



Using “The 5 Languages of Appreciation” to Strengthen Student Engagement

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“Next to physical survival, the greatest need of a human being is psychological survival – to be understood, to be affirmed, to be validated, to be appreciated.”

- Stephen Covey

Words of Affirmation



- ✓ Personal, one-on-one
- ✓ Praise in Front of Others
- ✓ Written Communication
- ✓ Public Affirmation

Quality Time



- ✓ Focused, Individual Time
- ✓ Going to Lunch
- ✓ One - on - One
- ✓ Team Meetings
- ✓ Attend Training Sessions
- ✓ Chit-Chat
- ✓ Spending Time Outside of Work

Acts of Service



- ✓ Ask First
- ✓ Cheerful Attitude
- ✓ Do the job the way the other person wants it done
- ✓ Finish what you Started

5 Languages of Appreciation at Work™

Tangible Gifts



- ✓ Meaningful gifts that are appreciated
- ✓ Do your research
- ✓ Need not be expensive
- ✓ Consider giving an “Experience”
- ✓ Ex. food, movie, sporting event, gift certificate

Physical Touch



- ✓ High five, fist bump, congratulatory handshake
- ✓ Rarely, if ever, is physical touch a person’s primary language.
- ✓ Physical Touch can present many potential problems in work based relationships

“Our ultimate goal is to nurture independent, self-directed, self-motivated learners who are capable of directing and critiquing their own work, who are open to alternative viewpoints, and who have highly developed higher-order skills in interpretation, analysis, and communication.”

(Mintz, 2009)

Understanding Individual Actions of Appreciation

Let's use these examples for the workplace to help generate appropriate expressions of the five languages for the classroom.

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| <p>Words of Affirmation</p> <ul style="list-style-type: none"> ➤ Write an email when I have done a good job ➤ Acknowledge my effort of a project, in the presence of my teammates ➤ Occasionally tell me “thanks” for working hard ➤ Speak in a cheerful, positive tone ➤ Tell others (when I am not around) about the good job I am doing ➤ Send an occasional card of encouragement ➤ Praise me in private, not in front of others ➤ Send me an email to let me know when I have done well ➤ Write a hand-written note of appreciation ➤ Give our team a group compliment when we have done well | <p>Quality Time</p> <ul style="list-style-type: none"> ➤ Go to lunch together to talk about business issues ➤ Go to lunch together and not talk about business issues ➤ Invite me to go to lunch with a group of colleagues ➤ Stop by, sit down in my office and check in with me regarding how things are going ➤ Walk together before or after work ➤ Exercise or go to the gym together ➤ Have an away from the office retreat for the team ➤ Have a weekly “check-in” meeting to see how things are going ➤ Call me occasionally to “check-in” to see how I am doing |
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(Chapman & White 2011)

Classroom Student Engagement

| Key Component | Explanation | Engagement | Non-engagement |
|---------------|--|--|--|
| Behavioral | Observable behaviors demonstrating effort, persistence, and help-seeking | Attendance, active participation, content-relevant discussions and questions | Sleeping, off-topic conversations, unproductive use of technology, help seeking to avoid tasks |
| Cognitive | Meeting or exceeding course requirements, investment to master challenging problems or tasks | Correct use of vocabulary, small group in-depth discourse on lesson topics, reflection on their own thinking | Rehearsal and repeating vocabulary verbatim |
| Emotional | Interest, enjoyment, sense of belonging, or value in course topics | Connecting content to personal lives, academic studies, or career fields; pride displayed in work | Bored, rejected, neglected, frustrated, angry, and anxious students |

(Linnenbrink & Pintrich, 2003)

Acts of Service

- Stay after hours to help me complete a project
- Provide extra support staff time to help get “caught up” in filing and paperwork
- Ask me what you could do to help me
- Volunteer to do some work for me that I dislike doing
- Stop by and work with me on a project I need to complete
- Help me clean up my office or desk.
- Review/edit some written documents for me
- Bring me/my team some food when we are working long hours
- Relieve me of some daily/weekly responsibilities when I am focused on a time-sensitive project
- Clean equipment at the end of the day
- Make sure tasks are getting done at the end of the day, help out when needed

Tangible Gifts

- Tickets to a sporting event
- Gift certificate to a restaurant
- Tickets to the symphony or concert
- Tickets to the botanical gardens
- Engraved pen with name
- Gift certificate to coffee house or for dessert
- Amusement park tickets
- Certificates for bowling
- Shopping mall gift certificate
- Movie tickets
- Visa gift card
- Flowers or a plant
- Magazine subscription
- Books
- Spa treatment
- Gift certificate for outdoor store
- Office supplies

Physical Touch

- High five, fist bump, congratulatory handshake

(Chapman & White 2011)

Blind spots

Your least valued language may actually be the most important in your career success and development

- What are the three steps to overcoming your blind spot?
- Which of your colleagues/students have your least valued language as one of their highest languages?
- What steps would be good for you to take to help you communicate in their language?

Weirdness

People often feel weird when they begin applying these concepts – especially when they’ve just received instruction on the appreciation model.

1. Acknowledge it. Understand that everyone is in the same situation.
2. Do it anyway. Trying new behaviors takes practice and almost always feels unnatural at the beginning.
3. Give one another the benefit of the doubt. Accept others’ actions as genuine.

