose to teach because of their enjoyment of educating and interacting with students (Gappa & Leslie, 1993; Knowles, 1990; McGuire, 1993). Leaders and administrators in the field of online learning have the opportunity to facilitate the teaching experience of adjuncts so that they may achieve satisfaction through their contact with the curriculum and their relationships with students. This necessary contribution can be done through the assignment of mentors, avoiding unnecessary bureaucratic procedures and forms, and providing technical support in assistance of their teaching activities (Knowles, 1990). Studies indicate that upgrades in computer equipment, as well as appropriate salary and course load are well-received
compensation for distance education faculty. In addition, inquiries of online faculty demonstrate that low-cost incentives such as notes of appreciation and public recognition are significant demonstrations of support (Bower, 2001).

The aggressive changes in education dominated by the influential forces of digital commerce are forcing academic institutions and their leadership to reevaluate their educational purpose not solely in philosophical purposes, but also in practical ways. Effective leaders in distance learning recognize the evident benefits to conducting business with more innovative practices; they understand that they no longer have the luxury of adopting new methods of teaching and learning in a slow, incremental fashion, as the academic world is often accustomed to and most comfortable doing (Beaudoin, 2002). Principally, the common theme among research in the literature is that online, adjunct faculty should not function alone, but need adequate support in order to be effective (Parsons, 2000). Administrators in online learning and distance education need to see themselves and to present themselves to others as educational leaders who, more through motivation and less through directing, strive to facilitate the development, communication, implementation, and stewardship of a new vision of learning with the support of a wider academic community (Beaudoin, 2002). However, because the literature discussing distance learning management is rather sparse (Beaudoin, 2002), further review is needed in the area of leadership in online learning.

**Workplace Satisfaction**

Motivation, morale, and job satisfaction are most heavily influenced at the institutional level; in turn, these factors are best improved and enhanced at this level, as well (Evans, 2001). As detailed in the theoretical framework, Kalleberg’s (1977)
research indicated six dimensions of work that are valued differentially among workers, including an importance of intrinsic factors relating to the employees’ intrinsic and extrinsic factors of relationships with co-workers. Ssesang and Garrett’s (2005) work also demonstrated the importance of intrinsic and extrinsic motivations in job satisfaction. In their findings, where lower order needs (extrinsic factors) are not met, higher order needs (intrinsic factors) are unlikely to satisfy. In this context, the importance of relational communication and value in the workplace are emphasized.

**Job Satisfaction in Higher Education**

The organizational culture of higher education arguably is more complex in some regards than that of other organizations, due to the intellectual purpose and department/discipline-centered structures that are unique to the college and university setting. Individuals who find themselves called to and successful in higher education are often self-motivated, independent workers, and autonomous thinkers (Boyer, 2004; Kuo, 2009). They often enjoy the freedom of working their own schedule, being their own boss, and the lack of a highly structured work environment (Kuo, 2009). While this uniqueness may be the case in regard to faculty members and teachers, as with most relationships in life, individuals are generally more satisfied when they feel connected with others around them (Boyer, 2004). Austin, Gappa, and Trice (2005) stressed the need for respect of each individual faculty member in order for the individual to gain from the other five elements of faculty work: balance and flexibility, employment equity, professional growth, collegiality and community involvement, and academic freedom and autonomy. While there are numerous methods of demonstrating respect, Austin, Gappa, and Trice (2005) distinctively point out the need for recognition, rewards, and publicizing
the accomplishments of faculty members. Their research notes the significant importance of respect and appreciation at the core of the work values of a faculty member.

Faculty or teacher job satisfaction is referred to as a “state of mind determined by the extent to which the individual perceives his/her job-related needs being met” (Mottet, Beebe, Raffeld, & Medlock, 2004, p. 153). Rosser (2004) discussed how “worklife” impacts a faculty member’s satisfaction. The “worklife” researched includes resources, workspace, administrative support, and course load. The above issues may often be out of a department administrator’s control, yet the ability for department administration to demonstrate appreciation for faculty members can often go a long way in appeasing professors and staff, despite other areas of dissatisfaction. Additionally, as Ambrose, Huston, and Norman (2005) found, faculty members are often able to use the intellectual and social relationships formed in their departments in order to overcome the other perceived low external benefits of their position.

Lumpkin’s (2009) work demonstrated the need for an experienced faculty member to mentor new faculty members in the many new challenges of their profession. As she explained, most doctoral programs do not prepare a professor to manage a university classroom or create college level curriculum, as programs generally stress research in the content areas. However, a relationship with a mentor has proven significant benefits during the uncertainty, insecurity, and isolation of beginning in the professor position.

**Impact on Turnover Rates**

Faculty satisfaction demonstrates a strong relationship with individuals’ intentions to remain in their current position and with their current university (Rosser, 2004).
Ambrose, Huston, and Norman (2005) explained that while some aspect of faculty turnover is necessary and healthy, too much turnover in department staffing can be expensive in multiple facets. To begin with, universities lose valuable and well-trained faculty members. The searches for replacements may also take away resources and time from university departments that could be more productively used elsewhere. Additionally, research demonstrates that even those faculty members who remain with their institutions yet are unsatisfied will display quitting behavior or withdraw and disengage from the department and university community. This negativity can have a profound effect on overall department morale and may lead to the lowered retention rates of other faculty (Mobley, 1977; Ambrose, Huston, & Norman 2005).

**Administration and Faculty Relationships**

Hader (2006) explained that the success of a leader depends on the achievements of colleagues and those working under his or her administration. Kuo (2009) researched the relationships between academic staff (department faculty members) and university administrators. In his work, he explained that while both university faculty and administrators uphold central and critical functions in fulfilling the mission of higher education, due to the difference in commitments, roles, and responsibilities, the two entities maintain distinct and separate cultures and diverse viewpoints. For example, while a faculty member may prefer to work out of the office because there are less distractions and more work can be accomplished, an administrator may prefer to see faculty members in the office more often so that they can be assured they are working their required time.
Bray (2008) also discussed the distinct challenge that academic deans face in their relationships with faculty. Noting that expectations and perspectives between faculty and administrators can be confusing, Bray explained that administrators may struggle with whose behavior to regulate, whose activities to support, and with whom to share governance responsibilities. Bray also noted that often administrators in leadership have little training or experience for their position and the decisions they are required to make. Instead the majority have risen through the ranks of their respective departments and academic fields; therefore, their specific leadership skills may lack in the management areas of decision making or relationship building.

Kuo (2009) explained that while academic staff and administrators indentify the same academic and intellectual values, [they often] differ in dealing with issues affecting their work and life at the university, such as technological and economic challenges, decision-making processes, teaching and research commitments, conflict management, and/or institutional effectiveness. (p. 44)

The differences in culture respective to faculty and administration priorities and commitments create a unique dynamic in the relationships between the two. However, most importantly, showing appreciation should be a reciprocal process between both staff member and leader (Hader, 2006).

**Research Framework**

Research indicates that emotions, relationships, motivation, and rewards are vital in job satisfaction and performance (Adams, 1965; Alderfer, 1972; Chapman & White, in press; Goleman, 1995, 2006; Kalleberg, 1977; Herzberg, 1959; Maslow, 1970; Vroom,
Studies also illustrate the necessity of managers and administrators to provide communication, encouragement, and positive recognition in order to effectively lead their staff (Chapman & White, in press; Church, 2000; Drucker, 2006; Graham & Unruh, 1990; Kouzes & Posner, 2007; Luthans’ 2000; Silberman, 2000). Additionally, preliminary research in higher education suggests that respect, professional growth opportunities, work environment, work relationships, communication, and positive recognition contribute to overall faculty job satisfaction (Austin, Gappa, & Trice, 2005; Bower, 2001; Boyer, 2004; Kuo, 2009; Rosser, 2004).

Furthermore, adjunct/online faculty members have shown to be exceptionally motivated to teach and interact with students, also bringing a distinct level of subject matter expertise and practical experience to the classroom (Gappa & Leslie, 1993; Knowles, 1990; McGuire, 1993; Parsons, 2000). However, teaching in the online format presents its own challenges. With this, university leaders and administrators must recognize these possible obstacles to factor, the learning process and provide faculty with mentors, technical support, and assistance in bureaucratic procedures (Knowles, 1990).

While the research in job satisfaction, leadership, and higher education is ample and continues to develop, the limited amount of literature on the particular themes of relationships, leadership, and appreciation given and received in the online workplace – more exclusively the online setting – implies a need for a further review of the subject. Specific methods for communicating appreciation, such as Chapman and White’s (in press) Languages of Appreciation (*verbal praise, acts of service, giving gifts, spending quality time*), require further research and assessment in order to demonstrate their value.
and necessity in the relationships between administrators and faculty in online higher education.

Summary

This chapter discussed a review of the literature relevant to the present study. Kalleberg (1977) noted in his research,

an understanding of the relationship of people to their work can never be accomplished using only the conceptual tools provided by sociological thought. Sociology needs to be supplemented by psychological theory in order to understand the reactions of individuals to their jobs and by economic theory to understand the structural labor market factors that govern the matching process.

(p. 142)

The included review of the literature aims to integrate concepts from several theories and schools of thought in order to best analyze job satisfaction in higher education through the terms of expressed appreciation. The following chapter will discuss the specific methodology utilized to research Chapman and White’s (2009) work throughout the research study.
CHAPTER THREE: METHODOLOGY

The following chapter will include the study’s methodology, data collection, data analysis, and limitations. A discussion of the characteristics of qualitative research is included as well the rationale for conducting the study in a qualitative format.

Method

As the dynamics of higher education - primarily the growth in online education - continue to develop the need for giving a voice to faculty members affected by these changes also increases. In order to further progress in both the development of online faculty satisfaction and online faculty appreciation, the exploration of the unique motivations and interactions behind the relationships of university administration and online faculty members is vital. This current study strives to provide solutions to the named issue through a qualitative approach of actively detailing and describing the emergent situation in higher education, providing a research opportunity “to understand the contexts or settings in which participants in [the] study address [their] problem or issue” (Creswell, 2007, p. 40). Qualitative research allows the researcher a complex and detailed understanding of the issue while also empowering individuals to share their experiences and to have their voice heard. In accordance with the qualitative method, the trends, relationships, and associations of the data will be evaluated and discussed throughout the study (Creswell, 2007).

Design

Van Manen (1990) explained that “the lifeworld, the world of lived experiences, is both the source and the object of phenomenological research” (p. 53). Moustakas
(1994) described the phenomenological approach as a “return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience” (p. 13). With this definition as its premise, the current study focuses on the interpretation of the experience of appreciation in higher education, specifically languages of appreciation among online faculty members. Moustakas (1994) continued on to explain that “in accordance with phenomenological principals, scientific investigation is valid when the knowledge sought is arrived at through descriptions that make possible an understanding of the meanings and essences of experience” (p. 84). Thus, a phenomenological study was conducted, utilizing online faculty members as both the source and the object of the research, with a focus on rich descriptions at the premise of the research design. This design provided a foundation for giving a voice to the participants’ experiences in higher education, based on the participants’ appreciation preferences.

Although much research (Ambrose, Huston, & Norman, 2005; Kalleberg, 1977; Rosser, 2004; Satterlee, 2008; Seifert & Umbach, 2008) has been conducted on the topic of faculty satisfaction in the quantitative format, the qualitative approach allows for the focus on a specific factor of faculty satisfaction: appreciation. The qualitative approach will explore

(1) the meaning of the events, situations, and actions for the faculty members in terms of appreciation, (2) the particular context within which each faculty member acts and how this context influences his or her actions, (3) unanticipated phenomena and influences, which emerge spontaneously in open-ended interviews in ways that they cannot in structured surveys, (4) the
process by which events and actions take place and (5) complex causal relationships (in this study, the varying and interacting causes that may arise between demonstrated appreciation, online faculty satisfaction, and biographical factors. (Maxwell, 1996, pp. 17-20)

Transcendental Phenomenology

Just as qualitative research allows for diversity in formats, the phenomenology design does so in a similar way. Moustakas’ (1994) transcendental phenomenological approach was used for the data analysis process. The main distinctions in this approach are its methods of analysis (discussed further in this chapter and in Chapter 4) and secondly its focus on setting aside prejudices, preconceptions, and beliefs in order to be open and receptive to new data (a process termed Epoche, also discussed in Chapter 4). The third distinction of the transcendental phenomenological approach is, the emphasis on intuition, imagination, and universal structures to obtaining a picture of the dynamics that underlay the experience, account for, and provide an understanding of how it is that particular perceptions, feelings, thoughts, and sensual awareness are evoked in consciousness with reference to a specific experience. (Moustakas, 1994, p. 22)

Participants

The study began by selecting eligible participants from data collected during a pilot study of the Motivating by Appreciation Inventory (White & Chapman, 2009). All participants in the pilot study were online faculty members in either the school of Education or Counseling. The use of two schools within the institution helped to provide some diversity in participants, while also providing consistency in disciplines,
administration, and faculty responsibilities. Participants were selected for the current study based on the following criteria: currently reside outside the state of the institution where the research was conducted, a non-graduate of the institution where the research was conducted, no children and or family members attending the institution where the research was conducted, and an adjunct faculty member of at least one year with the institution where the research was conducted. This criterion was created in order to provide the voice of a characteristic adjunct faculty member; the ability to connect to, communicate with, and feel appreciated by the institution relied primarily on the administration’s ability to correspond via a distance working relationship, as the possibility of all familiar ties was removed. This criterion provided for a sample of eight adjunct faculty members who have experienced the same phenomenon, appreciation, in order to provide the possibility of a common understanding at the outcome of the research (Creswell, 2007).

Potential participants were contacted via email with a request for participation and inquiry if the individual was able to devote the needed time to the proposed study (Appendix A). Potential adjunct faculty members who participated in the study needed to be available for email correspondence and recorded WebEx (WebEx, 2010) interviews. Participants were selected based on the above criteria, as well as statistical descriptions of gender, department, and years of experience, in order to provide a diverse and varied sampling of the online teaching community of the researched institution and to provide for data saturation. Online faculty members with diverse biographical features were included as well as those having varying experiences in higher education and online teaching. Participants chosen for the study were asked to read and sign a consent form.
detailing the confidential and voluntary nature of participation as well as the purpose, procedures, benefits, and risks of participation in the study (Appendix A, B). Table 3.1 below gives a brief description of the participants included in the study. Four females and four males were included with two holding faculty roles in the School of Education and six holding faculty roles in the Center for Counseling and Family Studies. Two of the six participants were classified as instructional mentors, as well as online faculty. Years of experience and specializations were varied. Chapter four provides a more detailed description of each participant.

Table 3.1

Participant Information

<table>
<thead>
<tr>
<th>Pseudo Name</th>
<th>Gender</th>
<th>Dept.</th>
<th>Degree</th>
<th>Specialization</th>
<th>Yrs. with Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynda</td>
<td>Female</td>
<td>EDUC</td>
<td>EdD</td>
<td>Research &amp; Evaluation</td>
<td>2 years</td>
</tr>
<tr>
<td>Lance</td>
<td>Male</td>
<td>COUN</td>
<td>PhD</td>
<td>Assessment in Counseling</td>
<td>1 1/2 years</td>
</tr>
<tr>
<td>Henry</td>
<td>Male</td>
<td>COUN</td>
<td>PhD</td>
<td>Theories, Marriage &amp; Family, Research</td>
<td>3 years</td>
</tr>
<tr>
<td>Matthew</td>
<td>Male</td>
<td>EDUC</td>
<td>ThD</td>
<td>Educational Philosophy</td>
<td>2 years</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Female</td>
<td>COUN</td>
<td>PhD</td>
<td>Counseling</td>
<td>1 year</td>
</tr>
<tr>
<td>Sara</td>
<td>Female</td>
<td>COUN</td>
<td>PhD</td>
<td>Counseling</td>
<td>6 years</td>
</tr>
<tr>
<td>Samuel</td>
<td>Male</td>
<td>COUN</td>
<td>PhD</td>
<td>Marriage &amp; Family, Growth &amp; Dev.</td>
<td>4 years</td>
</tr>
<tr>
<td>Leigh</td>
<td>Female</td>
<td>COUN</td>
<td>PsyD</td>
<td>Counseling</td>
<td>4 years</td>
</tr>
</tbody>
</table>

Site

The site for this study was a large (more than 50,000 students enrolled either residentially or online), dual-mode Christian university in the Southeastern region of the United States. This site was chosen because I work at the university and have access to the participants and the data. Additionally, our institution was contacted by Dr. Paul White in order to partner with him as a means to conduct further research for the assessment tool that he created (Motivating by Appreciation, White & Chapman, 2009).
Validity and reliability was tested through the pilot study as well as through the current study. Also, because of the unique environment within a Christian university, relationships are often discussed in depth and require evaluation. Additionally, leaders with a true heart of Christ desire to create a positive work environment for their faculty and staff. Christian leaders are taught, "For unto whomsoever much is given, of him shall be much required: and to whom men have committed much, of him they will ask the more" (Luke 12:48, KJV). Prayerfully, the majority of Christian leaders strive to ensure that their employees feel appreciated, loved, and cared for in the workplace because of the calling that they feel placed in their lives, both professionally and spiritually. These aspects of Christian education created the ideal environment to conduct a study of this nature.

Researcher’s Perspective

This topic applies to me personally because of my role as an online educator and my interest in higher education, including the growth and enhancement of online degree programs. Although perspectives are continuing to change, a negative stigma regarding online education remains in the minds of some traditional educators, licensing boards, accrediting bodies, and potential employers, mostly due to the newness and uniqueness of online education (Bower, 2001). However, in reality, online education can and should maintain the same academic quality as traditional degree programs (Bolliger & Wasilik, 2009; Bower, 2001). In addition, because many online students are also working full time, raising families, and are involved in their local communities, earning a degree online can in fact be more challenging and demand more of the student in terms of time management, self-motivation, and effective communication skills. More research is
needed in order to continue the pattern of establishing legitimacy in the unique world of online education.

At the onset of the study, I hoped to glean insight from the research on specific trends in leadership-related needs in online education. I am interested in discovering differences in how gender or academic discipline of focus directly relates to how online faculty members desire appreciation. As a woman who works in higher education in the counseling field, I have experienced and witnessed how males and females work, feel, and verbalize differently in the workplace. Additionally, because I hold roles in both the School of Education as a student and the Center for Counseling and Family Studies overseeing residential and online students’ clinical training, I have encountered differences in relationship and work styles among these faculty members in relation to their fields of study. Lastly, as an online professor myself, I have an in-depth understanding of the challenges that are incurred working with both students and administration in the distance setting, including possible misunderstandings, disconnects, and frustrations of not being able to verbalize one’s thoughts. Because these factors impact relationships among colleagues and administration, as well as how a worker feels valued and respected in his or her position, I strive to understand not only how online faculty experience appreciation but also what administrators in higher education specifically can do in order to express their appreciation to their faculty.

**Data Collection**

Because the research study was phenomenological in nature, data collection focused primarily on interviews (Creswell, 2007; Moustakas, 1994), yet also included an innovative assessment, the *Motivating by Appreciation Inventory* (White & Chapman,
2009), focusing on the participants’ appreciation needs in the workplace. Five guiding questions were used in order to collect and analyze data.

**Investigators and Auditors**

Data was collected and initially analyzed by a principal investigator (PI). Additionally, research was also reviewed by a committee including an off-site expert in the field of counseling and appreciation, two university administrators, a clinical counseling professor, and a statistician. Peer-review was also conducted by an off-site educator, a university online instructor, and a university instructional mentor. During the time of the study, the PI was a doctoral-level education student, all members of the research committee held terminal degrees in their respective fields, and all peer-reviewers held master’s degrees in their respective fields of practice.

**Motivating by Appreciation Inventory**

The *Motivating by Appreciation Inventory* (2009) was created in collaboration of Dr. Paul White and Dr. Gary Chapman. Validity was then established through expert review of the questionnaire. At the onset of the development, The Five Love Languages Instrument (Appendix F; Chapman, 2009) was used as a starting point in the development of the *MBA Inventory*. Both assessments contain 30 pairs and utilize a forced choice format between two items in which the participant describes which action or emotion best describes them (P. White, personal communication, March 12, 2011).

Focusing on work-based relationships, rather than personal relationships, Dr. White generated 15 descriptive statements for each language of appreciation. After creating this initial pool of items, individuals who currently serve or have served in leadership roles in business, ministry, or other organizations were asked to review the
initial items. This team of peer-reviewers provided feedback on the proposed items’ clarity, applicability to the work setting, and the degree to which the items reflected the identified language of appreciation. Dr. White used this feedback, specifically the peer-reviewers rankings of preferred items (their top five items for each language), to establish the five items that most clearly communicated and reflected their respective language of appreciation. At this stage of development, Dr. White then conferred with Dr. Chapman for his review, comments, and editing. Once Dr. Chapman’s feedback was incorporated into the development, Dr. White drafted an initial questionnaire pairing two items in each language. In order to eliminate bias from potential ordering effect, a Latin Square process was used to create the order of the items (P. White, personal communication, March 12, 2011).

The initial version of the assessment was then applied in work settings where Dr. White was operating the languages of appreciation model in consulting agreements, including both employee and volunteer work-related teams. After each use of the inventory, Dr. White received verbal and written feedback regarding the participant’s view of the inventory as a whole, as well as the individual instrument items. Approximately forty individuals across four work settings (non-profit social service, financial advising, commercial real estate, and church) were given the initial version of the inventory (P. White, personal communication, March 12, 2011).

All five languages of appreciation (words of affirmation, quality time, acts of service, tangible gifts, and physical touch) were included in the initial instrument. Of the respondents, 0 participants replied that physical touch was their primary language in the work place. Only one participant responded that physical touch was his secondary
language. Additionally, physical touch was the language most frequently responded to as the least valued, for over 50% of the respondents. Also, there was significant negative feedback given to the physical touch inventory items, primarily by female respondents, to the extent that two individuals refused to fill out the questionnaire. It was later discovered that these two individuals had been victims of sexual harassment in the workplace. Based on the significant reactions to the physical touch items and the lack of incremental information provided from this item, Drs. White and Chapman felt it best to remove this language of appreciation, including solely the remaining four languages of appreciation in the instrument (P. White, personal communication, March 12, 2011).

Dr. White again used a Latin Square format to pair and order the items, eliminating all physical touch responses. Dr. White continued to use the revised version of the instrument in various work settings in order to receive feedback for further modifications. One consistent piece of negative feedback from participants was the respondents’ reaction to the repetitive nature of the questioning. The rationale for this repetitive questioning is: a) the nature of forced pair choices; b) though individual statements are repeated, pairings of the statements are always different; c) the need for a robust number of items (versus just one item per language). As a result of the constructive feedback, a more thorough set of instructions was created to address the concerns, diminishing the complaints significantly. Throughout the process, both Drs. White and Chapman consulted on the revisions and agreed on the appropriate changes before implementation or alterations to the instrument (P. White, personal communication, March 12, 2011).
Pilot Study

Prior to the onset of the current study, a pilot study was conducted in order to assess the questionnaire reliability and validity of the Motivating by Appreciation Assessment (White & Chapman, 2010) and to select participants for the qualitative portion of the study. The pilot study was conducted at the same studied university of the current study because of its significant online faculty and student population. The institution currently employs approximately 1,420 online faculty members and educates 60,000 online students.

Of the total faculty members, the pilot study focused solely on the appreciation needs of faculty members in the schools of counseling and education. The school of counseling employs 204 online instructors and the school of education employs 212 online instructors. The 416 potential participants were contacted via email with a request for participation in the voluntary study; 159 online instructors participated in at least one portion of the pilot study, 52 participants completed all three rounds of the study, and 43 participants completed every question to all four assessments.

The pilot study included a total of three rounds of assessments. The first request for participation (Day 1) was the initial MBA assessment. The second request for participation (Day 3) was conducted 48 hours later and was a second completion of the MBA assessment. The third and final request (Day 14) was conducted two weeks later. This round consisted of both the MBA Assessment and the Five Love Languages (Appendix F; Chapman, 2009).

When analyzing nominal, also known as categorical, data, the statistic of choice is Cohen’s Kappa. However, Kappa was designed to measure inter-rater reliability between
two raters. Kappa has also been shown to appropriately assess the consistency of how items are classified on several occasions, evaluating how subjects consistently or inconstantly reply with the same answer in an assessment (Fishbein & Moyer, 1977; Hopkins, 2000). Still, application of Kappa to three or more raters can be problematic and it has been shown that other limitations exist with Kappa (Gwet, 2008, 2010b).

To overcome the limitations of Cohen’s Kappa, and other Kappa based statistics such as Aickin’s Alpha (Aickin, 1990), Gwet (2008, 2010) developed the $AC_1$ statistic. The $AC_1$ statistic is resistant to the paradoxes encountered in Kappa and more general than Aickin’s alpha statistic. The questionnaire reliability of the inventory was computed using AgreeStat (Gwet, 2010a). Pilot study results indicated a questionnaire reliability of .555 (see Table 3.2). Using Altman’s Kappa Benchmark Scale, a modified version of the widely-accepted Landis-Koch scale (Gewt, 2010b), this score indicates moderate questionnaire reliability for the MBA assessment, which has been deemed sufficient on the confidence interval (S. McDonald, personal communication, March 22, 2011).

Table 3.2

<table>
<thead>
<tr>
<th>Method</th>
<th>Value</th>
<th>StdErr</th>
<th>95% C.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1</td>
<td>0.769249</td>
<td>0.009672</td>
<td>0.75 to 0.788</td>
</tr>
<tr>
<td>KAPPA</td>
<td>0.738714</td>
<td>0.010766</td>
<td>0.718 to 0.76</td>
</tr>
</tbody>
</table>

From the original pilot study participants, online faculty members who responded to at least two of three requested assessments were contacted a second time for a request to participate in an oral interview. These participants demonstrated a willingness or
desire to participate in research or research specific to appreciation. Eight participants, or co-researchers, were selected from the original pilot study participants.

**Interview Protocol**

Designed in the long, semi-structured format, the study interview (see Appendix C) was designed to assess online faculty members’ overall feelings of appreciation within the studied university. Interviews were scheduled through the studied university’s webmail system and conducted using a webcam through a secure online program, WebEx (WebEx, 2010). The interview was initially developed based on the review of the literature, and through a committee composed of the Principal Investigator, an online dean, and two university online instructors. Bringing expertise from the field, the online dean’s review of the interview questions, provided face and content validity to the interview (Daniels, M., Sheperis, C., & Young, J., 2010). Additionally, the interview questions were created purposely for the population studied in this research.

The interview questions began with five demographic questions in order to gather pertinent information for the study, to familiarize the co-researcher with the interview process, and to transition into a relationship of trust in the interview process (Creswell, 2007; Moustakas, 1994). The remaining fifteen interview questions address six specific themes across three levels. As intended by the study’s guided questions, these levels include a personal level of feeling and understanding, a level of feeling towards the participant’s direct administrator or supervisor, and a level of feeling towards the overall institution’s administration.

The six themes integrated in the interview were grounded in the study’s review of the literature. The first theme searched for the significance of relationships in the higher
education setting and in the online work setting (Ambrose, Huston, & Norman, 2005; Austin, Gappa, & Trice, 2005; Alderfer, 1972; Boyer, 2004; Bray, 2008; Goleman, 1995, 2006; Herzberg, 1959; Kalleberg, 1977; Kuo, 2009; Maslow, 1970; McCaslin, 2001).

The second theme evaluated the participants’ feelings of value by the institution and evaluated how this studied phenomenon was experienced (Austin, Gappa, & Trice, 2005; Hader, 2006; Maslow, 1970; Rosser, 2004; Vroom, 1964). The third theme assessed the role of motivation among the faculty members (Adams, 1965; Evans, 2001; Herzberg, 1959; Ssesang & Garrett, 2005; Vroom, 1964). The fourth theme measured the importance of institutional support in the overall experience of feeling appreciated (Austin, Gappa, & Trice, 2005; Banks, 2000; Bolliger & Wasilik, 2008; Bower, 2001; Collison, 1999; Kalleberg, 1977; Knowles, 1990; Parsons, 2000). The fifth theme examined the overall essence of appreciation among online faculty members (Austin, Gappa, & Trice, 2005; Aronson, Kafry, & Pines, 1981; Bower, 2001; Chapman & White, in press; Collisono, 1999; Gadalla, 1986; Goleman, 1995, 2006; Graham & Unruh, 1990; Hader, 2006; Kouzes & Posner, 2007; Luthans, 2000; Nelson, 1995; Silberman, 2000; Vroom, 1964). The sixth and final theme evaluated the role of job satisfaction and its relation to appreciation (Adams, 1965; Austin, Gappa, & Trice, 2005; Evans, 2001; Kalleberg, 1977; Mottet, Beebe, Raffeld, & Medlock, 2004; Rosser, 2004; Ssesang & Garrett, 2005).

**Guiding question #1**

How do select online/adjunct faculty describe what it means to feel appreciated by the institution that employs them? To answer guiding question 1, participants were interviewed in order to allow the faculty members to express in detail how they desire
appreciation in the higher education workplace. Interviews were conducted in an open question format (See Appendix C), recorded via WebEx. Because all participants were required to reside out of state, interviews in person were not a possibility in this research study. The use of WebEx also presented the opportunity to further explore and utilize technology in distant relationships.

Faculty members were interviewed in the long interview format typical of phenomenological research (Creswell, 2007; Moustakas, 1994) until saturation was reached. The interviewees were asked to prepare for approximately thirty minutes to one hour for each interview. In order to assure the quality of recording and also so that no data was lost, two recording devices were used. Data remained anonymous in order to protect the confidentiality of the participants and the quality of the study (Creswell, 2007; Glatthorn & Joiner, 2005). Raw data will be maintained in a password protected electronic file as well as a locked filing cabinet for two years (Creswell, 2007).

Guiding question #2

How do select online/adjunct faculty describe what it means to feel appreciated by their immediate supervisor (direct administration)? Guiding question 2 was answered in the same format as guiding question 1.

Guiding question #3

What specific factors do participants identify as contributing to those descriptions? Guiding question 3 was answered in the same format as guiding question 1.

Guiding question #4

How do participants feel that receiving appreciation relates to their own job satisfaction? Guiding question 4 was answered in the same format as guiding question 1.
Guiding question #5

How do these participant descriptions compare and contrast with the findings of the Motivating by Appreciation Inventory (White & Chapman, 2009)? In order to address the fifth guiding question, I compared the participants’ initial results of the Motivating by Appreciation Inventory (White & Chapman, 2009) (see Appendix D) to their interview responses. The survey, titled Motivating by Appreciation Inventory (see Appendix D), includes 30 questions, with two answer selections for each. The assessment was completed, with the same participants, approximately eleven months prior to the phenomenological interviews. After both the assessment and interviews were completed, participants’ results were compared to their feedback received in the questionnaire and interview portion of the study in order to determine if specific trends would emerge, including the need for verbal praise, acts of service, giving gifts, or spending quality time in their work relationships in the online setting.

Data Analysis

In the following chapter, the data will be analyzed through three methods in order to establish dependability and credibility of the research study. The use of multiple methods, sources, and theories of research offered corroborating evidence to the study, a process termed triangulation (Creswell, 2007). This study included the use of an audit trail, member checks, and coding.

Audit Trail

An audit trail (see Appendix E) of the research study was maintained for dependability and credibility purposes. The audit trail also assisted with any replication or similar studies which may be conducted in the future. The audit trail includes a
“chronological narrative of entries of research activities, including pre-entry conceptualizations, entry into the field, interviews, [...] transcription, initial coding efforts, and analytical activities” (Creswell, 2007, p. 291).

**Member Checks**

During the study, I also conducted member checks of the online faculty members participating in the interviews. Member checks involved the participating adjunct faculty responding to e-mailed transcripts of the interviews and verifying the accuracy of the transcriptions. This also included the communication of data analyses, its interpretations, and its conclusions with the participants in order to confirm for accuracy and credibility (Creswell, 2007; Moustakas, 1994).

**Coding**

Moustakas (1994) describes the process of coding as the clustering of common categories or themes in the research. In this study, the clustering of common themes involved the coding of responses regarding the need for appreciation and how appreciation is experienced in online higher education. This process began by horizontalizing the data, or giving every statement or horizon the same value to the research. Every “horizon of the research interview add[ed] meaning and provide[d] an increasingly clear portrayal” (Moustakas, 1994, p. 125) to the phenomenon of appreciation. Recurring actions, statements, and behaviors are reviewed, as well as divergent evidence and contrary interpretations. From horizontalized statements the meaning can be determined and clustered into common themes. The clustered themes and meanings discovered are used to process the development of textural descriptions of the experience. This provides for the “synthesis of the meanings and essences of the
experience” (Moustakas, 1994, p. 144). Clustering also provides the opportunity for imaginative variation or structural description in which the context that influences the participants’ experience is explored and described (Creswell, 2007).

Trustworthiness

The following section will review the trustworthiness of the study. Trustworthiness is the means by which the soundness of all qualitative research is evaluated. Trustworthiness takes into account credibility, dependability, and transferability (Daniels, Sheperis, & Young, 2010).

Credibility

Credibility was established initially through prolonged engagement and persistent observation of the dynamics of education in the online setting. While “prolonged engagement offers scope, persistent observation provides depth” (Lincoln & Guba, 1985, p. 304). Prolonged engagement involved the investment of ample time in the studied area in order to build trust with the participants and gain an understanding of the culture, climate, and socialization process (Daniels, Sheperis, & Young, 2010). In this study, prior to the onset of the research a year and a half was spent at the studied university focusing specifically on the online teaching environment. Persistent observation allowed me the opportunity, as a researcher, “to identify those characteristics and elements in the setting that are most relevant to the question being pursued and focus on them in detail” (Lincoln & Guba, 1985, p. 304).

Triangulation was an additional method utilized in order to establish trustworthiness. Triangulation is the process of including different theories, sources, methods, and multiple investigators to collect information applicable to the study
Triangulation in this research included the use of an audit trail, member checks, consultation with a peer debriefer, and coding. These steps are discussed in further detail in the data analysis section.

**Dependability**

Dependability calls for “the consistency of results over time and across researchers” (Daniels, Sheperis, & Young, 2010, p. 145). Dependability was established through the use of three peer debriefers. One of the debriefers was an educator, outside of the studied university. The second debriefer was an online faculty member at the studied university, but outside of the studied departments. The third debriefer was an instructional mentor for adjunct faculty members, but also outside of the studied departments. This range of experience on the peer debriefing committee allowed for the presence of expertise in the field during review of the data, themes, and findings.

**Transferability**

Transferability is the degree to which results of a study can be generalized to other contexts and settings. In order to demonstrate transferability and in accordance with the qualitative format, rich descriptions of the interviews were provided, in-depth descriptions of each participant were included, and a detailed account of the interview process was presented (Daniels, Sheperis, & Young, 2010).

**Ethical Considerations**

An ethical issue to be noted is that I am a staff member and online faculty member at the university where the research was conducted. I have also worked in several departments throughout campus and have detailed knowledge of the institution’s functioning. However, my dedication to the soundness and quality of the study is of
utmost importance. The use of pseudonyms for the participants is an example of precautions taken to secure anonymity and to provide ethical data collection for the study and the participants. While emotion and passion are sure to be present on behalf of the study, it was vital that I remained unbiased in order to produce the most accurate results.

Summary

This chapter introduced the methodology and design used in the research. The chapter also included a description of the site and participants used in the study. Next, the researcher’s perspective and a look at the data collection methods for each guiding question were presented. A preview of data analysis, including an audit trail, member checks, and coding was stated. The chapter concluded with a discussion of the study’s limitations, potential threats, and ethical issues. The following chapter discusses the results and findings of the research.
CHAPTER FOUR: RESULTS/FINDINGS

Introduction

Moustakas’ (1994) phenomenological method was used to complete the following chapter. This chapter begins with a look into my own personal experiences with the studied phenomenon. Referred to as *epoche* or *bracketing* (Creswell, 2007; Moustakas, 1994), this technique allows the researcher to first address any personal experiences, feelings, or bias of the phenomenon; as much as possible, all preconceived experiences are put aside in order to best understand the authentic experiences related to the researcher by the participants. The chapter continues with a succinct overview of the study and brief descriptions of each participant.

The chapter then moves to an identification of seven themes found in an analysis of the data. Per the guidelines of Moustakas’ (1994) method, significant themes were indentified through the coding process. After reading all narrative interviews, I explored the data for significant statements and clustered these quotes into the seven broader themes described in the following sections. The analysis of data section and the emergent themes also aim to answer each guiding question generated at the onset of the research study. The chapter closes with a look into the participants’ textural experience, structural experience, and complete essence of the experience.

Addressing Personal Experiences

As I began my journey into the “true” adjunct faculty’s experiences of appreciation with their institutional administration, in order to provide ethical and accurate data, it was imperative that I recognized how my own experiences in the
profession and with the studied institution could differ greatly from my participants, as to enhance my ability to view their experiences through a different lens. In order to do so, it is important that I disclose my own preconceptions and experiences prior to analysis of the data, so that I can focus directly on the participants in the study (Creswell, 2007; Moustakas, 1994).

While I certainly enjoy my work with the studied institution and the opportunity to teach in the online classroom, I am well aware that the institution studied has areas that can be improved upon. Defining and exploring these areas was the original desire that drew me to this study. However, in order to fully remove my biases in the study, I must recognize that working at the studied university full time comes with both positive benefits as well as negative aspects. Whereas I am fortunate to have the daily face-to-face interactions and voice in policy that more removed adjuncts are unable to experience, I am also present to witness and dissect the flaws, mistakes, and growing pains that exist in the booming online learning program. Though I am fully cognizant of areas that the university is striving to improve upon, it was my aim to remove this awareness during the data analysis phase of my research in order to gain a genuine understanding of the participants’ experience of appreciation of teaching in the online setting.

**Overview**

The primary purpose of this study was to gain a further understanding of the experience of appreciation among online/adjunct faculty members, specifically how appreciation was received from their institutional administration. This study aimed to determine specific factors, qualities, and experiences that are characteristic of how
adjunct faculty members teaching from a distance most effectively feel appreciated by their university’s administration. The study also attempted to glean an understanding of the role that appreciation plays in overall job satisfaction. The study concluded with a review of the ability of White and Chapman’s (2009) Motivating by Appreciation Inventory to accurately capture each faculty member’s feeling of appreciation.

Introduction to the Participants

Eight participants, also referred to as co-researchers (Moustakas, 1994), were interviewed in the study. Four of the participants were females and four were males. While a balance in field of study was also attempted, due to constraints with time, weather conditions, and end of semester commitments, the research included two faculty members from the School of Education and six faculty members from the Center for Counseling and Family Studies. Participants included (pseudonyms): Cynda, Lance, Henry, Matthew, Elizabeth, Sara, Samuel, and Leigh.

Cynda

Cynda is a former school administrator with 35 ½ years experience with her local school district. She has been teaching in higher education for ten years. She has been teaching online for four years, with two of these years being spent at the researched institution. Cynda’s content area of focus is research and evaluation in the School of Education.

Cynda’s background in administration led to her desire to participate in the study. She explained,

As a former administrator, I remember what I went through when people thought they were not appreciated but they were, and some needed constant…
encouragement and others didn't need it at all, so much just trying to balance between who and when to give it to them and when not to, you know, so that was a constant battle for me when I was an administrator, so that's why I was, you know, eager to participate and see what the outcome of what you would find out, based on your study of it.

Cynda’s eagerness to participate was evident in her easy going nature, despite the numerous technical difficulties that we experienced. Because of errors with her webcam, we were unable to conduct her interview through the video portion of WebEx and instead relied on the audio capacities of this program. Throughout the challenges, Cynda provided a calm nature and relaxed spirit for the interview and an ability to adjust to whatever difficulties arose.

**Lance**

Lance is an adjunct faculty member in the Center for Counseling and Family Studies. He also does outside work with clergy and denominational leadership. He explained, “I work with a lot of clergy and one of my interests is trying to figure out what would improve the sense of appreciation, I’m just using your terminology here, between clergy and their denominational leadership, [because] I see that as one of the areas of breakdown between the two parties.” Lance has taught in higher education and in the online setting for two years. He has taught with the researched institution for approximately 1 ½ years. Lance’s content area of focus is assessment in the counseling program. Lance also added a sense of understanding to the onset of the study by stating, “And, it hasn’t been that long since I finished my dissertation, and I have a soft spot for people needing participants.” His compassion and concern were much appreciated.
Henry

Henry demonstrated a similar understanding in his opening remarks, stating:

Well to be honest with you, maybe it wasn’t the subject matter that attracted me as much as I'm always interested in helping out students. I love to teach, and what I enjoy about teaching is helping students like yourself, graduate level students, doctoral level students in particular, reach their goals, so that was the primary motivation.

Henry has been teaching and impacting college age students for 18 years, off and on. He began teaching in the online setting and at the researched institution three years ago. His content areas of focus are theories of counseling and spirituality, marriage and family counseling, and research and programming evaluation.

Matthew

Matthew began the interview certain of his convictions. While other participants seemed to volunteer out of compassion for the researcher, Matthew appeared to have a strong interest in the area of appreciation in the workplace, stating,

[Appreciation is] something that I really felt is vital and important for an educator that I hear with the idea of discipline with students, I use the concept, it comes from the same root as disciple, and so you need to both encourage as well as critique those things that students are doing. And as workers and coworkers, I found I get the most out of teachers and coworkers by offering appreciation, and when I do that, when I do need to give correction or things like that, they take it
much better than if I’m always just talking to them when I say, “Well you did this wrong,” or “You need to correct this”

Matthew has been a school principal in the private school arena for over ten years. He has taught two years in higher education as well as in the online setting and with the researched institution. His content area of focus is educational philosophy within the School of Education.

Elizabeth

Elizabeth came to the study with an interest in the topic as well as a heart for her fellow researchers. She explained,

I just feel like appreciation is a topic that I like. I like giving thanks and showing people what they, that what they've done for us is valuable and also because I know that in the past when I have needed to conduct research I had a hard time getting subjects sometimes. So I was willing to help out this way.

Elizabeth has been teaching in higher education for five years and in the online setting for one year. She has been teaching for the researched institution for one year. Her content area of focus is counseling.

Sara

Sara began her interview with similar remarks to her colleague, Elizabeth. She described her interest in the study as follows,

I try and support as many research studies as I can just as a general rule. And I think that anything that's done on the more positive aspects of human experience is something I'm more interested in.
Sara has been teaching in higher education for ten years, and she has been teaching in the online setting for eight years. She has worked six years as an adjunct faculty member in the counseling field and for the past two years as a full-time, benefited online faculty member with the researched university.

**Samuel**

Samuel’s desire to participate as a co-researcher came from his own experiences. He shared,

My own journey in terms of my dissertation made me sympathetic to everybody else who has to go through that experience.

Samuel was a pastor for 32 years and then transitioned into Christian counseling seven years ago. He also began teaching for a community college five years ago and for the researched institution four years ago. In addition to his work with this university, Samuel teaches intensive weekends at a state university. Samuel displayed a love for life and an enjoyment of humor during the interview and said that “getting up in the morning” was his content area of focus. All joking aside, Samuel focuses on counseling course work, human services course work, marriage and family, and human growth and development.

**Leigh**

Leigh provided candid and useful feedback throughout her interview. She began by following with the example of many of her other colleagues in acknowledging,

I wrote a dissertation, so I know it's important to get subjects. And I met the criteria from your initial e-mails, and so I thought I would give it a shot and see if I could help.
Leigh has been teaching online in higher education for nine years. She continues to work for the private university with whom she first began her teaching career. She started teaching for the researched institution four years ago. Leigh teaches a variety of classes in the Center for Counseling and Family Studies and is also an instructional mentor for other online faculty members in the department.

**Conclusion of Participant Descriptions**

Throughout the interviews, all participants provided evidence of their experience in their respective fields, their commitment to providing quality education to students, and a respect for the process of research. As with all qualitative research, my study would not have been possible without the insightful and discerning perceptions of my co-researchers (Moustakas, 1994). Their time and willingness to participate demonstrates their dedication to the next generation of educators and researchers and for that I am forever thankful. It is hoped that their voices are heard through the following presentation and analysis of the data.

**Analysis of Data**

An essential process that allows individuals to make sense of an experience is by casting it through narrative form (Riessman, 1993). As Reissman explained, “precisely because they are essential meaning-making structures, narratives must be preserved, not fractured, by investigators, who must respect respondents’ ways of constructing meaning and analyzing how it is accomplished” (p. 4). Through the thorough and responsive analysis of eight verbatim transcriptions, seven significant themes related to the experience of appreciation were apparent. These themes were: the value of encouragement through words, significance of timely interactions, a desire to play an
active role within the university, the need for administrator’s support in decision making, intrinsic motivation, stimulation through student interactions, and the importance of monetary incentives. Table 4.1 demonstrates how selected statements were extracted from the data and related formulated meanings and themes were developed. A further review of these themes and significant statements allowed the research to explore the five original guiding questions and genuine phenomenon of appreciation.

Table 4.1

**Significant Statements and Formulated Meanings/Themes**

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<tr>
<th>Significant Statement</th>
<th>Formulated Meaning/Theme</th>
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<td>“…the affirmations and words of encouragement, the occasional feedback that I get from them about my work is the other way in which I feel valued.” - Henry</td>
<td>Encouragement through Words</td>
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<td>Administrator’s Support in Decision Making</td>
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<td>&quot;I stay fairly motivated most of the time. It's more of an internal thing rather than an external thing.&quot; - Sara</td>
<td>Intrinsic Motivation</td>
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"The students definitely have a large part in that because to get the positive feedback from the students and to feel like we're really connecting even though it's an online program, that would have to be one of the greatest things that motivate me." -Elizabeth

"I'm making the same amount that I made four years ago, and that's something that I think could go a long way in expressing appreciation either in a bonus situation or in a raise situation." -Leigh

<table>
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<th>Themes Found in the Data</th>
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<td>The following section will identify and discuss the seven themes found in the data.</td>
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**Encouragement through Words**

The literature review demonstrated a strong need for leaders and managers to effectively affirm their appreciation of faculty and staff through positive feedback and encouraging words (Austin, Gappa, and Trice, 2005; Adams, 1963; Alderfer, 1972; Aronsons, Kafry, & Pines, 1981; Baron-Nixon, 2007; Chapman, 2003; Chapman & White, in press; Church, 2000; Collison, 1999; Cooper, 1999; Drucker, 2006; Goleman, 1995, 1998, 2006; Graham & Unruh, 1990; Herzberg, 1959; Kalleberg, 1977; Kouzes & Posner, 2007; Lewis, 1958; Luthan, 2000; Maslow, 1970; Maxwell, 2008; Maxwell & Parrott, 2005; Nelson, 1995; Silberman, 2000; Vroom, 1964). Maxwell’s (2008) work focused solely on the role of encouragement in an individual’s life and the significance of an encouraging word in the inspiration of others. Goleman (2006) conceived that leaders who render feelings of appreciation in their staff in turn encourage their team members to perform at their best by taking on new challenges, working creatively, generating innovative ideas, and taking risks. The value of encouragement through words was
evident not only in the literature by also throughout the responses of the participants.

Lance defined appreciation through the following terms of encouragement,

I would say appreciation needs to be not only recognition of a person’s efforts,
but also encouragement and prompting to improve in all areas. There’s a combination.

Cynda explained that she feels valued through

just an encouraging word, and if I do well, I want to know it, but I don't want to just hear from you when I make a mistake. I want to hear from you when I'm on track.

Matthew explained that he feels most motivated to perform at his best professionally when he receives encouragement through words:

It does help when you get some encouragement, a nice e-mail, things like that that says “I noticed you did so and so. Keep up the good work.”

Henry described his feelings of value from the institution in similar terms:

The affirmations and words of encouragement, the occasional feedback that I get from them about my work is the other way in which I feel valued.

Interestingly, participants seemed to indicate consistently that it would not take much from a supervisor or manager to effectively demonstrate encouragement and words of affirmation. Cynda explained,

The appreciation could be just a note saying, you know, “You worked hard at this time. We appreciate that.” It doesn't have to be a whole lot.

Samuel also noted that “just messages of support and encouragement” were of significant to his experience of feeling appreciated by the university administration.
Individual feedback from administration. The importance of providing individual feedback is noted throughout the literature (Chapman & White, in press; Nelson, 1995; Luthans, 2000). The principal intent of White and Chapman’s (2009) *Motivating by Appreciation Inventory* (2009) is to provide an assessment that will allow for managers to find the specific appreciation needs of their staff so that they may meet these needs. The evidence of the value in providing individual feedback is well-defined throughout the data. Matthew noted,

I think it is vital to offer appreciation, and part of that is finding out how the individual values appreciation themselves. For some people it's a simple “Good job” as you walk by. For other people it might be a written note that you need to give them and just say the same thing, that you noticed something. Many times it's finding and keeping your eyes on what people are doing and just kind of surprising them a little bit with a statement about something good that they've done that maybe they didn't even realize that you had noticed or anybody noticed, and those things go a long way to encouraging folks to do their best and to give their best.

Henry provided a similar reply,

Shoot out a memo of appreciation specifically to me as an individual. Um, blanket statements of appreciation are easy to dismiss. “Oh, well they are just saying that to everybody, and they don’t know me as an individual.” But if they send it to me personally, I find that very affirming, and I appreciate that very much.
Significance of Timely Interactions

No other theme was more apparent in the data than the value of timely interactions. As Lance noted, “that’s been very helpful, to get that prompt and quick reply.” Seven of the eight participants expressed the need for timely replies via email or phone communication, and several participants expressed these requests numerous times throughout their interviews. Nelson (1995) and Luthans (2000) noted that encouragement should be immediate; however, the narrative data indicates that simple answers, instructions, and replies to all communications should be as well. Parsons (2000) upholds this idea and instructs that adjunct faculty need to be adequately supported in order to be effective. Knowles’ (1990) research prior to the boom of online learning still maintained the importance of providing prompt technical support and assistance of bureaucratic processes from staff members on campus. As Lance explained in specific detail,

That I can get a hold of an IT person pretty quickly if there was an IT issue, or I could get a hold of a program director or instructional mentor pretty quickly if I’m running into a program issue [...] that’s very encouraging to know that it’s something that you’re going to get a reply back or access to those people fairly quickly.

Matthew responded in similar fashion,

It's the quick response of people to the e-mails when I do have a question. Of course, not being right there when a situation arises or something that I need information on, I have to rely either on a phone contact or e-mail. I really feel
appreciated when they respond very quickly back to me and help me through some of the questions I have that way.

Noting the importance of a prompt reply, Matthew discussed this theme later in his interview, as well,

Whether they say, “No, that is not the right way to go” or “Yes, you’re right on track” or something, it’s a quick response from them, that I know that they are concerned about what I'm going through, what I'm doing, and that seems to be how that works best for me.

Leigh shared her sentiments on the topic of a timely reply by stating,

I do feel supported and appreciated in that he does respond quickly to e-mail questions that I have, when I do have them, and that is very meaningful to me.

Adjunct faculty are instructed to respond to student emails in a timely fashion (generally 24-48 hours) yet at times require a reply to their own email before they can best assist a student. Because of the nature of the position, the value of this timely assistance in a distance working relationship is apparent in both the literature and in the participant responses. Administrators’ respect of the importance of time when assisting their online faculty members demonstrates a feeling of appreciation and value for their team members.

**Active Role within the University**

Collison’s (1999) research indicates that institutional support, appreciation of ideas, and peer recognition are principal factors in demonstrating support of faculty and staff members. This idea appeared evident throughout the narrative review as the
participants expressed consistent feedback of a desire to play a more active role in the university through decision making, intensives, and curriculum development.

**Decision making and program development.** During the data analysis, I found it to be of great interest and benefit to the university that five of the eight participants noted a desire to be more active in the university’s decision making and program development. Samuel articulated his thoughts on the idea as follows,

> Being geographically distant, I don’t have a finger on the pulse of what’s going on or the thinking behind decisions, and so sometimes things are simply announced, and as my opportunity to simply respond to them, not always understanding what went before or why it was decided.

Leigh echoed similar sentiments,

> I think I feel disconnected in that I haven't had as many opportunities to participate… in the shaping of curriculum and the shaping of policies…in terms of how students are interacted with, what happens when a student doesn't participate appropriately […] I would really like the opportunity […] to be able to participate in those kinds of decisions and discussions.

Sara noted in closing that she would appreciate “training opportunities and opportunities that provide feedback to the institution from an adjunct perspective.”

Henry stated his desire for participation within the university through various means,

> I suppose that it still goes back to the need to close the gap more so through innovative dialogue, an involvement of the adjunct faculty with the core faculty, whether it be from program development, course evaluation, course development, course review, all the way to involvement with any of the intensives as needed
and regular periodic audio/videoconferencing of this nature I think could be beneficial.

Henry’s feedback appeared to be mutual, as other participants also discussed the ideas of participating in on-campus intensives and a desire for more faculty interaction and professional development.

**Intensives.** Lance described his desire to participate on campus in the intensive format, stating,

I remember very early on I had a conversation with one of my program directors about the fact that they do summer intensives and they like to bring in some of the adjunct faculty to help with those intensives, with grading and other things while the lead professors are spending the time with the students. I think it would be very powerful if they could find ways to include more adjuncts in the summer intensive activities. Having that opportunity to be on campus, to feel a little bit more a part of the program, and to actually meet and interact with more of the students.

Henry noted several times the importance of bringing adjunct faculty members to campus for intensives in order to foster the feeling of appreciation through community.

I could also see the value of having adjuncts participate on occasion in the intensive settings for residency-type purposes to interact with not only other faculty and administration but also with the student population as well.

**Professional interaction/professional development.** Lastly, in terms of a desire to play a more active role within the university, a request for more professional
interaction and professional development was ample throughout the narratives. Lance noted that he felt disconnected most when

I sign in and I see the announcements about things that are happening on campus for faculty and for students and know that I can’t be a part of those things.

When asked what inspires him to achieve as a professor Lance noted,

Another thing is professional interaction. That’s one thing that I haven’t had as much of in the [institution name] program as I have some other arenas. That’s not a criticism of [institution name]. I think that’s just the dynamics of the program being so large, but interaction with other faculty and other colleagues is huge.

He continued on to state that in terms of being an adjunct faculty member,

You don’t feel as much a part of the program, and quite honestly, I’m not as much part of the program as the faculty on campus, of course. I mean, they’re much more involved, but I think it [more university involvement] would tighten that bond a little bit.

Henry concurred by explaining a similar desire for community,

I would like to see more synchronous leader conferencing whether it be audio-conferencing, videoconferencing, with some of the folks there, giving adjuncts a chance to interact with the community there.

Lastly, Sara followed suit and noted,

It’d be nice if there were opportunities for say a continuing education unit. That would be good. Professional development and training. That would be good.
The participants offered a genuine depth in their replies and sincerity in their interest of bettering the educational foundation at the studied institution. This feedback is further reviewed in the following chapter.

**Administrator’s Support in Decision Making**

Four of the eight participants noted a desire for administration support when working with students. Samuel earnestly described his desire for support with these words,

I think that for adjuncts to be truly effective, they do need to feel affirmed and backed up by the administration, that if there is a feeling of, there’s a dispute between an instructor and a student, if there’s a feeling that the administration would be more sympathetic to the student because they are the paying participant, then the adjunct could feel, “Well this is more of a business than it is an educational experience.” That would be unfortunate. So I think the feeling of us as adjuncts that we have the backing and the support of the administration is very important. Feeling like they believe in me, that they have a level of confidence in what I'm doing, that somebody even knows what I'm doing, other than simply class surveys at the end of the course.

Appearing to have possibly encountered a negative experience in regards to administration support in the past, Samuel continued his appeal for backing when making decisions with students, stating,

Being open, that if there is a question or a problem, that they would be very willing to take the time to hear it. If I had a student that was a particular challenge or problem, that they would be supportive of me as the instructor, that
they would have more confidence in our relationship than they would in terms of a student. I’d like to feel that I’m innocent until proven guilty.

Though less descriptive, Leigh noted a similar call for backing from institutional administration, explaining that she feels most supported when dealing with a challenging student when

they back my decisions and recommendations regarding how to handle a student situation.

Elizabeth articulated a specific example in her response:

I feel the most supported when my online chair backs a decision, a grading decision that I've made. For example, at one point, one of my students who failed a course, which after the course was already finished, she challenged her grade, and the online chair wrote me, and I explained all the missing assignments and the poor quality of the student’s work, and she backed me on the grade that I had assigned that student. Basically, it was the student herself who had earned the grade but the online chair backed me in that, and that was very important.

Henry noted the desire for administration to back him in decision making not only in the decision itself, but also through time and effort in understanding the decision. He explained that when dealing with a challenging student,

Them [administration] looking into the issue, reading through the dialogue, having phone calls if need to be; essentially taking an active participating interest in the situation is going to make me feel supported.
Because this characteristic of appreciation was not noted specifically in the literature review, the concept of administration support in faculty decision making with their respective students is further evaluated in the following chapter.

**Intrinsic Motivation**

Another theme not initially evaluated in depth throughout the literature review yet prevalent in the data is the concept of intrinsic motivation. The role of both self and faith in the participants’ motivation to achieve was evident throughout the narrative analysis.

**Self.** When asked what motivated her to achieve her best professionally, Cynda began by stating,

> Whenever I'm given a job I do my best, and that's just me […] if I didn't want to do it I shouldn't accept the job, and if I’m accepting it, I'm saying this is something I really want to do, and I'm going to do my best.

When asked about the role that feeling appreciated plays in his job satisfaction, Henry commented in similar terms:

> I am pretty, a fairly strong self-motivator, and self-starter, so I don't really rely upon the institution to motivate me. My students, my commitment to the work, is where my motivation comes from.

Matthew answered that in terms of professional motivation,

> Basically my work ethic is that I'm going to do the best, the very best that I can, all the time.

Sara conveyed her thoughts on the power of self-motivation in professional achievement as follows,

> I stay fairly motivated most of the time. It's more of an internal thing rather than
an external thing.

**God.** Faith played a factor in motivational achievement as well. During the interview, Matthew mentioned his background in pastoral work and that he had the heart of a pastor. He also remarked that his relationship with God was the driving factor in his motivation to perform, stating,

> I would have to say it's my Christian work ethic. My inspirations, no matter what I do, I do consider it as working for God, and so I want to hear Him say one day “Well done good faithful servant.” And so that sort of inspires me to put forth the best that I can. Is it always the best? Probably not, but I strive for it.

Sara detailed a similar passion for the role of faith in her professional motivation, commenting,

> I think from a Christian perspective, I want to have a good Christian witness and honor God. From a professional perspective, I want to be a good team player and don't want to let anybody down and want to make sure that I'm giving my students good value for their tuition.

Although extrinsic motivation was the focus of the research, intrinsic motivation from self and from a relationship with God revealed a prevailing theme in the data. Motivation-Hygiene Theory (Herzberg, 1959) and Kalleberg’s (1977) theory of job satisfaction, discussed in the theoretical framework, both call for intrinsic motivation in job satisfaction and support the findings of this data.

**Stimulation through Student Interactions**

Although the research intended to focus solely on the experience of faculty members with institutional administration, the vital role that students play in contributing
to the faculty members’ feelings of appreciation was palpable throughout the narratives and therefore could not be ignored. Seven of the eight participants described a motivation or sense of satisfaction through their positive interactions with students. Samuel remarked that “relationships with the students [and] being in contact and available to them” was motivating; Leigh echoed similar thoughts, stating, “my relationship with the student would probably be primarily.”

Cynda explained that she becomes professionally motivated through her students, stating,

I get my inspiration […] when students succeed, I feel like I succeeded. If students fail, I feel like I failed them in some way.

She also explained that student relationships are most valuable to her in the educational workplace, commenting,

I want to be in constant communication with them [students]. I want to be able to encourage them and [be] able to give them what they need to help them to make it through.

Lance discussed his thoughts on motivation to achieve through similar sentiments, noting,

Another thing that motivates me is when I am able to identify a student that I can sense is really doing their best but really struggling, and I can kind of catch them kind of taking it out on themselves a little bit, so to speak, and you see a real opportunity to help turn a student’s educational experience in a positive direction.

While discussing the importance of relationships with administration, Henry was also clear to note the value in student relationships, stating,
Well, primarily relationships with the students. Secondarily, relationships with my instructional mentor and director and others who are at the [researched institution], but the primary relationship is with the students in the class.

Both Lance and Elizabeth discussed the importance of student feedback. Lance remarked,

Student feedback is big. I really appreciate good student feedback.

Elizabeth observed that her motivation comes from student feedback as well, commenting,

The students definitely have a large part in that because to get the positive feedback from the students and to feel like we're really connecting even though it's an online program that would have to be one of the greatest things that motivate me.

As a concluding thought on the subject of student interactions, Sara provided the following insight and challenge to her colleagues:

I think it's important that if professors are looking to be appreciated from their institutions, that they should also model it to their students and show appreciation to their students when they notice development in a student or [see] a student incorporate feedback from previous assignments into newer assignments…knowing when, or sensing when a student seems really invested in the assignment and not just on the letter of the assignment but really […] shows some initiative on it, those kinds of things. I try to do that in my comments with my students, to show them what I like as well as things that could benefit from more effort.
Monetary Incentives

Chapman and White (in press), Collison (1999), and Graham and Unruh (1990) all discuss the merits of non-financial incentives and the belief that appreciation of ideas, recognition, and institutional support can essentially reach in directions that monetary intensives cannot. Despite the researched theories above, the data to the contrary is undeniable and must be taken into account in methods of leadership and management principals. Four of the eight participants described the importance of monetary compensation in their feelings of appreciation from their institution. All of these four participants mentioned monetary reimbursement at least twice throughout their interviews. Samuel, who was very forthcoming about his joy in giving back to the counseling profession through teaching at the college level, was still mindful to discuss in three different replies the value in financial reimbursement. He stated that “the remuneration every two weeks is a delight.” Leigh shared comparable feelings and stated, “I enjoy the work, and I appreciate the extra income.” Elizabeth reported that she feels value from her institution through the following,

The compensation, the monetary compensation, is a factor. You know, to feel that we are paid well because we're expected to do a good job and our work is recognized.

Sara indicated similar feelings remarking,

It'd be nice if they had some kind of raises or something like that that we could go for. I mean, I've been teaching for the distance learning program at [researched institution] since its inception, and I've taught consistently I think all but for one semester, but I haven't had a pay raise.
Sara went on to suggest,

If there were some way to evaluate patterns over time and say, “Hey, you know what, this is a pretty good adjunct. Students have a good range of grades. We don't get a lot of complaints about this professor. The professor gets the grades turned in on time, gets work requests turned in on time…” those kinds of things. Hey, you know a little bonus at the end of the year, that wouldn’t be bad, financial bonus.

Leigh advocated for a similar opportunity,

I've asked about the possibility of raises for people that have been with [studied university] for a long time, for a longer period of time. I'm making the same amount that I made four years ago, and that's something that I think could go a long way in expressing appreciation either in a bonus situation or in a raise situation.

Understandably, many organizations, namely educational institutions, are constrained in their ability to raise pay and offer bonuses to their faculty and staff members. However, even more in desperate economic times, leaders, managers, and theorists alike cannot disregard the value of monetary compensation in demonstrating appreciation for high achieving team members.

**Guiding Questions**

The following section reviews and seeks to answer the guiding questions of the study.

**Guiding Question 1**

How do select online/adjunct faculty describe what it means to feel appreciated by the
institution that employs them?

A review of the data provided varied answers to guiding question 1. The seven themes that emerged from the data best answer this question. These themes range from tangible remuneration to the care in feedback provided and also include specifics of practicality in schedules. The themes visible in the data include: value of encouragement through words, significance of timely interactions, a desire to play an active role within the university, the need for administrator’s support in decision making, intrinsic motivation, stimulation through student interactions, and the importance of monetary incentives.

In regards to the specific institution being researched, participants saw monetary reimbursement, theme seven, as the primary method in which the university could demonstrate appreciation. As Elizabeth shared,

…the monetary compensation, I feel like the fact that it's not one of the lower paying institutions, that they do pay well shows appreciation and the fact that they value the work that we're doing and the preparation that we have undergone in order to get to this point as professors.

Leigh also expressed the desire for concrete methods of appreciation:

I think people experience appreciation in a wide variety of ways and definitely I think at this stage […] I think in a tangible way, maybe the [institution researched] administration, you know, the higher-ups, I think, rather than just my immediate supervisor, would be nice, in a tangible way, if it's a bonus of some sort, if it's a gift, that kind of thing would be meaningful I think.

When asked how she desired to feel appreciated from her institution’s administration,
Sara candidly replied, “from the administration? Paycheck.”

Still, monetary compensation is not all that the participants were looking for from their institution’s higher administration. When asked to describe his understanding of appreciation Samuel reported,

My understanding of appreciation? I guess one factor would be the approachability of those that are over me and my responsibilities, whether I feel comfortable in approaching them […] If I feel like I can share with them a problem and they would listen, if they would exercise the very principles that we teach in terms of basic counseling. Listening and valuing these feelings of the person that has shared.

Elizabeth shared,

Appreciation to me would be communication of the value that my superiors in the workplace see in me, the value of my work.

Elizabeth’s sentiments were shared by her colleagues in the multiple requests for expressions of words of affirmation and encouragement, theme one.

Reasonably, the study indicated that the participants felt more removed from the institution’s administration and therefore described lower expectations as well as lessened ability to articulate how upper administration affects their feelings of appreciation, job satisfaction, and motivation. When asked how he most felt appreciated by his intuitional administration, Henry described his feelings of detachment from the university in this way:

That's a hard question, because I'm not sure that I've ever perceived it. I don't get real discouraged with it because I probably have fairly low expectations of the
university. I have some appreciation of what it must be like on their end to manage the number of faculty, and given the parameters of the distances and the limitations thereby, and it's kind of a virtual community. So I probably keep my expectations low.

Prior to data collection, a review of educational policy and procedures indicated the necessity to differentiate for participants the distinction between the institution, or upper administration, and the faculty member’s more direct supervisors. It was conjectured that participants may feel different about the two different parties, because of their varying interactions and the decisions handed down from upper administration in contrast to the more consistent communication with their direct supervisor. Guiding question 2 aims to further consider these differences.

**Guiding Question 2**

How do select online/adjunct faculty describe what it means to feel appreciated by their immediate supervisor (direct administration)?

Guiding question 2 sought to concentrate specifically on feelings of appreciation in terms of the faculty member’s immediate supervisor. For purposes of this survey, this included the adjunct faculty’s instructional mentor and/or online chair. The narrative interviews indicated not only much higher expectations for their direct supervisor in adding to their respective feelings of appreciation (than that from institution administration), but also higher levels of satisfaction in the direct supervisors’ ability to do so. As Samuel remarked,

> Oh, I would call my mentor, and she's just always been encouraging and positive, always given very positive evaluations. So my primary link is through my
mentor, but the other administrators that I've talked to or met have also been positive and supportive. I would say my relationship with the administration is very good to me.

Leigh commented, “I feel valued when there is an effort made by my supervisor, who is my online chair, to thank me for my work.” When asked what encourages her to seek the interaction, guidance, and assistance of her institutional administration, Elizabeth answered,

When my instructional mentor calls me and e-mails me and answers questions in a timely manner that encourages me to feel like I can do that at any time.

Significantly, the initial question Elizabeth was asked was to identify characteristics of the institution’s administration, yet she immediately replied with an answer about her direct supervisor, her instructional mentor, indicating a preference or inclination to interact with her direct supervisor prior to engaging with upper administration.

Silmerman’s (2000) approach to leadership includes the focus on sincerity in encouragement. He noted that exaggerated praise can have a negative effect on the work relationship and the level of trust among the manager and staffer. Research also indicates the need for demonstrating specific and individual appreciation, recognition, and encouragement as well as the emphasis of leaders and managers to personally deliver the recognition (Chapman & White, in press; Graham & Unruh, 1990; Luthans, 2000; Nelson, 1995). The participants’ feedback confirmed these preferences. As Matthew noted,

I think frequency of some type of personal communication, again, not just a blanket e-mail to all adjuncts saying “Hey, good job. Keep it up,” that sort of
thing, maybe a rotational thing going through and, again, bringing out something they've seen for an individual and what they’ve done.

Drawing on her personal experiences as a supervisor and work outside of online teaching, Leigh stated,

My understanding of appreciation in the workplace is that, that a supervisor would communicate gratitude and appreciation personally through written notes. Sometimes, you know at this time of year, as a supervisor I would provide gifts, this is for my regular […] in-person job […] I would say like a small gift, those kinds of things.

Elizabeth felt valued by her current institution through,

just the positive feedback on evaluations. My instructional mentor has provided some good feedback to me that made me feel like I'm on the right track and that I'm doing what is expected of me and hopefully more than what is expected of me.

Guiding questions 1 and 2 searched for current feelings of appreciation among the participants in terms of both institutional administration and direct supervisors. Guiding question 3 attempts to determine what specific factors lead to these feelings of appreciation in a distance working relationship.

**Guiding Question 3**

What specific factors do participants indentify as contributing to those descriptions?

Guiding question 3 aims to identify specific factors and provide concrete illustration of qualities in the distance working relationships that lead to feelings of appreciation. The purpose of this question was to provide real-life patterns that have
proven successful in the hopes that institutions and leaders can include these examples in their management styles.

Lance relayed that he felt most valued by his institution through the following means,

With this institution, one thing has been being specifically an online adjunct professor, not full-time, is it seems as though they recognize that most adjuncts live fairly complex lives. We’re usually squeezing our teaching responsibilities in between other job duties. A small example of that would be that we get online announcements once a week from program directors and other people, and what my instructional director does for me is he just copies that into an e-mail and shoots an e-mail out every week when those announcements are posted. That way I get it right on my phone, wherever I happen to be, and it saves me from having to necessarily login at particular times to get those announcements, really helps ease up my schedule a little bit.

Another example provided that also relates to one of Chapman and White’s (in press) four Languages of Appreciation, *time*, was given by Matthew,

It would be maybe nicer, most of them send e-mail, but I know a couple of times when I have had a really hard situation with the student, it probably would be nice if I'd gotten a phone call more than just e-mails to kind of talk it through.

Leigh conveyed a similar desire for time in order to feel appreciated by the university, remarking,

I would very much like the opportunity to come to [studied university]. I’ve never been invited to come to participate in a faculty forum, for example, where
those of us who have been, who have quite a bit of experience now in teaching online, in teaching online for [studied university], would have the opportunity to meet at [studied university]. I’ve never seen the campus. I've never been there. And I think that would just be, that would be very meaningful to me, personally.

While Lance, Matthew, and Leigh communicated a desire for time from the administration, others relayed a request for words of affirmation, also a language of appreciation in Chapman and White’s (in press) research. Elizabeth stated,

I guess it would be nice along with the report, just a few words, of personal words, of encouragement. You know, like “You're doing a great job. It looks like your students really enjoyed your course,” so something short, but more personal than just receiving the report.

Elizabeth is referring to the report that is generated from student feedback at the conclusion of each term. The report itself is created through a computer program and sent to adjunct faculty members’ via email. There is no indication that the report has been read by the faculty member’s supervisors, as all feedback is generated by student comments. Elizabeth’s remarks indicate a specific example of how supervisors can provide individualized feedback to their faculty and deliver this encouragement personally.

Henry provided a thorough description of appreciation that included a need for words of affirmation, but also a call for supervisors to go a step beyond,

Well I think appreciation is more than just saying nice words and being kind. I think appreciation, I think of it as having an understanding, a grasp, of what is involved in an individual's activities or task or job, and so appreciation involves
respect and a knowledge of those activities to the extent that the director or the supervisor or employer, administrator, can more effectively interact with that understanding. That’s in my mind appreciation. I know what it's like to be in this person’s situation. That's appreciation, and I respond accordingly.

Lance requested similar input from his institution’s administration, stating,

I would say appreciation needs to be not only recognition of a person’s efforts, but also encouragement and prompting to improve in all areas. There’s a combination.

To conclude a review of the contributing factors relevant to the phenomenon of appreciation, when asked how she most feels valued by her institution’s administration, Leigh replied,

I think for me, an acknowledgment that my concerns are valid and that my ideas have some merit and that they would be willing to consider that.

After exploring specific illustrations in the data that lead to feelings of appreciation, the research then moved to evaluate the role that appreciation plays in job satisfaction.

**Guiding Question 4**

How do participants feel that receiving appreciation relates to their own job satisfaction?

Interestingly, the responses related to guiding question 4 were completely varied. On one end of the spectrum, when asked how feeling appreciated related to her own job satisfaction of teaching online, Leigh remarked,

Probably not a great deal in this particular setting because I think I get good job satisfaction in my interactions with the students.
While this may be true for Leigh, it is significant to note that she also commented with statements to the contrary, including two requests for more increased monetary compensation, two requests for gifts from supervisors, and a request to visit the university in order to achieve more professional interaction. Though her interview also contained requests for additional monetary bonuses, professional development and recognition, Sara commented in a similar fashion:

Again, because my motivation is pretty intrinsic as opposed to extrinsic […] I don't look for a whole lot, and I realize that people are really, really busy and spending a lot of energy on making sure that everybody get's patted on the head every time they do something nice is just, it’s not realistic. It’s not, it’s not in this world.

In the middle of the spectrum on the role of job satisfaction was Henry who relayed:

Oh, I mean, I think it's a factor. I don't know how high of a factor it is. I am pretty, a fairly strong self-motivator, and self-starter, so I don't really rely upon the institution to motivate me. My students, my commitment to the work is where my motivation comes from.

Still, the value of appreciation in overall job satisfaction was clearly identifiable in the data. Matthew disclosed,

I believe that the idea of knowing that what you are doing is accomplishing something, that it is appreciated, that it’s being seen […] sometimes as I said I’ll be working late at night here grading all the papers for the courses that I'm taking, and it's like other than the student who's getting the response from the grade, you
know, nobody doesn't even know or care that I'm sitting out here doing this. So I think it’s vital and important. It gives you that little extra boost to accomplish what you need to do.

Elizabeth felt similarly on the importance of appreciation in job satisfaction, stating,

It relates tremendously because obviously it's a job that we're paid for, but when a person feels that they're doing a good job and that they’re appreciated, that is a whole different level of fulfillment apart from the monetary aspect, just knowing that the work is valued and appreciated is a great motivator and a great sense of fulfillment.

In closing, though the feedback varied, as Elizabeth commented, “I think it's an important topic because I do feel that feeling appreciation is one of the best motivators for people to continue to do a good job.” Because of the value in the topic of workplace appreciation, the final guiding question seeks to evaluate the strength in White and Chapman’s (2009) *Motivating by Appreciation Inventory* and its usefulness in the fields of management and educational leadership.

**Guiding Question 5**

How do the participant descriptions compare and contrast with the findings of the *Motivating by Appreciation Inventory* (White & Chapman, 2009)?

The final question of the study allowed for a noteworthy comparison between answers provided in the assessment format and answers communicated in the narrative interview format, with both formats designed to determine the participants’ language of appreciation in the workplace.
Table 4.2

*Comparison in Participant Survey and Interview Results*

<table>
<thead>
<tr>
<th>Pseudo Name</th>
<th>School</th>
<th>Gender</th>
<th>MBA-Survey</th>
<th>MBA-Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynda</td>
<td>EDUC</td>
<td>Female</td>
<td>Quality Time (primary)</td>
<td>Words of Affirmation (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words of Affirmation (secondary)</td>
<td>Quality Time (secondary)</td>
</tr>
<tr>
<td>Lance</td>
<td>COUN</td>
<td>Male</td>
<td>Acts of Service (primary)</td>
<td>Time (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words of Affirmation (secondary)</td>
<td>Time (primary)</td>
</tr>
<tr>
<td>Henry</td>
<td>COUN</td>
<td>Male</td>
<td>Words of Affirmation (primary)</td>
<td>Time (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tangible Gifts/Acts of Service (secondary)</td>
<td>Time (primary)</td>
</tr>
<tr>
<td>Matthew</td>
<td>EDUC</td>
<td>Male</td>
<td>Quality Time (primary)</td>
<td>Words of Affirmation (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words of Affirmation (secondary)</td>
<td>Words of Affirmation (secondary)</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>COUN</td>
<td>Female</td>
<td>Quality Time (primary)</td>
<td>Tangible Gifts (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tangible Gifts (secondary)</td>
<td>Quality Time (secondary)</td>
</tr>
<tr>
<td>Sara</td>
<td>COUN</td>
<td>Female</td>
<td>Acts of Service (primary)</td>
<td>Tangible Gifts (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words of Affirmation (secondary)</td>
<td>Time (secondary)</td>
</tr>
<tr>
<td>Samuel</td>
<td>COUN</td>
<td>Male</td>
<td>Acts of Service &amp; Words of Affirmation (primary)</td>
<td>Words of Affirmation (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality Time (secondary)</td>
<td>Quality Time (secondary)</td>
</tr>
<tr>
<td>Leigh</td>
<td>COUN</td>
<td>Female</td>
<td>Quality Time (primary)</td>
<td>Tangible Gifts (primary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words of Affirmation (secondary)</td>
<td>Quality Time (secondary)</td>
</tr>
</tbody>
</table>

Table 4.2 above visually demonstrates the similarities and differences in results of both the participants’ primary and secondary languages of appreciation. MBA Survey (White & Chapman, 2009) results were determined through a thirty question assessment, in the either/or format, which the participants took eleven months prior to the narrative interviews. The results of the narrative interviews were determined through the phenomenological coding process (see Table 4.3 below). There was a direct match, both primary and second languages of appreciation in the same order, with one of the eight participants. There was a match of both primary and secondary languages, in either order, with four of the eight participants. There was a match of either the primary or the secondary language with seven of the eight participants. Only one participant, Sara, did
not indicate a match in either her primary or secondary language. Sara scored the highest in needing *acts of service* and *words of affirmation* on the MBA Inventory (White & Chapman, 2009), yet her responses to interview questions on appreciation strongly suggest her languages of appreciation to be tangible gifts and time. Table 4.3 below provides examples of how the four languages of appreciation were communicated throughout the interviews.

Table 4.3

<table>
<thead>
<tr>
<th>Language of Appreciation</th>
<th>Significant Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Praise/ Words of Affirmation</strong></td>
<td>&quot;The appreciation could be just a note saying, you know, “You worked hard at this time. We appreciate that.” It doesn't have to be a whole lot.&quot; -Cynda</td>
</tr>
<tr>
<td><strong>Quality Time</strong></td>
<td>&quot;I know a couple of times when I have had a really hard situation with the student, it probably would be nice if I'd gotten a phone call more than just e-mails to kind of talk it through.&quot; -Matthew</td>
</tr>
<tr>
<td><strong>Acts of Service</strong></td>
<td>&quot;A small example of that would be that we get online announcements once a week from program directors and other people, and what my instructional director does for me is he just copies that into an e-mail and shoots an e-mail out every week when those announcements are posted. That way I get it right on my phone, wherever I happen to be, and it saves me from having to necessarily login at particular times to get those announcements, really helps ease up my schedule a little bit.&quot; -Lance</td>
</tr>
<tr>
<td><strong>Gifts</strong></td>
<td>&quot;…in a tangible way, if it's a bonus of some sort, if it's a gift, that kind of thing would be meaningful I think.&quot; -Leigh</td>
</tr>
</tbody>
</table>
Appreciation in Higher Education: Textural Descriptions

In accordance with phenomenological research, the following step of defining textural descriptions was completed. To gather the textural descriptions, the significant statements and themes from each co-researcher were evaluated and a composite meaning depicting the experiences of the whole group was developed (Moustakas, 1994). Creswell (2007) referred to the textural description as defining the “what” of the experience.

In her interview Elizabeth commented,

The students definitely have a large part […] because to get the positive feedback from the students and to feel like we're really connecting even though it's an online program; that would have to be one of the greatest things that motivate me.

Elizabeth’s words epitomize the sentiments shared throughout the narratives. While teaching online presents a faculty member with its own set of challenges and difficulties, the relationships built throughout the education process are what make facing these obstacles worthwhile. Interactions with students are no doubt significant in teaching at any level and in any format; the same is true with online teaching, as demonstrated in the study.

Also seen in the research was how appreciation is experienced in this learning format. Most likely due to the independence the position already requires, adjunct faculty do not want for much and do not expect much. A personalized e-mail of recognition, a timely phone call to solve an immediate concern, or a teleconferenced faculty meeting welcoming feedback can speak volumes in terms of administration appreciation of their online faculty members. Even through a distance, appreciation is
still felt in terms of verbal praise, quality time, acts of service, and at times gifts. In a
global economy focused on operating most efficiently from a distance and with a
continued growth in technological communication, there is reassurance in knowing that
relationships can be built, the educational process achieved, professional development
cultivated, and minds inspired to achieve through distance working, teaching, and
learning relationships.

**Appreciation in the Online Workplace: Structural Descriptions**

Working off of Moustakas’ (1994) definition, Creswell (2007) termed the
structural description as the “how” of the experience. In this step, the significant
statements and themes were gathered to compose a “description of the context and setting
that influenced how the participants experienced the phenomenon” (Creswell, 2007, p.
61).

Working in the online community provides a unique professional experience with
consistently changing rules, expectations, and opportunities. Henry described his online
working environment as a “virtual community.” Lance explained “I think that’s just the
dynamics of the program being so large.” Samuel talked of being “geographically
distant” from the institution as well as from the thinking behind decisions. Matthew
concluded his interview with a picture of what teaching online looks like:

I believe that the idea of knowing that what you are doing is accomplishing
something, that it is appreciated, that it’s being seen […] sometimes as I said I’ll
be working late at night here grading all the papers for the courses that I’m taking,
and it's like other than the student who's getting the response from the grade, you
know, nobody doesn't even know or care that I'm sitting out here doing this. So I
think it’s vital and important. It gives you that little extra boost to accomplish what you need to do.

The visual of working without being noticed, appreciated, or regarded is a daily reality for faculty members teaching online. Still, Samuel also commented on his gratitude for the “great flexibility” and the ability to travel that teaching online provides. This flexibility brings both a positive and negative side to teaching from a distance. Online faculty members’ weeks generally include posting announcements, answering emails, grading, and taking care of numerous administrative requirements sent out from their department. The workday of an adjunct faculty member does not stop at 5pm or even on the weekends. Online faculty are directed to respond to emails within 24 hours preferably, 48 hours at the maximum. Because work can be done almost anywhere, work never really stops and there is always something to be done. A constant need to check email or to find wireless internet when outside of the home or office is a part of the adjunct faculty member’s daily life. The flexibility in work day and work environment is significant, yet if the relationships are lacking, the distance and solitude this creates is palpable.

Still, decisions are not made alone; yet, adjunct professors often find themselves waiting for a reply from their supervisors in order to assist students and to make the best decision in the situation at hand. A prompt reply from administration is greatly appreciated by adjunct faculty as this not only allows for a situation to be resolved quickly, but it also demonstrates to the faculty member that what they are facing is significant to the administration and that they are not alone; they are backed by the administration in the decision making process. In this regard, an online faculty member
appreciates a phone call from their supervisor to discuss a difficult decision or a challenging student issue. Online faculty members also demonstrate a desire for quality time not only during the problematic times, but also when things are going well and when the faculty member has exceeded expectations. Just like their students, faculty members enjoy consistent feedback. Not only at the yearly mark or through the automatic student evaluations, but more frequent personal feedback from their supervisor is valued.

**Essence of the Experience**

Creswell (2007) defines the essence of the experience as the ultimate goal of the phenomenologist. This final step in the data analysis condenses the textural and structural meanings of the experience into a brief description in order to most accurately capture the experience of all participants in the study (Moustakas, 1994).

As a researcher familiar with the experience studied, I believed that the participants all supplied a realistic view of the experience of teaching in the online setting. All eight co-researchers provided details of their enjoyment of teaching online and their satisfaction with the university’s leadership and administration. Each participant also offered constructive feedback for the institution as well as for the profession in general. While I originally feared that some participants would hold back in sharing their concerns or criticism, due to the apprehension of professional repercussions, the narratives appeared to demonstrate the participants’ comfort in communicating their authentic feelings on the subject.

Through the interviews, there was a focus on both the tangible and the intangible. Clearly, monetary incentives, positive emails and phone calls, and quality time in professional development are desired and appreciated characteristics of a faculty member.
feeling appreciated by their administration. Still, the importance of student interaction was a thread consistently woven through each interview. Leigh stated that her relationships with her students were most important to her as a professor and she felt most motivated to perform her best professionally through her interactions with students. Samuel stated that he felt most inspired to achieve as a professor through “the transfer of information, knowledge, of helping [students] understand relationships better, contributing to other people’s lives by helping them along in the academic pursuit.” Henry remarked on his desire to “contribute to the next generation of folks coming up and to continue the efforts in our field.” Though the hard work is evident, the positive feedback from student relationships appears to merit the time invested in the profession. This feedback indicates that the process is circular. Administrators benefit and also rely on the hard work from their faculty members; hence, appreciation needs to be demonstrated effectively. These online professors feel most appreciated and respected from all levels of university administration when this hard work is noted through words, time, and service.

**Summary**

This chapter began with a look into the researcher’s personal experiences with the subject as well as an introduction to the co-researchers. The chapter also included an analysis of the data through a discussion of seven emergent themes and a review of the original five guiding questions. In the spirit of phenomenology, the chapter concluded with textural descriptions, structural descriptions, and the essence of the experience (Moustakas, 1994). In the next and final chapter, the research will come to an end with a
discussion of the findings, implications of the study, limitations of the study, and recommendations for further research.
CHAPTER FIVE: DISCUSSION

The intent of this study was to evaluate the phenomenon of feeling appreciated through a distance working relationship, primarily to illustrate the specific factors that lead adjunct faculty members to the experience of appreciation. Narrative data was collected through the interviews of eight co-researchers. Moustakas’ (1994) method of phenomenology was utilized in the analysis of data. Through this approach, significant statements were explored and seven specific themes were identified. The following chapter will include a summary of the findings, implications of the study, limitations of the study, and recommendations for further research.

Summary of the Findings

Through the coding and clustering of the significant statements and quotes expressed by the participants, the following themes emerged: value of encouragement through words, significance of timely interactions, a desire to play an active role within the university, the need for administrator’s support in decision making, intrinsic motivation, stimulation through student interactions, and the importance of monetary incentives.

In comparison to the work of White and Chapman’s *Motivating by Appreciation Inventory* (2009), three Languages of Appreciation were clearly deemed effective in the narrative interviews, with the fourth being more difficult to identify. The most predominant language was *words of affirmation* or *verbal praise*. All eight participants discussed a preference, request, or positive reception to words of affirmation, encouragement, and/or recognition.
The language of appreciation of *time* was also a prevalent factor throughout the interviews. *Time* in this study takes into account the request for timely interactions and replies from administration as well as a desire to play a more active role in the university. Again, eight of the eight participants discussed the value of time, whether it was a gratitude for immediate replies or a request for more time in professional interaction.

Three of the eight participants demonstrated a high preference for the language of appreciation, *gifts*. For instance, Leigh indicated three times in her interview a preference for small gifts, especially during the holidays, as a means of appreciation from her supervisor. She stated that as a supervisor herself at her full-time job, she also likes to provide small gifts to her employees. Leigh’s interview suggests that individuals often provide that same language of appreciation that they desire; in this case, gifts.

The final language of appreciation, *acts of service* appeared to be the most difficult to determine in the online context. For example, Samuel scored the highest in terms of acts of service on the MBA Inventory (White & Chapman, 2009), yet his narrative responses never mentioned a request for more actions on the part of his administration. Instead, he discussed his enjoyment of *words of affirmation* and *time*. Through further review of the interview responses, there is a possibility that *time* and *acts of service* are more difficult to distinguish between in the online setting. An illustration of this is the request for a phone call instead of an email. This request was mentioned to varying degrees in each interview. Depending upon the intent of the request, the phone call may be either viewed as *time* or *acts of service*. As the next section will discuss, further research is needed to investigate these differences.
Motivation through self, God, and student-interaction were also communicated, with diversity in replies. The study demonstrated that the majority of the individuals were motivated by a varying combination of the three (self, faith, students), yet the degree to which they found the most motivation significantly differed. Therefore, while this study focused primarily on the tangible, visible, and perceptible components of feeling appreciated, the intangible and indefinable clearly could not be disregarded. The concept of intrinsic motivation was actually anticipated in Chapter Three to be a shortcoming of the study and the results indicated validity in this projection; further review of the role of intrinsic and faith-based motivation in online teaching would be significant in the research of job satisfaction.

Review of the Theoretical Framework

Notably, the theoretical framework was active throughout the study, showing promise for the applicability of the research’s findings in the fields of higher education, work satisfaction, and leadership. To begin with, Maslow’s (1970) Hierarchy of Needs indicated a desire to have esteem needs and self-actualization needs fulfilled, once the three basic sets of needs were met. Safety, the second set of needs, included employment and resources, which was covered through the respondents’ desire for monetary incentives. Examples of esteem needs include achievement and respect of others. Examples of self-actualization needs include creativity and problem solving. All of these needs were expressed throughout the participants’ interviews in the requests for active participation in the university, administrator’s support in decision making, and personal verbal affirmation from their supervisor.
Secondly, Alderfer’s (1972) Existence, Relatedness, and Growth Theory called for significant relationships with others and the ability for workers to be productive and creative in their environment. Both factors again were relevant to the participant interviews in that respondents frequently requested more personal interaction from university administration and stimulation through student interactions as well as the desire for the ability to influence policy, develop course curriculum, and interact further with university faculty (active role within the university). As conjectured in Alderfer’s (1972) theory, satisfaction requires individuals to have the opportunity to engage in situations that employ their total capacities and the development of new skills. This theory is evident in the co-researchers’ desire to further develop their skills in the world of online-education, even including the use of WebEx to complete the study interviews.

Herzberg’s (1959) Motivation-Hygiene Theory proposed the value of a person’s growth and development in an individual’s motivation to perform in the workplace. These motivation factors include recognition, achievement, responsibility, and promotion. These desires were expressed through the co-researchers’ requests for an active role within the university and administrator’s support in decision making.

Kalleberg’s (1977) Theory of Job Satisfaction focuses on six dimensions of work that play a factor in job satisfaction. All seven themes of the current study are supported by this theory. Adams’ (1965) Theory supports the need for financial rewards, as noted in the monetary incentives theme. Vroom’s (1964) Expectancy Theory discussed that proficient performance will be noticed and rewarded, in turn leading to a greater sense of motivation and hard work. While the participants did not state they felt the desire to work harder when they are noticed, they did clearly reply with a desire to be noticed and
personally recognized as well as recognized more frequently. However, utilizing Vroom’s (1964) theory, it can be assumed that hard work is an outcome of this recognition. Lastly, while emotional and social intelligence (Goleman, 1995, 2006) are traditionally more difficult to measure, the importance of relationships were significant throughout the study. Themes related to emotional and social intelligence included encouragement through words, significance of timely interactions, administrator’s support in decision making, and stimulation through student interaction.

**Distinguishing Findings from Prior Research**

Moustakas (1994) calls for the researcher to revisit the literature and to “distinguish his or her findings from prior research” (p. 155) during the conclusion of the research manuscript. Two significant themes appeared to be in contrast to the research included in the literature review. First, the need for administrator’s support in decision making was almost completely irrelevant in the literature review. Austin, Gappa, and Trice’s (2005) model of essential elements in faculty work includes the following factors: balance and flexibility, employment equity, professional growth, collegiality and community involvement, academic freedom and autonomy, and respect. In addition, Rosser’s (2004) research discussed the values of resources, workspace, administrative support (with paperwork, processes, etc., not decisions), and course load in her study on the impact of “worklife” on a faculty member’s satisfaction. Both studies failed to highlight the value of administrator’s support in decision making. Given that administrator’s support was not a principal factor in the research, the data collected indicates either a prevalence of the institution researched not backing its faculty in decision making or a gap in the literature.
Secondly, the importance of monetary incentives somewhat contracted the research initially explored in this study. Four of the eight participants commented on either their gratitude for the current salary of an adjunct professor or requested for bonuses for consistently above average performance. In contrast to the findings of the data, Collision’s (1999) research indicated that an appreciation of ideas, institutional support, and peer recognition are actually more affective in demonstrating support of faculty and staff than is money and financial incentives. Chapman and White (in press) find that money alone is not sufficient for work satisfaction. Still, the consistency of its importance over relational aspects in the narrative data cannot be ignored.

Still, these two factors, one tangible and one intangible, were deemed by the co-researchers as significant components in the feeling of appreciation in online teaching. The data presented in this study denotes the need for a balance in the both tangible and intangible factors, including monetary benefits and relational appreciation. To further determine the accuracy of this assumption, further research should be conducted both in and outside of the current institution.

**Implications**

As a researcher and educator, I was encouraged at the quality and detail in feedback that my co-researchers provided to the study. These ideas allow me the opportunity to present concrete narrative data to university leadership in the pursuit of our common goal to enhance the institution’s quality of education. The university researched has made great strides to reach out to online students in order to ensure their satisfaction. The same efforts should be made to reach out to online faculty. Some would argue that a university and its programming should be centered on the students,
and while there are some merits to the viewpoint, I would contend that the feelings and the input of the faculty are equally important. Gappa and Leslie (1993) maintain that an institution’s cultural and political climate is the primary factor in the appreciation of part-time faculty. Their research indicates that while some institutions regard part-time or online faculty solely as a cost efficient method of teaching and view online faculty on the periphery of the institution’s curriculum development, decision making, and educational system, other institutions wisely chose to capitalize on the resources that their adjunct faculty provide.

In agreement with Gappa and Leslie’s (1993) research, Chapter Four of the study discussed that a common thread through the interviews was a desire for the adjunct faculty members to be play a more active role within the university. This theme indicated that a there is a current pool of resources with a wealth of new knowledge and experience currently being untapped throughout the institution. Not only are these faculty members professionally capable and bring the added benefit of “real-life” experience, but they are excited and enthusiastic with the idea of participating in the university through program development, intensives, and professional interaction. This generates the notion of bringing fresh ideas and also demonstrates the adjunct faculty members’ investment in the educational future of the university. By extending an invitation for more online faculty members to participate on campus, the university can in turn validate its investment in both the educational future of the institution and in the significance of the work of adjunct faculty.

The prevalence throughout the narrative date of the desire for verbal praise also provides implications for university leadership. As a supervisor myself, I am aware of
the tendency for managers to easily forget to make mention of the positive, yet to frequently notice the mistakes made or errors that need to be corrected by their employees. However, the participant interviews clearly demonstrate the need for positive feedback, encouragement, and the assurance that the faculty member is on the right track. In the online setting, this may be through more frequent and personal evaluations, emails, or even a note in the mail. Online faculty members indicated that they did not have a high level of needs; these simple requests can be met with relatively little effort, yet have a tremendous outcome and positive effect in demonstrating appreciation and building relationships among faculty and administration.

Although verbal praise was the most requested Language of Appreciation, quality time, acts of service, and tangible gifts also were prevalent relational needs expressed throughout the interviews. Examples of these include telephoning to check in on the faculty member, providing assistance with technology difficulties, or offering a university t-shirt for outstanding performance. This variation in reply and request indicates the need for leaders to be most effective relationally by determining the appreciation needs of their support staff and faculty either by simply asking them or through a more formal assessment such as the Motivating by Appreciation Inventory (White & Chapman, 2009). Adequately assessing a faculty member’s relational needs, allows an administrator to best show appreciation to their staff and in turn build a positive work environment and create the utmost work production.

Use of WebEx

This study also utilized a relatively new tool, WebEx (WebEx, 2010) to conduct narrative interviews for qualitative research. Similar to Skype, WebEx is a web-based
service that allows individuals to meet in real time through video and audio connections. The meetings can be recorded and although not used in these interviews, computer desktops can be shared. Though the technological interactions were not without flaw, the experience did provide a solid foundation for research conducted in this format. The use of WebEx also demonstrated the usefulness of “meeting” with faculty members, administrators, or students in this format while still working from a distance. The incorporation of WebEx in training sessions, faculty development, and professional interactions is encouraged both because of the multiple requests throughout the interviews for this form of “quality time” and also because of the convenience of this program to interact and build relationships from a distance.

**Study Limitations**

Moustakas (1994) described knowledge of intentionality by explaining that as researchers, “we must be present to ourselves and to things in the world, that we recognize that self and world are inseparable components of meaning” (p. 28). My current world revolves around tight deadlines, an overflow of emails, taxing grade appeals, and steady meeting requests; my current self simply desires more time in the day. As a novice researcher, new to the field of narrative study, I struggled at times to separate my world from the world of my participants, who I believed must have been feeling the same pressures that I am under. Because of my understanding of the time constraints already placed upon an adjunct faculty member and a professional in the fields of education and counseling, I felt hesitant to ask too much from my co-researchers. While my intent was to respect their already very busy lives, I do believe that a limitation of the study was my confidence in asking a participant for a lengthy
amount of time in interviews. My goal is to improve upon this confidence in future research and with studies of varying populations.

**Shortcomings**

The study’s most prominent shortcoming seemed to be the relative newness of the *Motivating by Appreciation Inventory* (White and Chapman, 2009). While a pre-test has been run on the tool in order to determine reliability and validity, it remains considerably new in the field. Therefore, as with all assessment tools, more research is needed in order to demonstrate the applicability of the role of languages of appreciation in the workplace.

In addition, this study did not take into account that some individuals rely on intrinsic motivation to produce in their workplace rather than the relationships with their colleagues and managers, for example, the appreciation shown by their leaders. This idea would affect how an individual would relate to appreciation shown in the workplace. Lastly, the study did not differentiate between appreciation desired and appreciation demonstrated. Instead the results presented through the assessment tool indicate that individuals express appreciation in the same manner that they desire it, “utilizing their preferred languages of appreciation” (Motivating By Appreciation Inventory, White and Chapman, 2009). It is recommended that future studies take this distinction into account.

**Potential Threats**

A realistic threat to transferability of findings that must be addressed is that the study was that the research was conducted at a faith-based university. Because the beliefs held by the faculty are conservative, Biblical values, the results may not necessarily be reproduced at another private or public university with a more liberal or secular belief system. Additionally, there was a possibility of a reactive effect in the
study, as the participants were aware that they were chosen for a study in relation to appreciation in the workplace. There is the potential that participants in the study either minimized or over-emphasized their beliefs about the role of their feelings of job satisfaction in the workplace for the means of the study. Ary, Jacobs, Razavieh, and Sorenson (2006) also discussed the possibility of the novelty effect. Because participants were given the *Motivating by Appreciation Inventory* (White & Chapman, 2009) assessment tool before the observation, this may have led to an attention to express a greater need for appreciation in the workplace or anxiety because one is not receiving enough appreciation. Therefore, there was potential for these feelings to impact the results. Lastly, while it is hoped that the participants felt comfortable and safe in the interviews, it is plausible to understand that participants may have been less likely to express their true feelings due to a fear of negative administrative consequences in the workplace.

**Delimitations**

While this assessment is hoped to be widely applicable or relatable to many faculty members working in the field of education, the current study is limited to online faculty in higher education. Because all participants were online faculty members and interviews were structured around the university setting, the results may be limited to online education, specifically higher education. Additionally, there were no participations that held a full-time contract with the University.

In order to determine what practices are most efficient in expressing appreciation in a diverse setting of workplaces, more research would need to be conducted in settings outside of the university environment. This would include studies in other areas of
education, as well as research in the fields of business, medicine, government, law, etc. The following section will discuss more specifically recommendations for future research of the current delimitations of the study.

**Recommendations**

This study aims to lead to further research in the areas of appreciation, online learning, and leadership skills in distance working relationships. Based on the findings and the newness of the assessment, I recommend that further research is done to study the reliability and validity of the *Motivating by Appreciation Inventory* (White & Chapman, 2009). The current narrative data indicates that the Inventory appears to be a suitable method of measuring how faculty and staff members desire to be appreciated in the workplace. Based on the narrative interviews, the four languages of motivation are applicable to work relationships, yet with all new studies, more research would be beneficial in order to capture an accurate picture of the assessment’s place in education.

In addition, based on the limitations discussed above, further research in other departments throughout the university, such as the more technical schools of business or the sciences in relation to the helping fields of education and counseling, would provide a valuable comparative study of how faculty members in various fields desire to feel appreciated from their administration. Also, similar studies among other institutions throughout the nation, including comparing state universities and private universities, along with comparative studies of new and veteran faculty and tenured and non-tenured faculty would present useful data for institutional leadership in terms of how diverse institutions and departments are successfully appreciating their faculty. Other potential studies of interest may include: the relationship between individuals’ languages of
appreciation and assessed personality types; the correlation of individuals’ languages of appreciation in the workplace and their personal preferred love language; the correlation of supervisors’ perceived languages of appreciation for their supervisees versus the self-reported languages of appreciation by the supervisee; and the difference of employees desired languages of appreciation from their supervisor as opposed to their desired languages of appreciation from their colleagues. Lastly, it would also be beneficial to conduct a comparative study among faculty who teach both residentially and online, in order to demonstrate the effectiveness in leadership and work relationships in person versus from a distance. The data from these potential studies could prove valuable in offering diversity to the participant pool and data results.

**Locating the Researcher**

Though reflexively bringing the study back to the researcher is most characteristic of narrative research rather than phenomenology, qualitative research does allow for a mixing or blending of certain aspects of the various designs (Creswell, 2007). The “Locating the Researcher” section is included in this study in order to demonstrate where the research has brought me as both a researcher and as an educator. As I conclude this research study, I am left with a tremendous sense of responsibility to my co-researchers, who have entrusted me with their thoughts and feedback. The comments, concerns, criticisms, and suggestions were communicated not with a tone of negativity, but with a sense of optimism and hope for both the growth of the institution and the further development of the profession. As I bring to a close my writing portion of the research, my work in the field of higher education and online learning has just begun. With the knowledge learned during the study and the valuable feedback obtained, I feel an
awareness of the accountability to which I will hold myself out of gratitude to my co-
researchers and also out of a heart for contributing to the field of higher education.

Conclusion

This chapter opened with a summary of the research findings. Implications of the
study, including the innovative use of WebEx technology, were discussed. Next, study
limitations and recommendations for future research were presented. The study
concluded by locating the researcher.
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APPENDIX A

Request for Participation

Date ________

Dear ________,

Earlier this year, you completed three rounds of assessments for a pilot study associated with my dissertation in educational leadership at Liberty University. I would like to thank you for your interest and willingness to participate in my dissertation research on the experience of appreciation in higher education. I greatly value the unique perspective that your initial participation has provided in my study and would appreciate your consideration for further participation in the future. The purpose of this letter is to request your participation in a qualitative research format of a related study.

While initial participation was completed through assessments sent via email, because of the nature of qualitative research, further more in-depth research is required in the interview format. Interviews will be conducted via Skype. Those willing to participate will need to be available for one interview via Skype, lasting approximately 30 to 60 minutes, based on response time. Interviews will be recorded and used in this research study, but all participation will be confidential and participants will be given pseudo-names throughout the study.

Participants will be selected based on the following criteria: currently reside outside the state of the institution where the research is being conducted, a non-graduate of the institution where the research is being conducted, no children and or family members attending the institution where the research is being conducted, and an adjunct faculty member of at least one year with the institution where the research is being conducted. Individuals who meet the above criteria and are interested in participating are asked to email alcoy@liberty.edu within the coming week.

I appreciate your time in this study and value your participation. If you have any further questions, please feel free to contact me at alcoy@liberty.edu.

Blessings,

Aubrey L. Coy
APPENDIX B

Participant Release Form

CONSENT FORM

The Role of Appreciation in Higher Education:
The Experience of Online Faculty Members with Administration

Aubrey L. Coy
Liberty University
School of Education

You are invited to be in a research study of the phenomenon of appreciated in higher education. You were selected as a possible participant because of your previous participation in our pilot study on appreciation in the workplace. From this data, we have identified the participants who meet the needed criteria: currently residing outside of VA, a non-graduate of the select institution, no children or family attending the select institution, a minimum of one year experience teaching online for the select institution. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Aubrey Coy, School of Education, Doctoral student

Background Information

The purpose of this study is: to evaluate the role that appreciation plays in administration and online faculty relationships in higher education. This research aims to investigate what specific factors and services lead to an online faculty member feeling appreciated by University administration. Additionally, the study will evaluate how meeting an online higher education faculty member’s language of appreciation effects overall job satisfaction. The research will also provide a tool for assessing how White and Chapman’s (2009) *Motivating by Appreciation Inventory* accurately captures a faculty member’s feeling of appreciation.

Procedures:

If you agree to be in this study, we would ask you to do the following things:

Participate in a taped (video and audio) interview via Skype. Participants must have access to Skype and be available during the month of December 2010 and January 2011 for interviewing. Participants will be asked to partake in an initial 30 min to one hour interview. One follow-up interview may be required, only if necessary.

Risks and Benefits of being in the Study

While no study is without risks, the risks of this study are minimal and are no more than the participant would encounter in everyday life.
The benefits to participation are: the opportunity to provide feedback on your experience teaching in the online environment, your experience of appreciation from institution administration and areas you feel could be improved upon. This feedback will be published and has the potential to impact change and growth in the field of online teaching and administration.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Video recordings will be saved in electronic files on a password protected computer. Audio recordings will be secured in a locked filing cabinet off campus once collected. Data will be transcribed by both the researcher, Aubrey Coy, and a paid transcriptionist, Kristie Lu. Data will remain confidential and secure throughout the transcribing process. A list of participant names and pseudo names will be kept in a saved electronic file in a password protected computer.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are: Aubrey Coy and Dr. Beth Ackerman (dissertation chair). You may ask any questions you have now. If you have questions later, you are encouraged to contact them at 1971 University Blvd, Lynchburg, VA, 24502 434-592-3901, alcoy@liberty.edu, mackerman@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Institutional Review Board, Dr. Fernando Garzon, Chair, 1971 University Blvd, Suite 2400, Lynchburg, VA 24502 or email at fgarzon@liberty.edu.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: ___________________________ Date: ___________________________
APPENDIX C

Interview Guide

1. Thank you very much for your time and willingness to participate in this research. What interested you in participating in a research study related to appreciation?

2. How long have you been teaching in higher education?

3. How long have you been teaching in the online setting?

4. And how long have you been working at your current institution?

5. What is your content area of focus?

6. What relationships are important to you as an online/adjunct faculty member?

7. As an online faculty member, how do you most feel valued by your current institution as well as the previous institutions you have worked for?

8. When do you feel motivated to perform at your best professionally?

9. What inspires you to achieve as a professor?

10. When do you most feel encouraged to seek the interaction, guidance, and assistance of your institution’s administration?

11. When you are dealing with a challenging student, how do you most feel supported by your administration (i.e., Chair, Online Dean, upper administration within the institution etc.)?

12. With working from a distance, when do you feel disconnected from your institution?

13. When you feel frustrated or discouraged in your role as an online/adjunct faculty member, what type of support do you value from your institution’s administration?

14. What is your understanding of appreciation in the workplace?

15. Do you think that appreciation can be shown from a distance (i.e., in online work relations)?
16. How do you desire to feel appreciated from your institution’s administration?

17. How do you believe your institution is effective at showing appreciation to online/adjunct faculty members?

18. In what areas do you believe your institution could improve in showing appreciation to online/adjunct faculty members?

19. How do you believe feeling appreciated relates to your own job satisfaction of teaching online?

20. Please share anything else you feel would be significant to this research.

Thank you very much for your time.
Research has demonstrated that individuals are motivated and encouraged in a variety of ways. In personal relationships, individuals both give and receive appreciation with one another in five basic behavior patterns – through verbal praise, acts of service, giving gifts, spending quality time, and physical touch.

This inventory is designed to gain a clearer picture of an individual's primary language of appreciation and motivation as
experienced in a work-related setting. It is important to note that an individual’s preferred way of receiving appreciation in a personal relationship (that is, family or friends) may differ than how they feel encouraged in a work-related setting. And one language (touch), which is an important language in personal relationships, has been found not to be as significant in work-related relationships.

Please fill out the following questionnaire, thinking about the items in the context of work relationships (note that this may be in a paid setting or in a volunteer setting).

Choose one item from each pair (by marking the item with an “x”) that you feel is most important to you. Sometimes both will be important to you (or conversely, sometimes neither will be especially significant to you), but you need to choose the one that is most important to you of the pair presented. Typically, it is best not to spend a lot of time pondering or reflecting; rather, go with your first initial response.

Additionally, as you fill out the inventory, it may seem that some of the items are repetitive. The seeming repetition of the questionnaire items is not intended to “trick” you somehow. Rather, questions are repeated when paired with different items to ensure the accuracy of your results (none of the pairings are repeated.) Thank you for your patience as we strive to bring you accurate and reliable results.
1. I appreciate it when someone gives me their undivided attention.  
   I appreciate it when others assist me with jobs or projects.

2. I feel encouraged when someone helps me get tasks done.  
   Receiving a gift card from my favorite store really encourages me.

3. When someone buys lunch for me, it communicates to me that I am important to them.  
   Being told “thanks” for the work I do is really important to me.

4. I appreciate it when my colleagues choose to spend time with me.  
   I really appreciate it when I am given tickets to an event I am interested in.

5. I am energized when those around me help me with tasks that need to be done.  
   It motivates me when others praise me verbally.

6. I feel important when I am told how much the work I do is appreciated.  
   I feel important when I receive tangible rewards (event tickets, dinner out) for a job well done.

7. When I am having a difficult day, it means a lot to me if someone helps me with a project I am working on.  
   When I am having a difficult day, it means a lot to me when someone close to me stops by to see how I am doing.

8. Receiving tangible rewards (gift certificates, event tickets) cheers me up.  
   When others help me get tasks done at work, it cheers me up.

9. I am more likely to persevere through a difficult task when someone thanks me for the work I am doing.  
   When others show a genuine interest and listen to me, it helps me to persevere through a difficult task.
| 10 | I feel valued when people take time to listen to my concerns.  
|    | I feel valued when people close to me celebrate my birthday by getting me a gift. |
| 11 | I’m encouraged when I’m able to spend time together with my colleagues outside of work.  
|    | I’m encouraged when my colleagues help me get caught up on tasks that are behind schedule. |
| 12 | I receive an emotional lift when I receive a gift from a friend or colleague.  
|    | I feel supported when those who work close to me help me out when I am overloaded with work. |
| 13 | I feel valued when someone who is important to me gives me a gift.  
|    | I feel valued when people listen to me patiently (without interrupting). |
| 14 | When I am feeling stressed, some words of encouragement help me feel better.  
|    | When I am feeling stressed, having others help me get things done reduces my stress level. |
| 15 | Being complimented for the work I do means a lot to me.  
|    | Being able to “hang out” with friends and colleagues means a lot to me. |
| 16 | Kind words from others are especially encouraging to me.  
|    | When someone gives practical help to me, I feel encouraged. |
| 17 | It energizes me when I spend time with the people from work whom I enjoy.  
|    | It energizes me when I am told that I am doing a good job by those who work with me. |
| 18 | If I am discouraged, someone offering to do a small favor for me will lift my spirits.  
|    | If I am discouraged, a small gift (humorous card, dessert) can lift my spirits. |
| 19 | I feel supported when others help me with a project I need to complete.  
|    | Spending time with people important to me gives me a sense of support. |
| 20 | It really cheers me up when someone praises me for a “job well done”.  
|    | When someone enthusiastically does a task I have requested, it cheers up my day. |
| 21 | When I am having a difficult day, a compliment really encourages me.  
<p>|    | When I am having a difficult day, receiving a small gift from a colleague really encourages me. |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>22</strong></td>
<td>If life’s circumstances are really difficult, I feel supported when someone sends a small gift to encourage me. If life’s circumstances are really difficult, I feel supported when someone takes time to listen and understand what is going on.</td>
</tr>
<tr>
<td><strong>23</strong></td>
<td>I am energized when I receive verbal encouragement from others frequently. When I get to spend time with those who are important to me, I am energized.</td>
</tr>
<tr>
<td><strong>24</strong></td>
<td>Being recognized publicly for achievements I have accomplished makes me feel proud. I know people value me when they take the time and effort to buy me a gift.</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>I enjoy my work more when teammates offer to help me prepare for a big event or project. I enjoy my work more when those around me acknowledge my skills and contributions. Any discouragement I may be experiencing seems to lessen when a colleague spends time with me to think through the issues I am facing. Any discouragement I may be experiencing seems to lessen when a colleague affirms my contributions to the team.</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>After a large project has been completed, I like doing something special to celebrate with my co-workers. After a large project has been completed, I like receiving some “time off” as a reward for my efforts.</td>
</tr>
<tr>
<td><strong>27</strong></td>
<td>When a colleague offers a “listening ear” to my concerns, I find myself feeling more positive about my work. When others work with me to get projects done, I find myself feeling more positive about my work.</td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>If I am feeling unappreciated by those around me, receiving a gift card to go do something fun helps me feel better. If I am feeling unappreciated by those around me, others telling me how important I am to the team helps me feel better.</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>I feel more energized about my work when I know others will be there to help me complete a project, if assistance is needed. I feel more energized about my work when I know I will get tickets to an event of interest to me when the project is done.</td>
</tr>
</tbody>
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## APPENDIX E

### Audit Trail

<table>
<thead>
<tr>
<th><strong>Institutional Review Board (IRB) approval and oversight</strong></th>
<th>IRB approval and oversight for ethical purposes; IRB consent documents included in dissertation manuscript as appendices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Review</strong></td>
<td>Initial annotated literature produced to demonstrate relationship between proposed research and current knowledge base; detailed literature review for both research proposal and dissertation manuscript; literature related to motivation, appreciation, effective leadership, workplace satisfaction, and administration and faculty relationships; 78 references in final manuscript.</td>
</tr>
<tr>
<td><strong>Conceptual/ theoretical framework</strong></td>
<td>Conceptual framework included: Maslow’s Hierarchy of Needs (1970); Alderfer’s Existence, Relatedness, &amp; Growth Theory (1972); Herzberg’s Motivation-Hygiene Theory (1959); Kalleberg’s Theory of Job Satisfaction (1977); Adams’ Equity Theory (1965); Vroom’s Expectancy Theory (1964); Goleman’s Emotional and Social Intelligence (1995, 2006).</td>
</tr>
<tr>
<td><strong>Interview protocol</strong></td>
<td>Interview in long-format with open-ended questions. Questions developed through review of the literature and expert committee feedback. Interview guide included in dissertation manuscript as an appendix.</td>
</tr>
<tr>
<td><strong>Participant selection</strong></td>
<td>Participants in pilot study who met criterion (4 requirements) for selection email with request for participant; eight participants selected.</td>
</tr>
<tr>
<td><strong>Data collection and storage</strong></td>
<td>Eight in-depth, semi-structured interviews conducted via WebEx.</td>
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<td><strong>Raw data</strong></td>
<td>Audiotapes</td>
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<tr>
<td><strong>Partially processed data</strong></td>
<td>Interview transcripts (coded) and significant informant responses</td>
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<tr>
<td><strong>Coding scheme</strong></td>
<td>Details of coding process in research report; data analysis/process notes</td>
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<td><strong>Trustworthiness technique</strong></td>
<td>Triangulation of the data collection; audit trail; member checking; auditing/peer review</td>
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<tr>
<td><strong>Research Report</strong></td>
<td>150 page report: Relevant literature; rich description of context, methodology, and phenomena; conceptual and operational definitions; research design, sampling, data collection, and data analysis; answering original research questions; illustrations/graphic displays; recommendations for future research; references; appendices</td>
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Adapted from Bowen (2007)
APPENDIX F
Five Love Languages Assessment

This profile includes thirty pairs of statements. Read each pair and choose the one that better reflects your preference. In some cases, you may wish that you could circle both, but you should choose only one to ensure the most accurate profile results. Please make a choice for each pair. Note that these statements should reflect your preference in personal relationships (not work-based relationships).

Please highlight or bold one answer for each number to demonstrate what is most similar to your preference.

1. I like to receive notes of affirmation.
   I like to be hugged.

2. I like to spend one-to-one time with a person who is special to me.
   I feel loved when someone gives practical help to me.

3. I like it when people give me gifts.
   I like leisurely visits with friends and loved ones.

4. I feel loved when people do things to help me.
   I feel loved when people touch me.

5. I feel loved when someone I love or admire puts his or her arm around me.
   I feel loved when I receive a gift from someone I love or admire.

6. I like to go places with friends and loved ones.
   I like to high-five or hold hands with people who are special to me.

7. Visible symbols of love (gifts) are very important to me.
   I feel loved when people affirm me.

8. I like to sit close to people whom I enjoy being around.
   I like for people to tell me when I am attractive/handsome.

9. I like to spend time with friends and loved ones.
   I like to receive little gifts from friends and loved ones.

10. Words of acceptance are important to me.
    I know someone loves me when he or she helps me.

11. I like being together and doing things with friends and loved ones.
    I like it when kind words are spoken to me.
12. What someone does affects me more than what he or she says.
   Hugs make me feel connected and valued.

13. I value praise and try to avoid criticism.
   Several small gifts mean more to me than one large gift.

14. I feel close to someone when we are talking or doing something together.
   I feel closer to friends and loved ones when they touch me often.

15. I like for people to compliment my achievements.
   I know people love me when they do things for me that they don't enjoy doing.

16. I like to be touched as friends and loved ones walk by.
   I like it when people listen to me and show genuine interest in what I am saying.

17. I feel loved when friends and loved ones help me with jobs or projects.
   I really enjoy receiving gifts from friends and loved ones.

18. I like for people to compliment my appearance.
   I feel loved when people take time to understand my feelings.

19. I feel secure when a special person is touching me.
   Acts of service makes me feel loved.

20. I appreciate the many things that special people do for me.
   I like receiving gifts that special people make for me.

21. I really enjoy the feeling I get when someone gives me undivided attention.
   I really enjoy the feeling I get when someone does some act of service for me.

22. I feel loved when a person celebrate my birthday with a gift.
   I feel loved when a person celebrates my birthday with meaningful words.

23. I know a person is thinking of me when he or she gives me a gift.
   I feel loved when a person helps with my chores.

24. I appreciate it when someone listens patiently and doesn't interrupt me.
   I appreciate it when someone remembers special days with a gift.

25. I like knowing loved ones are concerned enough to help with my daily tasks.
   I enjoy extended trips with someone remembers special days with a gift.
26. I enjoy kissing or being kissed by people with whom I am close. Receiving a gift given for no special reason excited me.

27. I like to be told that I am appreciated. I like for a person to look at me when we are talking.

28. Gifts from a friend or loved one are always special to me. I feel good when a friend or loved one touches me.

29. I feel loved when a person enthusiastically does some task I requested. I feel loved when I am told how much I am appreciated.

30. I need to be touched every day. I need words of affirmation daily.