



POWER OF PRAISE

CAN IT BE BENEFICIAL FOR LEADERS IN GENERAL AND THEREFORE PROJECT MANAGERS TO USE PRAISE AS ONE OF THEIR LEADERSHIP TOOLS?

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Abstract

How can leaders and project managers increase their skills in giving sincere appreciation, praise and positive feedback? By focusing on positive things and what is going well – no matter how big or small - and verbalizing them by praising. We believe leaders can have positive effects on emotions, motivation and commitment of their team members if they invest time in focusing on the things that are going well, in addition to many other project management tools. For example, those aimed at managing progress and development of the project. This may even influence the project outcome. To bring our thinking closer towards other project management tools the PRAISE method was designed. The PRAISE method is a model which can be used to increase happiness, work efficiency and team work. One can still ask why should project managers and leaders around the world utilize praising as a part of their leadership styles? Our analysis reveals that it can be beneficial and this study aims to analyze the necessary components of praise in order for it to have the most positive impact and be effective. Numerous studies reveal that praise is a good leadership tool since it promotes self-esteem, self-efficacy, competency, positive feelings and is also linked to increasing positive outcomes of projects. The results from our questionnaire and research experiment show similar results as the literature in question: that praising can have a positive effect and is encouraging.

1. Introduction

Most of us can recall at least one person who influenced us during our childhood or in the early stages of our life. People whom we looked up to, set good examples, led us with confidence and maybe even believed in us when we were not capable of doing so ourselves. These positive influences in our lives could have been a family member, a parent, a teacher, a sports coach, a friend, sibling or someone else.

Our aim in this study is to examine whether people can have effects towards positive feelings, motivation and commitment by focusing on positive things or efforts and verbalizing them through praising. In his widely popular and famous book *How to win friends and influence people* Dale Carnegie devoted a whole chapter on giving honest and sincere appreciation (Carnegie, 1981). This is the focus area of this study. How and why should leaders, and therefore project managers, become more effective and increase their skills in giving appreciation, praise and positive feedback.

The research question for this study is: Can it be beneficial for leaders in general and therefore project managers to use praise as one of their leadership tool? This research paper will address the possible benefits of using praise for project managers and leaders (worldwide). It will answer questions regarding how praising can be used most effectively. Praising can be a good tool within a fast-tracking environment and a rapidly changing working culture where new generations are moving in with different values and leaders today need to keep up with these changes. Therefore, we developed the PRAISE method, a simple and easy to use method.

Our reasoning for the benefits of using the PRAISE method, alongside other leadership methods and tools, is supported by various literature, research studies and numerous methodologies based on praising and providing positive feedback. However, it is important how the praise is built up and delivered. Studies on this will be discussed in this paper and a general survey examined to explore people's opinion about praising. A method, benchmarked from the literature and studies on this matter will then be presented. Lastly, a field experiment was done to research further what effects an encouraging leader vs. a discouraging leader can have on group dynamics, emotional state of individuals and the enjoyment of a team during the project.

2. The definition of important concepts

We believe that leaders can enhance workplace performance and create a happier work environment amongst their teams by making individuals feel they matter and their efforts are noticed and valued. Leaders can accomplish these goals by evaluating strengths, monitoring efforts, communication and then verbally recognizing these things by informing employees of what they observe with honest and sincere appreciation (Carnegie, 1981) in the form of what we would like to call praise. This can be achieved by becoming involved and really being there for the team as a leader (Dignen & Wollman, 2016).

To better clarify what we mean by the word praise, a closer look at the definition of the word is needed. The most common words used in literature for the endeavor of showing someone they matter are compliment, praise, feedback, appreciation and acknowledgement. The words appreciation and acknowledgement are widely structured and not specific enough for a certain act, as presented in our method. Therefore, the focus is on defining the words compliment, praise and feedback.

According to the Webster dictionary the word compliment is “an expression of esteem, respect, affection or admiration”. It can be an admiring remark or a respectful recognition. The definition of the word praise is “an expression of approval or a favorable judgment” (Webster’s dictionary, 2017). In the Webster dictionary for learners, the definition given is quite similar. A compliment is “saying something nice about someone or something” and praise is “to express approval of someone or something” (Webster’s dictionary, 2017). The general conception is that although these two words may be intertwined, yet they still don’t possess the same underlying meaning. A more specific definition is expressed in the Cambridge dictionary where praise is considered “an admiration or approval of achievements or characteristics of a person or a thing” and a compliment is “a remark that expresses approval, admiration or respect” (Cambridge, 2017). That being said we argue that a compliment could be used more generally and more often as a remark on looks or appearance, whilst praise has wider scope of possibilities to express more depth and focus on achievements, effort or characteristics. Therefore, we chose to use the word praise over the term compliment.

When it comes to feedback the Webster dictionary it is said to be “helpful information or criticism that is given to someone to say what can be done to improve performance, product and etc.”(Webster’s dictionary, 2017). Feedback is essential for business growth, can drive people’s performance and increase productivity (Dobre, 2013). Feedback can be organized into five categories: corrective feedback, non-corrective feedback, general

feedback, positive feedback and specific feedback (McAfee, Ruhl, & Scheeler, 2004). This makes this term also quite widely defined so it doesn't quite comply with the "all positive" connotations in our method. The positive feedback category is closest to our thinking, where praising something specific is part of the feedback (McAfee et al., 2004). Positive feedback is a widely used tool within the business environment and can be a crucial tool used to motivate employees because studies show that it stimulates the reward centers in the brain leaving the recipient open towards heading into new directions and following a new path (Halford, 2009). The same applies for our method, but still we argue that the use of the term "praise" is more compliant to the positive thinking behind the PRAISE method because it also specifically offers the use of character traits and achievements. The term feedback is far too encompassing and has so many varieties of usage that we opted to use the term praise.

3. The need for acknowledgement and appreciation

Most people desire acknowledgement for their activities, outcomes or performance and it can be a great motivation to drive people further in whatever capacity or domain they are focusing on (Mathis, Jackson, & Valentine, 2013). John Adams, the second president of the United States once said; "*A desire to be observed, considered, esteemed, praised, beloved, and admired by his fellows is one of the earliest as well as the keenest dispositions discovered in the heart of man*" (Adams, 1797). Many famous leaders and writers, like Abraham Lincoln and Dale Carnegie, have discussed this need of people in their articles and books. Famous scholars like Sigmund Freud, John Dewey and William James have also argued that people are driven by the urge and desire to be accepted, conceived as important and even great (Carnegie, 1981). These arguments can also be compliant with Maslow's theory of the hierarchy of needs, especially the top three categories of the pyramid. They are love /belonging, esteem and self-actualization. If the basic needs are fulfilled then the desire for acceptance becomes greater (Maslow, 1943).

Recent studies also show that when people are appreciated, they feel energized, safe and therefore they enjoy their work more. Being appreciated and receiving recognition for our work is truly an important factor that affects the human nature (Schwartz, 1994). When people receive appreciation and acknowledgement for their work and what they are doing well, they are likely to stay on track and even go the extra mile. Also, when things aren't going well they still power through because they know that their efforts are appreciated (Warell, 2013). Sam Walton, founder of Wal-Mart said: "*Appreciate everything your associates do. Nothing else can quite substitute for a few well-chosen, well-timed, sincere*

words of praise. They're absolutely free and worth a fortune” (Walton, 1992).

Even though this is a basic need for people, leaders often do not possess the necessary competence to accurately deliver praise in the workplace. They are not savvy enough in the language of positive emotions and if they are not used to sharing them, it may feel uncomfortable when doing so. Therefore, time needs to be spent in building and developing competences in giving acknowledgements and showing heartfelt emotions (Schwartz, 1994). It is therefore vital for project managers to become acquainted with their team members and identify their strengths in order to build the most effective project team possible (Mascia, 2014). We believe that the importance of creating an effective team and this fundamental human need for recognition are an opportunity to present an easy to use method for leaders to help boost self-confidence, opportunities to develop further, efforts, career progression, team building and positive project outcomes.

4. Challenges faced in today's environment

The business environment has undergone changes within the past few decades due to globalization and digitalization. New technology has changed working methods and businesses have to move much quicker in order to stay on track within a very competitive global environment (Dignen & Wollman, 2016). New generations have also become a part of the work force and have different approaches, values and standards towards work than previous generations. The youngest generation is known as the Millennial generation (Marcinkus Murphy, 2012). The Millennials have other characteristics than previous generations and have the advantage of being raised in a rapid technological environment where demographic diversity is the norm (Eddy S. W. Ng, Linda Schweitzer, & Sean T. Lyons, 2010). This generation is known for “wanting everything right now” when it comes to the work environment and expectations towards life itself. When it comes to earning and workplace promotions, Millennials have lofty expectations (Erickson, 2009) and they also want their work to be meaningful and fulfilling (Lancaster & Stillman, 2003). Millennials love the social aspect of work, enjoy communication with coworkers, being in a fun environment and want to learn from managers that they respect (Eddy S. W. Ng et al., 2010). These challenges are changing the roles of leaders.

Leadership means being competent to develop and maintain a vision that others want to follow. A leader needs to get to know people, have an understanding of what makes them “tick” and how to activate them. A good leader is thoughtful about his environment and himself, his emotions, attitude, thoughts and behavior (Jónasson & Ingason, 2011). A leader

must be capable of acquiring various leadership styles to become the most effective. When it comes to different generations, leaders need to be aware of the generation gap and focus on ways to establish a close relationship, and sharing expertise in order to close the gap that exists and bring the generations closer to each other (Marcinkus Murphy, 2012). This study offers an insight into a positive method, to increase the likelihood of closing this gap and accommodate the Millennials who seem to thrive on getting feedback, being encouraged and the need to feel acknowledged.

This method can be used in project management, as well as many other areas where leadership is required. For example, working with children, adults, parenting, management, CEO's of companies and many other areas. It is up to each individual to extract something meaningful from the method and develop their own tactics to suit their environment and personality traits.

5. Studies on the value of praising and giving feedback

A few intriguing findings were discovered in the Harvard Grant study, a longitudinal study which started in 1938 and is still ongoing. Among the findings are that relationships and the content of our work are the things that make us the happiest. It is not being rich, powerful or having the most expensive stuff (Vaillant, 2012). The changes in today's environment due to digitalization, fierce competition and the opening of international borders have created a more demanding work environment than before (Dignen & Wollman, 2016). To create more in an a more efficient way, both cheaper and in less time, is the demand of the market. Such changes have increased pressure, stress and worries. This can make people feel overworked and over stressed and increases the possibility of emotional bankruptcy. That is when a person puts more out than it checks in (Ben-Shahar, 2007).

Daniel Goleman addressed this in his book *Emotional Intelligence*. He argues that every successive generation in history has lived with an increased risk of suffering major depression over their course of life than their predecessors. According to Goleman the twentieth century could be called the "Age of anxiety" and the twenty first century the "Age of Melancholy" (Goleman, 2000). Also, growth has been shown in anxiety and depression amongst children within the past decades (Ben-Shahar, 2007) which makes a good argument for implementing more positivity and less pressure within our lives.

On a more pragmatic note than happiness, we can amplify the effectiveness of praising by looking at a few recent studies from the school system. In kindergarten, teachers place emphasis on the importance of praise in order to reinforce positive behavior, encourage

and justify the task at hand. Studies show that it is important to rationalize the praise by being specific and saying where they noticed the positive behavior (Stephensen, n.d.). If the praise is not substantiated it can reduce confidence and increase performance anxiety if children experience failure and then potentially compromising future initiative and persistence. Therefore, it is important to praise for effort, rather than just by mentioning a trait, but if a trait is mention rationalize where you saw it (Morris & Zentall, 2014).

Praise is also very commonly used in elementary schools. Many schools have implemented Positive behavioral support (PBS), a research-based proactive approach to behavioral support. It is specifically designed for students with challenging behavior, yet used for all students (Ruef, Higgins, Glaeser, & Patnode, 1998). The core idea is to reward positive behavior and minimize the rewards for challenging behavior. It involves positive feedback, encouragement and the need for substantiation is high (Ruef et al., 1998).

When it comes to self-esteem, self-efficacy, competency and autonomy, positive feelings, positive outcomes and incentives for task engagement, praise is the commonality. Research indicates that praise does not only boost self-esteem and self-efficacy (Bandura, 1977), it also improves competence and autonomy (Deci & Ryan, 2000), creates positivity and creates a link between responses and a positive outcome. It furthermore provides incentives for engaging in a task (Pintrich & Blumenfeld, 1985). Research even show that college students would rather receive a praise than engage in their favorite sexual activity, eat their favorite food or receive a paycheck (Bushman, Moeller, Konrath, & Crocker, 2012). These studies and resources add value to our thinking and the benefits of developing a simple and easy method for leaders, and therefore project managers, to use.

6. The survey

To get a more comprehensive understanding and oversight a survey was designed, named the general survey (see Appendix A). The general survey included a subjective happiness scale that measured the participant's happiness along with providing consistency and reliability (Lyubomirsky & Lepper, 1999). The goals were to explore how often people received praise on average, how it made them feel, how they felt in their jobs, how they valued their production capacity at work, and if they believed that praising affected their work efforts. Lastly, we wanted to see whether there was any correlation between those variables and the amount of praise people were getting. It needs to be stated that the answers from the participants are subjective, therefore the results of the survey could have been caused by other unknown variables that the researchers were not aware of.

6.1 Participants and procedure

The general survey was submitted for local Icelandic companies (See Appendix B), our MPM 2017 class, MPM alumni and on Facebook. The survey was sent by e-mail to local companies on January 12th, posted online for MPM 2017 and MPM alumni on January 23rd and posted on Facebook three times, first on February 8th, second on February 26th and then on February 27th. The web link was <https://www.surveymonkey.com/r/hrosid>. The survey could only be taken once from the same device and was completely anonymous.

6.2 Apparatus and material

The questionnaire consisted of 20 questions, 16 multiple-choice questions and four open (single textbox) questions (see Appendix A). Of the 20-multiple choice questions the last four questions were standardizing question from a subjective happiness scale in order to measure consistency (Lyubomirsky & Lepper, 1999).

6.3 The results

In total, 409 participants answered the questionnaire. The age range was from 20-70 years old and the majority of responses came from 30-39 years old (see table 1). Of the 409 participants there were 38 men, 369 women and two did not disclose gender.

We believed that the reason for the gender difference was that the survey was posted in a big group on Facebook, “The funny aunt”, which consists of approximately 25.000 female members. After trying to reach more males and not succeeding a theory formed that this gender discrepancy might be related to *Social exchange theory*. The theory explains different behavior of females and males within social exchange and how they act and relate to cyberspace. This can result an imbalance in online surveys (Smith, 2008). Many other studies indicate that gender strongly shapes behavior in cyberspace and other online activities (Jackson, Ervin, Gardner, & Schmitt, 2001).

Table 1. *The participants' age range.*

Age	Participants
20-29	111 participants (27%)
30-39	147 participants (36%)
40-49	81 participants (20%)
50-59	53 participants (13%)
60-69	15 participants (3.5%)
70+	1 participant (0.5%)
Total number of participants	408 (100%)

More than half of the participants or 63% answered that they received a praise 1-4 times a week, but 21% however never received a praise for their work, see figure 1.

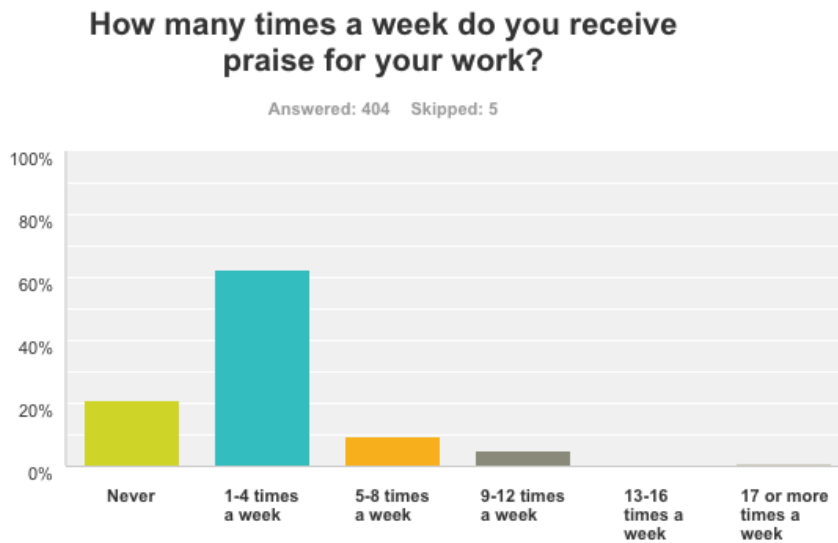


Figure 1. How many times a week do you receive praise for your work?

21% never received a praise, 63% received a praise 1-4 times a week, 10 % received a praise 5-8 times a week and 5% received a praise 9-12 times a week.

The majority or 81,5% responded “I feel very good, and good”, 14% reported feeling fine and 5% felt uncomfortable, see in figure 2.

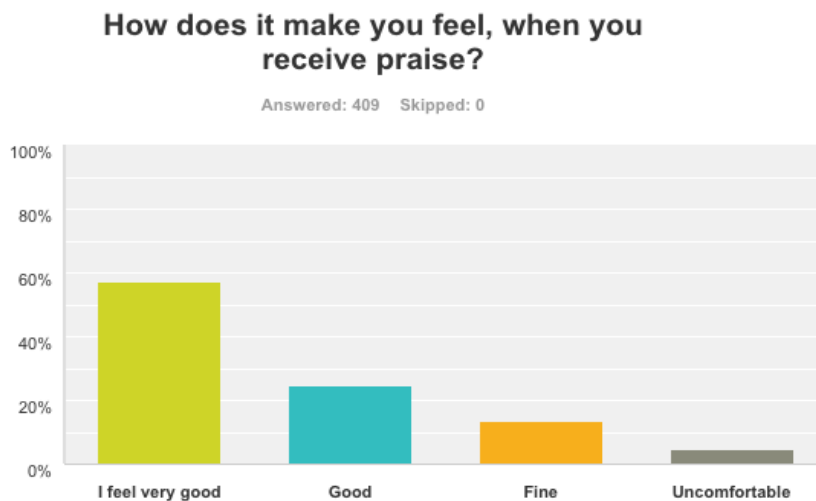


Figure 2. How does it make you feel when you receive praise?

57% of the participants felt very good, 24,5% felt good, 14% felt fine and 5% felt uncomfortable.

When asked “Why do you feel very good, or good” (when you receive praise) the majority of participants answered:

“It is encouraging”, “It is good to feel appreciated”, “It lifts me up, and boosts my confidence”, “Someone is noticing how hard I am working and how much effort I put in my work”, “It makes me happy”, “It makes me proud”.

When asked “Why do you feel uncomfortable or very uncomfortable”, (when you receive praise) the answers were mainly:

“It makes me feel like they don’t mean it”, “I don’t know how to respond”, “I really don’t know how to accept a compliment”, “I feel like that the person giving me praise is not being sincere”, “I feel awkward”, “I have a low self-esteem so it makes me feel weird”.

An attempt was made to see if there was a difference between the amount of praise the participants received and how participants felt regarding their jobs (see figure 3) and if there was any difference between the amount of praise received and how participants evaluated their work production (see figure 4).

Figure 3 reveals how participants felt at their jobs regarding how many times they received a praise. Approximately 30% of those who receive praise 1-4 times a week feel very good compared to 14% of those who never receive praise. Only 1,5% of those who receive a praise 1-4 times a week reported that they feel bad at their jobs but 13% of those who never receive praise reported feeling bad (see figure 3).

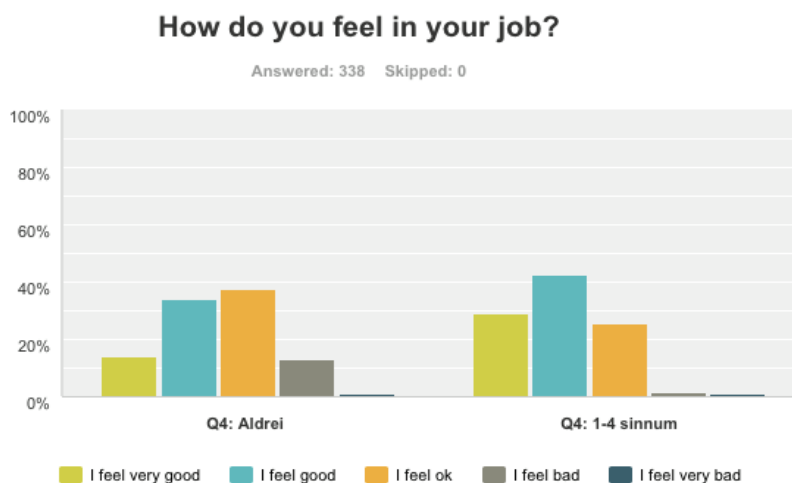


Figure 3. The difference between the participants who receive praise 1-4 times a week, and those who never receive praise and how they felt in their job.

Of those who never received praise 14% reported feeling very good, 34% felt good, 37% felt ok, 13% felt bad and 1.2% felt very bad. Of those who received praise 1-4 times a week 30% reported feeling very good, 42.5% felt good, 26% felt ok, 1.5% felt bad and 0.8% felt very bad.

Figure 4 reveals that 94,5% of those who received praise 1-4 times a week reported being highly or extremely productive in their job, compared to 87% of those who did not receive praise. These results indicate that praise does not necessarily influence more job productivity. There was however a larger difference between the groups and low productivity. Only 5% of those who received praise 1-4 times a week reported being not very productive and 0% reported being not productive, compared to 10% of those who never received praise reported being not very productive and 3% reported being not productive (see figure 4). These result may indicate that praise effect emotions more than productivity.

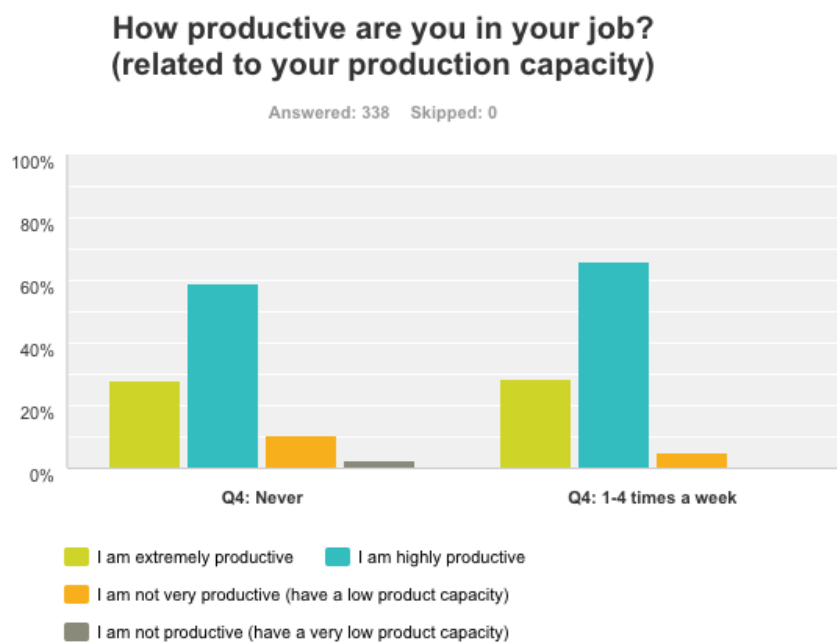


Figure 4. The difference between the participants who receive praise 1-4 times a week, and those who never receive praise and how productive they are in their job.

Those who never receive praise: 28% of the participants believe they are extremely productive, 59% believe they are highly productive, 11% believe they are not very productive and 2% believe they are not productive.

Those who receive praise 1-4 times a week: 28,5% of the participants believe they are extremely productive, 66% believe they are highly productive, 5% believe they are not very productive, none believed that they are not productive.

When all participants were asked “Do you believe that praise affects how productive you are (in your work), 85% answered yes, and 15% of the participants answered no, see in figure 5. Both those who received praise and those who did not, believed in the positive effects of praise.

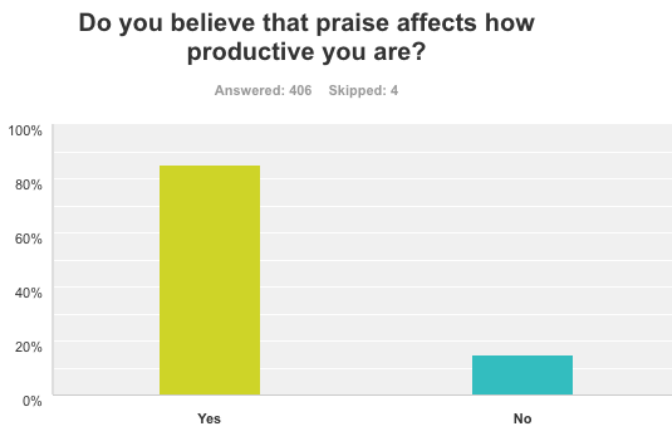


Figure 5. Do you believe that praise affects how productive you are?

85% of the participants believe that praise affects their productivity, 15% of the participants do not believe that praise affects their productivity.

When asked “Why do you believe that is?” The vast majority of the participants responded that: **“Praise is encouraging”**.

Many more participants answered that: **“I feel noticed and it feels good to be recognized for all the hard work”, “It makes me smile and I feel stronger”, “It boosts my self-esteem, makes me want to work harder”, “It makes the job environment more positive and more fun”, “It makes me want to deliver more good products or tasks”, “It makes me feel happy and I become more positive”**.

Lastly, table 2 reveals the difference between those who received praise 1-4 times a week and those who never received praise regarding praise reaction, that is how they reacted to praise and how it influenced them (see table 2).

Table 2. The difference between those who received praise 1-4 times a week, and those who never received praise.

Received praise (1-4 times a week)	Did not receive praise
85% Felt good and very good when receiving praise.	72% Felt good and very good when receiving praise.
3.5% Felt uncomfortable when receiving praise.	8% Felt uncomfortable when receiving praise.
Praised themselves more.	Praised themselves less.
Praised co-workers more.	Praised co-workers less
Higher motivation at work.	Lower motivation at work.

The results show that the majority of participants believe in the power of praise. They report that receiving praise makes them feel good, important, affects their happiness, boosts their

self-esteem and the job environment itself. These results do not necessarily indicate that praise affects productivity when comparing the quantity of praise, the participants received and their assumption of productivity at work. However, the majority of the participants believe that praise affects their productivity (according to figure 5). It seems that participants do believe in the power of praise and that it affects them towards motivation at work. It also seems to affect the quantity of praising themselves as well as others.

7. Different methods for praising

During our research, we found different methodologies and definitions of what is considered the best way to praise. These discussions are however incomplete since there are many more methodologies, opinions and additional research on this matter. The aim of this chapter is however to show that many methods exist, we took a look into these and benchmarked their best practices into our method, the PRAISE model.

Scott Halford, author of *Be a Shortcut: The Secret Fast Track to Business Success*, points out that it is important to keep five things in mind when using praise: 1. If you see it, say it: For feedback to be productive, it must be immediate. 2. Be specific, so the person knows what they should repeat: When praising an employee for his or her achievement, “good job” doesn’t cut it. Describe in detail what you appreciate about the employee’s efforts, they will know exactly what they need to do in the future to keep performing. 3. Keep your positive feedback positive: Keep your positive and negative feedback separate. The “sandwich” approach –positive, negative, then positive – has caused more confusion than is necessary. If you need to discuss room for improvement, schedule another time where you can provide constructive criticism. 4. Make achievements visible: The adage “praise in public” says it all. Don’t feel like you have to use discretion. Use all-staff emails or team meetings to recognize achievement. Not only do people benefit from the immediate praise, but they’ll be rewarded with their colleague’s comments immediately after the event has occurred. 5. Frame accomplishments in the context of the bigger picture: Giving positive feedback not only benefits your employee, but also you and your company. Everybody wins. Be genuine in your praise, but realize that your feedback is also going to benefit the company (Halford, 2009).

The sandwich feedback technique is a popular three-step procedure where you praise first, then give corrective feedback and end with more praise. In other words, the sandwich feedback method involves discussing corrective feedback that is “sandwiched” between two layers of praise. The benefits of this technique are twofold: (1) it softens the impact of the

criticism or corrective feedback, and, (2) if a manager is more comfortable with praising, he finds it easier to discuss problems with the employee's behavior if the discussion begins and ends with a praise. The main criticism aimed at this method is that if leaders always employ criticism and praise in conjunction there is a danger that people might tend to forget the praise, because they are always waiting for the criticism or corrective feedback (Blanchard, 1985). This might also make the praise sound insincere, mandatory and only a "means to an end" to cushion the blow from the criticism.

The Dale Carnegie approach to praising is structured into; identify a strength/characteristic, reason and place evidence about where you saw that strength, tell the person where he/she can apply this strength to achieve their goals or further their success in the future. All trainers are taught this method during their training (Dale Carnegie & Associates, 2010), but it is then in their hands to find out what is applicable and appropriate in accordance to each participant and situation. An example of what people are praised for in seminars is; personal growth, personal achievement, performance, efforts, mental attitude, public speaking abilities, communication and etc. (Dale Carnegie & Associates, 2010). This structure for praising has been used for decades within Dale Carnegie training across the globe with immense success. To support this notion about success, Dale Carnegie seminars have been around for over 100 years (Carnegie, 1981).

Other studies such as the PBS methodology, kindergarten studies, positive psychology and their results have also been discussed in previous chapters. They all indicate the same things; that the praise needs to be as immediate as possible, sincere, specific, substantiated and positive in order to become the most effective.

8. The PRAISE model

As stated above, it is important for leaders and therefore project managers to be able to adapt to different leadership methods, all depending on the situations and different people. Leaders need to be aware and as involved as possible within the projects work to be able to identify the strengths each team member possesses. It is also necessary to monitor work efforts, progress, procedures and communication in order to have good and clear understanding of the group dynamics and the possible outcome of the project. These are considered basic requirements for project managers, mentioned in IPMA's Individual competence baseline 4.0 (IPMA, 2016).

Our emphasis in this study is that it is also of great significance for the project manager to verbally recognize these things, inform people of the positive things they have

monitored or observed and supply honest and sincere appreciation, a good way to do that is presented in the PRAISE method. Multiple recourses have been provided that indicate the positive effects of praising. During our research to find the best and most effective way to praise we looked at multiple methods and decided to benchmark those to develop our own method, specifically aimed at being effective and easy to use for project managers. The decision was to call our paper “The Power of Praise” and therefore our model will be named the PRAISE model. The model consists of 5 main elements, seen in figure 8.

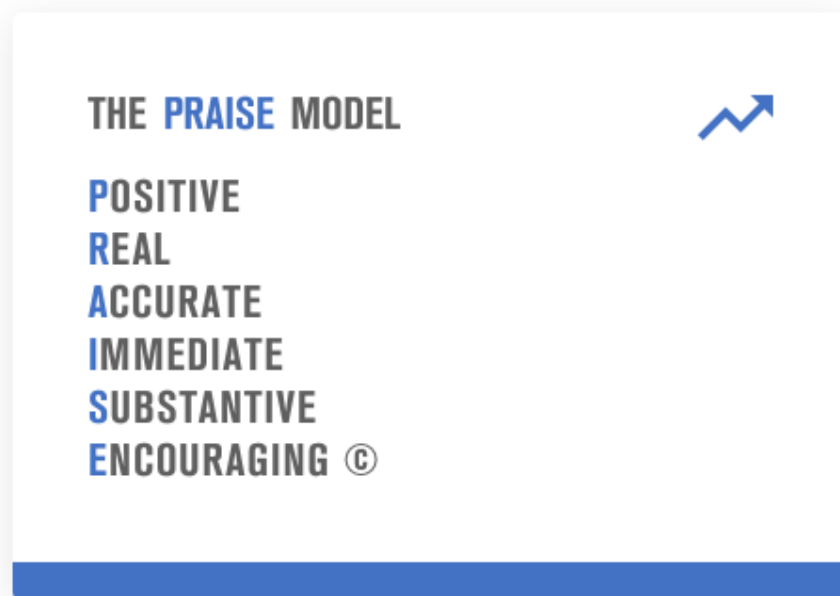


Figure 8. The five main elements of the PRAISE model.

They are: Be positive (include positive feedback in your praise), be real (provide a sincere praise), be accurate (provide a specific praise), be immediate (deliver a praise as soon as possible), be substantive (always substantiate and provide reason for your praise) and be encouraging (provide encouragement for the present state and future progress and development).

During our research, we made a conclusion that the most effective way to deliver praise is to acknowledge a positive personal trait, good personal performance, effective communication or at least efforts in either of these categories. Then deliver a praise that is accurate, substantiated with evidence by telling people where you saw the performance or trait in action as immediate as possible; the sooner the better. The leader and therefore the project manager needs to be able to follow the model’s elements whilst also being real, positive and encouraging (see figure 9).

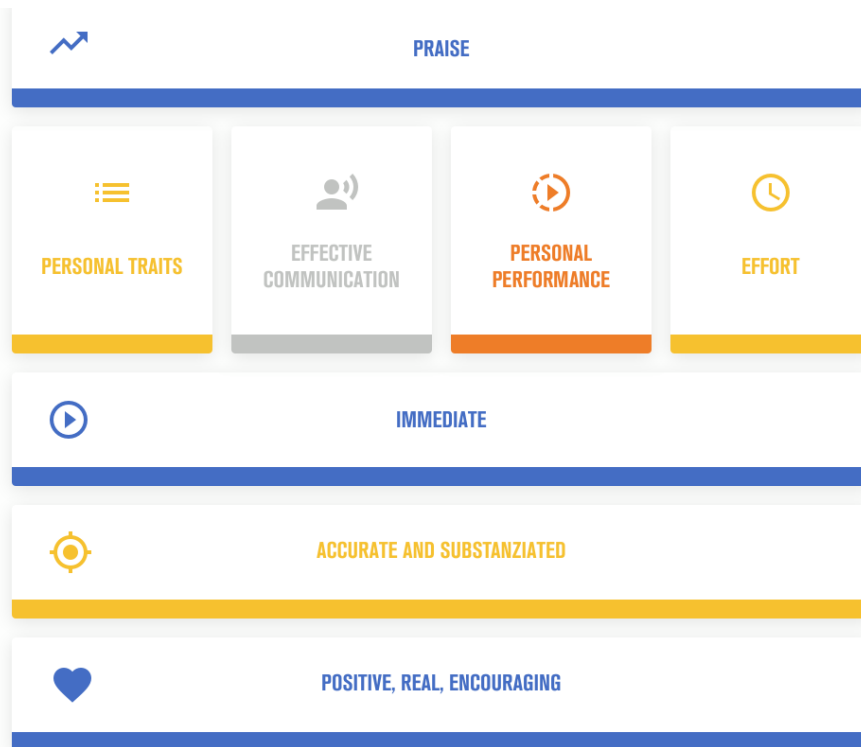


Figure 9. The PRAISE model.

Acknowledge a positive personal trait, effective communication, good personal performance or effort. Deliver praise as immediate as possible. Make sure that it is accurate and substantiated with evidence by telling people where you saw the performance or trait in action. Be positive, real and encouraging when going through these steps.

An example of a personal trait could be that the person has a positive attitude, is solution oriented, industrious or gives great effort. An example of a personal performance could be the completion of a task on time, for accuracy, or a task well done. It could also be for a great deal of effort into a task, good communication or being helpful to a team-mate. The praise can really be associated with a lot of things, big or small. Leaders have the possibility of being very creative in their praising and it is possible to adapt the method to your own personality and leadership style.

This method applies for a top-bottom and a bottom-up approach. Hence, it can be used towards multiple stakeholders within projects, e.g. team members as well as project sponsors, steering committee, company board, customers and etc. This method can also be used in many other areas of the work sector, e.g. within the school system, in sport organizations, within our homes or frankly almost anywhere in our daily lives. Being positive and telling people that they and their work matter can help foster a more pleasant environment that emphasizes compassion, understanding and joy. This could also prove beneficial for work efficiency, endurance, efforts and encouragement in difficult times where

there is considerable pressure, according to research. Creating this environment could also increase the likelihood of a positive project outcome in the area of project management.

In order to obtain a deeper understanding of the concepts used in the PRAISE model and the function of the method we used the *WRAITEC approach* to explain further each of the 5 elements within the model. This approach is known as a logic tool within philosophical dialectics used to enhance critical thinking (Jónasson & Ingason, 2011). As stated above the 5 elements in the Praise model are: Positive, Real, Accurate, Immediate, Substantive and Encouraging.

Positive

Be positive. Being positive includes being constructive, optimistic and confident (S. Collins, 2007). Positive effects also refer to emotions such as happiness, joy and cheerfulness (Baumgardner & Crothers, 2014). The benefits of giving positive feedback have been discussed in previous pages and are known to motivate and benefit individuals. However, we cannot say that only positivity motivates and benefits individuals, negative or preferably critical feedback can also inspire, motivate and encourage individuals (Finkelstein & Fishbach, 2012). It is necessary to give feedback, which might not always be positive, but it's important to maintain focus on that it stimulate growth. Positive feedback increases commitment and contributes to confidence, critical feedback on the other hand can be informative because it reveals areas that require work and how people can improve. Positive and critical feedback are thus both important, there just needs to be a balance between these two aspects. They need to be applied applicably, preferably in balance with each other. For example, beginners and new employees can experience more benefits from positive feedback, and those who are more experienced benefit more from critical feedback (Finkelstein & Fishbach, 2012).

People spend tremendous amount of time in their work environment and by making it a positive one, including positive interactions with colleagues and leaders they feel more valued, respected and perform better (Pryce-Jones, 2010). The purpose of the positive aspect is to promote positive behavior and a good work environment.

Real

Be real. In order to be perceived as real people need to provide sincere praise, to do so they need to be honest, truthful and genuine (Carnegie, 1981). This is possible by having mature moral values, e.g. respect for different opinions, developing integrity, being open-minded to

both personal and professional matters, being consistent, delivering on promises, keeping our word and not abusing power (Kotter, 2012).

The individual receiving praise has to know that people really mean what they are saying. For that to be possible leaders need to observe the team's work and develop time to get to know team members and key stakeholders, listen and communicate effectively (Goleman, 2000). Leaders need to walk the talk. IPMA's competency baseline for project managers, ICB 3.0, addresses this kind of focus on trust, sincerity and openness as different competences and there is evidence that the influence of ICB 3.0 competences are linked to project success (Nahod & Radujković, 2013).

If the person praising does not seem real, the praise will not have the intended aim. It might even not be effective at all and could decrease the person's credibility. However, the self-esteem of the person receiving the praise can also affect whether they believe it or not, this is out of the control of the one giving the praise. It's good for people that praise to keep this in mind and then assert appropriate communication skills towards this situation if it arises. The importance of being real was strongly addressed in the answers of our general survey, where the participants expressed it as important that they believe the praise is true and real. In simplified words, mean what we say and praise for something that is real.

Accurate

Be accurate. Accuracy involves providing praise which is specific. The individual needs to know why and for what specifically they are receiving praise for. Without accuracy the praise could miss its mark and therefore cease to be effective (Tulgan, 1999). This means that you need to be clear on what you are praising the individual for, e.g. don't praise for many different things at once. Doing so can create confusion, sound insincere, unassured and then the praise becomes insignificant. We don't mean that you can only praise for one thing at a time and only be very detailed and specific for the praise to be effective. This evolves more around being precise and comprehensive, but without sounding petty and being very pedantic. This entails that you must be convincing and accurate, while focusing and thinking about what you intend on praising the individual for. These conscious cognitive steps may also potentially prevent mistakes from occurring. For example if the project manager has not reflected on what he is going to say and double checked the work that he is about to give praise for, he could praise the wrong individual for the wrong thing (Tulgan, 1999). Therefore, we need to create focus and structure our praise for it to have the most meaning.

Immediate

Be immediate. Always try to deliver the praise as soon as possible. If leaders manage to praise in the moment of triumph the individual gets instant recognition which contributes to continued good work, feelings of enjoyment and a self-esteem boost (Nelson, 1994). If there is a delay in the recognition it can be forgotten, or the person might not quite recall what he or she is being praised for. Therefore, giving praise as soon as possible is the best option.

Incidentally, this is not always possible due to various reasons, e.g. something comes up that requires immediate attention, or if the work load is intense, leaders can be interrupted or distracted and so forth. But a delay in providing praise could reduce the likelihood that the individual will be able to make use of it (Sanderson, McClements, & Gander, n.d.). Creativity matters in this domain in order to achieve this goal, e.g. if you can't physically see the person – send him or her an email, voicemail or Facebook message. Calling the individual is also a viable option or alternatively even use the daily/weekly/monthly electronic status updates to give out praises. It is possible to use various methods to communicate the praise as soon as possible to the recipient in question, even though the most effective way is to do it in person (Nelson, 1994).

Substantive

Be substantive. Back up and support all praise with evidence. There needs to be a logical reason and substantive grounds for the praise. This makes the praise more credible and you show that you make an effort to be involved in what other people around you are doing (Dale Carnegie & Associates, 2010). Inform the person where you spotted the positive thing/s, effort/s and thus the individual will be cognizant of why the praise is being given. People can then also use this knowledge to improve further by using the same methods or efforts as they were being praised for, to reach further positive outcomes in more areas.

By substantiating the praise, it helps the individual believe that the praise is real and that the leader or project manager is being honest in his assessment. The praise is not just hollow words but based on something that really occurred. Substantiating is a good way to give a logical reason on good performances, efforts or personal traits and can deliver further success for the individual and for the project at hand (Russell, 2007).

Encouraging

Be encouraging. This is linked to being positive in your praise but with a different angle. Here leaders can capitalize on the opportunity to encourage the people they praising to make use of their strengths or efforts somewhere else to achieve better outcomes. This enhances the

value of the praise and provides encouragement for further progress (Dale Carnegie & Associates, 2010; Guðfinna S. Bjarnardóttir, verbal references, October 2016).

To be encouraging the leader should help his team identify with tasks and the project on a personal level, give each individual a sense of purpose as well as giving them a chance to use their talents and ideas. Encourage open communication and let everyone talk, that's how leaders get everyone involved and encourage their teams (Jónasson & Ingason, 2011).

A good reminder for leaders and project managers is that they can create the opportunity for other people to become motivated, but can't make the decision for them to be encouraged and perhaps afterwards go the extra mile. Having this in mind should create less pressure on the one who receives the praise and less frustration for the one who is providing the motivation. Praise without requirements. Motivate to be positive and make others feel good. Not necessarily in order to obtain something. This should provide more happiness, less disappointment and stress (Carnegie, 1990).

9. The field experiment on MPM's 2018

To test our method's potential, a field experiment was orchestrated with one of our instructors, Haukur Ingi Jónasson. The goal was to study if there would be a difference between the performance and enjoyment within two teams working on the same project. One group received encouragement based on a draft of the PRAISE method and the other received discouragement, criticism and negative comments on their performance.

9.1 Participants

Our participants were 31 MPM students from the class of 2018. The group consisted of 15 males and 16 females.

9.2 Apparatus and materials

Two scripts were designed for the experiment (see Appendix C). The scripts contained sentences that could be used for praising and encouragement and for negative feedback, criticism and doubt. The researchers set up a time schedule to keep track of the feedback and estimated timing for positive and negative remarks on a certain matter, so that the experiment would seem as normal as possible and the groups would receive comment on similar things.

The response of the group was measured in an experience survey that the participants took every 30 minutes (see Appendix D). The experience survey contained one question "To what extent do you feel enjoyment in the project?" and the answers available were on a scale from 1 to 10, 1 being = "I don't enjoy myself in the project" and 10 being = "I enjoy myself

very much in the project”. The participant rated their experience five times during the experiment. If they wanted to explain their answer it was possible to handwrite a response below.

9.3 Procedure

The experiment took place at Reykjavik University, in the MPM section, on January 20th from 13:00-16:00. The MPM class of 2018 was on site to complete a task: build the Westminster Bridge out of Lego blocks during the aforementioned session. Group one contained 19 participants and Group two comprised of 12 participants. Researchers were presented as coaches, there to observe and give guidance if need be. Group one was assigned a supportive coach, who provided the group and individuals with praise and encouragement. Group two had a coach who demoralized, providing the group and individuals with negative feedback and discouraging remarks.

The objective of the experiment was to study whether there would be any difference in the enjoyment of the project between the groups, to see if the comments would affect their emotions towards the coach and work capacity. The implementation went well, apart from the changes made in the end by the instructor, where the groups had to switch their working areas with each other. This affected the researchers’ ability to draw conclusive conclusions about work capacity and efficiency.

9.4 The results

The results from the experience survey are shown in table 3 and table 4. The mean for each timeframe in Group 1 (the positive coach group) is shown in table 3. The highest mean was 8,7 and the lowest mean was 5,5 out of 10. The participant’s enjoyment went up during the project. Except the last time where there was a slight decrease, possibly due to the changes made in the end.

Table 3. Results from the experience survey within Group one, the positive group. The overall mean for this group is 7,3 and the mode is 8.

Group 1		
Time	Mode	Mean
13:30	5	5,5
14:00	8	6,6
14:30	8	7,9
15:00	8	8,7
15:30	8	8,1

In table 4, are the results for Group two, the discouraging group. The highest mean was 7,4 and the lowest was 5,3. The table shows shifting results. The group starts low, then there is increase, a little decrease next, up again and then ending almost as low as they begun. The negative end results may be due to the changes made in the end, they made Group two frustrated because their progress on building the bridge was further along than the other groups´.

Table 4. Results from the experience survey within the negative group. The overall mean for this group is 6,6 and the mode is 8.

Group 2		
Time	Mode	Mean
13:30	5	5,3
14:00	8	7,4
14:30	8	7,2
15:00	8	7,4
15:30	0	5,5

The overall results from the experience survey show that the positive group had more increase in their enjoyment, compared to the discouraging group. The difference between the groups is shown in figure 10.

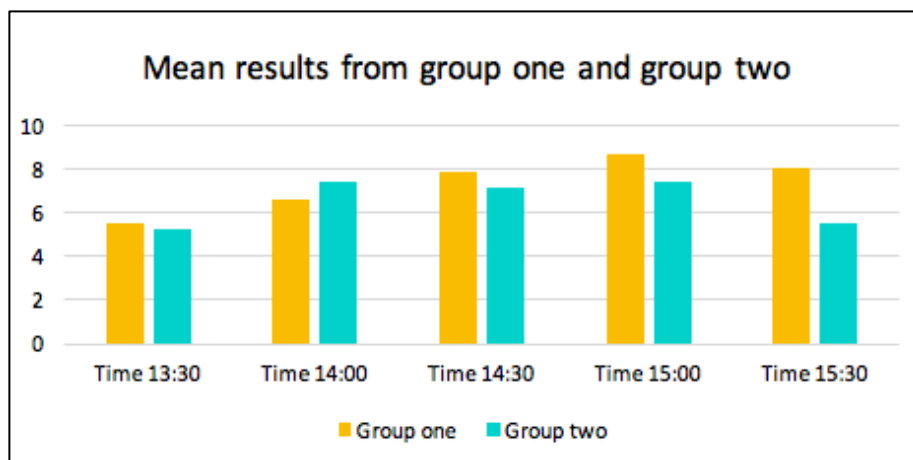


Figure 10. The different mean for group one and group two

Group one has higher means in time 1, 3, 4 and 5. Group two has the higher means in time 2. Over all group one has a higher score.

The results indicate that Group one enjoyed the project more than Group two. Interestingly, Group two put more pressure on themselves and accomplished more than Group one in the project, until the groups changed places. It seems that the line between performance and praising is not a clear one, it looks to be multifactorial and further research needed to reach a more conclusive result. This is addressed further in next chapters.

9.5 Discussion after the field experiment

9.5.1 The researchers

On the day of the experiment the researchers “dressed to impress” by wearing formal business attire, in order to create momentum for power projection. The coach that focused on discouraging remarks gave the group negative remarks on their performance, doubted their decision making, showed little to none emotion, did not smile, asked challenging questions and placed criticism. The encouraging coach focused on smiling, being cheerful, encouraging and giving praise. Afterwards all participants were briefed on the study and what the “coaches” were really doing.

Group two demonstrated relief that this was an experiment because they experienced strong negative emotions towards their coach. They described feeling frustrated and putting a lot of pressure on themselves because of the negative comments and constant doubting. The attitude of Group two towards their coach during the study was quite interesting. The atmosphere quickly became tense and the frustration increased as time passed. At times, it seemed that they decided not to listen to her instructions at all and instead the dynamic turned into an antagonistic “we will show her” mode. You could feel the group falling into task mode, deciding not to listen to the negativity and just work hard. Participants became very competitive and in the end one of the team members in Group two asked the coach to leave because the coach was just being mean and not helping at all with criticism and doubt.

Group one had a very different dynamic. The atmosphere was more relaxed, the work maintained a good flow, there was much less tension and a more positive attitude towards their coach. They were also more welcoming and smiling when other people entered the room. Interestingly, the instructor, another researcher who was studying the teams and both coaches described that they could almost “smell the difference” in the atmosphere between the rooms.

9.5.2 The groups

Shortly after the experiment was over, all participants received a questionnaire survey titled Questionnaire survey MPM 2018. This survey contained 12 questions, seven multiple answered questions and five open (single textbox) questions (see Appendix E). There were 15 people of the overall 30 participants from the field experiment that answered the survey. Of these 15, 11 were female, and four were male. Of these participants 10 had the discouraging coach and five had the encouraging coach, which might indicate that the group

that had the discouraging coach experienced more mixed emotions and therefore felt more need to answer.

The results from the survey indicate that the group that had the discouraging coach did not get any praise and most of them, or over 90%, experienced no positivity or appreciation of their work. Despite of that they felt that their coach induced competitiveness, which in turn had a positive impact on the groups' productivity. The discouragement led them to team up against their coach and wanted to show her they could do this well. They also felt annoyed, frustrated, confused, cautious and they experienced that their coach did not appreciate when things were going well. The group that had the encouraging coach all experienced praise, positivity and felt that their work was appreciated and that their coach had a positive effect on the group. The group members felt stress in the beginning and a little uncertainty, but mostly joy, motivation, trust, compassion, and security in their work.

The results from this field experiment suggest that a more positive attitude and praising create a more relaxing and welcoming work environment. This necessarily does not create more efficiency or work capacity but as described by participants it provides "a more sustainable environment". Group two described their work environment as stressful which could be beneficial for a short period of time but not for a longer period. Then it would affect their health and sanity. Group one did not describe having the same experience of their work environment. They believed it to be beneficial to work under these conditions again and for a longer period of time. It would be interesting to do further studies on this subject, in order to create more findings, which add further to our reasoning for the importance of being positive and praising.

10. Possible wormholes, things to bear in mind

The use of praise can be beneficial, but it must be used the right way to be effective and seem sincere. It's important to remember that each project is different, teams are different and people are as diverse as they are many. You cannot praise as if you were a robot, simply on autopilot and conveying the same way to different people in various situations. You need to use your experience, personal strengths and intuition of what is right in order to find a way that works for you and your team. You need to develop tactics, flexibility and resourcefulness that suits each environment according to its variation and culture. This method is not a "one size fits all" mode of thinking. In fact, project managers and leaders need to be able to transform and change emphasis and focus considering different national cultures, gender issues, personalities, the work environment and so on.

We will go over a few things, so we can be more aware of these possible wormholes, the bad pits we don't want to fall into. It's important not to give praise unless it is deserved and can be backed up with reasoning or evidence. If you don't back it up or the praise is not true it can lead to loss of credibility. This means that leaders need to establish some form of trust, relatively soon in the process (praising can be a part of that) but make sure to take into account different cultures, gender issues, generational differences and etc. For example, when it comes to gender, research show that males are more likely to give females more praise on appearance than skills, and females are more likely to give males more praise on skills rather than appearance (Wogan & Parisi, 2006). Being aware of such cognitive pits and swaying our focus more towards personal traits, skills, performance and efforts is crucial in order to be the best role model for our team in effective and meaningful praising.

We also need to think of cultural differences, especially when working on cross border teams. In some working cultures, praising is considered fluffy and unnecessary; meanwhile in others it's considered a necessity and a pivotal way to be polite. The most important thing here is communicating effectively with your team members. Obscure communication is the biggest wormhole we need to work on. Communication is one of the biggest areas where we can cause misunderstandings. Even though working with people that speak the same language, different communication styles can cause misunderstanding among employees, business partners and multicultural teams (Axner & DuPraw, 1997).

When working with multicultural teams we need to be able to understand the challenges of communicating, discuss and identify ways on how to work together to be able to deliver good results (Dignen, 2017). It is possible to use these team discussions to explain the use of praising to our team, how we use it as leaders and why. That can create better possibilities for less misunderstanding and misinterpretation.

Leaders need to practice the skill of personalized instant recognition (Nelson, 1994) in order to become more effective in their communication. The most effective leaders are the Level 5 leaders, according to the findings in the book *Good to Great*. They channel their own egos away and into the larger goal of building a great company. Their ambition is first and foremost for the institution and employees, not themselves (J. Collins, 2011). This also applies to project managers within international teams, and of course teams in general. Leaders need to "walk the talk" and be good role models in positive behavior.

Another possible wormhole is thinking that we don't have time. Research indicates that the immediate supervisors or managers, tend to lack time and often creativity to give honest, immediate feedback or praise to employees (Nelson, 1994). Take time to talk to your

team, listen to what they have to say without judgment, ask questions to clarify, engage team members in conversations with each other. Then you are more likely to have better cooperation and common understanding (Dignen, 2017) and able to use feedback more effectively, preferably positive feedback and praising, in balance with critical feedback.

Loud negative aspects of delivering a praise or a feedback is that it is delivered too late (Nelson, 1994), is more often negative (Ashford, Blatt, & Walle, 2003), needs to be more sincere (Carnegie, 1981) and has to be delivered distinctively and with reasoning. If the feedback is not justified or rationalized it tends to lose its aim and can become ineffective (Ruef et al., 1998).

Lastly, note that it may take time to become proficient at using these skills. Being good at spotting the good things, small or big, and finding the right words to communicate them correctly and effectively might not happen overnight. It takes effort and practice, but everybody is able to acquire this skill if they are willing to spend time and effort on it.

11. Discussion

Many studies have been discussed above on how to deliver feedback and praise. Most of them reveal that they have positive effects, and that is important to deliver them correctly. Research also show that personal recognition can be more important to people than money (Nelson, 1994) and there is evidence within change management that the commitment of employees to change process increases if it is created through a positive emotional experience (Dignen & Wollman, 2016).

In the general survey the majority of participants believed that praising affected them positively and increased self esteem. Praise also made them feel like they were doing something right and were getting recognition for their work; this in turn made them feel appreciated. In the field experiment results indicated that praise was linked to a higher feeling of happiness, positivity and relaxation during the project. The enjoyment increased for both groups during the experiment, though in the end the enjoyment for the encouraging group showed more increase. Results and discussion after the experiment indicate that negative and discouraging approaches can work for a short period of time to increase work progress, but in the long run both groups preferred a more positive and encouraging work environment. Participants also mentioned appreciating the coach recognizing their work verbally and feeling appreciated. This supports our reasoning for the benefits of using praise, among other leadership tools in order to have the team perform well.

The PRAISE method sums up important factors, benchmarked from various methods which are already widely used, into a relatively simple and easy to use method. All kinds of leaders are able to use this method, if they apply it accordingly in various situations and in harmony with their own personality.

There are still numerous factors that need to be taken into account concerning the results of our studies. Regarding the general survey, the total number for participants was 409 and the vast majority who took the survey were woman, or 90%. This could provide a reduced image of the results. We also need to bear in mind that all answers from the participants were subjective and there could have been other variables, that the researchers were not aware of, that could have affected the results.

It is important to continue research on this topic and attempt to achieve more parity between the gender ratio. In the field experiment the gender ratio was more equal but there were most likely other variables affecting the research, making it hard to reach conclusive scientific results about the power of praise. Therefore, it would be beneficial to continue

similar research, excluding many variables. Preferably we would like to test each variable in its own experiment in many groups and compare results accordingly.

We have a few ideas on how to conduct other research on this matter. For example, training a few of leaders or project managers in the PRAISE model. Before training, surveys would be conducted to measure the work environment e.g. job satisfaction and production capacity. After training, the leaders would integrate praising according to the PRAISE method into their leadership toolkit and utilize it systematically over a certain period of time. Surveys would then be conducted again and results compared and measured to see if the training and use of the PRAISE model delivered any difference on the variables discussed earlier. Results from different leaders would also be compared to measure consistency and reliability of the method.

The PRAISE model can be implemented in many areas. However, leaders also need to be able to use it appropriately, according to their environment and the culture of their workplace. Therefore, it can be said that praising might not always be the best way to produce the best possible performance of a team. It might sometimes not even be appropriate to use. This can depend on the culture of the organization, upper management or even the origins, nationality, gender or values of the people you are working with.

One of the main reasons we assume that this method and systematic thinking towards praising and showing appreciation is due to important due to the rapid changes within the work environment in past decades. Globalization and digitalization have made the work environment function faster and more competitive. The accumulation of these swift changes has engendered pressure on creating great results and according to research this is creating more stress on employees. Last but not least new generations are entering the work force which have different values and vision about their work environment. This creates a need for leaders to become even more flexible in their management styles and creating methods that increase positivity, encouragement, endurance and self-growth.

12. Conclusion

There is a lot of literature on “best practices” available for leaders. There are many books on how to perform best in leadership and even more articles. Seminars and lectures are also held throughout the globe on many different methodologies concerning how to make your team, company or organization perform the best. However, there is not as much scientific research available on the topic at hand. There has been some research on how praising affects people, mostly on children and for professionals working with children. There is room for improvement within research areas on how praise affects adults, especially within the work environment. Our paper indicates that people have a foundational need for appreciation and even strive to be recognized in their social aspect, both personally and at work. Praise can fulfill this need but is often considered too soft, fluffy or can be misinterpreted. Due to those reasons, we decided to provide this simple and quite accessible method that can be applied in various situations to boost happiness, moral and hopefully productivity.

We firmly believe that using the PRAISE model does work in order to create better moral within teams, increase happiness, and boosting self-esteem and self-efficacy. We have witnessed the benefits of using the PRAISE model in our workplaces, during our studies within the MPM and working together on this paper during the past few months. We have actively used this method on each other and others and have seen that showing sincere appreciation can be beneficial towards creating more enjoyment, positivity, happiness, sincerity and compassion.

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15. Appendix

Appendix A

The questionnaire survey

Spurningakönnun

1. Kyn?

- KVK
- KK

2. Á hvaða aldri ertu?

- 20-29 ára
- 30-39 ára
- 40-49 ára
- 50-60 ára
- 70 ára eða eldri

3. Hver er staða þín innan fyrirtækisins? (almennur starfsmaður, vaktstjóri, millistjórnandi, yfirstjórnandi o.s.frv.)

4. Hversu oft færð þú hrós í vinnunni á einni viku?

- Aldrei
- 1-4 sinnum
- 5-8 sinnum
- 9-12 sinnum
- 13-16 sinnum
- 17 sinnum eða oftar

5. Hversu oft færðu almennt hrós á viku? (almennt= frá fjölskyldumeðlimi, vini, maka o.s.frv).

- Aldrei
- 1-4 sinnum
- 5-8 sinnum
- 9-12 sinnum
- 13-16 sinnum
- 17 sinnum eða oftar

6. Hvernig líður þér, þegar þú færð hrós?

- Mjög vel
- Vel
- Ágætlega
- Óþægilega
- Mjög óþægilega

7. Ef svarið við spurningu 6 er að þér líði mjög vel eða vel, þá endilega segðu okkur aðeins hvað það er sem lætur þér líða mjög vel og vel þegar þú færð hrós?

8. Ef svarið við spurningu 6 er að þér líði óþægilega eða mjög óþægilega, þá endilega segðu okkur aðeins hvað það er sem lætur þér líða óþægilega þegar þú færð hrós?

9. Hversu oft hrósar þú sjálfum þér á viku?

- Aldrei
- 1-4 sinnum
- 5-8 sinnum
- 9-12 sinnum
- 13-16 sinnum
- 17 sinnum eða oftar

10. Hversu oft hrósar þú öðrum vinnufélaga á viku?

- Aldrei
- 1-4 sinnum
- 5-8 sinnum
- 9-12 sinnum
- 13-16 sinnum
- 17 sinnum eða oftar

11. Hvernig líður þér í vinnunni?

- Mjög vel
- Vel
- Ágætlega
- Illa
- Mjög illa

12. Hversu áhugasöm/samur ertu í vinnunni?

- Mjög áhugasöm/samur
- Ágætlega áhugasöm/samur
- Hvorki né
- Lítið áhugasöm/samur
- Mjög lítið áhugasöm/samur

13. Hversu krefjandi finnst þér starf þitt vera?

- Mjög krefjandi
- Ágætlega krefjandi
- Lítið krefjandi
- Mjög lítið krefjandi

14. Hversu mikla afkastagetu telur þú þig hafa í þinni vinnu?

- Mjög mikla afkastagetu
- Mikla afkastagetu
- Litla afkastagetu
- Mjög litla afkastagetu

15. Telur þú að hrós hafi áhrif á afkastagetu þína í vinnunni?

- Já
- Nei

16. Ef svar við spurningu 15 er Já. Afhverju telurðu að það sé?

17. Almennt séð, þá tel ég mig vera:

(á skalanum 1 til 5, þar sem 1 er ekki hamingjusaman og 5 er mjög hamingjusaman)

- 1. Ekki hamingjusaman
- 2.
- 3.
- 4.
- 5. Mjög hamingjusaman

18. Í samanburði við jafningja mína, tel ég mig vera:

- 1. Minna hamingjusaman
- 2.
- 3.
- 4.
- 5. Meira hamingjusaman

19. Sumir einstaklingar eru almennt séð mjög ánægðir. Þeir njóta lífsins óháð hvað er að gerast hjá þeim og virðast fá sem mest út úr öllu. Að hve miklu leyti lýsir þetta þér?

- 1. Lýsir mér mjög illa
- 2.
- 3.
- 4.
- 5. Lýsir mér mjög vel

20. Sumir einstaklingar eru almennt mjög óánægðir. Þeir eru ekki þunglyndir en virðast þó ekki eins hamingjusamir og þeir gætu verið. Að hve miklu leyti lýsir þetta þér?

- 1. Lýsir mér mjög illa
- 2.
- 3.
- 4.
- 5. Lýsir mér mjög vel

Appendix B

The local companies and a letter to the companies regarding the questionnaire survey

Fyrirtæki á Íslandi	Netfang fyrirtækja
Ikea	IKEA@IKEA.is ; fjola.helgadottir(hja)ikea.is ; sandra(hja)ikea.is
Wow air	wow@wow.is
Samskip	samskip@samskip.is
Reykjavikurborg	mannaudur@reykjavik.is
Hagkaup	starfsmannahald(hja)hagkaup.is
Krónun/Festi	gudridur@festi.is
Marel	info.is@marel.com service@marel.com
Actavis	actavis@actavis.is
MS	ms@ms.is
Bónus	bonus@bonus.is
Arna	arna@arna.is

Góðan og blessaðan daginn

Við erum tvær hressar ungar konur í MPM meistaranámi í verkefnastjórnun við Háskólann í Reykjavík. Við heitum Sandra Ósk og Sigríður Ósk og erum báðar Breiðholtsskvísur. Við erum meðal annars með bakgrunn í kennslu, íþróttapjálfun og þjálfun ungs fólks hjá Dale Carnegie.

Meistararitgerð okkar fjallar um hrós og jákvæða endurgjöf og hvernig leiðtogar geta nýtt sér hvoru tveggja á markvissan hátt.

Okkur þætti vænt um það ef við mættum leggja þessa spurningarkönnun fyrir alla starfsmenn innan ykkar fyrirtækis. Það tekur um 5-10 mínútur að svara könnuninni. Hér meðfylgjandi er linkur inn á spurningakönnunina:

Við sendum að sjálfsögðu extra gott karma til allra sem að gefa sér tíma til að svara :)

Með fyrirfram þökk,

Sigríður Ósk Fanndal

Sandra Ósk Jóhannsdóttir

Appendix C

The scripts

Lof	Tími*	Last
<u>Hrósa f. byrjun</u> Flott byrjun hjá ykkur Þetta gengur mjög vel hjá ykkur Glæsilegt	13:30- 14:00	<u>Lasta fyrir byrjun</u> Þetta fer aðeins of hægt af stað, keyra á þetta Hvar er skipulagið? Þið getið gert betur en þetta
<u>Hrósa f samstarf</u> Virkelega flott samstarf hjá ykkur Flott flæði og skilvirkni	14:00- 14:30	<u>Lasta fyrir samstarf</u> Það þarf eitthvað að bæta samstarfið Meira flæði og skilvirkni
<u>Hrósa fyrir að nýta námið vel</u> Vel gert hjá ykkur að nýta það sem þið hafið lært í náminu í verkefnið	14:30- 15:00	<u>Lasta fyrir að nýta ekki námið</u> Þið eruð ekki að nýta neitt sem þið hafið lært í náminu í þetta verkefni
<u>Hrósa fyrir skemmtun</u> Það er gaman að sjá hvað þið skemmtið ykkur vel saman í verkefninu	15:00- 15:30	<u>Last og alvarlegheit</u> Þetta á ekki að vera skemmtilegt, þetta er verkefni sem ber að taka alvarlega og skila af sem mestum gæðum
<u>Hrósa fyrir fókus og frammistöðu</u> Þið eruð vel fókuseruð og með hugann við verkefnið, vel gert	15:30- 16:00	<u>Lasta fyrir lítinn fókus</u> Það vantar allan fókus, reynið að vera með hugann við verkefnið, þetta er ekki að ganga nógu vel.
<u>Áhugasöm um lokin!</u> Á eitthvað að vera hér? Retro fundir?	16:00- 16:30	<u>Áhugaleysi um lok!</u> Á eitthvað að vera hér? Retro fundir?

*Rannsóknarmaður fær ákveðin tíma til að koma lof eða lasti að um yfirheitið hér að ofan.

Tímaramminn er settur því að til að gera rannsóknina sem eðlilegasta.

Rannsóknarmaður þarf svo að lesa í hópinn og koma réttum orðum og setningum að þar sem á við.

Appendix D

The experience survey

Að hve miklu leyti finnst þér þú vera að njóta þín í verkefninu?

**(Dragðu hring utan um tölu frá skalanum 1 -10, þar sem:
1= ég nýt mín mjög illa í verkefninu, 10= ég nýt mín mjög vel í verkefninu).**

1 2 3 4 5 6 7 8 9 10

Hversvegna?

To what extent do you feel enjoyment in the project?

(Draw a circle on a scale from 1-10, 1 = I do not enjoy myself in the project, 10= I enjoy myself very much in the project).

1 2 3 4 5 6 7 8 9 10

Why do you think that is?

Appendix E

Questionnaire survey MPM 2018

Spurningakönnun MPM2018

1. Kyn?

- Kvenkyn
- Karlkyn
- Annað/Ótilgreint

2. Hvorn lóðsann varst þú með?

- Hvetjandi
- Letjandi

3. Hvað eftirfarandi upplifðir þú frá lóðsanum þínum í verkefninu?

Upplifðir þú jákvæðni frá lóðsanum þínum?

- Já
- Nei

4. Upplifðir þú hrós frá lóðsanum þínum?

- Já
- Nei

5. Fannst þér lóðsinn þinn kunna að meta vinnu þína?

- Já
- Nei

6. Fannst þér lóðsinn þinn hvetja þig áfram?

- Já
- Nei

7. Fannst þér lóðsinn hafa jákvæð áhrif á hópinn þinn?

- Já
- Nei

8. Hvaða tilfinningum fannst þú fyrir á meðan verkefninu stóð?

9. Hvaða tilfinningar upplifðir þú gagnvart lóðsanum þínum?

10. Hvaða tilfinningum fannst þú fyrir eftir að verkefninu var lokið?

11. Hvað stóð upp úr verkefninu? (mátt velja fleiri en eitt atriði)

12. Hverju öðru viltu koma á framfæri sem gæti gagnast við rannsóknina?