THE INFLUENCE OF MINDFULNESS PRACTICE AT WORK ON SELF-LEADERSHIP ON THAI NON-MANAGERIAL EMPLOYEES: THE LIVED EXPERIENCE IN AN INTERNATIONAL K12 EDUCATIONAL ENVIRONMENT

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EDUCATIONAL ENVIRONMENT

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<u>The influence of Mindfulness practice at work on Self-Leadership on Thai Non-Managerial Employees: The lived experience in an international K12 educational environment</u>

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ABSTRACT

Given that self-directedness has become a primary expectation of workers in today's workplace and the growing body of literature on Mindfulness benefits in the workplace, this qualitative, exploratory study investigates the influence of Mindfulness practice of non-managerial Thai employees at two educational institutions in the Bangkok area on their work composures with particular focus on Self-Leadership. This research is framed by a scholarly call for more empiric investigation of the influence of Mindfulness at work, the mostly theoretical contention that Mindfulness enables Self-Leadership and the need for improved understanding of Mindfulness as an antecedent to Self-Leadership. Applying a phenomenological research approach, this research draws data from 19 in depth semi-structured interviews on the lived experience of non-managerial Thai employees' Mindfulness practice relevant to desired work composures in today's world of work with particular attention to how it enables engagement in various strategies for Self-Leadership. Using the SCK analysis method, the lived experience of the Mindfulness practitioners is presented under the form of 4 findings units (i.e. Impact, Dysfunctional Composures prior to Mindfulness practice, Experiences and Change) and an appraisal of the potential of Mindfulness practice to be promoted at organizational level as a viable professional development route to benefit employees and the organization. Findings show that Mindfulness practice is experienced as transformative, empowering, positively introspective, and to induce a wide breadth of emotive and behavioral experiences and changes at intra- and interpersonal level in both a personal and professional context, showing Mindfulness to indeed be what the literature refers to as a potential root construct to organizational science. Mindfulness

practice is found as potentially pivotal to self-regulation whereby, through the engagement in a comprehensive set of Self-Leadership strategies, internally generated drivers enable the breaking of dysfunctional habitual thinking and behavioral cycles towards self-initiated, positive and productive alignment with one's personal and professional realities and 21st century managerial expectations. This study illuminates the influencing potential of Mindfulness practice, by enabling an agentic nature and stakeholder view, to enable a shift away from external direction towards self-directedness, driven by intrinsic motivational factors stemming from conscious and reflective observance of the self and ones professional and personal context. The study further reports overwhelming support to the roll-out of Mindfulness practice as an organization-wide professional development route towards creating a more pleasant and productive work environment as a result of better emotional management and perspective taking in terms of interpersonal engagements, but also the confidence building and improved personal and professional self-view that Mindfulness practice was experienced to generate. Considering the inherent limitations of qualitative, exploratory research, this study gives cause for future research by replicating the study in different contextual settings for improved generalizability and by drawing antecedents to Self-Leadership as a result of Mindfulness practice based on unearthed themes and progressing these into quantifiable causal investigation of its impact. This study is, to the knowledge of the researcher, the first comprehensive investigation of the lived experience of Mindfulness practice's influence on engagement in Self-Leadership strategies at a non-managerial level.

Keywords: Mindfulness, Self-Leadership, Self-Leadership strategies, Phenomenology.

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CHAPTER 1

INTRODUCTION

1.1 Context

Over the last three decades there has been a prominent change in economy and society due to the manifestation of knowledge and its importance for organizational success. The works of Drucker (1993, 1999, 2001, 2005) clearly pointed at such change with respect to how organizational response and agility to a new economy and a new society will be pivotal to their success and survival. Fast forward two decades, this different reality has clearly manifested itself in a context of increased globalization, the geographical shifting of economic powers, changing views on how organizations (should/could) operate and a gradual transformation from an industrial-based workforce to a knowledge-based workforce (Etzkowitz, 2012). In the current economical and organizational environment, a constant is the fact that environments change continuously (Greiff et al., 2013). With the heightened pace of change and competition, business success is more than ever dependent on greater employee contribution whereby organizations expect individuals to take on more work with less time for training (Dean, 2017). Even though in the past managers also relied on their subordinates to get the work done as a fundamental concept to the division of labor as introduced by Adam Smith, there is a shift in how much time managers can and are willing to spend on directing their subordinates to complete tasks (Wahl et al., 2012).

On the one hand, the moving from a resources-based environment to a knowledge-based environment has demanded organizations to change their approach to how they do things, but on the other hand, the new reality has given rise to radically different business models and approaches such as e-commerce and shared economies. The *Harvard Business Review* (Gino and Staats, 2015) points clearly at the need for the operations of the future to be sufficiently dynamic and adaptable. New ways of working are introduced to organizations against different expectations from workers, but equally different expectations of workers from their employers, making the notion of Change Management, with the likes of Prof. Kotter as one of the seminal authors (Kotter, 2012), pivotal to the success of organizations today (Knight, 2017). The recent emergence of new business models and changed organizational

approaches may be attributed to the expectation of individuals to be more independent and manifests itself as a mix of search for efficiency by organizations as well as the growing desire by workers to gain more control over their working lives. King and Zaino (2015) outline in the *Harvard Business Review* an emergent dependence of organizations on contingent workers with an expectation that this trend will continue to grow in the foreseeable future. This dependence is indeed explained by the fact that the knowledge worker of the 21st century seems to show an innate aspiration to be more independent as well as the belief by organizations that reliance on workers that can operate independently results in higher efficiency for the organization. Intuitively this shows a different position of the individual in today's world of work placing more individual responsibility on the worker to add value to economy and society, and therefore will require heightened ability to be self-lead to complete work that needs to be done within organizational and own-life constraints.

In the context of the knowledge economy, human resources are a pivotal component to the application and development of the needed knowledge. Organizations who increasingly try to leverage the value of their human resources and of their human capital, possibly find the workers' existing experience less and less important compared to their aptitude to learn and develop (Galabova and McKie, 2013). This again points at the central place of the individual in this new era of organizational performance where over the last few decades there is a recognition that the workforce of the past will need to be strengthened with respect to newly relevant competencies beyond technical expertise (Windsor et al., 2012; Harder et al., 2015) in order to be of optimal value in today's "active work situations" (Parent-Thirion et al., 2012).

Forbes points at the importance of workers in the 21st century to be self-directed (Ryan, 2016) and breaks this down into various attributes that organizations are looking for when recruiting people. It is clear that the worker is expected to take charge of his/her own professional contribution to the organization as is evident from notions such as understanding their own path and career, the ability to point at personal success in recognition of strengths, being proactive problem solvers with a knack for self-development and the ability to set personal goals for success. Such expectations are in stark contrast to recruitment in the past, which was heavily guided

by experience and technical expertise (Galabova and McKie, 2013). This is echoed by Gino and Staats (2015) who point at the desire of companies for their employees to think by themselves and think on their feet rather than just following orders, moving towards self-reliance to improve processes, create desired output and experiment with change to ultimately being able to reshape their actual work for enhanced success and productivity. Gino and Staats (2015) include the notion of "bringing the true self to work" in the context of genuine engagement with and commitment to their work.

These points made in the professional literature are mirrored in academic literature and public policies, which show the broader attention this issue has attracted beyond benefits sought by organizations. The academic and public policy literature shows recognition of this issue by means of outlining extensive lists of desired competencies for the 21st century worker (Farrugia and Sanger, 2017; Van Laar et al., 2017; Parent-Thirion et al., 2012; OECD, 2016; Jackson, 2013, 2009; Ontario Public Service, 2016). The National Research Council (2012) uses a categorization of Cognitive, Interpersonal and Intrapersonal skills, of which the former points at the importance of functional aspects of the worker such as problem solving, analytical and critical thinking whereby the latter two contain multiple competencies with respect to the self. These example competencies such as: self-presentation, coordination, service orientation, teamwork, adaptability, intellectual interest and curiosity, self-monitoring, continuous learning, initiative, self-reinforcement, responsibility, perseverance and career orientation. The Partnership for 21st Century Skills (P21, in Van Laar et al., 2017) distinguishes three categories of competencies: literacy, learning and life-related. The latter list examples such as: creativity and innovation, critical thinking and problem solving, communication, collaboration, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility. The work of Farrugia and Sanger (2017) highlights the importance of Self-Leadership, self-awareness, desire to learn, ability to learn from own mistakes (effective reflexivity), operate effectively in uncertain environments, manage conflicts, flexibility, adaptability and confidence. Fullan and Scott (2014) point at tenacity, perseverance, resilience, reliability and honesty, interest in engaging, critical thinking, learning from others, generate novel ideas and pursue those into practice. Selected literature

highlights the need for problem solving skills (Griffin and Annulis, 2013; Greiff et al., 2013; Parent-Thirion et al., 2012), critical thinking skills (Özyurt, 2015; Greiff et al., 2013), self-motivation and independence (Wahl et al., 2012; Windsor et al., 2012), Integrity and commitment (Totterdill, 2015), aptitude to learn continuously (Galabova and McKie, 2013; Parent-Thirion et al., 2012; Cressey et al., 2013), Personal Management Skills (Ontario Public Service, 2016), reflection (Totterdill, 2015; Cressey et al., 2013) and decision making (Farrugia and Sanger, 2017). Kanfer et al. (2017) further highlight creativity, commitment and loyalty, whereas Totterdill (2015) points further at self organization and initiative taking. There is a plethora of further lists, yet what is clear is that the bulk of the presented competencies can be intuitively linked to the context the employers and professionals highlighted in the professional literature with regards to the value being self-directed or self-led in a professional environment.

In the context of leveraging the power of human capital, organizations typically follow a two-pronged human resources approach to realize the attainment of a workforce that holds such competencies: hiring for the sought after profiles and professional development of the current workforce (Choo and Bontis, 2002; Holton and Naquin, 2002; Karami et al., 2004; Nafukho et al., 2004; Kennedy, 2005; Kong and Thomson, 2006: Davis, 2017). The focus of this study lies in the latter of the two options, i.e., management activities pertaining to human resources that allow for the development of the current workforce.

Given the changing nature of the 21st century realities, organizations have realized the value of looking at their future through a lens of development and innovation, whereby Peter Totterdill (2015) argues the importance to see innovation in organizations from a multi-dimensional perspective, instead of a technology-focused point of view. In his work "Closing the Gap: The Fifth Element and Workplace Innovation" he contends the need for enhancing the competitiveness and increased productivity of the organization by workplace innovation through the interplay between organizational leadership, knowledge of frontline employees and organizational design. It speaks for itself that such an approach spans a spectrum of radical to incremental innovation, whereby indeed seemingly small interventions may contribute to considerable success. This study anchors on the growing popularity of

professional development activities that introduce Mindfulness as a potential conduit to attain favorable outcomes with regards to organizational behavior. Mindfulness has enjoyed increased attention over the last few decades with respect to its impact on organizational behavior (Worawichayavongsa et al., 2017). Mindfulness practice, rooted in a Buddhist personal development context, has been studied on its impact on various human experiences (i.e., thinking, feeling and doing) (Brown et al., 2007) and has been preliminarily contended to be a "root construct" in organizational science (Good et al., 2016). Its application in the form of Mindfulness interventions (i.e,. training programs) is reported on the increase in work settings (*Hülsheger et al., 2013).*

1.2 Problem Statement

The context above describes a clear challenge facing organizations today. In light of the changed realities of competition, a constant is that companies and their management still rely on the work of subordinates. This realization urges organizations to develop human capital towards competitiveness (Galabova and Mckie, 2013). Linda Hill, economist and professor of business administration at the Harvard Business School, clearly points in an article of the *Harvard Business Review* (Knight, 2017) at the responsibility of organizational leadership to create and energize the environment for its workers by using an empathic perspective. The article further forwards the inability of directional leadership to achieve such an environment, instead calling for the adoption of transformational leadership styles to empower workers to become more self-led, whereby Hill advises an approach from a developmental angle. King and Zaino (2015) echo this overall sentiment and propose the issue to be addressed by means of fostering ownership in workers over their jobs and outputs in terms of the tasks they do, the time they use and the identity they hold as professionals. Kanfer et al. (2017) contend in this context the importance of creating work environments in support of self-determination to enhance outcomes. Totterdill (2015) proposes and addresses the problem by unpacking Frank Pot's notion of workplace innovation to empower employees through bridging management's aspirations for organizational success and knowledge of frontline employees through crafting what Pot (2011) describes as new interventions in work

organization and human resource management (i.e., workplace innovation). Pot et al. (2012) further posits this to be nested in strategic management of human and non-human resources to attain improved organizational performance alongside improved quality of working life.

The context of this study breathes the notion of the worker standing central to all of this. Mindfulness intervention can be seen as an example of what Pot describes as workplace innovation in the sense that its application – even though gaining ground in the workplace towards various desired organizational behaviors – is far from commonplace in endeavors for organizations to foster Self-Leadership in its employees. As the literature review will evidence, Mindfulness has been studied in various workplace related behaviors, and where applied for Self-Leadership, this has only been extensively studied with respect to people in managerial positions. If managers have the aspiration for their subordinates (i.e., non-managerial workers) to become self-led, and Mindfulness has shown somewhat promising results in developing leadership skills, the potential of Mindfulness for non-managerial employees is worthy of investigation. Considering the assertion of Good et al. (2016) that Mindfulness may well be a root construct to organizational science, its influence on workers in non-managerial positions needs to be well understood. The growing popularity of Mindfulness interventions in organizational settings is still relatively under researched (Passmore, 2019; Jamieson and Tuckey, 2017; Good et al., 2016) and has little to no work appraising Mindfulness in relation to an organizational Self-Leadership context other than the fact that both constructs are contended to exhibit positive effects on job performance (Coo and Salanova, 2018; Furtner et al., 2015; Phang et al., 2015). The works of Bishop et al. (2004) and Furtner et al. (2015) allude to the positive attribution of what they refer to as the "observing" facet of Mindfulness with respect to Self-Leadership strategies, yet this is by no means clearly explored or illuminated. In the end, given the growing expectation by organizations of their workers with respect to Self-Leadership behaviors and the strong advocation for a developmental approach of workplace innovation centered around the individual, demands the further exploration of Mindfulness as a possible conduit to Self-Leadership and in particular the engagement in Self-Leadership strategies (Neck and Houghton, 2006).

1.3 Research Objectives

The objective of this exploratory research is to gain familiarity with the perspective of Mindfulness practitioners in non-managerial positions on how Mindfulness practice affects the way they operate at work in general but with particular attention to their engagement in Self-Leadership strategies. Primarily assuming the perspective of the Mindfulness practitioner, this study aims to, through a rich descriptive account, explore whether, and if so how, Mindfulness practice influences non-managerial employees to meet 21st Century world of work expectations by managers with a particular focus on becoming more self-led. The study does not intend to claim generalizable causal relationship between variables but hopes to illuminate the currently opaque understanding of the lived experience of non-managerial employees' Mindfulness practice at work and its conducive potential to becoming more self-directed. This rich descriptive account also aims to inform organizational decision making for both participating research sites of this study with regards to the adoption of Mindfulness interventions as formal professional development activities to further develop and leverage its workforce to be compatible with the 21st century knowledge economy and its demands. This all aligns seamlessly with the contention by Brendel and Bennett (2016) that with respect to the current experimentation of organizations with holistic developmental strategies, and in particular Mindfulness, there is a substantial lack of empiric investigation of such approaches.

1.4 Research Questions

This study is driven by two main research questions which progress sequentially towards the exploration of the central topic of investigation of this study i.e. Self-Leadership. The second research question is further divided into three sub-questions in order to unpack the interplay between Mindfulness practice and Self-Leadership in a focused manner.

Main research questions:

RQ1: What is the lived experience of non-managerial employees of their Mindfulness practice at work?

RQ2: What is the lived experience of non-managerial employees of their Mindfulness practice at work with respect to becoming more self-led?

Sub research questions:

SRQ1: How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with Natural Rewards strategies?

SQR2: How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with Constructive Self-thought strategies?

SQR3: How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with Behavior-focused strategies?

1.4.1 Conceptual Model

The fact that the study aims to illuminate the lived experience of the Mindfulness practice at work by non-managerial employees with a focus on self-led work composures makes the construction of a conceptual model of what is being measured and what will be the outcome of it highly dependent on what the Mindfulness practitioners have experienced and which information they volunteer with respect to their experiences. Nevertheless, attempts to outline a rather general conceptual model that would give the reader an initial sense of how the study in conceptual terms breaks down.

Figure 1   *Conceptual Model*

The lived experience of Mindfulness Practice at work focused on self-led work composures

Overall emotive and behavioral work composures

Behavior-focused Self Leadership strategies

Mindfulness practice

Constructive Self-thought Self Leadership strategies

Natural Rewards Self Leadership strategies
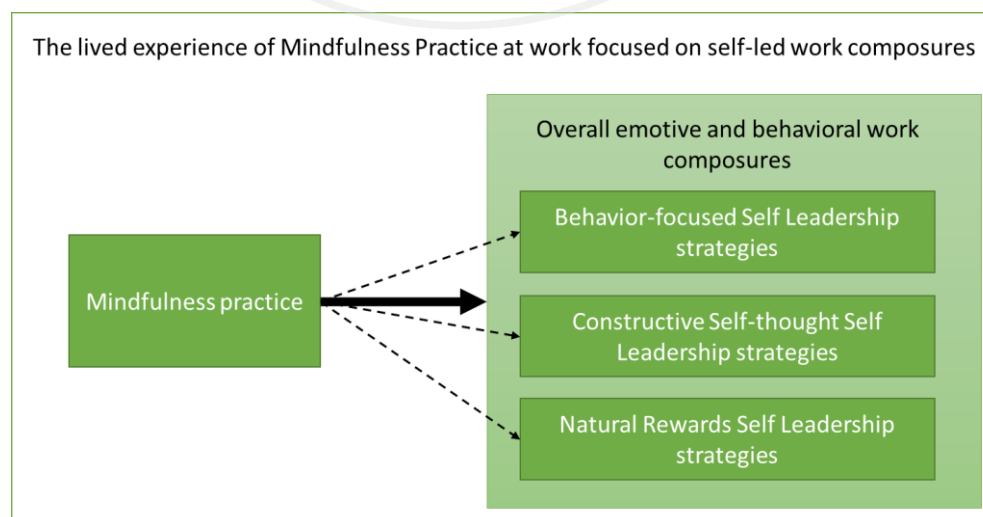
The study will describe the lived experience of participants in the study with respect to their Mindfulness practice at work in an exploratory attempt to illuminate how Mindfulness practice influences their overall emotive and behavioral work composures, with particular attention to the three Self-Leadership strategies as per the operationalization of Self-Leadership in this study (see chapter 2). The investigation of the experiences around emotive and behavioral work composures will give attention to affected organizational variables such as for example teamwork, performance, etc. The investigation will then progress towards seeing how Self-Leadership strategies are triggered as a result of Mindfulness practice towards expected composures for a 21st Century workplace.

1.5 Personal Motivation

The researcher was introduced to Mindfulness in 2016 and has ever since been very intrigued by the construct and its practice. Having operated in both non-managerial and managerial positions in her professional career, the researcher has often asked herself the question how individuals can be truly bought-in to the idea of going the extra mile, figuring out ways to solve problems at work, pursuing personal and professional growth to become more resourceful and, above all, becoming a confident master of one's own fate. Being a Mindfulness practitioner and having seen Mindfulness included in educational programs for youngsters in Thailand, has sparked the interest of the researcher around the utilization of Mindfulness in organizational settings. Her paper on Mindfulness to enable success of the 21st century worker, presented at the 14th International Conference on Intellectual Capital, Knowledge Management & Organizational Learning ICICKM2017 at Hong Kong Polytechnic University, further peaked her interest in the matter and this study is aimed to be one of multiple avenues to explore how Mindfulness can be of benefit to people in the current era of economic and societal dynamism.

1.6 Research Significance

This study aims to deliver three contributions to the knowledge domain of which one is strictly theoretical, one is strictly practical, and one can be argued to hold a dual nature.

The theoretical contribution of this study lies in the investigation of the interplay between Mindfulness practice and work composures with particular interest on Self-Leadership. Investigation of the manner in which both constructs interface is to the knowledge of the researcher limited at best and existing studies have typically involved Mindfulness practitioners who are in leadership positions (Hu et al., 2019; Mahfouz, 2018; Frizzell et al., 2016; McKee et al., 2006; Pipe and Bortz, 2009; Verdorfer, 2016) or students (Furtner et al., 2018; Rieken et al., 2017; Wang and Liu, 2016; Tadlock-Marlo, 2011). Therefore, using the workplace context as a ground for investigation of non-managerial employees is enriching to the body of knowledge around Mindfulness and Self-Leadership.

The contribution of theoretical/practical nature pertains to the setting and context in which this study takes place. As is outlined in the methodology section in chapter three, the participants of this study are selected on the back of undergoing a Mindfulness intervention at work (i.e., a Mindfulness training organized by the participating organizations). The study therefore aims to exploratorily illuminate the potential of Mindfulness practice towards an improved fit with the expectations of managers in the 21st century with regards to the need for the proverbial "more independent worker". This is a theoretical contribution in the sense that it contributes to the body of knowledge of organizational science but equally is a practical contribution since the study will inform the research sites further on the effectiveness Mindfulness practice at work. The "more independent worker" is often referred to as an umbrella phrase for personal skills and attributes that are particularly sought after by organizations that have entered the 21st Century knowledge economy (Knight, 2017; King and Zaino, 2015; Gino and Staats, 2015).

This leads seamlessly in the third contribution of this study which is a purely practical in nature. This study aims to inform the decision makers of the participating organizations about the potential of Mindfulness training as a professional development activity. The participating organizations have selected the Mindfulness intervention related to this study as a pilot test with the eye on possibly rolling this approach out throughout the whole organization, depending on its outcome. This study is therefore expected to illuminate how further promotion of Mindfulness practice can benefit the organization allowing the decision makers to progress towards

developing their professional development suites at their respective organizations i.e. a self-directed workforce.

The relevance of this study lies in its exploration of the potential of Mindfulness practice as an enabler for Self-Leadership whereby it contributes to validating the claim by Good et al. (2016) that Mindfulness is possibly a new root construct in organizational science in particular with respect to the type of work profile that organizations of the 21st Century are seeking. As the literature review will evidence, the two key constructs of this study i.e. Mindfulness and Self-Leadership, are topics of high interest in todays organizational environment. Organizations show great interest in a worker profile that includes self-directedness to suit today's compounding organizational realities with respect to time, budget and workload. Mindfulness has been contented to sit at the foundation of building and developing effective organizational composures for the 21st Century, yet there is a lack of empiric evidence to strengthen the contention. This study will therefore advance the body of knowledge with some significance, in the sense that it will carefully unpack the lived experience around engagement in Self-Leadership strategies as a result of Mindfulness practice. As elaborately outlined in the context section 1.1. of this chapter, the notion of self-directedness is a highly sought after attribute in today's economic environment (Ryan, 2016) to successfully operate in a highly dynamic organizational environment (Greiff et al.. 2013) with a heightened pace of work (Dean, 2017) and little or no time for direction by management (Wahl et al., 2017). This study therefore explores the potential gateway nature of Mindfulness practice towards engagement in Self-Leadership strategies to allow individuals to nurture their own ability to think independently, think on their feet, take initiative, act independently and bring their authentic self to work (Ghino and Staats, 2015).

The novelty of this study comes out of the fact that only a handful of studies have explored the impact of Mindfulness on Self-Leadership warranting further exploration of the relationship. In addition, none of the existing studies have clearly explored the enabling effect of Mindfulness practice on Self-Leadership strategies through which Self-Leadership is being operationalized in this study. Adding to the novelty of this study is that, up to date, to the knowledge of the researcher, no study

exists that has explored the enabling effect of Mindfulness practice on Self-Leadership at work in non-managerial employees.

The research outcome is worthwhile since it is projected to be utilized as input in a decision-making process around whether or not the promotion of Mindfulness practice will be rolled out organization wide in both organizations that function as study sites for this research in search for a more self-lead staff body. The overall significance of the study argued above is well summarized by Brendel and Bennett (2016) who point at the dire need for empiric research on how the innovative professional development route of introducing Mindfulness in organizational contexts can play a potentially significant part in developing a worthwhile workforce for the 21st Century.

1.7 Definition of Terms

Mindfulness refers to purposeful observation of all experiences in the present moment in a non-judgmental manner (Kabat-Zinn, 1982) through self-regulation of attention and orientation (Bishop et al., 2004). It is defined as "a state of consciousness in which attention is focused on present-moment phenomena occurring both externally and internally" (Dane, 2011, pp.1000), involving "an open, undivided observation of what is occurring both internally and externally" (Brown and Ryan, 2003, pp. 823). Brown et al. (2007, pp.212) describe it as "receptive attention to and awareness of present events and experiences". The literature presents various sub-constructs in the context of Mindfulness by referring to state Mindfulness, trait Mindfulness, Mindfulness practice and Mindfulness intervention (Jamieson and Tuckey, 2017), which will be elaborated on in the literature review. With reference to the research questions, Mindfulness practice refers to the active engagement in Mindfulness techniques, in other words, being a Mindfulness practitioner. Mindfulness intervention refers to a deliberate activity undertaken in an organizational context to enable people to engage in Mindfulness practice in an organizational context towards ultimately organizational benefit.

Non-Managerial Employees: Following the general Human Resources and Management content in Armstrong's Handbook of Human Resource Management Practice (Armstrong and Taylor, 2014), in this study the term "non-managerial

employees" refers to employees that hold no line management responsibilities. In other words, this would refer to positions with post titles or occupational titles that do not suggest or imply the holding of line management responsibility in an organizational structure.

Self-Leadership is described by Furtner et al. (2015) as a self-influencing process towards improved personal performance and effectiveness. The literature (Neck and Houghton, 2006; Furtner et al., 2015) points at Self-Leadership to be a composite structure of three categories of strategies: Behavior-focused strategies, Natural Rewards strategies and Constructive Self-thought strategies. The respective strategies refer to various behaviors depending on the domain: Behavior-focused strategies (self-goal setting, self-observation, self-reward, self-punishment, and self-cueing), Natural Rewards strategies (fostering intrinsic motivation), and Constructive Self-thought strategies (positive self-talk and constructively evaluating beliefs and assumptions)

1.8 Dissertation outline

While chapter one outlines the general context that gives rise to the relevance and choice of the topic of this research, Chapter two gives a detailed account of the relevant literature on the subject. Chapter three outlines the qualitative methodology used for this study and gives a detailed explanation around the appropriateness of the followed approach to arrive at the robust and worthwhile result. Chapter four presents the findings of the study, which forms the basis for the discussion of the findings in Chapter five. Chapter six concludes the study by drawing general and specific conclusions towards answering the research questions, outlining the avenues forward for both researchers and organizational decision makers based on the theoretical and practical contributions this study aims to make and finally recognizing the limitations of the study and how future research is informed by what this study has uncovered.

CHAPTER 2

LITERATURE REVIEW

This chapter is an attempt to provide the current literature around the topic of this study in order present a body of work that outlines the state of the art for the reader to have a good insight in the context of the study and the constructs deployed.

First this chapter presents the context in which this study is nested, i.e. the 21st century knowledge economy. Particular attention is given to the types of worker profiles that 21st century employers seek and the changed organizational expectations of today and the foreseeable future.

The second part of this chapter concisely unpacks the construct of Self-Leadership theoretically, introduces the salient current definitions and highlights the relevant benefits associated with Self-Leadership in context to arrive at the chosen operationalization of the construct for this study. The section closes by a short outline of some paradoxes associated with Self-Leadership and concludes by tying Self-Leadership back to the earlier discussed context of the 21st century workplace.

The third part of this literature review illuminates the second central construct of this study i.e. Mindfulness. Through a brief outline of the construct background and key definitions, this section dedicates considerable attention to unpacking the nature of Mindfulness. The section closes with the aggregation of the literature around the benefits of Mindfulness in five categories i.e. Physical and Mental, Emotional, Cognitive, Behavioral and Self-Oriented.

The final section of this literature review ties both key constructs to this study together and presents the limited current literature on Mindfulness and Self-Leadership as the closing piece of this literature review.

2.1 The 21st century knowledge economy

2.1.1 *Context*

Over the last five decades, knowledge has claimed a central place within the world. The place of knowledge is both of societal and economic importance, which has given birth to the widely accepted terms of knowledge society and knowledge

economy. In this world of knowledge, the term knowledge society refers to a societal network in which knowledge is more readily available to citizens, yet this prompts questions around accessibility thereof and its leveraging for human development and well-being at large (UNESCO, 2005). With the emergence of knowledge as a central component to economic progression and organizational success over the recent past, the reality of the 21st Century economy is very different compared to that of the 20th Century. Drucker (1993, 1999, 2001, 2005) points clearly at this difference by outlining the manner in which organizations are required to develop, leverage and disseminate knowledge in order to become and remain competitive in this knowledge economy in stark contrast to the times where organizations could get competitive advantage out of the mere possession or access to resources in what is often referred to as a resource-based economy. It is commonly accepted that in this new economic paradigm knowledge is the primary focal point for organizational success in the sense that it is the first and foremost source of continued competitive advantage (Powell and Snellman, 2004).

This change has manifested itself alongside—and arguably in conjunction with—trends of increased globalization, geographic shift of economic powers, emergence of new industries and changing views on how organizations operate (Etzkowitz, 2012). Globalization has resulted in an exploding exposure to organizational relevant factors such as new markets, technologies, resources, competitors, ways of working, etc. The geographic shift of economic powers has put various emergent economies (e.g. countries in the ASEAN alliance) on the map and has attracted plenty of investment in those economies both by local and international investors. New industries, of which the uptake of technological evolutions is a prime example, have created new types of jobs, new types of outputs and new types of business models and each in their own right has impacted the current scene of the 21st century economy. Changing views on organizational management have emerged and are likely to continue to emerge as a result of various new ways of how people look at the world (e.g. the shared economy, flexible contracts, cross disciplinary approaches, self-managed teams, etc.). Even though the bottom line of organizational success remains fairly similar to the past, with the possible exception with regards to a growing concern for environmental sustainability, the way in which organizations see

the meeting of such bottom line results has been subject to change (Dean, 2017; Greiff et al., 2013; Wahl et al., 2012).

The role of the worker in an economy that has become more and more knowledge-based, has changed in the sense that organizations expect their workers to be able to complete tasks that are knowledge-based in an environment that has decreased the amount of direction given by their superior (Wahl et al., 2012). One of the reasons for this is possibly the overarching highly-dynamic environment in which organizations and managers are operating, whereby their shareholders and stakeholders expect an organization to be highly agile in meeting the expectations of customers, consumers, suppliers, employees and government (Gino and Staats, 2015; King and Zaino, 2015). The pressure of these new expectations around agility inevitably trickle down to the front-line workers in organizations, who have become expected to be responsive to a wider range of demands from their employing organization. The notion of Change Management has become a standing notion in organizational management textbooks and is hailed as a fundamental approach to leading an organization to success in the 21st century (King, 2017). Not only does this hold true for companies and business models that (have) need(ed) review in transitioning from resource-based to knowledge-based contexts, but equally to new organizational models that have emerged in the wake of the proliferation of knowledge over the last 30 years.

The reality of today – and this spans across economic and societal spheres – is that change is the constant (Kotter, 2012; Greiff et al., 2013). With the human resource as a central contributor to the development, leveraging and diffusion of knowledge in the organization it is imperative for organizations to be able to deploy a workforce that is able to respond to the requirements of this new 21st century knowledge economy that is typified by increasing competition and continuous dynamism if the organization wants to remain relevant today and tomorrow (Gino and Staats, 2015; King and Zaino, 2015). In this context, the economic value of knowledge in the 21st century economy is centered around the ability of workers to produce and apply knowledge through the deployment of various soft and hard skills, innovation, learning, creativity, networking and openness towards contributing to the

growth and competitiveness of the organization (Nonaka and Takeuchi, 1995; Peters, 2010).

Today's changed work setting is reported to be typified by an increased need for interdisciplinarity, growing cultural diversity, problem solving capturing multiple stakeholders' perspectives and heightened productivity expectations (Germaine et al., 2016). Beyond the functional dimension of a worker's activity, the 21st century has brought – and promises to continue to bring – increased tensions around work-life balance (Blustein, 2006) and a shift in career management responsibility towards the individual (Donald et al., 2017). What must be intuitively evident to the attentive reader, is that, if the economic reality of organizations has changed and demands incremental or fundamental changes to the way organizations operate, it can only be expected that the professional profile of the worker of the 20th century is likely to be challenged in order to be of added value to this new economic environment and the resulting new world of work.

2.1.2 Changing Sought Profiles

Against the backdrop of the new economic and organizational realities, organizations have reportedly struggled to secure the required human resources that fit with the current expectations of organizations. This debate has been held in the context of how the new and current workforce of today is being prepared for the world of work of tomorrow through education, professional development and overarching governmental policy (UNESCO, 2015). Yet the crux of the problem lies in understanding what types of profiles are sought by organizations that operate in a knowledge-driven economy. The literature around the competencies required for the 21st century economy is pervasive, but what is clearly of concern is the highlighted remaining mismatch in the profiles of current and prospective workers compared to that for which organizations look (OECD, 2017a, 2017b). The literature around how education prepares input for the new economic workforce and the continued critique of employers around the inability of education to prepare a workforce that is fit for purpose are clear evidence of this sustained issue (Sin and Amaral, 2017). Germaine et al. (2016) point at the cross-disciplinary and functional nature of jobs in relation to organizational success as a driving force behind the understanding of what

competencies are desirable. Jackson (2013) further contends that competence in such desirable competencies is a bottom-line requirement to be regarded as an employee that is fit for purpose, making more competencies become part of the proverbial threshold competencies for a worker to be considered as up-to-the-task.

Literature of an academic, public and professional nature recognize this issue, which has resulted in more than a decade of literature that tries to capture the profiles organizations are looking for by means of exploring what is referred to in the Human Resource discipline as KSAO's (knowledge, skills, attitudes and others). This has resulted in various and extensive lists of competencies that are said to be required from the 21st century worker in order to add value to the organization of today (e.g. Farrugia and Sanger, 2017; Van Laar et al., 2017; Parent-Thirion et al., 2012; OECD, 2016; Jackson, 2013, 2009; Ontario Public Service, 2016). Categorization efforts around desired competencies have been attempted to make the notion of what is desirable more organized, and are typically rooted in the literature around development of competencies for the 21st century. For example, the National Education Association (2012) introduced its 4C Framework with the headers Communication, Collaboration, Creativity and Critical thinking for problem solving. The National Research Council (NRC, 2012) proposes cognitive, interpersonal and intra-personal competencies which frame worker profiles around functional aspects of the job and the way in which the individual positions oneself at work. The functional categorization refers to the ability to solve professional work-related problems, approach the job through analytical thinking and deploy a general sense of critical thinking with regards to the work to be done. Beyond functional competencies, the NRC also contends the need for competencies concerning the self whereby this regards not only who one is when coming to work, but equally how one behaves at work and interfaces with colleagues, organizations and other stakeholders. Some examples of noted competencies in this regard are: self-presentation, coordination, service orientation, teamwork, adaptability, intellectual interest and curiosity, self-monitoring, continuous learning, initiative, self-evaluation, productivity, flexibility, meta-cognition, learning how to learn, self-direction, self-reinforcement, responsibility, perseverance and career orientation. The Partnership for 21st Century Skills (P21, 2008) proposes three categories that relate competencies to literacy,

learning and life. Literacy covers not only traditional verbal and numerical literacy, but equally the notion of technological literacy. The learning category very much contends abilities to learn but equally attitudes towards learning whereby the notion of life-long learning has become a very popular term in this regard. Life related competencies concern the larger context in which the individual operates and its interface with work. P21 contends the need for competencies such as creativity and innovation, critical thinking and problem solving, communication, collaboration, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility.

In their work 'Gaining an Employment Edge', Farrugia and Sanger (2017) point at the need for Self-Leadership, self-awareness, the desire to learn, effective reflecting, the ability to operate in uncertain environments, managing conflict, flexibility, adaptability and confidence. Fullan and Scott (2014) highlight the need for tenacity, perseverance, resilience, reliability and honesty, interest in engaging, critical thinking, learning from others, generating novel ideas and pursuing those ideas into practice. Selected literature highlights the need for problem solving skills (Griffin and Annulis, 2013; Greiff et al., 2013; Parent-Thirion et al., 2012), critical thinking skills (Ozyurt, 2015; Greiff et al., 2013), self-motivation and independence (Wahl et al., 2012; Windsor et al., 2012), integrity and commitment (Totterdill, 2015), aptitude to learn continuously (Galabova and McKie, 2013; Parent-Thirion et al., 2012; Cressey et al., 2013), personal management skills (Ontario Public Service, 2016), reflection (Totterdill, 2015; Cressy et al., 2013) and decision making (Farrugia and Sanger, 2017; ATC21S, 2012). Kanfer et al. (2017) further highlight creativity, commitment and loyalty, whereas Totterdill (2015) points at self-organization and initiative taking. Paul and Elder (2014) argue the need for intellectually virtuous individuals that are humble, empathic, fair and courageous. Worawichyavongsa et al. (2017) present success-conducive competencies for the knowledge focused 21st century world of work as problem-solving, creativity and innovation, resilience, teamwork and collaboration, communication, Intellectual virtue, life-long learning and career management.

What must be seen as a common thread throughout all of the competencies highlighted above is the notion that they pertain generic competencies of what a

worker should be like and should be able to do. They concern personal dispositions to work, cognitive abilities and behaviors that intertwined result in a value-adding employee to an organization and are often referred to as transferrable across any type of organization. This argument by no means discounts the value and need for technical knowledge of the specific professional field in which one is engaged; however, it highlights the fact that effective ability in 'softer' competencies has become increasingly important and even a baseline necessity and expectation in the world of work today.

2.1.3 Changing Organizational Expectations

It is important to note that the competencies that make it to exhaustive lists around what makes an employee desirable are not necessarily something new. Paul et al. (1997) trace the NEA's 4 C framework (NEA, 2012) back to the times of the Great Greek thinkers. Socrates, Plato and Aristotle advocated for the value of communication, learning, critical thinking, teamwork, creativity and innovation. Rotherham and Willingham (2009) contended – and this is echoed by Jackson (2013) – that such competencies, even though having been in demand forever, have now become a factor on which collective and individual success is dependent or, in other words, a sine qua non for professional and organizational success (Velasco, 2012). This places the requirement and expectation for the possession of these softer competencies as complementary, and at times superior to, technical skills (Harder et al., 2015).

The increased urgency for the 21st century competencies is often contended as a result of technological growth, heightened workplace dynamism, increased workforce diversity and growing global competitive pressures (Greenstein, 2012). What must be highlighted is that the expectation of organizations is for the individual to take onus around possession of these competencies, fitting within a larger paradigm shift that can be observed since the century change which includes career development and progression (Donald et al., 2017; Tomlinson, 2012). In many cases, the demands from individual workers have increased and the complexity of these demands has heightened, whereby in many cases this renewed expectation can be very daunting for an individual (Bluestein, 2006). Not only is one nowadays expected

to possess an extensive set of workplace skills at a substantial level of competence, but equally one is expected to sharpen such ability in response to a highly dynamic future and carry personal responsibility therein (Galabova and McKie, 2013). The undercurrent to the changed expectations of the 21st century workplace can likely be found to be the shift in onus from the organization to the individual. Buzz words around desirable employees are self-direction, autonomy, proactivity, self-monitoring, etc. Employee contribution is seen as a more fundamental dependency with respect to organizational success alongside an expectation of higher aptitude for diverse work tasks without additional developmental time (Dean, 2017). Wahl et al. (2012) points very clearly at a decreased tendency of managers to dedicate time on guiding and directing their subordinates in the completion of their tasks. An organization's operational system is expected to be increasingly agile (Gino and Staats, 2015), which has ushered in a trend around the use of contingent workforce (King and Zaino, 2015) which is foreseen to grow for the foreseeable future.

Ryan (2016) uses self-direction as an overarching notion when discussing what organizations in the 21st century look for in new recruits. Taking personal charge of organizational contribution and career progression, self-awareness around strengths and personal success, proactivity when problem solving, and a natural tendency to self-development through personal goal setting for success can all be expected to become going-rate around appraising individuals in a recruitment process. Companies expect their workers to think for themselves and be self-reliant towards adding value to the organization, create desired output, improve processes, and ultimately reshape their actual work for enhanced productivity (Gino and Staats, 2015) with equally enhanced personal meaning (Berg et al., 2010). The attentive reader will intuitively recognize that the undercurrent of the 21st century expectations of its employees is very much typified by the onus on the self, the individual to take responsibility and be in charge of one's professional contribution to the organization of which one is a part.

2.2 Self-Leadership

2.2.1 Theoretical Context

Inspired by Kerr and Jermier's (1978) attempts to substitute leadership, the term Self-Leadership first emerged in the mid 1980's (Manz, 1983; 1986) - by expanding the notions of self-control and self-management (Manz and Sims, 1980; Thoresen and Mahoney, 1974). The work of Thoresen and Mahoney (1974), in particular, presented the research around self-management in a theoretical context of behavioral modification and social learning (Bandura, 1991; Luthans and Kreitner, 1985). The work of Manz (1986) in the Academy of Management Review is widely accepted as the seminal text on the construct and presenting the basic Self-Leadership strategies that will be used to operationalize the construct for this study. The construct gained popularity since the mid 1980's and throughout the turn of the century (Neck and Houghton, 2006) with, alongside substantial scholarly attention, equal inclusion of the notion in various textbooks that cover leadership and management subjects (Kreitner and Kinicki, 2003; Nahavandi, 2006; Slocum and Hellriegel, 2009) and equal traction in the field of professional development in organizations (Neck and Manz, 1996; Stewart et al., 1996).

Self-Leadership takes the fundamental stance that behavior, even though affected by external factors, is ultimately controlled by internal rather than external forces (Manz, 1986). Even though the construct has been practically and theoretically acknowledged (Neck and Houghton, 2006; Stewart et al., 2011), it is fair to say that in relative terms most attention to the concept was conceptual rather than empiric (Andressen et al., 2012) with somewhat of an uptake of empiric studies since recently (Furtner et al., 2015).

The construct of Self-Leadership, even though initially an individual focused one, quickly gained attention at the group level too (Campion et al., 1993), showing the construct to span organizational levels and connect the individual analysis level with that of the group. However, Stewart et al. (2011) points out that that Self-Leadership has been studied more vigorously at the individual level. Self-Leadership is rooted in self-regulation theory (Carver and Scheier, 1981), social cognitive theory (Bandura, 1991) and self-determination theory (Deci and Ryan, 1987). Self-

regulation and control theory draws the analogy of the self-regulatory process with a thermostat where temperature is controlled. Analogously, a person monitors his/her performance in its context, compares this to a desired state and, in case of discrepancy, engages in behavioral change or re-evaluates and adjusts the desired state in line with the monitored performance (Carver and Scheier, 1981). Just like a thermostat, the ultimate goal is to eliminate discrepancy between the current and the desired state. Carver and Scheier (1998) refined their theory by pointing at the mediating influence of hope and confidence, whereby the possession of hope and confidence would result in discrepancy reduction through expansion of performance driven effort, and whereas in cases of negative goal attainment expectancy one would more likely pursue alternative goals or give up. Self-regulation theory can be found to have two possible foci, promotion or prevention (Carver, 2001; Higgins, 1998). Promotion is concerned with the regulation of positive outcomes. In other words, it relates to the striving for attributes a person would aspire to possess. Self-regulation for prevention refers to the regulation of negative outcomes covering concepts such as personal safety, responsibility and duty. Compared to the ideal attributes in the promotion context, the prevention focus concerns itself with attributes of what one should possess or be like. Latham and Locke (1991) have noted that even though people are naturally self-regulating entities, they are not innately effective at it, opening room for Self-Leadership to provide remedy (Neck and Houghton, 2006).

Bandura's (1991) social cognitive theory is another fundamental theoretical realm in which Self-Leadership operates. This theory points at the best way to explain human behavior is through the investigation of a reciprocal relationship between three factors: behavior, internal influences and external influences. The interface of these three factors is also referred to as the triadic reciprocity. Social cognitive theory aligns with self-regulation theory in the sense that it acknowledges a self-regulatory system of self-monitoring, self-evaluation and self-response. Where self-regulation focuses on discrepancy reduction only, social cognitive theory asserts that people, under the assumption of control over performance standard setting, set performance goals (assumed better/higher than before) based on past experiences, thereby creating discrepancy. The production of this discrepancy then induces efforts to reduce discrepancy and to then set higher standards again. A key concept to social cognitive

theory is self-efficacy (i.e. self-view of the possession of capabilities necessary to perform a task). The potential of Self-Leadership lies, in particular, in its ability to positively influence self-efficacy for performance (Müller and Niessen, 2018, 2019; Neck and Manz, 1996).

Self-Determination theory, the third foundation theoretical sphere in which Self-Leadership is rooted, aligns with Self-Leadership most significantly through the notion of intrinsic motivation (Deci, 1975), which is through cognitive evaluation theory (Deci and Ryan, 1985). Cognitive evaluation theory posits the need for self-determination (i.e. the need to feel free from pressures, e.g. contingent rewards) and competence (i.e. the need to practice and extend personal capabilities) as fundamentals that drive intrinsic motivation. The theory further assumes a perspective of people's innate disposition towards elevating feelings of competence and self-control, or in other words self-determination, through searching for and overcoming challenges. Self-Leadership incorporates self-control and competence perception through reward strategies (Manz and Neck, 2004; Neck and Houghton, 2006), which form one of the three fundamental Self-Leadership strategies used to conceptualize and operationalize the construct for this study.

2.2.2 Defining Self-Leadership

Neck and Manz (2010) have taken a broad definition approach to the construct as a "process of influencing oneself" (p. 4), whereas a more refined address of the construct is captured by Manz (1986) as a "comprehensive self-influence perspective that concerns leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done but is not naturally motivating" (p. 589). The perspective that Self-Leadership is a process is a common thread that can be found within the literature (Manz, 1986; Manz and Neck, 2004; Neck and Houghton, 2006; Stewart et al., 2011; Stewart et al., 2017; Neck et al., 2017) whereby individuals, through particular behavioral and cognitive strategies, exercise control over their own behavior towards ultimately self-direction, self-effectiveness and self-motivation with regards to the tasks to be performed. Manz (1986) further contends Self-Leadership consists of three strategies, which he categorized as behavioral, cognitive and intrinsically motivating.

A general critique on Self-Leadership is its suggested overlap with other classic theories of motivation, raising the question around indistinguishability, and hence redundancy of the construct. The so called indistinct nature of Self-Leadership to classic theories of motivation (e.g. self-regulation and self-management) is the most common critique against Self-Leadership (Neck and Houghton, 2006; Markham and Markham, 1995).

First and foremost, the difference between both lies in the fundamentally different nature of Self-Leadership. Neck and Houghton (2006) outline the normative nature of Self-Leadership as opposed to descriptive nature of classic motivation theories. Normative theories focus on prescribing the how something should be done, rather than descriptive theories that are explanatory in purpose, which typically fall short in offering normative advice towards, for example, the management of a process. Descriptive theory is in many cases highly useful to explain the method and purpose of normative theory's prescription. When then exploring the conceptual difference between constructs, Furtner et al. (2015) recognize the surface level similarities with prominent motivational constructs such as the need for achievement, self-regulation, and self-efficacy. They further acknowledge that they "are tied together by their relations to effectiveness and performance …. They all seek to enhance these" (Furtner et al., 2015, p. 108-109).

The distinguishing factors between the motivational constructs and Self-Leadership lie on the one hand in the fact that self- leadership is composite to various self-influencing strategies (Neck and Hougton, 2006) as compared to a more narrow approach to defining the other constructs, and on the other hand stems also from Self-Leadership to operate in a more conscious and voluntary sphere of the individual's behavior whereby the other constructs are all temporally antecedent (Furtner et al., 2015). It could be argued that Self-Leadership and its composite structure of strategies would aid one in the 'how' to effectively use self-regulatory modes. Equally, the construct of Self-Leadership, even though related to, needs to be seen as distinct from notions such as self-management or self-control in the sense that it encompasses a broader sense of self-direction by capturing more comprehensively the concept of intrinsic motivation, involving a wider array of self-influencing strategies and generally addressing higher level standards that impact self-influence (Stewart et al.,

2011). As much as Furtner et al.'s (2015) empiric study shows conceptual distinction of Self-Leadership from the classic motivational constructs, they equally point at the need for further investigating the underlying mechanisms in order to sharpen up the conceptualization and understanding of Self-Leadership in the context of this debate. Where self-management has primarily a behavioral focus, Self-Leadership places intrinsic reward, cognition and other intrinsic factors central to the theory (Neck et al., 2017).

Manz (1991) distinguishes Self-Leadership from self-management through a discussion of the object of the notion (the what), the process of the notion (the how) and the purpose thereof (the why). Self-management is contended to be addressing primarily how to perform work/tasks against externally set standards whereby the primary reliance for guidance is on extrinsic motivation and its focus on behavior. Self-Leadership on the other hand, even though similarly considered as a self-influence process, focuses on standards and objectives (what is to be done), the purpose of doing so (why) and how to do the task driven by intrinsic motivation and with a heightened focus on cognitive processes. Stewart et al. (2011) tempers the contention of distinction between the two notions and points at the complementary nature of extrinsic rewards and motivators to Self-Leadership and highlights that by no means does the construct rely solely on intrinsic motivation. The inclusion of behavioral and cognitive drivers that are intrinsic, and how these can be addressed or tapped into by externals (e.g. leaders or organizations) towards supporting individuals to lead themselves, is the point of distinction. Since the notion of self-influence is not a discrete construct, it can be represented as a continuum ranging from being externally managed to Self-Leadership (see) whereby external motivating factors are progressively complemented with intrinsic motivating factors. The distinction between self-management and Self-Leaderships outlined above, this continuum and the progressive increase in self-control based on self-set standards hold true at the individual level but equally at the team level. Stewart et al. (2019) notes that at the team level in particular the notions of self-managed versus self-lead are used interchangeable, leading to ambiguity in the literature.

Figure 2 *Self-Leadership continuum (Stewart et al., 2011)*

Externally managed ———	**Self-management** ———	**Self-leadership**
No influence over What, How, and Why of Work	*Influence over How of work*	*Influence over What, How, and Why of work*
Dependent only on extrinsic incentives	*Mainly dependent on extrinsic incentives*	*Dependent on intrinsic and extrinsic incentives*
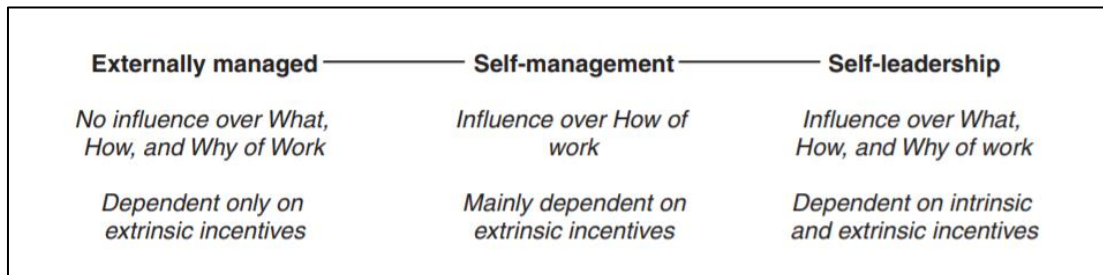
Self-Leadership would be graded as low in situations that are externally managed as compared to high in situations where individuals or teams have clear control over how to work, what the work task entails and why the work is done (Manz, 1986; Stewart et al. 2011). The continuous nature of the Self-Leadership construct is worthy of note in the sense that this allows for Self-Leadership not to be seen as the right end of the spectrum discretely but as incorporating varying levels of 'being beyond external control' (the left end of the continuum). The ultimate right end of the spectrum reflects situations where individuals apply self-management strategies in conjunction or driven by assessment of standards (own and context) for appropriateness. Stewart et al. (2011) outlines moving on the continuum as an individual increasingly taking control and influencing *what* work to do, *how* to do it and the *why* of doing it. Manz (2015) further points at the difference between self-management and Self-Leadership, with the latter being driven by superordinate standards beyond what our direct context (e.g. work) places in front of us. In an organizational context, Manz (2015) argues Self-Leadership to be the highest level of internal control.

Stewart et al. (2011) further points at what they categorize as internal and external forces (or antecedents) that influence Self-Leadership practices and outcomes at both individual and team levels. Internal forces at the individual level are indicated as intrinsic motivation (Gagné and Deci, 2005), thought patterns (Manz et al., 1988), personality (Stewart et al., 1996) and emotional regulation (Côté, 2005). Individuals who are more likely to be intrinsically motivated, tap into Constructive Self-thought patterns, who are more conscientious and who manage to regulate their emotions effectively can be expected to more positively engage in Self-Leadership practice. At

the team level, internal forces that influence the impact of self-regulation of a team are contended to be team composition (Bell, 2007), task characteristics (Langfred, 2007; Courtright et al. 2015), team cognition (Mathieu et al., 2000; Courtright et al., 2015), cohesion (Millikin et al., 2010; Stewart et al., 2012) and conflict (Paulson et al., 2009). Team self-regulation is likely to be most effective with the presence of the 'right' team members that deal with mostly conceptual tasks that are addressed with shared understanding in a self-reinforcing manner and where conflict is appropriately addressed. Highly cohesive teams typically have strong norms that support the self-enforcing nature of reward and punishment (Stewart et al., 2012). Externally, individual Self-Leadership practice is subjected to forces such as training (Frayne and Geringer, 2000), leadership (Ahearne et al., 2005; Furtner et al., 2013) and national culture (Ke et al., 2006; Neubert and Wu, 2006). Self-Leadership can be learned, can be catalyzed through formal leadership practices towards subordinates (e.g. empowering leadership and shared leadership but equally provision of access to required resources), and cultural dimensions such as Hofstede's power distance, individualism and uncertainty avoidance may significantly influence the manner in which Self-Leadership is approached, practiced and cognitively processed. At the team level, external forces are reported as external leadership (Morgeson et al., 2010), reward systems (Stewart et al., 2012), organizational design (Tata and Prasad, 2004) and national culture (Kirkman and Shapiro, 2001). The importance of external leadership support and the nature of national culture to be conducive to Self-Leadership can be seen as a parallel with the external forces at the individual level. For teams, however, appropriate reward structures and the manner in which the organizational culture and structure enables or obstructs self-regulation are highly impacting.

Contemporary conceptualizations on Self-Leadership typically stem from control theory but equally infuse notions of cognitive theory and self-determination theory. The process nature of Self-Leadership is a fundamental notion to its conceptualization as outlined in .

Figure 3   *Surface level conceptualization of the Self-Leadership process (Adapted from Manz (1986)).*
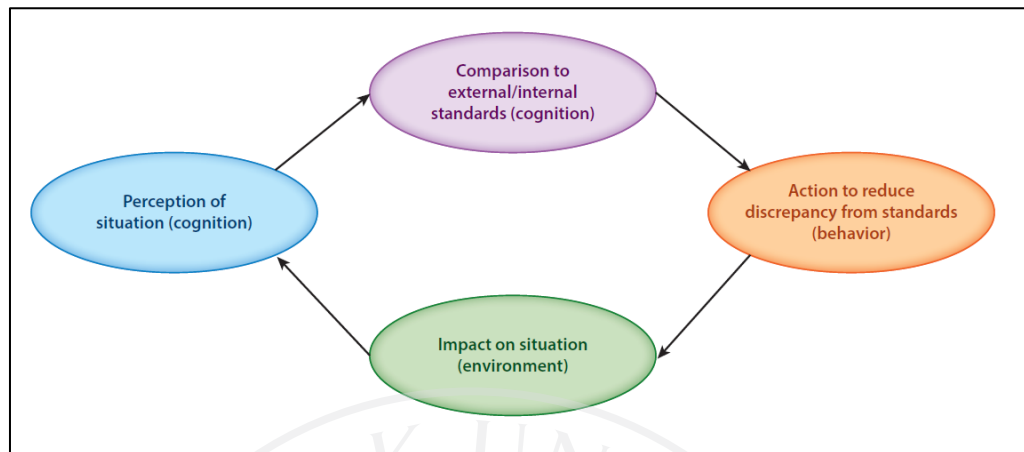
The process starts with an individual's perception of a current state that is being compared with one or more self-set standards. The evaluation of the discrepancy between both triggers engagement in behavior to reduce the observed gap. The engaged behavior's impact is then examined in terms of the new current state, setting a new starting point for the same conceptual cycle. The similarity to organizational control systems is obvious, yet rather than organizational set standards ruling the cycle, the perceptions, examination, assessment and evaluation is driven by self-imposed standards. The reality in organizational contexts typically leads to a combination of external and internal influences on one's personal self-influence process. This perspective, however, does point at Self-Leadership as a critical element to organizational behavior and psychology.

2.2.3 Benefits of Self-Leadership

Self-Leadership has been reported to hold various benefits and outcomes at both the individual and equally the team level and in various contexts (Stewart et al., 2011). At the individual level, but to some extent also at the team level, recent studies (spanning the last 10 years) have quite often evaluated Self-Leadership or self-direction by focusing on people in managerial positions (e.g. Hu et al., 2019; Lim, 2018; Katewa and Heysteck, 2018; Pina e Cunha et al., 2017; Mendes et al., 2016; Kong and Ho, 2016; Furtner et al., 2015; Nesbit, 2012; Neck et al., 2013; Furtner et al., 2013) or students (e.g. Semple et al., 2017, Furtner and Rauthman, 2011;

Houghton et al., 2014; McIntyre and Foti, 2013; Rieken et al., 2017; Wang and Liu, 2016; Ray et al., 2011; Tadlock-Marlo, 2011; Norris, 2008), showing a clear lack around understanding of Self-Leadership at non-managerial levels. Review of this literature shows on the one hand generally enhancing impacts of Self-Leadership on productivity, quality of work, team creativity, self-efficacy, team psychological empowerment, job satisfaction and career success, whereas on the other hand a dampening effect towards absenteeism, turnover, stress and anxiety. At the team level, however, some mixed findings are reported with regards to how teams experience organizational commitment, absenteeism, turnover and stress as a result of-self regulation whereby the results are not always in favor of the organization or its members. The variation between generally beneficial results at the individual level and mixed results at the team level is attributed to context dependency (Stewart et al., 2011).

Yu et al. (2015) as well as Breevaart et al. (2014) highlight the positive effect of Self-Leadership on work engagement. The literature further reports on commitment and independence being positively influenced by Self-Leadership as a result of increased feelings of control and autonomy at both the individual level (Müller and Niessen, 2018, 2019; Houghton and Yoho, 2005) and the team level (Bligh et al., 2006). The study of Bligh et al. (2006) also illuminated the positive relationship between Self-Leadership and trust towards team potency, of which the latter is arguably the team-level equivalent of self-efficacy. Houghton et al. (2012) found stress coping efficacy a central component to engagement in Self-Leadership. Neck et al. (2013) indicates a Self-Leadership strategy (self-talk) as having an improving effect on personal effectiveness in multiple settings, including organizational settings. Marques-Quinteiro and Curral (2012) highlight the positive impact of Self-Leadership through Behavior-focused strategies with respect to proactive role performance and the fact that Self-Leadership strategies provide a path between learning orientation and job performance. They further contemplate that perhaps Behavior-focused strategies are the strongest form of Self-Leadership strategies towards outcomes such as innovation and job performance, with self-reward and self-thought strategies as complementary, optimizing options.

The overarching argument is that these benefits and predictable outcomes result in improved individual and organizational performance. Manz (2015), in his conceptualization of the 'high road of Self-Leadership' assumes a critical position by highlighting the need for caution around Self-Leadership driven by or in pursuit of one's true beliefs, values or of what is generally considered as virtuous. The note that is made directly highlights that, in particular in an organizational context, the pursuit of authenticity and virtue holds a potential price in case it does not hold high priority in its larger context. For example, the attainment of high short-term sales targets in a circumstance of a pressing need for cashflow, may conflict with a sales person's aspiration to be virtuous and authentic. Equally, the pursuit of virtue, for instance in a corporate social responsibility context (doing the right thing), may carry alternative motives other than the goal of altruism. Yet Manz et al. (2008) point at the significance of virtue in an organizational context with respect to kindness, compassion, caring, forgiveness, optimism and love. Palvalin et al. (2017) report on the positive impact of self-directed behaviors and practices on individual output with respect to both quality and quantity, pointing at the development in an organizational setting of such capacity to be beneficial for increasing all productivity dimensions. Sing et al. (2017) equally point at the value of professional development to instigate and nurture Self-Leadership behaviors.

2.2.4 *Operationalizing Self-Leadership using the Three Category Strategies Model (Houghton and Neck, 2002; Neck and Houghton, 2006)*

As highlighted above, Self-Leadership refers to the process of behavioral self-control through strategies that can be categorized in Behavior-focused, Natural Rewards and Constructive Self-thought strategies. Manz (2015) points at the possible alternatives to these three towards expanding Self-Leadership capacities through collaboration with others, yet this study does not include this in its operationalization, since collaboration has not yet been validated in scholarly work beyond conceptual and isolated case work. The notion of collaboration with others for Self-Leadership gives grounds for debate around a paradoxal nature of Self-Leadership (Stewart et al., 2019), which will be addressed in more detail below .The tri-partite model of strategies (Neck and Houghton, 2006) is being used for this study, since it is reported

to be the most robust and comprehensive operationalization of Self-Leadership to date (Furtner et al., 2015) and there is a valid and reliable measurement instrument that complements it. For clarity, each of the three strategies are one-by-one unpacked after which a small section will refer to the measurement of Self-Leadership following the operationalization used in this study.

Through Behavior-focused strategies, the individual attempts to increase one's self-awareness to support behavioral management. Through higher self-awareness, an individual would be assumed to be able to manage their own behaviors better, in particular in the context of managing behaviors around tasks that may be unpleasant yet necessary. The objective is to encourage positive desirable behaviors to arrive at positive outcomes and discourage negative undesirable behaviors to stay clear from negative outcomes. Such strategies include self-goal setting, self-reward or self-punishment, self-cueing and self-observation. Self-observation concerns enhanced awareness around the moment and purpose of engagement in particular behaviors, and is considered as the precursor for behavioral management. Müller and Niessen (2019) point in this regard at enabling effect of self-awareness of personal ability within a purposeful context towards becoming less reliant on others and therefore more self-directed. Observation allows for informed decision making towards self-management of behavior (Manz and Neck, 2004) and, in particular, the setting of change-directed goals. The setting of challenging, specific goals for the self is suggested to have a positive impact on performance (Locke and Latham, 1990). In a clear advancement of the notion of goals, Manz (2015) points at the value of including personal authenticity as a goal to aspire to, i.e. acting in ways aligned with one's nature. In complement to such goals, self-reward is argued to significantly catalyze effort to reach the goals (Manz and Neck, 2004) and can manifest themselves through tangibles or intangibles (e.g. holiday or self-praise). Self-corrective actions or punishment concerns introspective examination of failures or undesirable actions towards improvement of such behaviors, yet excessive use hereof in the form of self-critique and resulting guilt is reported to be detrimental to performance (Bunch, 2001). A final example of Behavior-focused strategy concerns self-cueing, whereby external cues are used to maintain focus on goal attainment.

Natural Rewards strategies hinge on the creation of situations where motivation and reward stem from task/activity aspects that are inherently enjoyable, resulting in performance enhancing behaviors (Manz and Neck, 2004). Neck and Houghton (2006) point at the use of cognitive Self-Leadership in this regard through making the task/activity more enjoyable by the inclusion of more enjoyable features therein while equally experiencing greater perception of control thereover (Manz, 1986). One can, for instance, relate a 'game aspect' to a certain task or activity, thereby making the task more pleasant to perform. Another way to engage with the Natural Rewards strategy is to redirect attention away from unpleasant aspects and towards rewarding aspects of a task. For example, instead of focusing on a customer's frustration, one can focus on the power of turning that frustration around. Both approaches to Natural Rewards connect strongly with competence and self-determination, and therefore intrinsic motivation (Deci and Ryan, 1985). The work of Frese and Fay (2001) has shown the importance of intrinsic rewards for Self-Leadership by the case where proactive individuals are more likely to engage with and adapt work contexts in order to nurture and catalyze their personal enhanced performance. Furtner et al. (2013) place Natural Rewards strategies central to Self-Leadership based on the contention that the crucial drive to Self-Leadership stems from underlying emotional regulation.

The third category of Manz and Neck's (2004) categorization concerns the formation of thought patterns that positively impact performance towards habitual ways of thinking, i.e. Constructive Self-thought patterns. This gravitates around the emergence and unfolding of self-influence patterns of thinking (Neck and Manz, 2010) whereby a focus on constructive thinking enables improved efficacy perceptions and subsequent higher performance (Stewart et al., 2011). This includes the identification of dysfunctional thoughts and replacing them with constructive beliefs and assumptions. Constructive Self-thought also concerns mental imagery whereby one visualizes a task or experience to be successfully completed prior to actually engaging therein. Positive self-talk is a final example of this Self-Leadership strategy category whereby after mental self-evaluation one replaces destructive self-talk with constructive internal dialogues towards an overall more positive disposition to self-talk. Higher performers' thought patterns are found to focus less on personal

shortcomings and more on external obstacles, indicating an increased sense of control and perceptions around efficacy (Manz et al., 1988). Parsons et al. (1986) reported on longer tenure in jobs for those who hold the perspective of effort over luck with respect to resulting performance. Multiple studies found that people who avoid irrational thoughts report more positive emotions and perceptions about their job (Wanberg and Kammeyer-Mueller, 2000). Constructive individual self-talk is further found to be associated in a positive manner, specifically, to learner team performance (Brown, 2003), relocation of executives (Millman and Latham, 2001), confidence around learning complex competencies (Kanfer and Ackerman, 1996) and employee morale in cases of bankruptcy (Neck and Manz, 1996).

2.2.5 *The Self-Leadership Paradoxes*

Even though Self-Leadership is intuitively and at face value a highly promising construct, in light of some of the new realities concerning the 21st century workplace and its requirements, it is worth noting that Self-Leadership is not free from inherent paradox, which shows the complex nature of the construct. Stewart et al. (2019) outline four paradoxes to Self-Leadership that can be seen as a route for further establishing Self-Leadership as a highly valuable construct in behavioral science and in the context of this study, in particular in the knowledge domain of organizational behavior. Self-Leadership is contended to be paradoxal in the sense that (1) it is potentially depleting and strengthening, (2) others are needed to lead oneself, (3) leaders' desire for Self-Leadership compounds their allowance for subordinates to become self-led, and (4) capacity for Self-Leadership depends on the exercising of Self-Leadership.

The depletion–strengthening paradox stems from a central statement in what is known as the strength model introduced by Muraven and Baumeister (2000), i.e. the fact that consistent energy and effort is required to practice self-regulation. Maranges and Baumeister (2016) highlight the two-sided coin of the strength model. On the one hand, self-control ability can through exercise and practice be strengthened, yet on the other hand consistent exercise runs risk of depletion. Depletion, in turn, risks adverse effects in the long run due to an inability to sustain the use of emotional and psychological resources necessary for transcending automatic responses and

consciously choosing alternative actions (Maranges and Baumeister, 2016), e.g. relapsing from diets, inability to control impulse purchases or alcoholism. Müller and Niessen (2018) indeed confirm that Self-Leadership entails energy consuming behaviors. The overarching issue is presented as the high probability of depletion due to long-term overriding automatic responses resulting in ultimately giving into impulses. Stewart et al. (2019) argue external support in this regard through using external and internal factors to create environmental stimuli supporting a longer term, more persistent Self-Leadership enactment. This proposition clearly engages Bandura's triadic reciprocity towards a more sustained enactment of Self-Leadership. Some studies that support the use of external factors include reduction of depletion as a result of emotional support by others (Martijn et al., 2007), being in an environment that instigates positive affect (Shmueli and Prochaska, 2012), abstinence linked monetary rewards (Prendergast et al., 2006; Volpp et al., 2008), physical exercise (Cabanac, 1986), and completion of challenging cognitive activities (Boksem et al., 2006). Studies that highlight the use of internal factors relate more to an eventual sense of proactivity by the Self-Leadership practitioner with regards to planning ahead and manipulating their surroundings to provide beneficiary cues. Gollwitzer and Oettingen (2016) termed a practice in this regard as 'if-then-planning' based on a fundamental distinction between intentions related to goals and implementation. The former refers to a desired end state whereas the latter prescribes, from a proactive perspective, behavioral responses to (typically adverse) environmental cues. Positive results of such proactive implementation planning are reported for the individual with regards to memory improvement (Chen et al., 2015), engagement in physical activity (Bélanger-Gravel et al., 2015) and positive eating (Adriaanse et al., 2011), but are equally found to hold with respect to general resource depletion at the team level (Courtright et al., 2017).

A second paradoxal notion on Self-Leadership concerns the all-too-fast face value interpretation that Self-Leadership is a process that is solitary. This perspective is quickly debunked by the simple logic that relying on only the self is suboptimal. This is intuitively obvious when thinking of the inevitable limitations of experience, knowledge and capabilities of one individual. Equally, and this seamlessly joins with the depletion-strengthening paradox discussed above, the strains that come with

tapping only one's own resources in the pursuit of Self-Leadership is clearly not as promising as including support from external factors. In other words, the second paradox lies within the notion that in order to self-lead effectively, one is required to reach beyond oneself to engage in collaboration with others. The benefits of collaboration in a Self-Leadership context can be seen as compensation of skill absence or offsetting blind spots, thereby overcoming personal capability limitations. Its benefits are equally reported at the team level with respect to empowering team processes in various situations (Seibert et al., 2011; Spreitzer, 2008) and beyond the team through boundary spanning (Marrone, 2010; Mathieu et al., 2018). Manz (2015) further proposes shared leadership (Pearce, 2004) to facilitate Self-Leadership through collaboration by shifting leadership during a work process to those who hold the most pertinent competency at the time. This practice produces similar capacity expanding and synergistic benefits as general collaboration but have also been reported to increase performance (D'Innocenzo et al., 2016; Nicolaides, et al., 2014) yet needs to be guarded for vulnerabilities such as groupthink (Pearce and Manz, 2011). This calls for a balance of driving Self-Leadership through personal authenticity while equally capitalizing on collaborative advantages.

The third paradox, referred to as the 'me-but-not-you' paradox, stems from the innate human need for Self-Leadership (Stewart et al., 2019), which has been found to be universal across different cultures (Tay and Diener, 2011). Such desire for Self-Leadership is rooted in general human needs such as freedom, autonomy and self-direction (Deci and Ryan, 2000) but equally the need for control over one's environment (Bandura, 1991; Leotti et al., 2010). In reality, it can be observed that not everyone engages in Self-Leadership and, more particularly, in the workplace that the effect of superiors on subordinates is instrumental to creating an environment in which Self-Leadership can be assumed and flourish (Manz and Sims, 1987; Pearce and Sims, 2002). Given the renewed expectations in the workplace outlined at the outset of this literature review, all pointing in the direction of people being expected to be generally more self-directed, it is rather ironic that micro-management appears in most workplace surveys as a top complaint of workers towards their bosses (Solomon, 2015). Pearce and Sims (2002) also pointed at the adverse effect of directive leadership with respect to fostering Self-Leadership in followers. This

paradox exemplifies that often leaders may not provide subordinates enough opportunity to enact Self-Leadership in spite of desiring it for themselves and having expectations of other to assume it. This may be caused by leaders' unawareness of how to facilitate Self-Leadership in followers (Stewart et al., 2019), not realizing the constraints they impose (Stewart et al., 2011), the fear of being isolated as a leader from the day to day operations as a result of applying empowering leadership (Stewart and Manz, 1995; Antonakis and Arwater, 2002) and the fear of losing control (Haselhuhn et al., 2017; Stewart et al., 2017). Without relinquishing responsibly of the leaders in this, Stewart et al. (2019) do, however, propose an avenue to deal with this issue by means of instigating followers to be more proactive around the realization of opportunities for Self-Leadership. This suggestion echoes the principle of Derue and Ashford's (2010) model of claiming and granting leadership that suggests that leaders are more likely to support subordinates in their pursuit of Self-Leadership in situations where such subordinates take initiative towards claiming and realizing opportunity for themselves.

A fourth and final Self-Leadership paradox concerns the need for Self-Leadership to improve Self-Leadership. This connects with the strengthening model that gives cause for the first paradox whereby on the one hand self-regulatory capacity can be strengthened through exercise for the long term but is equally finite in the short term (Maranges and Baumeister, 2016). The work of Inzlicht and Berkman (2015) suggests that building capacity in self-regulation through exercising it on one task can be extended across other areas; however, no evidence of this is currently presented beyond laboratory settings (Berkman, 2016). Natural settings may well have rather different environmental cues, presenting a very different 'cross-area effect' of self-regulation exercise. Alternatives to the model of exercising self-regulation to build capacity suggest motivation as fundamental to improving Self-Leadership whereby behavioral change is linked to core belief in the value of the desired behavior (Berkman, 2016; Deci and Ryan, 2000). Stewart et al. (2019) suggest celebration of small wins to enhance perceptions around self-efficacy and facilitation of good health habit development towards building Self-Leadership capacity.

2.2.6 Self-Leadership for the 21st Century Workplace

Insuring that the worker in the 21st century workplace is productive requires the attainment of personal goals in an environment that fits their personal needs (Bakker, 2014). Van Diermen and Beltman (2016) point at the importance of the relation of workplace realities with employee's needs and personal workstyle. Based on the expectations of the worker in the 21st century in the form of bottom-line, self-directed behaviors, related attributes and dispositions and the manner in which organization approach their modus operandum, it is intuitively clear that Self-Leadership holds potential. With the onus of personal and professional development laying ultimately with the individual (Jensen et al., 2018),

Neck et al. (2017) point clearly at the need for fostering and nurturing Self-Leadership capacity within employees of the 21st century workplace. This recognizes first of all that Self-Leadership can be learned (Furtner et al., 2018; Lucke and Furtner, 2015) and that development for Self-Leadership is best addressed through a concerted effort of all agents in the organization. The Self-Leadership process is generally found to increase personal performance and effectivity (Furtner et al., 2015). The work of Kim et al. (2018) proposes the practice of job crafting (Berg et al., 2010) as a potential on the end of the employee to use self-direction to advance well-being and performance. Through job crafting, employees actively take control and steer the what, how and when of their job in order to make it more meaningful towards ultimately higher performance (Slemp et al., 2015). The question stands, however, whether individuals can be expected to naturally assume a job crafting disposition to how they approach their work. The notion that transformational leadership practices deployed in organizations have a fostering effect on Self-Leadership (Andressen et al., 2012) is worth of note in this context, in particular when thinking back on the third paradoxal dimension of Self-Leadership highlighted in the above section. Indeed, Kim et al. (2018) point at the importance of perceived autonomy and organizational support in this context, which highlights the dual-held responsibility of the individual and the organization in realizing Self-Leadership in workers.

2.3 Mindfulness

2.3.1 *Construct Background and Perspectives*

The term Mindfulness is the English translation of 'sati', the Pali noun referring to attention, awareness and remembering (Siegel et al., 2009). The notion of Mindfulness is rooted in a 25 century tradition of Buddhist psychology derived from Buddha's teachings that emerged during the fifth century BC (Bodhi, 2011). In the Buddhist context, Mindfulness was all about cultivating insight and reducing suffering (Vago and Silbersweig, 2012) whereby one uses self-knowledge to affect our way of daily management of thoughts, emotions and behaviors but equally affect our larger sense of being in the world. The search for reduction of suffering must not be solely viewed from a perspective of physical illness but includes what Gunaratana (1991) refers to as "that deep, subtle sense of unsatisfaction which is a part of every mind moment and which results directly from the mental treadmill" (p. 11).

During the 1970's, Mindfulness started gaining popularity in the West. It is generally agreed that Jon Kabat-Zinn's founding of his Stress Reduction Clinic at the University of Massachusetts Medical Center was a milestone in establishing the notion of Mindfulness in a secular realm. The secular stance meant the application of Mindfulness mediation as a central part to its approach but without the spiritual pursuits as proposed in the teachings of Buddhism (Bodhi, 2011; Kabat-Zinn, 1994; Maex, 2011; Vago and Silbersweig, 2012). This approach laid the foundation for applications and investigations of Mindfulness in various knowledge domains spanning psychology, neuroscience, education and business (Williams and Kabat-Zinn, 2011). The growth of its popularity across various disciplines can be attributed to its universality, its transformative potential and its cost-effectiveness. Mindfulness' adoption in the West – in the secular way – has resulted in two perspectives. The one popularized by Kabat-Zinn builds in a secular manner on the Buddhist teachings with the objective of reducing suffering through attention, awareness, openness, acceptance and kindness. The other perspective is often attributed to the work of Ellen Langer (2000), which focuses on the cognitive process of paying attention to new things (Dane, 2011) in remedy of mindlessness (Langer and Moldoveanu, 2000). As Buddha adapted his language to his audience (Makransky, 2003), so too seem the

contemporary teachers of Mindfulness to adapt the construct for their audiences (Maex, 2011).

Kabat Zinn's branch of thought interprets Mindfulness following two characteristics: (1) Awareness of and attention to 'in-the moment' thoughts, feelings and emotions; and (2) Nonjudgmental and open acceptance of these in the moment thoughts and experiences (Chambers et al., 2008). This approach is not without critique. Baer (2011) and Dreyfus (2011) have raised concerns around the correct use of Buddhist teachings to arrive at its current interpretation. Olendzki (2009) notes the critique of Buddhist scholars towards the narrow nature of this perspective as a result of ignoring various historical roots of the term such as being fully open, accepting and kind, which place Mindfulness beyond mere contemplative practice.

Langer's branch of thought around Mindfulness revolves around learning to take and change perspective. Her perspective specifically focuses the cognitive operation of thinking about objects as open to interpretation instead of assuming them in a fixed condition (Langer, 2000; Langer and Moldoveanu, 2000). Within this debate, Mindfulness has been approached as a concept of metacognition by scholars such as Brown and Ryan (2004), Shapiro et al. (2006) and Kuan (2012). They posit that Mindfulness concerns the ability to switch attention between events of experience, discriminating the relevant experiences and, in general, having knowledge about thinking. Instead of viewing Mindfulness as thought, they contend Mindfulness to be the unbiased observation of thought.

These three discussion points allude to the still emerging nature of this field of study, which points at the relevance of increasing attention and the need for further study of the construct to investigate its various scientific dimensions of definition, measurement and application (Williams and Kabat-Zinn, 2011) This study does not aim to result in assuming a position in this debate, nor does it reject the value of any of the perspectives *a priori*. The study does, however, use the lens of contemplative Mindfulness practice (Kabat-Zinn's branch) due to the fact that on the one hand it is more widespread and it being the most appropriate to the setting in which the study unfolds, i.e. a secular approach to Mindfulness that is open to using a wide scope of personal functions (affective, cognitive, somatic/physiological) to enable benefits.

2.3.2 Defining Mindfulness

Brown and Ryan (2003) and Creswell (2017) offer the more straightforward, and perhaps somewhat simplistic, definitions of Mindfulness by describing the construct respectively as simply "being attentive to and aware of what is taking place in the present" (p.822) and as "a process of openly attending, with awareness, to one's present moment experience" (p. 492). The power of these definitions lies in their simplicity yet their clear acknowledgement of the two key components of Mindfulness, i.e. attention and awareness (Kuan, 2012; Testa and Sangganjanavanich, 2016). However, they may lack some substance to the notion of Mindfulness in the sense that they do not elaborate on some finer, yet fundamental aspects to set Mindfulness apart from what one could generally equate to 'being focused on'. Mindfulness is more than the mere attention and awareness of the present in the sense that the manner in which that attention and awareness is qualified makes it substantially distinct from being focused (Kuan, 2012).

Mindfulness is defined by Kabat-Zinn (2003) as a state of "awareness that emerges through paying attention, on purpose, in the present moment and non-judgmentally to the unfolding of the experience moment by moment" (p.145). Conversely, Siegel et al. (2009) refer to it more as a transformational concept of becoming aware with respect to one's habitual and automatic patterns nested within one's larger sense of being in the world. Kabat-Zinn (1994, 2005) acknowledges the process dimension associated with it by highlighting the fact that it requires cultivation of non-judgmental perspective taking through relinquishing personal attachment around appreciating sensation, emotion and cognition. In this sense, Kabat-Zinn presents a sense of objective or outcome of what being mindful would result into, i.e. the ability to observe one's experienced realities for what they are in the moment.

Bishop et al. (2004) take a similar approach to defining Mindfulness as "self-regulation of attention so that it is maintained on immediate experience, thereby allowing for increased recognition of mental events in the present moment" and "adopting a particular orientation toward one's experience that is characterized by curiosity, openness, and acceptance" (p. 232). This definition approaches the construct from a perspective of required precursors to becoming more aware by

highlighting the notion of self-regulated attention to the present towards arriving at inviting the observed impulses of one's experience in without judgment or presumption.

As presented by Germer et al. (2005), looking at the definitions presented above, the fundamentals of Mindfulness gravitate the use of attention towards awareness of the present experience with acceptance of what one is experiencing alongside a common thread of accepting the experience without judgment. This will be the overarching stance assumed in this study to operationalize Mindfulness i.e. being attentive and aware of the experiences in the current moment with an open and non-judgmental disposition towards accepting the experience for what it is and thereby enhancing its awareness thereof.

2.3.3 The Nature of Mindfulness

The multi-dimensional scholarly nature of Mindfulness is relevant to acknowledge right up front as a result from the various ways scholarly attention has addressed the construct, i.e. the categorization of state- and trait-Mindfulness on the one hand, and Mindfulness practice and intervention on the other hand (Jamieson and Tuckey, 2017). This categorization matters, because it distinguishes the measured variables and how they are measured. State Mindfulness concerns the extent to which a person, at a certain point in time, is aware of and paying attention to the present (Brown and Ryan, 2003). Trait Mindfulness addresses the tendency of a person to engage in states of Mindfulness in terms of frequency, duration and intensity (Hülsheger et al., 2013). Mindfulness practice is the enacting of Mindfulness through various enabling strategies and methods which can be expected to result in enhanced state and trait Mindfulness (Hülsheger et al., 2013). Mindfulness interventions are ways to cultivate Mindfulness practice towards enhanced sate and trait Mindfulness (Cohen-Katz et al., 2004, 2005). outlines and overview of the various concepts of Mindfulness relate to one another to facilitate the understanding thereof and their distinct nature. Through Mindfulness interventions one can become aware of methods to practice Mindfulness. When enacting such Mindfulness practices, one is facilitating oneself to enter a mindful state (i.e. being in a mindful condition). The level at which

one engages in such Mindfulness state (e.g. how long, how often, etc) is expressed through the notion of trait Mindfulness.

Figure 4   *Mindfulness Concepts and their relationships (Jamieson and Tuckey, 2017)*
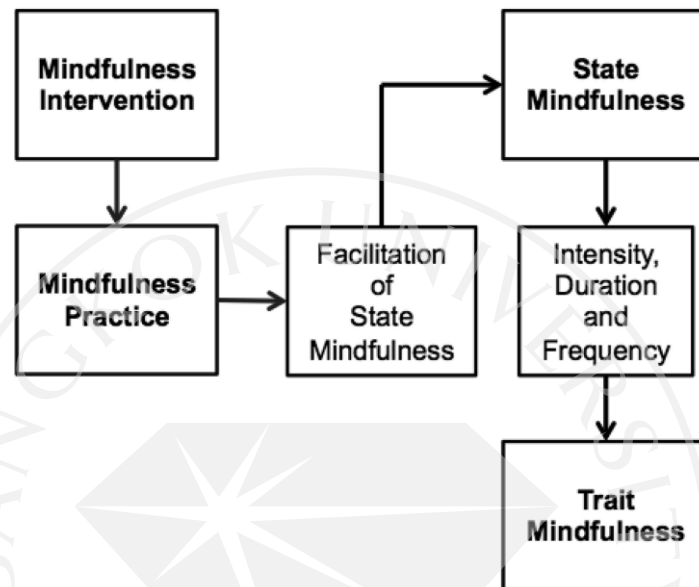
This literature review draws on all categories of the knowledge domain where appropriate to allow for a comprehensive perspective on the construct and its place in this study.

Mindfulness is further contended to be a multidimensional construct that is composed of five facets: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience (Baer et al., 2006). Observing refers to the noticing or attending to experiences (internal or external), describing concerns semantic labeling of internal experiences, acting with awareness refers to awareness of what one does in the moment in contrast to operating on automatic pilot, non-judging of inner experience addresses the non-evaluative stance to emotions and thoughts, and, finally, non-reactivity to inner experience concerns allowing free in- and outflow of feelings and thoughts without getting caught up in them. For further exploration of the composite structure of Mindfulness using the five facets, the referring literature would be the work of Baer et al. (2008), showing that four out of the five facets were indeed consistently found to present a composite structure,

whereas the facet observing may not always be operating equally as a predicting factor of Mindfulness and its outcomes.

The scientific literature has operationalized Mindfulness in many different ways (Quaglia et al., 2015), yet in this study the construct of Mindfulness is operationalized as Mindfulness Practice and Mindfulness Intervention. Moving forward, Mindfulness practice refers to the practice of being mindful through various strategies that Mindfulness practitioners may engage with (see below). Key to this practice is on the one hand the fact that Mindfulness is grounded in attention and awareness of present moment experiences and on the other hand one's disposition to be open, inviting and accepting towards one's experiences such as emotional reactions, body sensations, mental images and mental talk. Mindfulness intervention is used in the remainder of this study to refer to the formal introduction of Mindfulness strategies to individuals in order to allow them to practice Mindfulness. For this study, this formal introduction is part of a professional development strategy within an organizational context in order to tap the acclaimed potential of Mindfulness practice towards organizational success and, in particular, its potential to enable individuals to become more self-directed. As will be outlined later in this literature review, the scholarly attention on the latter is rather scarce and therefore warrants attention, making this study worthwhile.

2.3.4 Mindfulness Strategies

2.3.4.1 Cultivating Mindfulness. When exploring the literature on cultivating Mindfulness, it is first and foremost important to state that Mindfulness can be learned (Dane, 2011; Leroy et al., 2013; Furtner et al., 2018; Canby et al., 2015; Furtner et al., 2013; Lucke and Furtner, 2015; Phang et al., 2015) without requiring particularly extraordinary attributes or capacities (Brown and Ryan, 2003, 2004; Shapiro et al., 2006; Olendszki, 2009; Zeidan et al., 2010; Kabat-Zinn, 1982; Kabat-Zinn et al., 1985, 1987). Various contemplative practices can be used to cultivate Mindfulness (Bodhi, 2011; Dreyfus, 2011), whereby the most prevalent technique in secular Buddhist-based Mindfulness studies is Mindfulness meditation (Chambers et al., 2008; Olendzki, 2009; Shapiro et al., 2008). This technique is all about focusing of the mind (Maex, 2011) and merely observing whatever may occur

in a non-striving manner (Baer, 2003; Brown and Ryan, 2003) under the premise that engagement in Mindfulness meditation with the predetermined quest for something is arguably counterproductive. It is important to note that Mindfulness is not, unlike for instance psychotherapy, concerned with the content of what is being observed, but rather with the mere sequenced occurrence thereof. In other words, instead of trying to figure out *why* someone feels the way they feel or experiences particular emotions, etc., Mindfulness is all about the sharpened ability to guide one's attention to *being aware* of the various emotions, sensations or thoughts one experiences and acknowledging them for what they are without judgement. For example, when one is feeling nervous for a job interview, the mindful individual will be able to observe the emotional sensation, acknowledge it, accept it and give it a place in the situation rather than being overpowered by it due to, for instance, trying to repress. The literature reports two types of Mindfulness meditation, i.e. Vipassana or insight mediation and Samantha or concentration meditation (Kuan, 2012).

In concentration meditation, the individual is to focus attention for deep experience on a sensation or an object such as, for instance, breath, heartbeat, body temperature and food. The ability to remain focused on the task at hand is key, which is often experienced as challenging due to the current living environment, for most people being one of constant impulse influxes which act as potential interrupts that hinder complex task performance (Goleman, 2013). Insight mediation, on the other hand, guides attention to observe thoughts, sensations and feelings with some distance from them, whereby the observer assumes a position that they do not constitute him/her (Davidson, 2010). This allows for improved perspective, a clearer insight and enhanced composure (Brown et al., 2007). Kuan (2012) reports on the complementary nature of both approaches to meditation, whereby insight mediation supports enhanced awareness and concentration meditation improves attention, both pivotal components of Mindfulness. Even though there are various ways to practice the meditation technique, the constant among all ways is the attention to acute perception or what Kabat-Zinn (2002) refers to as unambiguous awareness.

Beyond Mindfulness meditation, other Mindfulness strategies to cultivate Mindfulness include mindful walking, mindful eating, and noticing sensations as a means to remind ourselves to pay attention to what is happening in the

moment. Finally, individuals may choose to go on a retreat in which their time is dedicated entirely to cultivating Mindfulness (Siegel et al., 2009). By engaging and incorporating Mindfulness into one's lifestyle, individuals begin to experience a wide range of benefits that promote healthy living and may help during psychological or physical distress.

   2.3.4.2 Mindfulness Interventions. The literature reports on various Mindfulness interventions in various contexts whereby they focus on various specific outcomes as a result of Mindfulness spanning physical and mental health (Ludwig and Kabat Zinn, 2008), affective, interpersonal and cognitive outcomes (Brown et al., 2015). The contexts where Mindfulness interventions have been reported to be integrated are schools (Sibinga et al., 2016), clinical treatments (Dimidjian and Segal, 2015), military (Johnson et al., 2014), penitentiaries (Samuelson et al., 2007) and the workplace (Passmore, 2019; Good et al., 2016; Jamieson and Tuckey, 2017).

   As previously introduced, the earliest reported Mindfulness intervention is Kabat-Zinn's Mindfulness Based Stress Reduction (MBSR), which is reported as having become the standard for Mindfulness interventions in a clinical setting (Astin, 1997; Grossman et al., 2004; Kabat-Zinn, 1994). The intervention aims at introducing Mindfulness through training for the alleviation of mental and physical suffering by means of making the stressors and anxieties that are paired with physical or mental disturbances more manageable and less overpowering.

   Mindful Self-Compassion (MSC) (Neff and Germer, 2013) consists of a series of Mindfulness strategies with the focus on enhancing one's self-compassion. In other words, to enhance one's notion of looking out for oneself and being able to be more in tune with what one's body and mind communicates around what is required at the time. For example, through Mindfulness one may realize the need for rest and calm in one's life rather than ignoring the physiological signs of the body in this regard.

   Mindfulness Based Cognitive Therapy (MBCT), reported by Teasdale et al. (2000), is an intervention that focuses on being mindful of one's cognitive experiences. It aims at and is reported to reduce the constant cycling through depressing thoughts and through awareness, attention and non-judgmental acceptance

renewing perspective and taking distance from such thoughts (Baer, 2003; Teasdale et al., 2000).

Mindfulness Based Relapse Prevention (MBRP), reported by Bowen et al. (2014) and Mason et al. (2016) is an intervention that trains Mindfulness to people in order to deal with drug addiction and healthy eating habits.

Mindfulness Based Relationship Enhancement (MBRE), reported by, for instance Carson et al. (2004), is an intervention that introduces being mindful with regards to improving how relationships function and how one can more effectively engage therein. Similarly, Interpersonal Mindfulness Training (IMT) is outlined by Cohen and Miller (2009) as the introduction of a series of Mindfulness strategies that focus on improving one's ability to engage more effectively in interpersonal contact. In this regard, Mindfulness is used to highlight and acknowledge aspects such as prejudice, stereotyping, habitual expectation, courtesy, respect and constructive interaction.

The above Mindfulness interventions typically range over a period of 6- 12 weeks and take place through formally-run sessions by a Mindfulness trainer. This approach is, however, not the only way that Mindfulness can be introduced to and learned by individuals. Residential retreats that offer programs of Mindfulness meditation in a matter of days or months have also been found to be effective delivery vehicles (Creswell et al., 2016; Rosenberg et al., 2015). Furthermore, other forms of brief Mindfulness interventions that span matters of a few weeks (Lim et al., 2015; Mrazek et al., 2013) or even days (Creswell et al., 2014; Zeidan et al., 2011; Zeidan et al., 2010) have been reported to yield significant success in cultivating Mindfulness as well as highly brief inductions to Mindfulness for which the effects are rather smaller compared to more intensive interventions (Papies et al., 2015; Schofield, 2015; Westbrook 2013). Technology is also introduced to allow individuals via their smartphone or internet applications to engage in Mindfulness trainings of which the results are preliminarily positive but lack breadth in reporting (Boettcher et al., 2014; Lim et al., 2015)

2.3.4.3 Questions around Mindfulness interventions. One key question that surrounds Mindfulness interventions relates to the needed length of time of an intervention or what Creswell (2017) refers to as the 'dose'. Low dose Mindfulness

interventions (i.e. short in time span) such as 10-minute directed Mindfulness inductions or a few sessions of training, are reported to have a negative -yet small - effect on impulsivity and affective reactivity (Papies et al., 2015; Westbrook et al., 2013; Zeidan et al., 2011,2010). In comparison, Mindfulness interventions of longer duration seem to have overall larger effects (Baer, 2003; Goyal et al., 2014). Creswell (2017) does point at the need for such dose-response relationship to be more extensively researched and highlights that Mindfulness dosing, particularly with respect to Mindfulness practice, is wide ranging in terms of recommendations without a one-size-fits-all answer. Intuitively, one can argue that increased doses can be assumed to produce increased effects cognizant of the probable existence of an upper limit, particularly for new Mindfulness practitioners. Creswell (2017) highlights the importance of practice and learning to apply Mindfulness skills in various situations and experiences related to the issue one tries to cope with.

Another key question related to a Mindfulness intervention is raised around the potential risks of engaging in Mindfulness (Lustyk et al., 2009; Shapiro, 1998). Concerns are raised around formal Mindfulness exercises which potentially result in resurfacing traumatic experiences triggering depression or hold potential elevated risks for amplifying psychosis or seizures for individuals who suffer from schizophrenia or epilepsy. The response of the Mindfulness advocates to this critique is the positive results obtained by shorter and more spaced doses delivered by Mindfulness professionals for at-risk populations (Creswell and Lindsay, 2014; Polusny et al., 2015; Williams et al., 2014). For a not-at-risk population, even though there is a vast body of literature that reports on extensive types of benefits from Mindfulness practice, Creswell (2017) still acknowledges the risk that Mindfulness practice may be cognitively depleting for novices to Mindfulness practice (Evans et al., 2014; Creswell et al., 2014) and it has even been reported to increase false memory recall (Wilson et al., 2015).

2.3.4.4 Measuring Mindfulness. The literature reports on various Mindfulness questionnaires: the Mindfulness Attention Awareness Scale (MAAS) (Brown and Ryan, 2003); the Freiburg Mindfulness Inventory (FMI) (Buchheld et al., 2001); Kentucky Inventory of Mindfulness Skills (KIMS) (Baer et al., 2004); the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R) (Feldman et al.,

2006); the Five Facet Mindfulness Questionnaire (FFMQ) (Baer et al., 2006; Baer et al., 2008), The Philadelphia Mindfulness Scale (PHLMS) (Cardaciotto et al., 2008), the Toronto Mindfulness Scale (TMS) (Lau et al., 2006) and the Southampton Mindfulness Questionnaire (SMQ) (Chadwick et al., 2008). Baer (2011) critiques the development of the instruments on the back of its developers perhaps having a lack of deep knowledge of the root concepts of what is being studied and the self-reported nature of the questionnaires. The literature further points at the need for empiric studies to focus more on how Mindfulness interventions impact one's operating rather than merely the resulting trait or state Mindfulness on the back of Mindfulness interventions (Baer, 2011; Davidson, 2010). Further challenges to state Mindfulness development through Mindfulness interventions concern quality and intensity of the interventions and the delivery therefor by trained and experienced teachers (Grossman, et al., 2004). Equally, the 'quality' level (i.e. how well one engages in Mindfulness) or duration of a person's Mindfulness is not easily measured in absence of a standardized external observable indicator of its existence (Baer, 2011; Davidson, 2010). Further quality concerns are reported around the self-managed part of Mindfulness practice that makes up Mindfulness interventions and its self-reporting, and equally the difficulty of distinguishing Mindfulness inducing factors from potentially other contextual factors (Davidson, 2010).

2.3.5 *Benefits of Mindfulness*

The literature body around Mindfulness and its benefits is vast and has gained increased attention of late in the domain of organizational science (Black, 2015). To give some structure to this body of literature, and to illuminate the value of Mindfulness as a precursor personal attribute for organizational members towards positive contributions to an organization, this review categorizes the benefits of being mindful according to its enabling potential in five areas: physical and mental health, behavioral, emotional, self-orientation and cognition. First and foremost, it must be acknowledged that this categorization does not contend that benefits are isolated to a single category, rather, when assuming a complexity lens to considering an individual and the organization of which this individual is a part, it is clear that all five areas interface with one another, meaning that the benefits of Mindfulness are very likely to

spill over from one to another category. For example, physical, mental and emotional wellness potentially incline an individual more to show positive behaviors in the workplace as compared to being physically, mentally or emotionally unwell. Equally, purposeful cognitive capacity and emotional wellbeing can be expected to pave the way to potentially operating in a positive manner at the work place to the benefit of both the organization and the self. The same can be argued in the opposite direction, where positive organizational behaviors can positively affect wellbeing in a health, emotional or self-oriented sense. To what extent the interplay between the various categories is causal is not the objective of the literature presented here; however, the reciprocal benefits between them is intuitively arguable while recognizing the larger context of influencing factors that undoubtedly are in play.

The subsections below present selected literature to outline the multidimensional potential that Mindfulness holds with respect to creating positive capacity within an individual which is of value to an organization as a result of tackling multiple categories – in various cases sitting at the cross-section of various categories – of positive enabling spheres with respect to being a value adding worker in an organization. For the purpose of this review, and to allow for a somewhat structured discussion of the various benefits of Mindfulness, the researcher has compiled the literature in five categories of benefits: physical and mental well-being, emotional, cognitive, behavioral and self-oriented benefits.

2.3.5.1 Physical and Mental well-being benefits. Mindfulness has been reported in various literary sources as having a positive effect on the physical and mental well-being of its practitioners (Slutsky et al., 2019; Masuda et al., 2010; Richards et al., 2010; Dane, 2011; Dekeyser et al., 2008). Mindfulness is found to have a positive effect on physical health (Ratanasiripong et al., 2015; Caldwell et al., 2010; Grinnell et al., 2011; Murphy, et al., 2012) and equally has shown potential around inducing the adoption of more healthy life styles in the form of assuming better eating and sleeping patterns (Bahl et al., 2013; Grinnell et al., 2011; Murphy et al., 2012) as well as better engagement with physical activity (Kabat-Zinn et al., 1985). Further, there is a vast body of knowledge that has explored Mindfulness in treatment of mental and physical illnesses, in particular with respect to the reduction of related suffering, whereby Mindfulness is reported to help reduce or better manage

such suffering (Astin, 1997; Grossman et al., 2004; Kabat-Zinn, 1994; Kabat- Zinn et al., 1982, 1987; Chiesa and Serretti, 2011; Bonadonna, 2003). Another interesting physiological finding surrounds studies that have investigated the influence of Mindfulness practice on the brain, where it is reported to reduce brain aging (Luders et al., 2015) and equally has shown to instigate changes in the brain for better brain functionality (Leung et al., 2013; Davidson, 2010; Hölzel et al., 2011). Following the latin pronoun *'mens sana in corpore sano*' – i.e. a healthy body in a healthy mind – one can intuitively see the positive potential of Mindfulness as a precursor for organizational benefit.

    2.3.5.2 Emotional benefits. Where the positive effects of Mindfulness on wellbeing (Masuda et al., 2010; Richards et al., 2010; Dane, 2011; Dekeyser et al., 2008) make reference to emotional well being as well as physical and mental well being, various studies have focused particularly on the effect of Mindfulness on a individual's emotional state. An overarching effect in this regard concerns the reporting of Mindfulness and Mindfulness practice to enhance positive affect in general (Shapiro et al., 2007 Creswell et al., 2007) in association with concepts such as optimism and hope (Desbordes et al., 2012; Malinowski and Lim, 2015), trust (Fast et al., 2014) and job/life satisfaction (Hülsheger et al., 2013; Fredrickson et al., 2008) with decreasing need for extrinsic job satisfaction (Brooker et al., 2013). Cohen and Miller (2009) further report on a positive impact of Mindfulness practcie on social connectedness.

            Besides enhancing positive affect, Mindfulness is also found to have a dampening effect on negative affect (Shapiro et al., 2007; Farb et al., 2010, Grégoire and Lachance 2014; Felton et al., 2015; Baer, 2003; Desbordes et al., 2012; Roche et al., 2014; Creswell et al., 2007). One of the most prevelant negative emotional organizational phenomena studies in the context of Mindfulness is stress, whereby Mindfulness is reported to negatively affect stress (Chin et al., 2018; Schultz and Ryan, 2015; Zenner et al., 2014; Baer et al., 2012; Shapiro et al., 2007; Cohen and Miller, 2009; Beauchemin et al., 2008; Semple et al., 2005; Caldwell et al., 2010; Oman et al., 2008; Palmer and Rodger, 2009; Grégoire and Lachance, 2014). It is also found to have favorable outcomes concerning dealing with feelings of anxiety (Shapiro et al., 2007; Jacobs and Blustein, 2008; Ruths et al., 2013) and emotional

exhaustion (Hülsheger et al., 2013; Reb et al., 2014). Mindfulness interventions and practice have also been reported to provide a positive address to organizational issues such as burnout (Goodman and Schorling, 2012; Di Benedetto and Swalding, 2014; Gold et al., 2009; Flook et al., 2013) and symptoms of or relaps to depression (Chiesa and Serretti, 2011; Chambers et al., 2008; Hargus et al., 2010).

    The overall benefit of Mindfulness with respect to the emotional state of individuals is widely reported in the literature through the ability of Mindfulness to result in enhanced emotional regulation (Rocco et al., 2012; Brown et al., 2007; Brown and Ryan, 2003; Hülsheger et al., 2013; Teper et al., 2013; Roche et al., 2014; Glomb et al., 2011; Keng et al., 2013; Long and Christian, 2015; Vago and Silbersweig, 2012). This body of literature outlines that mindful individuals tend to be better at controlling positive and negative emotions, allowing them to engage more effectively in work situations from both a self and organizational perspective.

  2.3.5.3 Cognitive benefits. With respect to the cognitive domain of the literature, Mindfulness is reported to hold multiple benefits. Central to it all, as a result of its central nature to the construct of Mindfulness as outlined in the section that addresses its nature above, stand the concepts of awareness and attention. Mindfulness and its effects have been reported to positively impact attention (Teasdale et al., 2000; Chiesa and Serretti, 2011; Schmertz et al., 2008; Kuan, 2012; Testa and Sangganjanavanich, 2016; Smallwood and Schooler, 2015; Neubauer and Fink, 2009; Chambers et al., 2008; Helber et al., 2012; Moore et al., 2012; Ocasio, 2011) and awareness (Kuan, 2012; Testa and Sangganjanavanich, 2016) in various contexts. Awareness is referred to by Brown and Ryan (2003) as the notion around subjectively experiencing internal and external phenomena that make up the reality around us at any given moment. Block-Lerner et al., (2007) characterize Mindfulness by a heightening of such awareness. Since the notion of awareness is considered as innate to normal human functioning, it is reasonable to assume this as one of the reasons why addressing one's awareness for better functioning has not been a priority for success in a developmental context (Blackburn, 2015). Attention, as the other key concept to Mindfulness, links to the construct in the sense that it pertains "observing the operations of one's moment to moment, internal and external experience (Shapiro et al., 2006, p. 376) whereby it concerns both attention on a single thing, i.e.

concentration, and attention to multiple stimuli. Chiesa and Serretti (2011) point at the ability of long-term Mindfulness practice to enhance the ability of an individual to consciously engage in switching attention between a single or multiple stimuli, allowing an individual to refrain from getting caught up in a tunnel-vision-like experience and lose sight of other potentially relevant aspects of the context in which a certain stimuli presents itself. As much as attention and awareness are considered distinct concepts to Mindfulness, it is their combination that shows the true potential of Mindfulness to be of benefit for an individual and consequently the organization they are part of.

Heightened awareness and attention through Mindfulness has been reported to enhance one's ability to non-habitual thinking (Wadlinger and Isaacowitz, 2011; Fast et al., 2014) and cognitive flexibility (Roeser et al., 2013; Gard et al., 2014; Zenner et al., 2014), allowing an individual to break with potentially destructive cognitive processes such as, for instance, rumination, to which Mindfulness has been reported to provide relief (Teasdale et al., 2000; Chiesa and Serretti, 2011; Schmertz et al., 2008; Shapiro et al., 2007; Zenner et al., 2014) and equally less destructively-laden processes such as mind wandering (Smallwood and Schooler, 2015; Mrazek et al., 2013). Sharpened awareness and attention through Mindfulness have been reported to enhance understanding of personal emotions (Kabat-Zinn, 2002; Moore and Malinowski, 2009), decrease impulsive behaviors and judgement (Vago and Silbersweig, 2012) and support more effective use of the brain (Moore et al., 2012). Improved awareness and attention as a result of Mindfulness has furthermore been reported by Dane (2011) to be highly beneficial to the performance of discrete tasks in highly dynamic work enviroments, which is, considering the current state of affairs in the 21st century world of work, clearly relevant.

Further, with regard to cognitive outcomes in a work setting (and arguably again finding root in enhanced awareness and attention) and in line with the outcome of non-habitual thinking, Mindfulness is reported to enhance ones ability in terms of renewed perspective (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014; Brown et al., 2007; Bishop et al., 2004; Baer, 2003), more effective problem solving (Ding et al., 2015; Ostafin and Kassman, 2012; Bishop et al., 2004), critical thinking (Noone et al., 2016), enhanced creativity (Ding et al., 2015; Ostafin and Kassman,

2012; Colzato et al., 2012), leadership for innovation (Hu et al., 2019) and improved leadership perception (Reb et al., 2014). Mindfulness is also reported to improve emotional intelligence of individuals in a work setting, whereby this is found to improve empathy, perspective taking, respect and compassion (Silver et al., 2018; Testa and Sangganjanavanich, 2016; Condon et al., 2013; Cohen and Miller, 2009; Krasner et al., 2009; Dekeyser et al., 2008; Singh et al., 2006: Shapiro et al., 1998). Finally, Mindfulness is presented to have enhancing effects on insight and instructional clarity and understanding (Metiu and Rothbard, 2012; Brown et al., 2007) as well as leading to improved clarity in terms of decision making (Hunter and Chaskalson, 2013: De Déa Roglio and Light, 2009). Such benefits clearly link directly and indirectly with various desired competencies in today's workplace, pointing at the value of including Mindfulness in the organizational philosophy from a human resources perspective.

     2.3.5.4 Behavioral Benefits. In an organizational setting, an individual's behavior and the actions they take are the prominent reflections of the value an employee adds through their work. The literature attests to various potential benefits that Mindfulness practice holds towards increasing the capacity of an individual to engage in behaviors that are considered positive from a work perspective. First and foremost, Mindfulness is found to have a positive impact on the general notion of performance at work (Coo and Salanova, 2018; Testa and Sangganjanavanich, 2016; Waddock and Lozano, 2012; Dane, 2011; Shao and Skarlicki, 2009; MacDonald and Shirley, 2009; Dekeyser et al., 2008; Beauchemin et al., 2008; Dobie, 2007) whereby being mindful allows a person to perform better at the tasks they are to carry out while equally increasing overall work engagement (Petchsawang and McLean, 2017; Gunasekara and Zheng, 2019; Tuckey et al., 2018: Leroy et al., 2013), engagement in ethical and pro-social behavior (Reb et al., 2014), ethical decision making (Ruedy and Schweitzer, 2010) and activity coordination (Metiu and Rothbard, 2012), alongside a reduction of deviant organizational behaviors (Reb et al., 2014; Krishnakumar and Robinson, 2015; Long and Christian, 2015) including absenteeism (Hallman et al., 2014). This points at an overall positive impact of Mindfulness on what Glomb et al. (2011) refer to as positive citizenship behavior in an organization to the benefit of themselves, the team and the organization.

More particular benefits that are found around Mindfulness in the workplace concern the manner in which individuals are able to position themselves in the work environment and the demands they are faced with as a result of the positive influence of Mindfulness on adaptive coping styles (Hallman et al., 2014; Fast et al., 2014; Ocasio, 2011; Glomb et al., 2011; Jacobs and Blustein, 2008; Palmer and Rodger, 2009). This means that workers, faced with highly dynamic and increasingly complex work and life demands, are able to be more effective at addressing those, whereby the work of Metiu and Rothbard (2012) indicates the positive effects of Mindfulness on workers to organize and manage multiple activities and equally stronger resilience to set backs (Colgan et al. 2019; Fast et al., 2014; Roche et al., 2014). Mindfulness is further found to result in enhanced socializing at work (Beauchemin et al., 2008), higher levels of friendliness (Singh et al., 2002), which increase positive and dampen negative work relationships (Krishnakumar and Robinson, 2015; Long and Christian, 2015; Reb et al., 2014) and provide a higher capacity to handle difficult workplace interactions (Hallman et al., 2014: Brady et al., 2012) leading to leveraging work relationships in a better way towards positive outcomes for the self and the organization. In particular, there are reported effects of Mindfulness to reduce work hostility (Krishnakumar and Robinson, 2015), reduced reaction to injustice and engagement in retaliation (Long and Christian, 2015).

Mindfulness is also found to positively affect various competencies such as communication and teamwork. In this regard, the literature points at the value of Mindfulness practice to enhance active listening (Singh et al., 2006), better quality of communication (Beach et al., 2013; Beckman et al., 2012) and enhanced ability to makes one's voice heard (Fast et al., 2014) alongside more effective communication of one's emotions (Jones et al., 2019; Fast et al., 2014). With respect to teamwork, the literature points at the fact that mindful people are better at teamwork (Singh et al., 2006), experience a greater sense of other-orientation (Good et al., 2016), show greater cohesion and collective performance (Cleirigh and Greaney, 2015) and, within an organizational context, are more effective at negotiating towards positive outcomes (Krasner et al., 2009). It can be argued that the positive impact of Mindfulness on some behavioral aspects of employees gravitates not only around the ability to engage adaptively in coping styles, but of particular interest is the ability of Mindfulness to

sharpen interpersonal skills (Hallman et al., 2014; Cohen and Miller, 2009; Singh et al., 2002) allowing individuals to foster positive relations at work and experience a more positive interaction in a work-related setting.

       2.3.5.5 Self-Oriented Benefits. Given the primarily individual focus orientation of this study, it is worthwhile to outline some key literature around how Mindfulness relates to and impacts the self in a work setting. The above described literature on the benefits of Mindfulness can intuitively be connected with various aspects of benefits to the self be it as a result of enhanced physical, mental, emotional, behavioral or cognitive states. This points very much at the argument that will close this part of the literature review, i.e. that being mindful is an important and desirable precursor disposition for an individual in organizaitonal science. This follows the contention of Good et al. (2016) and Jamieson and Tuckey (2017), who refer to it as a possible root construct.

       The self-oriented benefits of Mindfulness stem directly from the central notion of awareness to the Mindfulness construct, making increased self-awareness (Bishop et al., 2004; Rocco et al., 2012; Vago and Silbersweig, 2012) and self-acceptance (Carson and Langer, 2006; Jimenez et al., 2010) as a result of Mindfulness, very powerful antecendents to various other positive outcomes in a work setting. These include better emotional regulation (Baer, 2003; Brown and Ryan, 2003; Brown et al., 2007), higher clarity around decisions making (De Déa Roglio and Light, 2009; Hunter and Chaskalson, 2013), the ability to take a fuller perspective on reality (Block-Lerner et al., 2007), successful interpersonal relationships (Goleman, 2013) and better understanding of one own's emotional processes (Glomb et al., 2011). The study by De Déa Roglio and Light (2009) points at self-awareness being critical for the accurate development of a person's sense of reality.

       Mindfluness is further reported to enhance self-care (Richards et al., 2010) whereby the individual, through awareness of the self and the various aspects discussed above, is likely to show more concern for oneself. In this regard, the question can be raised whether self-care always results in positive outcomes for all stakeholders linked to the individual (e.g. employers, colleagues, famiy, etc). The evidence around the reduction of deviant behaviors (Reb et al., 2014; Krishnakumar and Robinson, 2015; Long and Christian, 2015), in combination with the

overwhelming evidence of increased positive behavioral capacities as a result of Mindfulness, would argue that if the Mindfulness practitioner is truly and fully mindful that would put the above reservation to rest. In other words, self-care must not be confused with self-centeredness or selfishness, rather, in a context of self-compassion as various studies suggest, to be an increased self-oriented outcome of Mindfulness practice (Neff and Germer, 2013; Roeser et al., 2013; Felton et al., 2015; Shapiro et al., 2007).

Glomb et al. (2011) highlight the resulting effect of Mindfulness in superior self-regulation, which they argue goes beyond the self-regulation of emotions as outlined above. Self-regulation refers to the ability of an invidividual to manage both emotions and actions in particular circumstances, but equally within a bigger picture perspective, whereby the latter results in the Mindfulness practitioner to be more self-determined (Glomb et al., 2011) and experience enhanced self-esteem (Ford, 2019; Kabat-Zinn et al., 1985), the context of this study on Self-Leadership, which are fundamental concepts to note. This further links seamlessly with the enhanced capacity of adaptivity as a result of Mindfulness (Hallman et al., 2014; Fast et al., 2014; Ocasio, 2011; Glomb et al., 2011; Jacobs and Blustein, 2008; Palmer and Rodger, 2009).

2.4 Self-Leadership and Mindfulness

The above literature review has outlined both notions of Self-Leadership and Mindfulness against a context of 21st century workplace realities. It is intuitively clear that both constructs are operating in similar domains. Mindfulness is presented, in particular, in the context of its connection with self-regulation and self-control at emotional, physical, psychological, cognitive and behavioral levels (Passmore, 2019; Good et al., 2016; Jamieson and Tuckey, 2017). However, when unpacking the fundamentals of the construct, it must be noted that present focused attention and awareness are the two main notions of being mindful (Kuan, 2012; Testa and Sangganjanavanich, 2016). This shows that actions towards particular regulation are secondary or antecedent to being mindful, and hereby showing being mindful as a precursor disposition to self-regulation and therefore to Self-Leadership. Mindfulness is a state of being and one can be mindful by engaging in various strategies to arrive

at that state. The reported benefits of Mindfulness do, however, point at its regulative influence, but this is as a result of actions that are built on being mindful through Mindfulness practice. A few of the good benefits associated with Mindfulness practice or interventions presented in the previous section are shown with respect to the interface of the self, the other and the organization. What is important to point out is that Mindfulness practice is a process that pertains to the here and now, without direct inference of future or past. Self-Leadership, even though also a process, is far more led by a future orientation and the pursuit of a desired state in a self-regulatory manner by taking charge of things and deploying strategies that foster intrinsic drive and perspectives towards positive outcomes. The undeniable connection between Self-Leadership and other 'classic' constructs around motivation - such as need for achievement, self-regulation, self-management, self-efficacy, etc. - presents a debate around the ambiguity of the construct and whether, in fact, it is a distinct construct (Neck and Houghton, 2006; Andressen et al., 2012; Stewart et al., 2011, 2019). This debate, as much as it is of scientific importance, is not the focus of this study. Rather, this investigation focuses on the manner in which Mindfulness as a possible root construct in organizational science (Good et al., 2016), may operate as a precursor catalyst to Self-Leadership strategies. As much as Furtner et al.'s (2015) empiric study preliminarily indicates the conceptual distinction of Self-Leadership from the classic motivational constructs, they equally point at the need for further investigating the underlying mechanisms of Self-Leadership in order to sharpen up its conceptualization and understanding in the organizational context.

The manner in which Mindfulness may enable an individual to engage in Self-Leadership and, in particular, in its strategies is therefore worthy of investigation. Manz (2015) further clearly points at the need for a clear sense of self and an awareness of deep personal values if one is to engage in Self-Leadership, which gives further credence to not only the potential effect of Mindfulness on Self-Leadership, but equally the importance of understanding how both interface. Manz' (2015) distinction of Self-Leadership from self-management stems very much from the fact that Self-Leadership includes a sense of authenticity, i.e. doing something because one truly believes it is in line with their personal values, as opposed to doing something because it is what the job/boss requires. He further notes that an over focus

on letting one do what they want to do rather than what they should be doing may backfire. Mindfulness, by its essence of considering the situation as uncoupled from personal habitual thinking, may provide solace in this, whereby Mindfulness practice may result in a more balance evaluation of the tension between what one should be doing (self-management) and what one wants to do (authenticity in Self-Leadership). Manz (2015) confirms the idea that when one focuses on benefits of oneself that are aligned with benefits for others, this allows support for natural and authentic motivation (wanting to do something) to engage in responsible behavior (what one should be doing). Manz (2015) also points at the responsibility dimension of Self-Leadership, which concerns how people lead themselves guided by what is right and virtuous from a social perspective. In turn, Mindfulness, as a result of its enhancing effect on perspective taking (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014), shows potential to enable the responsibility dimension of Self-Leadership when considering that this refers to assuming a stakeholder view (Waldman, 2014) and the pursuit of virtuous behavior (Manz et al., 2008).

Assuming that Self-Leadership concerns a 'way of being' with a focus on personal development of the self, then this development involves the cultivation of present awareness of mental models (Cairns-Lee, 2015) in parallel to the integration of one's personal sense of identity therein (Edwards et al., 2015) stemming from beliefs, values and abilities (Tovstiga, 2013). The development of this would intuitively benefit from learning how to anchor one's being into the present moment and how to intuitively align or frame this anchoring appropriately with one's goals and momentary sensations (Baron and Parent, 2015; Goleman, 2013). Brendel and Bennett (2016) refer to this as embodied leadership development in a leadership context whereby they draw on Mindfulness concepts to develop leadership capacity in people. This development process is conceptualized through an awareness expanding phase to receive mind-body insights followed by a critical reflection coupled with dialogue around insights to transform behaviors and then engage in transformative practice towards being in a manner that is attuned and accepting. It is intuitively clear that this very well applies to a Self-Leadership context even though it was developed for leadership development. What it does show, is the recognition that in the context of leadership, the traditional perspective (e.g. the traits approach to leadership) has

long given way to a far more comprehensive perspective that recognizes the complexity of the construct.

Self-Leadership and Mindfulness are theoretically linked constructs in the sense that both concern the self and both are positioned in the domain of self-regulation (Furtner et al., 2018; Brown and Ryan, 2003). Where Self-Leadership sits more on the end of self-regulation with regards to what, how and why to think, feel or do, Mindfulness positions itself around self-regulation of awareness-orientation (openness, curiosity and acceptance) and attention (perception of the current states of experiences). A fundamental commonality is that both constructs draw on a process of self-regulatory-observation and goal setting. Mindful self-leaders are referred to as agentic in nature (Furtner et al., 2013) whereby MacKenzie and Baumeister (2015) present the mindful self-leader as one that continuously monitors external and internal process whilst being acutely aware of his/her current state of feelings, actions and thoughts as part of a larger picture framework of personal short and long run aspirations and effectiveness. Bishop et al. (2004) propose the enhancing potential of Mindfulness' Observation component (Baer et al., 2004, 2006) with regards to self-regulation and Self-Leadership in the sense that the attentive witnessing of both the internal and external (i.e. observation) may well result in more conscious and effective use of various Self-Leadership strategies. The self-observing component of Mindfulness is further also noted for its potential around effective self-regulation from a control theory perspective (Carver and Scheier, 1998). Hereby, the reduction of the discrepancy between current and desired state would be more easily achieved when first of all carefully self-observed.

A clear commonality between Mindfulness and Self-Leadership is their mutual emphasis on the value of self-focused observation for goal attainment (Brown et al., 2007; Furtner et al., 2015; Mackenzy and Baumeister, 2015). Self-regulatory observation stands central to realizing the goals of both constructs whereby Mindfulness concerns observation of the now in a non-judgmental way and Self-Leadership aims for elevating one's performance and effectiveness. Furtner et al. (2018) report on a positive relationship between Mindfulness' observation facet and Self-Leadership, contending that observation in a mindful manner could potentially be the key to how Mindfulness enables Self-Leadership. In the same study the

personality trait of openness to experience is found to have a strong positive link to Mindfulness and Self-Leadership, yet there are reservations around whether acceptance without judgment in fact would nurture Self-Leadership oriented behaviors. As much as attention is one key component of Mindfulness (Kuan, 2012; Testa and Sangganjanavanich, 2016), Furtner et al. (2015) identify self-regulation of attention or self-control as key to Self-Leadership, which points at the value of mindfully observing internal and external stimuli and processes. While Avey et al. (2008) indicate the potential of Mindfulness to nurture the development of psychological resources that enable self-direction and engagement for those who are less prone to have such psychological aspects, Tabaziba (2015) found Mindfulness to be a mediating factor in this regard. Psychological resources that individuals tap into and use to position themselves in context (for example at work) are suggested to provide a strong buffering mechanism to adversity (e.g. in the work place) (Newman et al., 2014), arguably allowing or fostering higher resilience (Colgan et al., 2019), pointing in the Self-Leadership direction. Avey et al (2010) coined this as psychological capital and presented it as a four-component integrated structure consisting of self-efficacy, hope, optimism and resilience. It is worth noting that that the former three are more proactive than the latter, whereas hope and resilience are noted for their adaptational nature.

Mindfulness is further found to promote the strengthening of personal resources towards self-directed behavior (Leroy et al., 2013; Malinowski and Lim, 2015; Kotzé, 2018). Depenbrock (2014) argues for Mindfulness to enhance one's ability to effectively use the resources needed to be effective at work. Avey et al. (2008, 2010) and Kotzé (2018) highlight the effect of Mindfulness to enable individuals to intentionally select approaches and perspectives that are more efficacious, hopeful, resilient and optimistic with respect to job demands. Her study, echoed by the work of Colgan et al. (2019), shows that Mindfulness directly affects vigor (i.e. willingness to pour effort into work), mental resilience and energy levels and indirectly affects dedication (i.e. the feeling of personal significance as a result of work through pride, self-worth, enthusiasm and feeling challenged). However, Kotzé (2018) points at the need for Self-Leadership to be better understood with regards to its antecedents; in her study she did not consider Mindfulness as an antecedent to

Self-Leadership. Vigour and dedication are contended by Schaufeli and Bakker (2004) as central to feeling personally invested and identified with one's work. The work of Semple with regards to Mindfulness is particularly focused on dealing with anxiety with children and young adults, yet Semple et al.'s (2017) study is one of the only studies found that explore the relationship between Mindfulness and Self-Leadership through examining the effects of a Mindfulness intervention with the objective of addressing stress and performance. In this regard the importance of executive control must be noted as a fundamental factor on which Mindfulness has a reported impact whereby the need for control can be optimized, potentially resulting in adaptation of its execution (Teper et al., 2013). Alongside what Neck and Houghton (2006) term as a healthy perspective on self-regulation for behavior (i.e. accurate and attentive targeting of realistic goals, observation thereof and adaptation thereto), self-executive control can be argued to become a strongly positive precursor for engagement in Self-Leadership to eventually arrive at higher performance (Neck and Manz, 2010). Self-Leadership, as much as it is typically pointed to as a strategy towards pursuing the goal of higher performance (Neck and Manz, 2010), must also be recognized for its proactive coping potential (Unsworth and Mason, 2012), which Mindfulness can further optimize (Levesque and Brown, 2007) including through enhancement of achievement-oriented behavior as extensively addressed in the discussion around benefits of Mindfulness earlier in this literature review. Semple et al. (2017) hint in their study that Mindfulness would improve the manner in which individuals select and engage in Self-Leadership strategies, yet this remains at the moment a theoretical conceptualization as a result of Mindfulness' reduction of impulsive and automatic behavior (Furtner et al., 2018) and its enhancing effect on self-determined achievement of intrinsic motivators (i.e. goal and aspirations) (Deci et al., 2015).

From this discussion, it is safe to say that Self-Leadership and Mindfulness have several theoretical contact points and undeniably seem to address and improve various similar outcomes, in particular self-determined behavior (Dundas et al., 2016; Furtner et al., 2017; Lucke and Furtner, 2015; Semple et al., 2017), yet this link is only established among students and soldiers. The study of Semple et al. (2017) on how Mindfulness is introduced as a developmental route for Self-Leadership for

students did not allow for a clear isolation of how Mindfulness enabled engagement in Self-Leadership practice since the study group of students were introduced to both Mindfulness and Self-Leadership strategies. Instead, it would be worthwhile to evaluate the manner in which—if at all—Mindfulness practice training would guide people to engage in Self-Leadership strategies. Not only is the current literature on the link between Mindfulness and Self-Leadership rather selected when it comes to addressing its explicit link, but what is missing entirely all together is a clear explication of the manner in which Mindfulness influences Self-Leadership from the perspective of the practitioner. Given the argument of Good et al. (2016) that Mindfulness is a root construct to organizational science in the sense that it seems to give way to behavior, cognitive and emotional aspects of organizational behavior, the exploration of its relationship with Self-Leadership is timely and worthwhile.

In the context of the way in which the 21st century organizational micro and macro environment is substantially different from the 20th century, organizations have realized that new ways of working are in order to be responsive and agile. Organizational leadership can be assumed to hold the mandate to take an organization into (if need be) a different direction that is more suited for its changed 21st century environment, which Heifetz et al. (2009) refer to as adaptive leadership for change. They point at the need for buy-in and involvement from everyone within the organization through a concerted series of efforts spanning various organizational aspects.

In the context of this study, one of the goals/challenges of organizations in the 21st century is to build a workforce that is appropriately self-directed. Based on the various examples of links with organizational and personal success, a management team may set its workforce on the developmental route for Self-Leadership. Training for Mindfulness practice may be a sustainable enabler in this regard in the sense that it pertains many fundamental aspects in the context of Self-Leadership and concerns first and foremost personal benefits to the individual. Such approach aligns well with the contention of Kanfer et al. (2017), who argues the need for work environments that support self-determination. It further also aligns well with what is referred to in the literature as workplace innovation, a term proposed by Pot (2011) as novel and synergistic interventions in the way work is organized, human resource management

is performed, and technologies support the workplace. Pot et al. (2012) further illuminates this statement by pointing at the importance of its strategic purpose for both organizational performance and the equally better quality of working life through participatory adoption of changes in the management of both human and non-human resources. Workplace innovation empowers employees in their daily decision making to add value to the organization by catalyzing their abilities to challenge 'as is' practices with seniors and build structures that span the strategic, operational and structural realm of the organization (Totterdill, 2015). Totterdill et al. (2012) point at the non-linear nature of the workplace innovation process and highlight that at its core is the learning and experimenting influenced by diverse sources to create developmental processes that are self-sustaining. Given the multiple benefits of Mindfulness practice, Self-Leadership and its clearly intertwined nature, it is not surprising that organizations look at tapping the potential of Mindfulness to instill more self-directedness within their workforce in response to the new realities of today's world of work. Active support for and participation in efforts to change must come from everyone within the organization in order for Mindfulness to catalyze change, that change to be successful and for its result to bear fruit and sustain the organization (Raney, 2014).

On the one hand, there is plenty of evidence of organizational adoption of Mindfulness as a novel technique – and as part of larger workplace innovation strategies – towards improving the worker's role and fit in the organization and its 21st century realities. On the other hand, self-direction and Self-Leadership have been overtly and (perhaps even more pervasively) covertly highlighted as bottom-line expectations from the worker in consideration of the demands of the 21st century workplace and work environment. With a large body of evidence around the benefits of Mindfulness in various domains and a fair uptake around scholarly work to explicate Self-Leadership, it is safe to say that these are two constructs that deserve attention in organizational science at the dawn of the 21st century. Even though some preliminary evidence exists that investigates the relationship between Mindfulness and Self-Leadership, the literature on the subject is scarce. There is furthermore minimal to no uptake around qualifying the Mindfulness experience in a context of Self-Leadership and certainly not addressing in any way (to the knowledge of the

researcher) the mechanisms that are experienced by non-managerial Mindfulness practitioners with relation to how Mindfulness practice and strategies enable them to engage in Self-Leadership.

CHAPTER 3
RESEARCH METHODOLOGY

This qualitative methodology study attempts, through a phenomenological approach, to gain insight in the perceived influence of Mindfulness on Self-Leadership for 19 Thai, non-managerial employees. This chapter outlines and argues the rationale behind the research design and approach for this study. This includes a discussion of research participants, the data collection process procedures and protocols, data analysis and mechanisms deployed to ensure scientific trustworthiness.

Ontologically – i.e., the concern of reality (Creswell and Creswell, 2017) – the researcher assumes for this study the stance that reality is a context-dependent individual construct. At the epistemological level – i.e., the theory of knowledge resulting in insight on how the phenomenon is going to be investigated (Creswell and Creswell, 2017) – the researcher assumes the stance that the data needed for this study is nested in the perspectives of people who engage in Mindfulness practice in an organizational setting. Therefore, the researcher engaged with selected participants to obtain data.

Epistemologically and ontologically, this study assumes an interpretivist stance due to the fact that it considers the reality of the investigated topic to be rooted in the perception of the practitioner of Mindfulness (i.e. the non-managerial employees) and how this affects engagement with Self-Leadership (i.e. the engagement in Self-Leadership strategies). This choice is based on two overarching realities to the topic of investigation, i.e. the 'relative' nature of knowledge and the theoretical ground in which Self-Leadership is nested. Firstly, knowledge is considered to be 'relative' since it is considered to be context sensitive and situation specific (Bennet and Bennet, 2004), meaning that knowledge and its enabling of action depends on the context and situation observed. Secondly, Self-Leadership as a theoretical construct operates in the context of Bandura's Social Cognitive Theory (Bandura, 1991), which posits the relationship between internal influences, external influences and behavior. Self-Leadership and Mindfulness have further been related to Self-Regulation Theory (Manz, 1986) whereby individual, situational and context specific factors are pivotal. The relative nature of knowledge and its theoretical

grounding show the interpretivist stance to be appropriate to generate insight in the topic of investigation because the crux of the study will be addressed by interpreting the meaning making of the participants with regards to how Mindfulness influences Self-Leadership behaviors. It can be expected that the manner in which Mindfulness influences an individual's Self-Leadership from their perspective is arguably affected by a variety of contextual factors such as, but not limited to, personal circumstances, aspirations, priorities, locus of control, work environment, culture, current life and professional cycle stage, to name a few. This clearly indicates the value of the subjective dimensions that are inherently part of the relation between Mindfulness and Self-Leadership. Even though the above-mentioned contextual factors are all possibly worthy of investigation, this study, by its scope does not intend to address each of them; however it breeds ground for a wealth of future research.

This study deploys a qualitative phenomenological method to explanatorily investigate non-managerial Thai employees' perceptions of how Mindfulness influences them in becoming more self-led.

3.1 Research Design

3.1.1 Qualitative Approach

For this study the researcher has opted to use a qualitative research design whereby it draws from qualitative data to support the articulation and interpretation of the findings. The study's qualitative approach is appropriate because its purpose is to realize an in-depth description and understanding of the manner in which individuals perceive the impact of Mindfulness on their composure, implying a subjective nature investigation that requires interpretation of verbal or textual content found in the study to construct insight through capturing data from real individuals.

Creswell and Creswell (2017) present five main methods to approach research in a qualitative way: narrative, case study, grounded theory, ethnography and phenomenology. Each of the methods typically, but not necessarily, combines insights from various data sources through, for example, interviews, document review and site visit observation. Through narrative, researchers present a comprehensive and cohesive story of an investigated sequence of events, whereas grounded theory aims

at the inductive generation of theoretical concepts from a real-life setting. By engaging the ethnographic method, researchers immerse themselves in the studied participants' environment to identify emerging themes for understanding, e.g., motivations or culture. The phenomenological method focuses in particular on the why and how the human mind perceives a topic of investigation in a certain way. Since this study is trying to explore the lived experience of the Mindfulness practitioner with respect to the influence of Mindfulness practice on work composures with particular interest in Self-Leadership behaviors, the choice of phenomenology is deemed appropriate.

Deploying a qualitative approach is argued to be an appropriate, if not ideal, data collection strategy for this study following the contention of Strauss and Corbin (1990), the exploration of topics for which quantifiable means can be argued fall short. Ryan et al. (2007) further posit that quantitative approaches suffer from the limitation that they typically only gather data on specific items hence not enabling a rich and in-depth description of the underlying triggers of the "why" and "how" individuals act the way they do rather than, through quantitative studies, the what, where or when of a topic of investigation. Qualitative research is particularly appropriate in settings that are context specific (Patton, 2011) and for research endeavors that focus on informants' sense making of a topic of investigation or to identify their underlying experiences (Maxwell, 2012; Creswell and Creswell, 2017).

The fact that this study is set in a context of non-management workplace setting in Thailand, whereby the objective is to investigate the manner in which Thai individuals perceive the impact of Mindfulness on their composures at work with a particular interest in Self-Leadership, would suggest, based on the argument above, a qualitative approach to be highly appropriate.

When further considering the research questions of the study, the study calls for an address of "how" something is happening. The study therefore intends to give a rich and in-depth description of how Mindfulness is perceived to influence work composures with particular attention to enabling of Self-Leadership from the perspective of the individuals in question to result in exploratory understanding how these constructs interface through building on participants' verbalized experiences and extracting thematic findings for further research to build on.

3.1.2 Why Phenomenology?

With its roots in the Greek work *phaenesthai*, referring to "appearance" or "revelation" of something (Moustakas, 1994) the phenomenological approach is reported by Moran (2002) to be credited to the work of the German philosopher, Edmund Husserl (1859 – 1938) who argued that for science to realize its true disciplinary potential there was a need to include the inner human experience instead of only focusing on the physical world. It was however Heidegger's seminal work "Sein und Zeit" from 1927 that really started the phenomenological movement in the scholarly world with the introduction of the concept of "existenz," i.e., the human structure of "being" rather than Husserl's concept of mere consciousness. Moran (2002) notes various other contributors to the phenomenological movement such as Sartre, Arendt, Gadamer and Merlau-Onty who all assert the need of inclusion of subjectivity by means of individuals' views in order to truly understand the nature of knowledge. Phenomenology is formally referenced as appropriate to investigating individual's experiences (Grossman, 1995; Patton, 2011) whereby Patton (2011) argues the crux of such enquiry to be "the meaning structure and essence of the lived experience of a phenomenon for a person or group of people" (p. 104). Van Manen (1997) further posits the ultimate aim of phenomenology to the transformation of "lived experience into a textual expression of its essence" (p. 36). This indicates that the researcher, applying this approach, through interpretation engages in a constructivist process to describe the fundamentals of one or more individual's experience (Moustakas, 1994). Following the recommendation of Creswell and Creswell (2017) who posit the power of phenomenology to describe the how and why something is perceived by individuals, the researcher believes this approach to be highly appropriate. The use of a case study approach was not deemed appropriate due to the fact that the researcher did not have access to a third site nor was able to identify different sites of different contexts to argue the development of theory out of case studies as per the approach of Eisenhardt and Graebner (2007) who point at the use of multiple research sites of considerable contextual difference to use a case study approach. Case studies further are not necessarily directly focusing on the textual articulation of the lived experience of a phenomenon that individuals experience and what outcome this has. The specific focus of the study to explore the link between

Mindfulness Practice and Self-Leadership for non-managerial employees, requires specific attention to the manner in which participants express their experience, as apposed to a case study where various sources of information are used to describe a particular state of the art and which often does not translate a lived experience of individuals into textual form (Van Manen, 1997), but rather presents a description of a setting or contextual reality. In its exploratory nature, this study it could be seen as a starting form of Action Research, however it does not complete multiple cycles of plan, action, review and adjustment, therefore, the approach of this study would not be classified as such. The study did not intend to appraise the quality of the intervention as it happened, as this was outside the scope of the study, nor does the study scope include the practical development and delivery of potential changes for future roll out of professional development activities.

Phenomenology is typically based around a central concept of investigation that is impacted by a central phenomenon. The central concept of investigation in this study is Self-Leadership (nested within general composures of people at work) and the central phenomenon is Mindfulness practice. The researcher's recent immersion in this field and her experience with Mindfulness has, however, influenced her choice of study and sampling pools for this study – which is discussed in more details in the next section.

3.2 Overall Process of the Research Method

Even though some literature on phenomenological research design presents a reluctance towards adopting a single prescribed technique (Holloway, 1997; Hycner, 1999; Van Manen, 1997), the researcher is aware of the value of having a predetermined approach to realize a study effectively rather than assuming a perhaps too loosely defined approach. That being said, the researcher has remained open to emergent findings that may be outside of the intended scope of the study. In his paper on the illustration of a phenomenological research design with almost 3000 citations (which makes this arguably a seminal type of work for this type of methodology), Groenewald (2004) indeed points at the value to adopt a series of guidelines if one is to engage in phenomenological research.

Since research design concerns procedures as well as methods for data collection and analysis, illuminates the progression of research activities in this study to place the following section in this chapter in context.

Figure 5   *Methodological progression of this study*
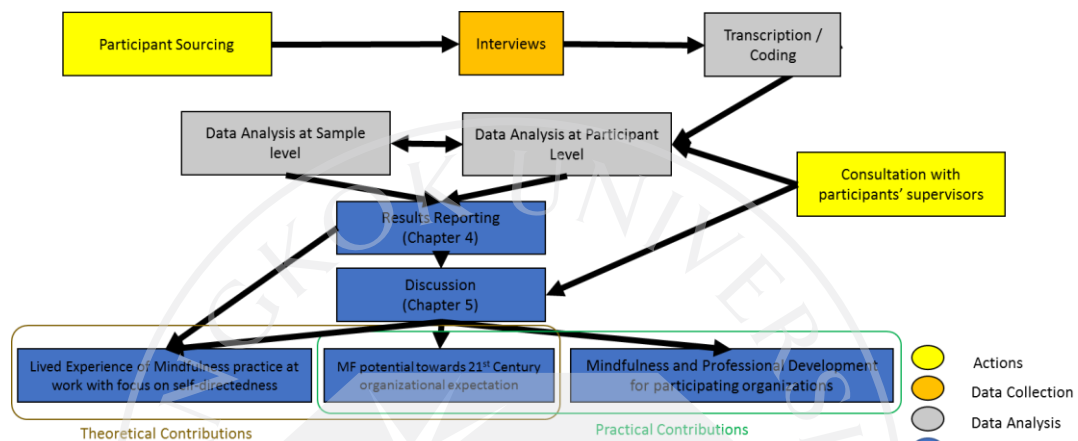
The process is color coded to allow for a better understanding of the progression of the different elements that build this study from participant sourcing to eventual contributions of theoretical and practical nature. The yellow components represent events or actions undertaken by the researcher or third parties and are practical considerations fundamental to the study. The orange components of the image refer to the Data Collection. Grey components concern data analysis activities. Blue components represent the outcome which eventually lead to theoretical and practical contributions of this study. Each of the components will be explained with more detail in the sections below. The arrows in indicate the sequential or parallel occurrence of each component.

Participants were purposively sampled based on selection criteria relevant to the study as is elaborately explained in section 3.4 and in particular 3.4.1 of this chapter. The recruitment of the participants followed standard yet robust recruitment procedures with respect to consent and general ethical considerations as clearly discussed in section 3.4.2 of this chapter. Semi-structured interviews were conducted with all participants following the Behavior Event Interview approach whereby

careful attention was given to comprehensiveness of the topics discussed through careful prompting of interviewees when necessary as elaborately outlined in section 3.5.1 of this chapter. Each interview was audio recorded for later transcription and analysis. The interviews followed a very strict interview protocol, elaborated in section 3.6 of this chapter, in order to ensure that de data collection process is consistent across all participants. Additionally, the researcher engaged in interviews with the participants supervisors, unpacked in section 3.5.2 of this chapter for reliability check of the findings from the interviews. The interviews were transcribed for content and answers were at first evaluated for relevance and fit to the investigated categories. Data analysis, as extensively elaborated in section 3.7 of this chapter, was conducted following a thematic analysis method at individual level, as elaborated in section 4.2.1 of which the results were progressed to analysis at sample level, as elaborated in 4.2.2. The latter then resulted in the development of textural and structural description elements to make up the respective "what" and "how" of the experiences that were lived in terms of how Mindfulness impacts Self-Leadership. The discussion aims to give insight in the impact of Mindfulness practice on work-composures with a particular focus on Self-Leadership thought and behavior, the potential of Mindfulness practice to better meet organizational expectations for the 21st Century and the potential of a training for Mindfulness practice in terms of future professional development for the participating organizations.

3.3 Constraints

Like any study, this investigation is compounded by a number of constraints that affect the process and therefore the outcome of the study. Recognizing the constraints is considered an important part of reporting on the research process in order to frame limitations to a study (which are discussed in more details in its dedicated section), but equally to give a fair account of the reality context in which a study takes place, the consequences of the constraints and the actions taken within this context. The main constraining factors to this study are time and funding.

The time constraint relates to the deadline of the PhD program for which this study is developed. Since the PhD program at Bangkok University allows no longer than 6 years to finalize the PhD research and produce its dissertation, the researcher is

cognizant to work within a carefully developed timeframe with regards to data collection, analysis and the final write up of the thesis. This results in the need to be effective, result focused and carefully prioritize findings in order to produce a comprehensive and worthwhile answer to the research questions of this study. This possibly leads to a lack of time to explore every single detail with respect to this study; however, as is the case for most – if not every – research study that is time bound, the outcome of this study intends, besides answering it central research question of course, to illuminate various areas worthy of further research since the objective of the study is exploratory in nature.

In terms of funding, the second constraint and an important practical aspect of conducting research, it is worth noting that this study is self-funded. The researcher is not reliant on any third-party funding to realize this research project, resulting in some practical boundaries. First of all, self-funding constrains the capacity of the researcher to select research sites suitable for this study, whereby the researcher is confined to identifying research sites that are within reasonable proximity of her in order to be able to comfortably meet research participants for interviews without extortionate financial ramifications in terms of travel expenses. Secondly, the inability to providing incentives to the participants in this study beyond general courtesy and limited hospitality upon interaction, leads to the fact that this study relies primarily on the goodwill of the participants to take part in this study. Self-funding also means considerable effort to be spent on finding organizations that allow a study to take place in their work environment without financial compensation. The researcher spent considerable time and effort on convincing various organizations of the value of this research and managed to secure genuine buy-in from all authorizing parties (i.e., organization owners/senior management) of the two organizations involved. Both organizations will remain anonymous due to privacy concerns raised by senior management on the grounds of professional development policy. To address the funding constraint, the researcher opted for organizations that showed genuine interest and enthusiasm to explore the potential of Mindfulness as a strategy to advance the professional development of its staff towards becoming more self-led based on a genuine conviction that both Mindfulness and Self-Leadership would benefit the

individual and the organizational performance. Both organizations participating in the study were sourced from within the wider Bangkok area in Thailand.

The researcher believes that her decisions and actions within the confines of these constraints allow for a research output that is worthwhile, timely and holds both practical and theoretical value to the knowledge domains of Self-Leadership and Mindfulness.

3.4 Participants

3.4.1 Participant selection

Purposive sampling is suggested as an important choice in order to arrive at credible responses and information for a study like this one (Creswell and Creswell, 2017; Patton, 2011). This form of sampling is primarily driven by the purpose of the research (Schwandt, 1997). Hereby the researcher uses an approach based on characteristics of its potential population in order to arrive at a participant group that can be expected to have rich information to share concerning the topic of investigation. For this study, this means selecting participants on the basis of nationality, position, Mindfulness practice and work environment. Generally, these characteristics can seem intuitively logical based on the research question, however for the purpose of clarity the logic of each characteristic is explained below.

Selection of participants with Thai nationality only, allows to control for cultural context which is aligned with the findings from Ke et al. (2006) around exploring Self-Leadership through a cultural lens. Even though measuring of Self-Leadership across culture seemed in various cases to show typical invariance, Ke et al. (2006) did indicate these findings to be at best indicative and in need for further consideration. The Thai culture was not included in the Ke et al. (2006) study and up to date – to the knowledge of the researcher – no study has been done around the influence of Mindfulness practice on Self-Leadership for Thai nationals in non-managerial positions. For these reasons, using culture as a controlling participant selection characteristic seems appropriate.

Selecting only non-managerial positions is furthermore also appropriate since the bulk of the research that has been conducted on Mindfulness and (self) leadership

concerns participants that are in managerial positions and students. This study differentiates itself in scope by focusing on people in non-managerial positions.

Since Mindfulness practice is the core phenomenon of investigation, it is only logical to employ Mindfulness practice as a selection criterion. There was no standard set in terms of minimal knowledge around Mindfulness since the participants' Mindfulness practice was expected to be initiated (or re-enforced if already practicing) by means of a Mindfulness training presented to the participants as a professional development activity by the organizations towards better performance in their role. It was, however, imperative that the participants agree to commit to consciously being vigilant of practicing their Mindfulness learnings since the intervention is part of their formal evaluation by their managers. This gives good assurance that the participants are able to experience and reflect on these experiences in a behavioral context.

Work environment was considered as another selection criterion under the assumption that homogeneous contexts may help to give the study focus and generate a more in depth understanding of the phenomenon-construct relation in question with as few additional contingencies as possible. In other words, the researcher searched for participants with a generally similar work environment setting, in order to be able to more reliably consolidate the information found. In this case, 'work environment' is two pronged, referring on the one hand to a work setting where there is a known and communicated commitment of the participants' management towards upskilling its people to be more self-directed at work, and on the other hand confirmed commitment from management to the study by more attentive observation of participant self-directed behaviors by their direct managers. Communicated managerial commitment ensures that Self-Leadership and Mindfulness are given a fair platform in the professional development journey of the participants with a certain level of direction in order to generate buy-in from the concerned employees. The commitment from management to be more observant of indicators of self-directedness in the participants is a requirement the researcher sets for herself in order to be able to more critically evaluate perceptions of the participants.

Early exploration of participant selection based on the above criteria and the described general constraints of the study (e.g., time and funding) calls for

complementing purposeful sampling with convenience sampling, hereby setting realistic expectations towards a successful and worthwhile outcome. The study therefore has focused on work environments accessible to the researcher based on her recent professional track record and network of Mindfulness trainers. This resulted in addressing educational environments only, arguably limiting this study (which will be further discussed in the appropriate section), but still making a considerable contribution to the body of knowledge by engaging largely unexplored ground. The selection characteristics are summarized in below.

Table 1

Participant selection characteristics

Criteria	Rationale
Nationality	Thai Culture – Unexplored + control for national culture All non-managerial positions in the organizations of interest are occupied by Thai.
Position	Non-Managerial – largely unexplored
Mindfulness Practice	Central Phenomenon to the study
Work Environment	Conducive context for Self-Leadership Reliability of findings through triangulation
Industry	Educational Context due to constraints

Sourcing of participants with two K-12 schools in the wider Bangkok area has resulted in 19 participants. This is considered as more than enough since the literature suggests a sample of 10 participants to be sufficient to arrive at saturation (Boyd, 2001).

The sample was drawn from two K-12 schools in the Bangkok area of Thailand, which for privacy concerns remain as referred to as School A and School B. Both Schools are considered to be international schools as per the curriculum followed (both follow an adapted UK Curriculum). School A and B serve respectively approximately 500 and 700 students throughout K1-K12 with a fairly international mix of employees of in total 16 nationalities. Both schools are considered to be

offering a rather progressive education compared to public K12 education in Thailand. This includes not only a more progressive learning experience for students, but also an extensive set of co-curricular and extra-curricular activities that get children out of the classroom for their learning and development. The international education nature of both schools is defined by two UK mother brands which provide guidelines not only the educational but equally administrative affairs. Senior management shared that "our schools are advanced in both its educational philosophy and its operational activities compared to your standard school in Bangkok … we feel our points of difference make us attractive in the Thai and expat market … our employees are the backbone of the organization, we need to look after them and help them feel comfortable and be productive to realise the success of our school". Both schools have a senior management team that consists of mainly UK expats with extensive experience in running UK international schools, which one can assume would make perspectives, expectations, developments and decision making likely to have a UK flavor. In this regard, the notion of self-directedness and taking ownership of ones work are values that management adheres to in its view of how to effectively run a school. Both organizations from where these participants are sourced have confirmed commitment to developing a work culture in which its employees are more self-directed. *"We want to look for ways that our staff take greater charge of what they do … we appreciate people who show initiative … our performance review is linked to professional development outcomes .. a self-managing team is a well managing team … being resourceful when solving problems and not giving up at the first sign of resistance may not be that obvious for everyone …"* are some extracts from early personal communications with authoritative stakeholders within the potential study sites. Their choice of words is highly indicative that these organizations can serve as good sites to do the study. Secondly, both organizations' Senior Management confirmed the study as a potential pilot to inform future professional development decisions to including Mindfulness training in their permanent organizational professional development suite. Management expressed particular interest in addressing self-directedness of Thai employees in search for better alignment with its management philosophy towards success. Mindfulness, with its growing popularity in various organizational behavioural contexts, was identified

by both school's management as a comprehensive professional development concept towards various organizational behaviours, including self-directness and therefore a deemed a worthwhile pathway for a pilot study. A succinct outline of the training can be found in Appendix E.

The sample size for the study resulted to be 19 participants. General qualitative research is argued to need 15 as the smallest acceptable sample size (Guest et al., 2006). Creswell (1998, p.64) points at a reasonable sample size for phenomenology to be between 5 to 25. Green and Thorogood (2009, p120) indicate that "the experience of most qualitative researchers is that in interview studies little that is new comes out of transcripts after you have interviewed 20 or so people". This would suggest that a sample size of 19 can be expected to be on the top end of the above guidelines, and therefore be acceptable. The 19 confirmed participants in the two workplaces follow the above criteria with a demographic make-up as follows:

- 9 participants from School A and 10 participants from School B

- a 60/40% female/male gender split

- age ranging from 21-50, with 50% above the age of 30

- 80% hold a Bachelor's Degree or more.

- 15% have experience abroad

- 100% work in a multinational environment

- Departments: Finance/accounting (3), Registration (5), Marketing and Communications (5), Human Resources (2), Personal Assistants (2), Health and Safety (2)

For the purpose of this study, no further diversity is identified or sought for in terms of the sample make up. A more equal gender split would be desirable, but is not seen as a requirement for this study. The age spread intuitively suggests the participants have reasonable experience in their job. The majority of the participants have never worked outside Thailand, yet all of them work in an international environment. The spread among departments seems reasonable considering the sizes of the organizations and departments to generate a comprehensive explanation of how Mindfulness practice may affect the organizations. Even though this study is limited to non-managerial workers in an educational setting, the spread over various departments – which are in essence generic for many organizations – has given the

researcher confidence that this is worthwhile to explore and, under the current
constraints, does not warrant including other industries.

3.4.2 Recruitment and Procedures

After receiving official approval for this study by the authorizing stakeholders
and the research committee from Bangkok University, the implementation of the
study starts by emailing each of the identified participants a formal invitation to the
study. Appendix A presents the introductory email that was sent to each of the
participants evidencing common courtesy. This email contains a short introduction, a
simplified description of the study and a formal request to participate with a clear
indication of the possibility to opt out of this study if the participant wishes to do so.
The email further asks the participant to fill out, sign and return a consent form
(Appendix B), which outlines the study and the conditions under which this will take
place. Standard methodological consideration is given to privacy concerns of
participants such as anonymity and publication of the findings for which the
information is clearly stated in the form. Upon receipt of the consent form, the
participant has been contacted with an outlined plan to move forward. Participants of
the study moved through the following sequence

Figure 6 *Participant involvement sequence*
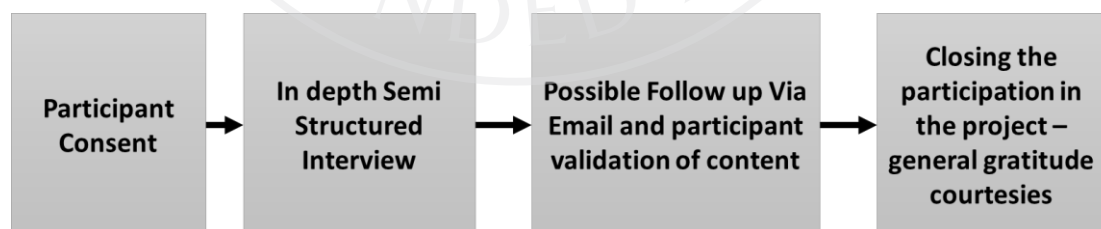
Following the recommendation of the research committee to leave some time
between the Mindfulness training and the interviews, a period of approximately 3
months was put in place before the start of the data collection in order to ensure the
participants had reasonable time to engage with Mindfulness practice and be able to
meaningfully engage in the interviews. The eligibility for the study with respect to
Mindfulness Practice experience, is therefore a minimum of three months practice

after having had a full Mindfulness training session organized by the respective employers. After getting consent for participation, the participants were invited for an in-depth semi-structured interview in Thai or English depending on the level of comfort of the participants with the English language (Appendix D). Participants were consistently encouraged to provide positive and negative experiences of Mindfulness influence on Self-Leadership with clear examples. This allows to enhance validity of the findings at the consolidation stage of the findings at the sample level (Maxwell, 2012). The protocol of the interview is outlined in a separate section with clear detail on the questions asked and their purpose. The interview invitation email shared the planned questions to get the participants to start some reflective practice prior to the interview, which can be expected to result in more meaningful or thoughtful conversations during the interview. The interview used a Behavioral Event Interview (BEI) approach with open ended questions and prompts where required. The interviews spanned timeframes of 60 – 120 minutes. Interviews were audio recorded and later on transcribed in English for codification in order to have what Maxwell (2012) describes as a "full and revealing picture" (p. 125) of the perceived reality. The direct seniors of the participants were then contacted for a very short consultation as part of the triangulation in order to add to the reliability of the study. The direct seniors of the participants were asked to what extent they have observed a change in composures of the participants in the context of self-directedness. Since the main objective is to generate insight in the perceived experience of Mindfulness practitioners with regards to work composures with a focus on Self-Leadership, it must be clearly noted that including seniors as sources of insight fulfills a reliability function in the study, not a direct contribution to the attainment of data to inform the answering of the research question. Those seniors who engaged in this consultation were encouraged to give a fair and objective account for the participants composures from a developmental perspective. In other words, the discussion was conducted to ensure that the answers of the respondents were in line with what their supervisors observed or experienced as a reliability check for the interview contents.

3.5 Data Collection Methods

This study deploys semi structured interviews with non-managerial Mindfulness practitioners to arrive at the write up of the lived experience of Mindfulness practice in context of this study. Supervisor consultation is a mechanism put in place to enhance the ability of the researcher to reliably and meaningfully analyze the data obtained from the interviews.

3.5.1 Semi-Structured Interviews

The objective of qualitative research is not to identify causal relationships; instead, it is to exploratorily shed light on how the participants perceive situations, behaviors, thoughts and emotions in light of consequent actions (Maxwell, 2012) and deploys therefore semi structured interviews to collect qualitative data. Interviews are generally suggested as highly appropriate for capturing qualitative data (Creswell and Creswell, 2017) and are furthermore proposed as the most desirable data collection method in phenomenological studies (Moustakas, 1994). Because the objective is to understand the lived experience, this study uses open ended semi-structured interviews as its main data collection strategy (Giorgi, 2009; Moustakas, 1994; Patton, 2011) following in general the approach of the behavior-event-interview design (BEI) as an adaptation by McClelland (1998) on Flanagan's (1954) critical-incident-interview. The objective of the BEI is to reveal, through exploration of feelings and thoughts in semi-structured conversations, the motivations of interviewee's actions related to specific events by focusing on both positives and negatives towards the generation of detailed content for analysis. Spencer and Spencer (2008) further points at BEI's inclusion of specific descriptions of events leading up to one or more specific situations, the situation(s) itself and other relevant parties to the situation(s) whereby participants are prompted to describe what motivated their decisions, their concerned thought process and their feelings related to the situation(s). In a leadership context, BEIs are reported to be far more predictively accurate compared to traditional interview techniques (Boyatzis, 1982). Based on this, the researcher is confident that this approach is appropriate for this study.

The interview for this study was designed by using the BEI approach as a general context towards developing questions which are outlined in Appendix E. By

this, the researcher made sure the questions consistently considered the need for the interview to be framed around real situations in which the interviewee could give a rich description of particular events in which Mindfulness practice was discussed in relation to Self-Leadership strategies. The questions progressively move through various aspects of Mindfulness and Self-Leadership, i.e., by first asking a question around general work and Mindfulness practice and then moving through various aspects of Self-Leadership strategies in the context of Mindfulness. Questions one and two are designed to gather a brief context related to the individual's working capacity in the organization with particular attention to the task the individual performs, and working interactions with others including reporting lines and the most challenging parts of the job. 'Q1: Tell me about your role/position. What are your main tasks in the organization?' and 'Q2: What are the most challenging parts of your job?'. Responses to the questions set the scene to identify core aspects of the job and main stressors of the job. Responses to these early questions will help in later questions (i.e., question 7) to cycle back and prompt (if needed) to evaluate the experienced impact of Mindfulness practice on the core job tasks and main experienced challenges.

Question three 'Could you tell me about your Mindfulness practice?' is designed to identify which Mindfulness practices are actively practiced. This includes Mindfulness trait and state in the sense that it tries to identify how often and to what level the participants engage in Mindfulness practice in order to better understand trait and state Mindfulness of the participants.

Questions four, five and six address the perceived impact of Mindfulness practice on Self-Leadership by means of breaking Self-Leadership down according to the main three composite categories used to operationalize the construct in this study (Neck and Houghton, 2006) i.e. Natural Rewards, Constructive Self-thought and Behavior-focused strategies. 'Q4: Do you believe your Mindfulness practice affects what motivates you in your job? If so, how?', 'Q5: Do you believe your Mindfulness practice affects the way you think during and about your job? If so how?' and 'Q6: Do you believe your Mindfulness practice affects your self-awareness during your job? If so how?'. Each question addresses one of the Self-Leadership strategies and holds prompts that encourage a rich description through situation examples, but

equally to reveal the way Mindfulness practice may have triggered the engagement in sub categories of strategies as identified in the literature review. These three questions are arguably the core to the interview and were given the most amount of time in order to arrive at a rich description of the perceived impact of Mindfulness practice on general work composures and particular Self-Leadership strategies. Aside from prompting the participant to discuss the sub categories of strategies, the researcher equally prompted for examples of positive/negative/no impact in order to get a balanced view of the impact of Mindfulness practice. Another prompt used is around understanding the extent to which Mindfulness practice impacts their work-activities (i.e, major, minor or insignificant impact). A final prompt for each of the three questions addresses the manner in which Mindfulness practice triggers a difference in handling situations compared to before the Mindfulness practice to allow for the development of an evidence-based discussion around the impact of Mindfulness practice towards Self-Leadership, and to inform the decision makers around its potential as a route for professional development. The identification of previous composures and composures after Mindfulness practice allows to identify composures that were perceived as dysfunctional prior to Mindfulness practice and then see how Mindfulness practice potentially has aided in changing such composures.

Question seven 'Which aspects of your job do you believe are most affected by Mindfulness? Please elaborate how this is the case' is designed to cycle back to the individuals' main tasks and perceived most challenging aspects thereof by asking which parts of the job have been most impacted by Mindfulness practices. Answers from questions one and two are used in order to prompt for the core aspects of the job and the aspects perceived as most challenging, to investigate to what extent Mindfulness practice contributes to core or peripheral aspects of the job. Further prompts to this question include to what extent Mindfulness practice has helped to better meet the expectations by supervisors and colleagues in order to be able to compare the participants view in this regard with their direct supervisors' perception. Question eight 'How have things changed for you at work since you started practicing Mindfulness?' addresses more directly an articulation of how the participants realities of work have changed since their practicing of Mindfulness. The question uses prompts around how one does their job differently now, how one thinks about their

job, changed behaviors and any major accomplishments since Mindfulness practice. This question is designed to further extract fundamental changes as a result of Mindfulness practice, and can be used to examine whether the experienced changes can be tied back to the identified dysfunctional composures prior to Mindfulness practice or to identify other changed composures that are in line with the expectations of the 21st century workplace. Question nine 'Out of your personal experience, how do you feel Mindfulness practice could be of benefit to your direct colleagues?' is designed to uncover the perception of the participants around the value of rolling out training for Mindfulness practice at a larger scale in the organization and its potential benefits. This will allow for the decision makers with regards to professional development of the organization to get a deeper insight into the impressions of the employees around such activities and its future benefits. The concluding question ten of the interview 'Is there anything you would like to share or add to this interview?' gives the participant the opportunity to freely address anything with regards to the interview or the topic under investigation in order to highlight any missed aspects thereof and to close the interview in a professional and courteous manner.

3.5.2 Supervisor Consultation

The participating seniors of the interviewees were consulted through a short meeting to discuss their impression of the observed changes they have noticed in the participants under investigation. This happened through a quick informal discussion about each participant whereby the supervisors were asked to describe any observed change in the work composures of the participant in question. Information from the interviews was not shared with the supervisor since the purpose of the consultation was to generate reliability or contextualize the responses as opposed to appraising the discussed individuals. This is to protect the privacy of the participants.

3.6 Participant Interview Protocol

The interview protocol was initiated by an in-depth consultation with a Mindfulness coach in order to gather an expert perspective. This consultation resulted not only in further insight into the construct of Mindfulness, but equally provided a

clear function to the semi-structured approach. The further insight in the construct of Mindfulness added to the literature review.

The structured part of the interview ensures that all three Self-Leadership strategies used in the operationalization for this study are being explored alongside getting potentially a good discussion around changed work related composures. The unstructured dimension of the interview allows for the collection of in-depth, personal impressions of the participants through letting them talk freely and prompting them for certain aspects of interest. It also allows for the development of a dialogue and prompting of stories, in search for rich and context-specific information with regards to the phenomenon under investigation and is fundamental to the phenomenological approach used for this study. The use of a hybrid structured, and flexible approach is highly encouraged for in-depth interviews (Patton, 2011; Legard et al., 2003).

The consultation with Mindfulness experts on the interview protocol further led to a number of changes in the way the interview questions were worded. The consultant advised to master a level of flexibility in terms of vocabulary when conducting the interview and engage the conversation using the vocabulary of the participant under the assumption that the meaning of terminology used by the participant is clearly understood by the researcher. This points to the fact that individuals do not all speak the same way when they are explaining personal experiences, and therefore the interviewer must remain flexible to capture meaning and at the same time ensure all required areas of investigation have been explored. The interviewer used a checklist, which served as the "prompt" list referred to above, to more easily manage the coverage of all topics required, which adds a level of structure to the interview without per se obstructing the interviewee to freely speak and share impressions on the topic of discussion. The covering of a topic was marked with a tick on the checklist, helping the interviewer to manage time for and attention to all topics of interest, and capture a wealth of information across various subcategories.

The protocol designed for this interview aimed at sustaining consistency with the manner in which the questions are presented to the participants, but equally considered various ways of asking the questions in case of misunderstanding or miscommunication. Clear consideration was given that questions are not leading the

participant down a certain path but leaving the discussion open to get their personal perception on the matter. This is equally addressed by the researcher paying close attention to herself as part of the data collection (Creswell and Creswell, 2017) by for example the sustenance of neutrality with respect to participant interaction and pro-activity towards avoiding behaviors or situations that may influence the responses of participants. The interview also used various scripted parts (e.g., introduction, explanation of the study, transitions between sections) for further consistency. The interview protocol was finalized by engaging in a pilot following the standard recommendation for instrument use in empiric research (Maxwell, 2012; Patton, 2011). This pilot study involved two participants who would fit the participant profile for the study but for whom management was not able to commit to the study as required. The pilot study involved review of the invitation documents and its content, two mock up interviews and an in-depth discussion of the interview questions and style. The purpose of this pilot was to identify various aspects of the data collection process and the instrument such as privacy concerns, clarity of the communication, interview style, clarity of the interview questions and interview duration. One of the pilot interviews was conducted in English and one was conducted in Thai in order to fully understand the context of communication in both languages. This pilot study resulted in a confirmation of duration of the interview to be approximately 80 minutes, indicated no issues around privacy concerns, indicated the importance of allowing participants to take time to fully answer the questions, resulted in the addition of some prompts to the questions and informed minor changes to question formulation for clarity.

3.7 Data Analysis

Since the information that builds this study is drawn from the interviews, the researcher followed the general recommendation in qualitative research of data to be processed through a thematic coding approach (Spencer and Spencer, 2008; Creswell and Creswell, 2017; Van Manen, 1997). The coding for this study was done starting with a relatively blank canvas, whereby no prior themes were identified, yet cognizant of the purpose of the research i.e. the search for notions of how Mindfulness was experienced with respect to work composures, how this influenced change therein

with particular attention to self-directed composures, and the perceptions around the potential of Mindfulness training to benefit the larger organization. The researcher started the data analysis process through multiple cycles of reading, interpretation and reflection, following the recommendation of Laverty (2003). The interviews were transcribed for content and analyzed following the modified Stevick-Colaizzi-Keen (SCK) method as recommended by Moustakas (1994) for phenomenological research. Following this method, the analysis starts by comprehensive descriptions of the experiences (i.e. the quasi verbatim transcripts of the interviews) to draw lists of significant statements that are thematically grouped. The coding was done manually using Word and Excel. Significance of statements is ruled by the relevance to the topic of investigation and not double counting statements within the same narrative of a participant. Out of this grouping the researcher then compositely described the experiences that make up the phenomenon. This happens through generating what Moustakas refers to as textural and structural descriptions whereby largely textural descriptions outline broader categories of participants' experiences and structural descriptions unpack these further in finer detail to illuminate underpinning aspects thereof. To strengthen and enrich the description of the thematic findings, the researcher has used complementing quasi verbatim quotations and paraphrased statements, where appropriate following the recommendation of good practice for qualitative and phenomenological research (Creswell and Creswell, 2017; Denscombe, 2017; Ryan et al. 2007; Maxwell, 2012; Van Manen 1997).

3.8 Validity, Reliability and Ethical Considerations

Quality maintenance of process and subsequent output is pivotal when a research project is being appraised. Quality of scientific studies are typically evaluated on how well the study instills confidence around validity and reliability (Creswell and Creswell, 2017). From an overarching perspective of this study, which draws its crux from its qualitative data, the researcher has followed Creswell and Creswell's (2017) perspective on reliability and validity to start the argument. For qualitative studies, reliability is seen as the level of consistency in the approach of the study, where validity revolves around trustworthiness or credibility of the process and outcome.

This chapter has attempted to provide a highly in-depth description of the process followed in this study which allows for straightforward replicability. The process is appropriately systematic and has various documentations and procedures in place to ensure its consistency.

In general, the below described mechanisms follow the recommendations made in Creswell and Creswell (2017), yet where need be, the sections note external references for techniques beyond Creswell and Creswell's work.

3.8.1 Validity

The design of the interview is inspired by the BEI approach, which has strong predictability accuracy in terms of leadership (Boyatzis, 1982), is structured following the three sub components of Self-Leadership used to operationalize the construct for this study (Neck and Houghton, 2006), and is informed and reviewed by Mindfulness experts. Other questions in the interview address more general notions around how Mindfulness has affected work composures with respect to change as a result of Mindfulness practice. The prompts in each of the interview questions are put in place to assure a comprehensive coverage of various components for the topic of discussion in each question. The interview content and structure are further reviewed by the advisor of this PhD study and pilot tested. In terms of its administration, the interview uses open questions presented to Mindfulness practitioners in order to get their perspective on the matter by consistently encouraging the interviewees to describe examples of situations. The interview is closed with an open-ended question to capture potentially unexplored ideas. Transcription of the interviews was subjected to member checking by presenting the transcripts back to the interviewees for confirmation of content.

On validity of studies of this nature, Van Manen (1997) further points at four standards: strength, richness, orientation and depth. Strength refers to the convincing power of what the study presents to its reader. Richness refers to how "meaty" the description is to present the reality in a credible manner. Orientation refers to the involvement of the researcher in the world of what is being investigated. Depth is concerned with the detail to which the researcher drills through in order to illuminate the topic of investigation. For this study the researcher is a trained Mindfulness

practitioner having worked in both a non-managerial function and managerial function, and has been intimately familiar with the training session provided prior to the study. This therefore be argued to be appropriately involved in the context of the study. The attempt is to present a rich and in-depth description of how Mindfulness influences Self-Leadership composures in an organizational context by conducting semi-structured in-depth Behavioral Event Interviews on a considerable number of purposively selected subjects, using a larger sample of participants than recomended and a very large number of statements from in depth interviews with an extensive connection of the findings to the literature. This approach addressed Van Manen (1997) requirement of strength and richness as it allows the presentation of a convincing argument through a very comprehensive description of the lived experience. The researcher carefully used a large set of prompts that unpack all aspects of Self-Leadership strategies, in order to exhibit deep drilling into the topics of investigation, which satisfies Van Manen's (1997) requirement for depth with respect to validity. To warrant for further robustness with respect to the used instrument to conduct the interviews, in addition to the expert checks and PhD advisor checks on the questions and structure, the respondents were given the option to engage in an English or Thai administered interview. The researcher engaged in a dual translation of the interview questions to ensure the questions in both languages are equivalent in their address of the topics. The purpose of the Thai/English option was put in place in order to allow the respondents to clearly understand the topic of the questions and make it as convenient as possible to express themselves as genuinely as possible.

To warrant for objectivity and trustworthiness of the results, two more techniques were deployed. The practice of 'bracketing' (i.e. isolating personal preconceptions on the subject) was continuously carefully exercised in complement with the use of an external researcher to validate the thematical grouping decisions. Out of consideration for the external researcher's time, this validation initially involved a selected set of thematically grouping decisions for review to arrive at a confirmation of preliminary sense of logic and on point decision making by the researcher. This first review of the external researcher led to minimal changes in categorization of statements in themes. The researcher then progressed to complete

the thematical categorization and shared the total output with the external researcher for a second more general review. This second round of validation was done on selected parts of the output chosen by the external reviewer and a general discussion around the reasoning for decision making for thematic groupings. This resulted in the external researcher's judgement that choices made by the researcher were sensible and logical, leading to a reasonable sense of validity of the thematically groupings for further analysis.

3.8.2 Reliability

The detailed description of the research process and its documentation allows for the study to be relatively easily replicated in similar or other contexts, which following the recommendation of Cresswel and Creswell (2017) for reliability of the study. The researcher uses a clear process for overall data collection and data analysis inclusive of vigilance for newly emerging themes perhaps specific to the context of this study. A consistent implementation of the process is strictly adhered to in order to draw data in consistent manners in a replicating study. The information is further presented in full by considering how the data both confirms or challenges the existing literature following the recommendation of Langdridge (2007) for reliability in qualitative studies.

The researcher guards for researcher bias by paying careful attention to self-awareness during all interactions throughout the study, bracketing the self throughout the full process of data collection and analysis, self-reflecting at various occasions throughout the study and by letting participants speak freely. The researcher deploys the use of an external coder in two rounds to arrive at double checking the coding used in the thematic analysis for logic and consistency, therefore showing that the manner in which the results have been obtained has been done in a consistent and therefore reliable manner. The researcher further also engaged with the participants' supervisors to cross check that the information shared in the interviews did not flag any cause for concern with respect to being an honest account of their lived experience.

3.8.3 Ethical Considerations

Standard ethical considerations are being deployed in this study. The project brief is shared with all parties who participate in this study presenting full transparency of the study. Consent forms fully inform participants on the details around the study. Participants are given the option to exit the study at any time, and are free to refuse answering questions during the interview in case of sensitive topics. The researcher remains vigilant not to press for potentially sensitive areas by actively monitoring participants' general composure during the interviews with – if appropriate or necessary – checks around the comfort of the interviewee. Information is presented in such a way that no participant or senior can be identified.
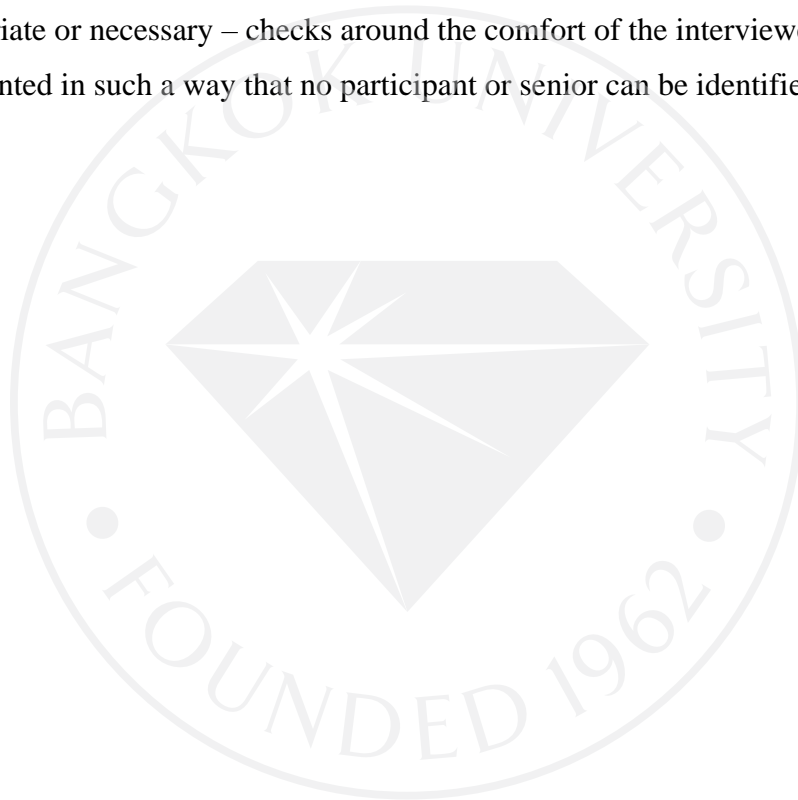
CHAPTER 4
FINDINGS

   With the objective to arrive at insights concerning the lived experience of Mindfulness practice's influence on Self-Leadership in non-managerial employees, the findings presented in this chapter sketch a comprehensive picture of how Mindfulness practice has been experienced at both the personal and work context level.

   The recommendation of the research committee assigned to this study, which suggested to somewhat broaden the perspective of the phenomenon to variables relating to work, rather than only focusing on the Self-Leadership strategies, was taken on board having resulted in textural and structural themes emergent from the interviews that indeed reflect a broad spectrum of organizational related notions rather than focusing only on Self-Leadership of the interviewees. The chosen interview technique in general, specific questions and particular prompts deployed for this study, have allowed the researcher to get a good sense of the interviewees' composures prior to their Mindfulness practice, their experiences as a result of Mindfulness practice and subsequent changed composures of the Mindfulness practitioners with respect to the way they feel, behave and operate as individuals and with others at work. This approach generated the rich, dense and on point content that allows to progress the phenomenological stance chosen for this study.

   The breadth of findings, as will be evident in the remainder of this chapter, aligns with the general contention by Good et al. (2016) that Mindfulness holds potential to be a root construct in organizational science. It is hoped to become evident to the reader in the discussion part of this study that Mindfulness indeed seems to be a strong precursor disposition towards a vast plethora of organizational relevant composures.

   Self-Leadership, in particular, following its operationalization as per the three Self-Leadership strategies, will be interwoven in the findings presentation but given specific attention in the discussion in order to address the main topic of investigation within this study. This is hoped to aid in uncovering whether Mindfulness practice is indeed a worthwhile route to explore towards fostering Self-Leadership in non-

managerial workers as is so much desired by managers in the 21st century work environment.

The presentation of the findings in this chapter and its discussion in the next chapter aims to illuminate the way Mindfulness practice impacts and creates a variety of precursor emotive and behavioral composures relevant to a 21st century organizational context by using the voice of the Mindfulness practitioners. It draws from their lived experience to arrive at meaningful insights on Mindfulness practice at work and appraise its potential as a strategic human resource professional development course of action.

This chapter starts with the demographics of the sample used for this study followed by a short overview of how the data analysis presented in Chapter 3 unfolded, to arrive at presenting the various units and respective themes that emerged from the analysis. Following the SCK data analysis approach, these will be illuminated at textural description level and at structural description level in 5 sections.

4.1 Demographics of the Sample

The study used purposive sampling whereby all interviewees worked in a non-managerial position and were Mindfulness practitioners. Mindfulness practice was ensured as a result of all participants having gone through a Mindfulness training at work with a commitment from the participants towards engaging in Mindfulness practice at work based on what was learned from the training sessions.

Background information to the sample of participants is outlined covering respectively information on general demographics, professional profile and Mindfulness practice. shows the sample to consist of an approximate 40/60 male/female ratio, predominantly aged between 25 and 34, that span educational background profiles of High School or professional certificate, Bachelors and Masters degrees.

Table 2

Sample General Demographics

			total count	%
Demographics	Gender	male	7	37%
		female	12	63%
	Age	<25	3	16%
		25 - 29	7	37%
		30 - 34	5	26%
		35 - 40	3	16%
		> 40	1	5%
	Qualification	High School or Professional Certificate	4	21%
		Bachelor	13	68%
		Masters	2	11%
		PhD	0	0%

The work-related profile of the participants indicates that the majority of the sample does not have international experience yet all currently work in an international environment, with the bulk (89%) holding 2 – 10 years of work experience. The participants work in various organizational fields: Finance/Accounting, Registration, Marketing and Communications, Human Resources, Personal Assistant, Health and Safety. The numbers indicate a slight predominance of positions held in Registration (26%) and Marketing (26%).

Table 3

Professional profile of Sample

			total count	%
Work related information	International experience	0 years	16	84%
		0 - 5 years	2	11%
		5 - 10 years	1	5%
		>10 years	0	0%
	International Work Environment	yes	19	100%
		no	0	0%
	Department	Finance/Accounting	3	16%
		Registration	5	26%
		Marketing and Communications	5	26%
		HR	2	11%
		PA	2	11%
		Health & Safety	2	11%
	Work Experience	< 2 years	2	11%
		2 - 5 years	8	42%
		5 - 10 years	8	42%
		> 10 years	1	5%

shows a Mindfulness practice profile of the participants consisting mostly of novice (63%) yet daily practitioners (84%), whereby the consistency of Mindfulness practice reflects both ad hoc and routine occurrence. The practiced Mindfulness techniques consolidated over the whole sample were, in ascending order of frequency, Mindful eating (95%), Self-Scanning (89%), Routine breakers (89%), Self-Reflection (79%), Mindful breathing (53%), Meditation (42%) and Mindful walking (42%).

Table 4

Mindfulness Practice Profile of Sample

			total count	%
Mindfulness information	Mindfulness practice	since the MFI (3-6 months)	12	63%
		6 months - 1 year	5	26%
		1 - 3 years	2	11%
		>3 years	0	0%
	Mindfulness Practice Frequency	Daily	16	84%
		Often	1	5%
		Sometimes	2	11%
	Mindfulness Practice Consistency	Routine	9	47%
		somewhat routine	2	11%
		ad hoc	8	42%
	Mindfulness Practice	Mindful eating	18	95%
		Self-Scanning	17	89%
		Break routine	17	89%
		Self-Reflection	15	79%
		Mindful breathing	10	53%
		Meditation	8	42%
		Mindful walking	8	42%

A total of 19 non-managerial Mindfulness practitioners (95%) participated in individual semi-structured BEI interviews. Additionally, interviews with the participants' managers (Male UK citizen, Female, Thai Citizen) were undertaken as part of a reliability check exercise but equally to enhance the self-reported lived experience of how Mindfulness practice affected self-leadership capacity in Thai non-managerial employees.

After completing the participant recruitment process described in chapter three, the 19 interviews were conducted of which 15 were administered face to face and 4 via VOIP technology. The interviews lasted between 60 and 90 minutes and were all audio recorded. Eight of the 19 interviews were conducted in Thai and 11 in English. The interviews were quasi verbatim transcribed for content in English with

as much detail as possible to capture the realities of what the participants expressed with regards to their lived experience of Mindfulness practice in the context of various situations relevant to this study. Thirteen interviewees responded to the call for participant check of accuracy with regards to its content, where all confirmed the transcription captured what they said comprehensively. This confirmation rate for accuracy gives confidence that the transcriptions of those who did not respond to the call, can be assumed to also be accurate. The interviews with the supervisors were conducted face to face in English and transcribed for content.

4.2 Data Analysis

As noted in Chapter 3, the analysis following the SCK method of the 19 interview transcriptions were approached in two sequential stages. The first round of data analysis was done on the answers of all participants per question item, wherein the second round of data analysis compiled initial categories of statements from round one into aggregated themes and sub categories.

The bulk of reporting of findings in this chapter presents the resulting aggregated themes of round two of the analysis and their structural elements in a description of the reported experiences by the participants supported by frequencies of occurrence of statements. Where relevant and appropriate, particular mentioning is also made from findings of the first round of analysis with frequencies of occurrence per participants. The description of the thematic findings is complemented by quasi verbatim quotations and paraphrased statements, where appropriate, to arrive at a rich description of the phenomenon under investigation following good practice on findings presentation in qualitative research in general and phenomenology in particular (Creswell and Creswell, 2017; Denscombe, 2017; Ryan et al. 2007; Maxwell, 2012; Van Manen, 1997). Each quotation will be referenced to the participant in question by referring to interviewees as per Participant numbers i.e. P1 – P19.

4.2.1 Round One of Analysis

In the first round of analysis, each interview question was treated separately to get a better sense of the data and its meanings that emerged within each component of

what is being researched. The statements were first evaluated on their relevance to the question, leading to some statements being excluded or reallocated to other questions. After that, statements were thematically categorized in structural components to arrive at a composite description that outlines the experienced impact of Mindfulness practice with respect to (1) The Natural Rewards Self-Leadership strategy, (2) Constructive Self-thought Self-Leadership strategy, (3) Behavior-focused Self-Leadership strategy, (4) the impact of Mindfulness practice on job performance changes, (5) the meeting of expectations of their work environment (colleagues and superiors) since engaging in Mindfulness practice and, finally, (6) the perceived benefit of Mindfulness training as organization wide professional development.

To avoid multiple counts of participants repeating certain things, relevant statements were categorized as unique statements per participant and then tabulated according to frequency of occurrence across all interviews. This approach to frequency allowed to get a sense of consensus of the lived experience across the interviewees. The key findings and learnings of the first round of analysis with respect to Self-leadership will be highlighted at the end of each unit section of the findings below to further complement the findings of the second round of analysis which generates the full breadth of findings for this study.

4.2.2 Round Two of Analysis

Round two of the data analysis reviewed the categorized statements across all questions and tabulated these according to frequency of occurrence to arrive at a composite description of the phenomenon in question in response to the main research question. The researcher opted to divide this analysis level up into four phenomenon-related 'units' plus the perceived benefit of Mindfulness training as organization wide professional development. The latter draws directly from the first analysis round, where the former four units divide into: (1) the experienced *Impact Level* of Mindfulness practice, (2) *Dysfunctional Composures prior to Mindfulness practice* (i.e., past behaviors / emotions), (3) *Experiences* as a result of Mindfulness practice, and (4) the experienced *Change* as a result of the Mindfulness practice.

For each unit, a series of themes was developed and within each theme a series of categories were identified, which makes up what Moustakas (1994) refers to as the

textural description of the phenomenon. Each category further comprises several statement groups that make up what Moustakas (1994) refers to as the *structural description*. Frequencies of occurrence used in this round are presented as percentages of the total amount of statements that fit the textural and structural description themes that emerged. This approach of frequency allows to get a sense of how prevalent the themes are in the composite description of the lived experience. As a top-level overview of the manner in which the relevant statements from the interviews have been thematically categorized, the section below will first present the structure of themes that have arisen from the SCK method at the textural description level and the structural description level. After this, the remainder of the chapter will unpack each of the textural level descriptions and its underlying structural descriptions in more detail with relevant qualitative statements where appropriate.

     4.2.2.1 Textural Description Level. Representing the full narrative of the 19 interview participants a total of 821 statement matches were performed. The relatively high number of matchings results from the fact that statements often served multiple units, in particular the units of 'experiences' and 'change', where a statement may for example reveal both an experience and a change within the studied phenomenon. For example, considering the statement 'I felt an increased sense of self-worth', then this would have been matched in both the Experience unit and in the Change unit since the statement reveals both an experience of self-worth as well as a changed sense of self-worth.

     Whilst the findings will be presented extensively in the dedicated sections below, initially outlines the structure of the findings reporting for all four phenomenon units on:

- The nominal number of underlying matching statements as per the analysis carried out in the first round corrected for double counts
- The themes per unit
- The categories per theme per unit
- The nominal number of underlying matching statements for each thematic category corrected for double counts

- The percentage of each number of categorical underlying matching statements as part of the total statements per unit theme, listed in ascending order.

Table 5

Phenomenon Unit Structure of Findings

Units	Underlying Matching Statements	Themes	Categories per theme	Underlying Matching Statements	Weighting in Unit
Impact level	57	Major	Transformational	25	51%
			Empowering	12	24%
			New self-insight	8	16%
			Inner dialogue	4	8%
		Minor	Useful at times	4	50%
			Hard to maintain	2	25%
			Nothing	2	25%
Dysfunctional Composure prior to Mindfulness practice	120	Emotional	General emotional state	27	23%
			Feelings towards others	25	21%
			Feeling towards self	10	8%
		Behavioral	General action	29	24%
			Deviant behavior	20	17%
			Decision making	9	8%
Experiences	312	Self-related emotion	Awareness	19	6%
			Emotional state	16	5%
		Self-related behavior	Self-compassion	40	13%
			Reflection	20	6%
		Work-related emotion	Self-view as employee	27	9%
			Forward perspective	26	8%
			Work related outcomes	18	6%
			Awareness of function	17	5%
		Work-related behavior	Effective performance	37	12%
			Self-initiating	21	7%
		Work relations	Behavior towards others	42	13%
			Emotion towards others	29	9%
Change	332	Personal	Sense of control	40	12%
			Self-view	26	8%
			Emotional state	23	7%
			Observance	11	3%

Table 5

Phenomenon Unit Structure of Findings (cont.)

Units	Underlying Matching Statements	Themes	Categories per theme	Underlying Matching Statements	Weighting in Unit
		Work Individual	Self-initiating	48	14%
			Positive disposition	32	10%
			Growth	28	8%
			Forward perspective	16	5%
			Performance	15	5%
		Work Others	Relationships	60	18%
			Frame of reference	33	10%

   The categorization according to the units Impact, Dysfunctional Composures, Experiences and Change was arrived at by looking at the phenomenon from a process point of view since both Mindfulness practice and Self-Leadership are presented in the literature as processes (Kabat-Zin, 1982; Kuan, 2012; Stewart et al., 2017; Neck et al., 2017). The unit Impact aggregates the statements that indicate how the participants experienced the overall impact of their Mindfulness practice as major or minor. The unit Dysfunctional Composures prior to Mindfulness practice aggregates statements around emotive and behavioral composures that were identified as dysfunctional prior to Mindfulness practice in order to have a starting point to discuss the influence of Mindfulness practice around how it affects change and explore self-directedness in this regard. The unit Experiences aggregates statements that reflect the experiences that participants went through as a result of Mindfulness whereby such experiences were categorized as self-related emotive, self-related behavioral, work-related emotive, work related behavioral and experiences that involved others at work. This unit reflects mere experiences as a result of Mindfulness practice, whereby these experiences may not have been sustained over time towards change, but nevertheless indicate at least a temporal experienced influence of Mindfulness practice on the participants. Such experiences sketch part of the lived experience of the participants on how Mindfulness influences them. The final unit Change aggregates the statements that indicate sustained change in composures as a result of Mindfulness practice spanning personal changes, changes with respect to the individual in a work context

and changes with respect to how the participants deal with others at work. The themes in this unit form a key part in outlining how the participants have lived the experience of Mindfulness practice with respect to various composures and the possible self-directed change thereof.

      4.2.2.2 Structural description level. This section respectively outlines for each of the four phenomenon units, the structural elements within the various groupings identified. Each of the tables below gives the respective overview of the structural description themes that make up the various categories that have been identified in each textural theme for the units: Impact level, Dysfunctional composure prior to Mindfulness practice, Experiences and Change. For each table a short outline is given with respect to the textural themes and categories that make up the unit. More detail with respect to the structural descriptions, listed in the right-hand column of the respective tables, are outlined going forward from section 4.3 in this chapter in order to further describe what the interviews revealed with respect to the 4 units and their underlying themes.

      outlines the structure of the unit Impact, whereby the interviewees indicated either major or minor impact as a result of mindfulness practice. The major impact was indicated as transformational, empowering, leading to new insight in the self and the development of an inner dialogue. Minor impacts as a result of Mindfulness practice were expressed as only being useful at times, it being hard to maintain or overall not feeling any impact of it at all.

Table 6

Unit Impact - Textural and Structural description themes

Unit	Textural Description Themes (TDT)	Structural Description Themes in the TDT
Impact level	Major	Transformational, Empowering, New insight in self, Inner dialogue.
	Minor	Useful at times, Hard to maintain, No impact.

presents the structure of the unit Dysfunctional composures prior to Mindfulness practice whereby on the one hand dysfunctional emotional composures were identified with respect to the general emotional state, feelings towards others and feelings towards the self. On the other hand, behavior dysfunctional composures that emerged reflected notions of general actions at work, deviant behaviors and decision making.

Table 7

Unit Dysfunctional Composure Prior to Mindfulness Practice - Textural and Structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes in the TDT Category
Dysfunctional Composure prior to Mindfulness Practice	Emotional	General emotional state	Negative emotions, Over emotional, Bored.
		Feeling towards others	Dependent, Isolated, Envy, Resistance to change, Low resilience.
		Feeling of self	Low self-worth, Low self-compassion.
	Behavioral	General action	Autopilot, Quick/generic job fixes, Functional relationship, Being disorganized, Compliance.
		Deviant behavior	Camouflage (masking behavior), Superiority.
		Decision making	Poor judgement, Poor perspective taking, Self-serving bias, Poor communication.

shows the structure of the unit Experiences whereby five main types of experiences have been identified i.e. self-related emotion, self-related behavior, work-related emotions, work-related behaviors and experiences towards others. Experiences around self-related emotions covered the general experience of being

emotionally aware and focus on particular emotional states. Experiences around self-related behaviors covered various structural themes with respect to experiencing self-compassion and a series of reflective behaviors. Work-related emotive experiences concerned statements that expressed how employees see themselves, how they viewed future perspectives, how they experienced work related emotional outcomes and statements around how mindfulness triggered awareness of one's function. Work-related experience statements revealed various experiences with regards to performance effectivity and self-initiating behaviors. Experiences around work relations covered categories of statements that indicated emotional and behavioral experiences towards others.

Table 8

Unit Experiences - Textural and Structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes in the TDT Category
Experiences	Self-related Emotion	Awareness	Emotional state, Emotional triggers.
		Emotional state	Positive emotions, Emotional reward, Envy reduction.
	Self-related Behavior	Self-compassion	Self-reward, Personal comfort, Self-calming exercises, Physical care, Decouple from negativity.
		Reflection	Positive confirmation, Constructive self-questioning, Self-Evaluation.
	Work-related Emotion	Self-view as employee	Self-worth, Professional image, Personal ability improved, Strengths, Self-image.
		Forward perspective	Learning, Career progression, Professional development.
		Work related outcomes	Organizational comfort, Job satisfaction, Success, Stressors become challengers, Boredom is bad.
		Awareness of function	Purposeful work, Work tasks, Bigger picture awareness, Variety.

Table 8

Unit Experiences - Textural and Structural description themes (cont.)

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes in the TDT Category
	Work-related Behavior	Effective performance	Use process, Work tasks, Confirm completion, Reminders, Objectivity, Attention to detail, Alertness.
		Self-initiating	Independence, Ownership, Seek professional development, Active nature, Creativity.
	Work Relations	Behavior towards others	Building relationships, Perspective taking, Support others, Personal interactions, Leadership, Communication, Social reward.
		Emotion towards others	Improved relationships, Empathy, Superiority to support, Good behaviors, Feel more liked.

      outlines the structure of the Change unit which shows the emergence of three textural description themes i.e. changes with respect to the individual as such, the individual at work, and changes with respect to working with others. Personal change statements were reported over three categories indicating a change in self-control, self-view, emotional state and one's observance. Statements of change with respect to the individual at work were categorized around notions of self-initiative, general positive disposition, growth, a forward perspective and work performance. Statements that addressed changes with respect to participants and others at work were categorized in changes around relationships and frame of reference.

Table 9

Unit Change - Textural and Structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes in the TDT Category
Change	Personal	Sense of control	Emotional control, Self-compassion, Self-control.
		Self-view	Support, Self-worth, Purpose, Professional image.
		Emotional state	Job Satisfaction, Positive Emotion, Still doubt.
		Observance	Attention to detail, Awareness, Self-reflection, More alert.
	Work Individual	Self-initiating	Independence, Involvement, Engagement, Proactive, Problem solving, Self-motivated, Organizational comfort, Critical thinking, Innovate.
		Positive disposition	Positive attitude, Embrace change, Committed, Motivated..
		Growth	Ownership, Professional capacity, Confidence.
		Forward perspective	Learning, Career, Helping leads to more work.
		Performance	Quality output, Effectiveness, Productivity, Extra.
	Work with others	Relationships	Better interactions, Relationship building, Trust / support, Team spirit, Knowledge transfer, Matter of fact, Better conflict resolution, Seen as trying to hard.
		Frame of reference	Perspective taking, System view, Empathy, Realism.

4.3 Findings on the Lived Experience of Mindfulness Practice

The findings presented in this section show the overall findings as a result of two rounds of thematic analysis following the SCK method (see 3.7). The findings are presented in five parts, i.e. (1)the impact experienced on general work composure and links to self-leadership, (2) past dysfunctional personal and work composures prior to Mindfulness practice, (3) experiences with respect to the self and work as a result of Mindfulness practice, (4) changes in personal and work composures as a result of Mindfulness practice and (5) the perceived benefit of introducing Mindfulness practice as a professional development plan within the organization.

The first four parts present first the findings at unit level (analysis round 2), and then give some self-leadership strategies specific related findings. The indicated percentages for each of the structural description themes at the unit level refer to the occurrence of statements within the unit textural and structural description themes. This shows how prevalent this theme was within the overall statements matched per unit textural description theme. For the self-leadership strategies related findings, the percentages used present how many participants mentioned the statements. For the fifth part of the findings, i.e. the perceived benefit around introducing Mindfulness practice as a professional development route, the percentages equally indicate how many respondents referred to the found results.

4.3.1 Unit 1: Impact (rounded % Frequencies per Total of Unit Textural Description Theme Related Statements)

presents the unit Impact – textural and structural description themes with frequencies of the emergent structural description themes per textural description theme.

Table 10

Unit Impact - Textural and Structural description themes with rounded frequencies
for structural description themes

Unit	Textural Description Themes (TDT)	Structural Description Themes and rounded % frequencies per total statements in the TDT
Impact level	Major	Transformational (51%), Empowering (24%), New insight in self (16%), Inner dialogue (8%).
	Minor	Useful at times (50%), Hard to maintain (25%), Nothing (25%)

As to the major impact overall, 86% of the unique statements indicated that Mindfulness practice has had a major impact on the participants as opposed to 14% that indicated minor to no impact. The major impact was primarily reported as being transformational (51%) and empowering (24%) whereby Mindfulness practice was referred to as a game changer, life changing experience and stepping stone that highlighted a variety of positives in one's life. Some extracts from the interviews that outline this were:

> *" ... Mindfulness has really changed my life, not only at work but also for myself, I feel much more in charge of myself now and confident that I can do things and [that I] can be better ... (P5) ... since I started doing Mindfulness I have been a different person, I feel like a different person, I mean, I am still myself, but I am more comfortable with myself now and it feels great (P9) ... [Mindfulness practice] has helped me a lot to see my potential, things I did not even know were there or that I thought were not useful to me ... (P18)"*

The impact of Mindfulness practice was furthermore reported as delivering stronger insights in ones-self (16%) and triggering the development of an inner dialogue (8%), both as a result of self-examination. Some extracts from the interviews that outline this were:

"I feel so much more in line with who I really am and how I feel because I am more paying attention to what I do and how I feel … it has really helped me to know myself better (P4) … I re-discovered myself as a result of being more mindful … it has introduced myself into my life, if that makes sense … it is like I have a quiet conversation with myself about who I am and how I feel without feeling bad about myself …(P7)… eating alone is quite enjoyable now (due to Mindful eating), it gives me some 'me-time' (P17) "

The statements that indicated a minor impact of Mindfulness practice in context of the investigated topics were dominated by stating it to be useful at times (50%), however, the practice was found hard to maintain by some (25%) or not at all resulting in any impact (25%). The participants who reported low impact across the board where all female, between 25-29, working at front desk or back office with up to 2 years of experience, novice Mindfulness practitioners, no international experience and reporting their Mindfulness practice routines as very infrequent. Some extracts from the interviews that outline this were:

" … being mindful is useful when things get really messy and I remind myself to do self-scanning, but work is so busy most of the time that I do not really think about it much (P2) I think the whole thing is exaggerated, I feel very little to no difference what so ever, maybe I am not doing it right but that is how it feels to me (P14)"

4.3.1.1 The Impact with Respect to Self-leadership Strategies (Rounded % Frequencies per Participants)

a. Natural Rewards

When asked to discuss the experienced influence of Mindfulness practice on what inherent features of their jobs motivate them to work, 74% of the respondents confirmed that their Mindfulness practice had a major impact whereby participant 11 stated *"being mindful has really helped me to see my job as very satisfying based on what I do for the school"*. On the other hand 26% reported the impact to be minor where participant 2 stated *"I now only feel a bit more motivated*

now that I am more conscious about my job .. but I cannot say that much has changed to be honest." The low impact profiles for this strategy concerned primarily females, aged 25-35, novice practitioners, between 2 and 6 years of work experience, primarily no international experience and primarily infrequent Mindfulness practice.

b. Constructive Self-thought Patterns

With respect to the experienced influence of Mindfulness practice on the formation of thought patterns towards constructive habitual thinking that positively impact efficacy perceptions and subsequently higher performance, 95% of participants reported to have experienced major impact where 5% saw the impact as minor. An example of a statement that reflects such major impact came from participant 9 who said that *"I am far more confident when I think about things that I have to do ... before my first mindset would be doubt"*. Participant 14 expressed however that *"I have not really changed the way I think ... I am who I am and I think the way I think"*. The low impact profiles for this strategy concerned females, aged 25-30, working at front desk or back office with up to 2 years of experience, novice Mindfulness practitioners, no international experience and infrequent Mindfulness practice.

c. Behavior-Focused

The experienced influence of Mindfulness practice on the management of their own behaviors for positive outcomes was reported to be major in 89% of the respondents as pointed out by participant 12 who stated *"I used to just go with the flow and whatever happens, happens, now I do not consider the job done, until I have achieved some sort of a real result"*. Eleven percent of the respondents reported it as minor with statements such as by participant 2 who said *"being more aware of who I am or what I feel has no real effect on what I do"*. The low impact profiles for this strategy concerned females, aged 25-30, novice Mindfulness practitioners, working at front desk or back office with up to 2 years of experience, no international experience and infrequent Mindfulness practice.

4.3.2   Unit 2: Dysfunctional Composures Prior to Mindfulness Practice (Rounded % Frequencies per total of Unit Textural Description Theme Related Statements)

presents the unit Dysfunctional Composures prior to Mindfulness practice - textural and structural description themes with frequencies of the emergent structural description themes per textural description theme.

Table 11

Unit Dysfunctional Composures Prior to Mindfulness Practice - Textural and Structural description themes with rounded frequencies for structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes and rounded % frequencies per total statements in the TDT Category
Dysfunctional Composure prior to Mindfulness Practice	Emotional	General emotional state	Negative emotions (62%), Over emotional (24%), Bored (13%).
		Towards others	Isolated (22%), Dependent (20%), Envy (20%), Resistance to change (20%), Low resilience (20%).
		Towards self	Low self-worth (81%), Low self-compassion (19%).
	Behavioral	General action	Autopilot (56%), Quick/generic job fixes (29%), Functional relationship (6%), Disorganized (4%), Compliance (4%).
		Deviant behavior	Camouflage (76%), Superiority (24%)
		Decision making	Poor judgement (33%), Poor perspective taking (33%), Self-serving bias (20%), Poor communication (13%)

Statements around general dysfunctional composure of the participants prior to their Mindfulness practice covered emotional and behavioral composure.

4.3.2.1 Emotional. When discussing their prior dysfunctional composure from an emotional point of view participants raised points around their general emotional state, feelings towards others and feelings of towards the self.

a. General emotional state

Statements on the general emotional state were dominated by highlighting the prevalence of negative emotions (62%).

"I feel that my days were very much ruled by negative emotions, just focusing on the bad things at work or in life, even if there were a lot of good things going for me (P1) ... stress really takes over very quickly in life, and I used to be very much overwhelmed by work (P3) ... a normal day was always full of drama and bad things, not sure why, but it seemed like that (P10) ... very often I felt scared to do something at work because what if something goes wrong you know (P15) ... I did not enjoy coming to work in general, it was just such a bad emotional experience (P11)".

To a lesser extent, the participants pointed at prior to Mindfulness practice being over emotional (24%) and feeling substantial boredom (13%).

"I used to feel extremely impacted by (negative) things that would happen around me ... that would make me very sad very quickly (P7) ... just that feeling of not knowing what is going on and being totally confused, so you just shut down and try to stay away from everything, but inside you are burning up, you know (P6) ... Work used to be so boring, like I just felt that time was passing without anything happening ... (P10)"

b. Feelings towards others

Raised statements around feelings towards others highlighted a feeling of being isolated at work (22%).

" I kind of felt not part of the school … I just go to my office, do my work and go home, without much dealing with other people, and kind of avoiding people (P15) … I really felt like an outsider even though I have been in the school for a long (enough) time, as if I do not belong here or something, like the people I work with are too different from me (P12)"

This discussion equally raised a strong realization of heavy dependence on others (20%) paired with low resilience (20%) in the face of challenges or set-backs.

"I would always run to my boss or [my colleague] when I had any doubts or problems (P15) … without the guys from the IT services we were unable to get started or move on (with the tests), quite embarrassing really, but we just never touched a computer because we thought this was something super difficult (P3) … when parents would ask me something that I do not know I would always call [my senior] to get the answer and if he was not there I would have no idea what to do, so would just give parents his email address (P5) … when I had to deal with teachers by myself and there were problems I would just tell them to come back when [my colleague] was there because I did not feel confident that I was able to help them by myself (P15) … I used to always write to people to get the information I needed … I do not like technology and found the cloud system very difficult to use, so I would just do nothing if they did not send it to me (P16) "

In this theme, 20% of the statements indicated the notion of envy towards others (20%) as a result of, for example, perceived unfair remuneration or preferential treatment.

"I used to feel quite angry when others would get what they did not deserve (P8) … I used to really obsess over the fact that some people get paid a lot of money for really doing nothing at all at work (P7) … Some people get treated differently because of the way they look, and that used to make me very angry,

because they just play up the way they look to get benefits from their boss and
they do not deserve this at all (P13) ... I used to feel jealous of people who
make more money than me and it would get me annoyed and demotivated
(P2)"

A final point that was found to reoccur in the discussion was
resistance to change (20%), whereby participants felt the status quo to be a good
enough safe space to operate in without much motivation or aspiration towards
something different or new.

"... why change anything, I was really feeling that this was ok and so I could
keep doing this for a while and keep everything the way it is (P10) ... when my
boss presented different ways to do things I would always find excuses why it
would not work and try to convince him that this was not a good idea or not
the right time (P4) ... When people introduced new ideas or new ways of doing
something, I would really feel uncomfortable ... I always tried to get away
from it and just kept doing things the same way I knew, because it was what I
knew (P16) ".

c. Feelings towards the self

Feelings towards the self in context of emotional composure prior to
Mindfulness practice were typified by, on the one hand, a serious low sense of self-
worth (81%).

"I would feel that I was not able to get anywhere more than where I was then,
like I was this for the rest of my life (P19) ... I would feel unimportant and
often felt like people were talking down on me for being [job title] (P1) ... I
would not see the value of what I am doing at work, yes I did my job, but it did
not make me feel like this was in any way important or useful (P18) ... When I
would receive critique on my work, I would really feel bad because I thought I
was not worth anything and could not do the job (P4) ... When I saw people
who did my job somewhere else I would feel embarrassed that I was having

the same job, like I felt less than others in the school and did not see how this
could get any better (P11)".

On the other hand, low self-compassion was a second, albeit less prevalent (19%), notion that recurred in the statements, whereby participants felt there was not have enough consideration for their own emotional and physical well-being, resulting in cases of negative spirals or negatively self-fulfilling loops.

"[I used to have] that feeling when you feel bad about doing something for
yourself because you feel nothing is good enough to deserve anything (P9) ... I
would accept more and more work, because I they are all things I can do and
if I did not do them all I would feel like a failure ... so you end up being
exhausted and stressed out (P13) ... work never finishes, so I would take work
home all the time, without really making any time for myself at all ... when you
say yes to everything, you end up just doing more work ... nothing ever felt
good enough for me to take a break or take time off (P11)"

4.3.2.2 Behavioral. The discussion by participants of prior dysfunctional behaviors in context of the study resulted in three categories: general work activities, deviant behaviors at work and decision making.

a. General work activities

With respect to the day-to-day approach to work, the participants perceived operating in autopilot as a major type of dysfunctional behavior (56%), whereby little to no attention giving to the moment was expressed to lead to little sense of purpose or awareness of one's role and value at work.

"... you just do without thinking and keep clearing work tasks without really
knowing why you do it, you just do it (P6) ... I would give very vague answers
and use very generic responses on the phone or on email ... people
complained that I did not know what I was talking about ... and I did not
really care much (P10) ... just complete the form and stamp the paper, no real

thinking or checking … which put me in trouble a few times for not catching errors (P9)"

Out of all statements in this theme, 26% identified as second dysfunctional behavivour prior to Mindfulness practice to be operating through quick and generic job fixes whereby the workers would just give the first answer or solution to a job task that would be available, instead of giving this more careful thought.

"I would give very vague answers and use very generic responses on the phone or on email … people complained that I did not know what I was talking about … and I did not really care much (P10) … tasks would be done but to a very poor standard, many people would have a lot of comments why certain details are missing or why it is not more focused on the target market (P4)"

The nature of interaction and behavioral drive of compliance emerged as general dysfunctional behaviors. Some participants raised the point of their work relationships to be functional only (6%), upon reflection leading to no real connection with their work environment or having a sense of true membership to the organization or their work unit.

"I saw parents as money banks, you know, get their money and that is it (P8) … I would deal with people because I had to deal with them to get the job done, but made no effort to really get to know them (P15) …"

A past approaches of tick the box and system satisficing was recognized by 4% of the statements as dysfunctional in context of drive to perform or job satisfaction.

"… just follow the rules of the school even if they do not make any sense or make people feel annoyed, also myself … (P12)"

Finally, the statements in this category also revealed that being disorganized (4%) was recognized as having strong adverse effects to their performance.

> *"I would be all over the place and do so many things at the same time, without really knowing what was important or having a clear sense of what should be done first (P3)".*

b. Deviant behaviors

Deviant behaviors were illuminated by 74% of the statements to revolve around a tendency to operate in a way that would shield the participants real disposition to work from others. This was perceived as camouflaging the way they feel about situations within their work environment, allowing them to present themselves in a more favorable light to their co-workers and superiors.

> *" You want to look good at work right? So you just try to make sure that everyone thinks you have so much to do (P13) ... I would very often tell my supervisor that it was someone else's fault that something did not happen and that I tried to take care of it, but could not because of the other person (P3) ... I would post on Instagram I am so busy and overworked to make sure everyone can see that I am working hard, where this was not always the case (P8) ... When the team would agree on something, I would just go along with it, so that I did seem like the weird one in the team (P18) ... I would tell my team members or my boss that I was really happy to work with them, so they would think of me as a good worker (P1)"*

A second category that emerged within this theme was behavior that expressed superiority towards others (24%) in the form of put-downs, ignoring people's opinions, overly negative evaluation of work or underplaying people's potential value.

"In many cases I have been very critical of people who I think did not do a good job and point out only their mistakes, I can be very mean like that (P4) … When someone younger than me would make a suggestion, I would tell them they are inexperienced, and they should listen and learn (P8) … I would put myself ahead of other people when discussing team members with my boss, so I would look better than them (P16)".

c. Decision making

Participants highlighted poor judgement (33%) in various work contexts to be realized as having adverse effects.

"I would make quick decisions based on the types of parents I see in front of me, looking at their clothes or something like that (P1) … Teachers I like, I would help out more than those I do not like (P9) … I would think I know everything because I am experienced and would make decisions based on what I have seen or done in the past, but that did not always turn out to be the right choice (P19)"

The statements further revealed that poor or even no perspective taking (33%) was found to be very present in their past behavior, whereby they operated on personal assumptions without considering the lens through which others may view a situation or the bigger picture of what the organization is trying to achieve.

" I would tell parents that their child surely would get accepted in the school, they should not worry about it and that would get their hopes up (P10) … my responses on email would be very short and factual, where I could have been more considerate of the parents feelings (P6) … When new teachers would have many questions and concerns about their stay in Thailand, I would tell them they need to wait and relax without really explaining what the process was about (P15) … I would post stuff on social media that I thought was funny

or good content and would make the social media feed more interesting,

where it did not always reflect a very professional image of the school (P4)".

Decision making with respect to evaluating the self was also found in 20% of the statements to be governed by attributing success to the self and fault to external causes such as others' performance, cultural context or constraining organizational regulations and policies.

"When something went wrong, I would very often find excuses for why it went

wrong that would cover my own mistakes (P11) ... It is quite easy to tell

expats that the Thai culture is like that, and that typically makes them give up

to complain (P7) ... When campaigns did not work well, I would tell my

manager that the parents do not get the details of the message (P16) ... I

would tell expats that their case is not progressing because of the ministry

rules (P15)."

Finally, poor communication of decisions (13%) also emerged as a dysfunctional behavior prior to Mindfulness practice, whereby participants realized negative outcomes as a result of not communicating their choices on the one hand, but on the other hand in some cases even deliberately assuming ineffective communication to raise ambiguity in order to avoid accountability.

"In a few cases I have just not responded to emails that wanted explanations

for things, and when I was asked about it I would say I did not see the email

(P17) .. I would often say 'I don't know why' when I was asked why I did

something or say 'I was not paying attention' instead of telling them why I did

what I did (P12) ... I used to write long complicated emails to my boss to

explain why something did not go as planned and try move the attention to

something else instead of admitting fault (P5)"

4.3.2.3 Self-Leadership Related Dysfunctional Composures Prior to Mindfulness Practice (Rounded % Frequencies per Participants)

a. Natural Rewards

Past perspectives with respect to job inherent motivators highlighted dominating negative emotions by 68% of the participants. This was noted by almost half of the respondents (47%) as a result of low resilience such as participant 4 who stated that *"I used to give up very easily when things were getting tense in the office"*. Approximately a quarter of the interviewees (26%) noted in this regard negativity as a result of negative self-serving dispositions as well as a general feeling of boredom as noted by participant 6 " *... before I would think they were just difficult people* " and participant 10 " *..work used to be so boring, like I just felt that time was passing without anything happening*"

Furthermore, 58% the interviewees reported to finding low motivation to do the job with care and hence choosing a quick fix approach for the task at hand as expressed by participant 9 by saying *"I just got the job done without paying much attention to the outcome"*. Almost half of the participants (47%) also noted that they often felt a disconnect with the work, resulting in behavior where they would mask their true intent towards their work and job in order to appease and appeal to their environment. Participant 8 stated in this regard that *"I used to try to hide my real feelings towards ideas in meetings, so I would just say yes to everything"*. A quarter of the respondents (25%) reported to operate in an autopilot mode, assuming poor judgement and limited perspective within the context of their job which was reflected in a statement by participant 5 *"I would just do things without really thinking of what the result could really lead to"*.

b. Constructive Self-thought patterns

Mindfulness practice was noted by interviewees to allow for the identification of a variety of dysfunctional thoughts patterns. Low self-worth (63%) was expressed by one participant 1 as *"I used to think me and my job were really unimportant"*. A general negative outlook (58%) was noted by participant 7 by stating "*I would not see myself or my job going anywhere"*. Deception (53%) was reflected by participant 13 who said *"you just try to make sure that everyone thinks you have so much to do"*. Autopilot thinking (47%) was stated by participant 6 *"just do without*

thinking" whereas feelings of envy (42%) were expressed by for example participant 2 *"jealous of people who make more money than me and it would get me annoyed and demotivated"*. A more marginal number of interviewees mentioned dysfunctional thought patterns such as short-cut thinking (16%) as expressed by participant 11 *"I would assume a lot based on little evidence to do so"*, low self-compassion (16%) as expressed by participant 9 as *"that feeling when you feel bad about doing something for yourself because you feel nothing is good enough to deserve anything"* and boredom (5%) as stated by participant 10 *"I just felt that time was passing without anything happening"*.

c. Behavior-focused

Prior to Mindfulness practice, the respondents revealed the primary guides for their behavior to be negative emotions with a frequency of 79% as expressed by participant 12 *"I would be short with people because I though they did not care about health and safety"*. Operating in autopilot was mentioned by 68% by for example participant 15 who said *"just doing what you know and follow a pattern you have always followed"*. Dependency and resistance to change were each noted by 42% by for example participant 3 stating *"if the computers did not work then I would immediately call IT not wanting to sort it out myself"*. The interviews highlighted in 40% of the cases the preservation of a positive perception by others as a dysfunctional to guiding behaviors as exemplified by participant 17 who said *"I would behave in a certain way to trick people into thinking I am different than who I am"*. Acceptance of the status quo was a final guiding mindset for behaviors that was highlighted as dysfunctional by 32% of the interviewee, where participant 18 said that *"no change in the way I did my job was something I really liked and would try to keep as much as possible"*.

4.3.3 Unit 3: Experiences (Rounded % Frequencies per total of Unit Textural Description Theme Related Statements)

presents the unit Experiences - textural and structural description themes with frequencies of the emergent structural description themes per textural description theme.

Table 12

Unit Experiences - Textural and Structural description themes with rounded

frequencies for structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes and rounded % frequencies per total statements in the TDT Category
Experiences	Self-related Emotion	Awareness	Emotional state (63%), Emotional triggers (37%)
		Emotional state	Positive emotions (63%), Emotional reward (30%), Envy reduction (7%)
	Self-related Behavior	Self-compassion	Self-reward (37%), Personal comfort (31%), Self-calming exercises (19%), Physical care (7%), Decouple from negativity (4%)
		Reflection	Positive confirmation (53%), Constructive self-questioning (38%), Self-Evaluation (9%)
	Work-related Emotion	Self-view as employee	Self-worth (52%), Professional image (20%), Personal ability improved (11%), Strengths (11%), Self-image (7%).
		Forward perspective	Learning (55%), Career progression (25%), Professional development (20%).
		Work related outcomes	Organizational comfort (48%), Job satisfaction (23%), Success (10%), Stressors become challengers (13%), Boredom is bad (6%).
		Awareness of function	Purposeful work (46%), Work tasks (29%), Bigger picture awareness (14%), Variety (11%).

Table 12

Unit Experiences - Textural and Structural description themes with rounded

frequencies for structural description themes (cont.)

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes and rounded % frequencies per total statements in the TDT Category
	Work-related Behavior	Effective performance	Use process (39%), Work tasks (23%), Confirm completion (11%), Reminders (11%), Objectivity (8%), Attention to detail (5%), Alertness (3%)
		Self-initiating	Independence (34%), ownership (26%), seek professional development (17%), Active nature (14%), Creativity (9%)
	Work Relations	Behavior towards others	Building relationships (29%), Perspective taking (16%), Support others (14%), Personal interactions (14%), Leadership (10%), Communication (9%), Social reward (9%)
		Emotion towards others	Improved relationships (53%), Empathy (22%), Good behaviors (10%), Superiority to support (8%), Feel more liked (6%).

The composite textural description themes of the Experiences unit as a result of Mindfulness practice concern emotional and behavioral experiences towards the self in general, the self at work, and others at work.

4.3.3.1 Self-related Emotions. Self-related emotions statements were divided in two categories: awareness and emotional state.

a. Awareness

As a result of Mindfulness practice, participants reported to experience consciously noticing their emotional states (63%) whereby positive emotional states were found to enjoy a focal point with respect to work.

"I am far more aware of how I feel about things now, the good and the bad (P4) ... Self scanning has really helped me to know how I feel and to interpret my emotions more carefully (P12) ... I never knew how many emotions I go through when I am working, now I know, and I enjoy the good ones very much (P17) ... I just feel much happier than I used to, because I am aware of what makes me happy and I like that feeling (P19)".

Within the same category, statements revealed awareness of emotional triggers (37%) that set off further 'chains of events' such as self-perception, reactions or behaviors whereby these were purposefully channeled towards positive outcomes.

"I am more aware of what makes me happy at work and I feel happier because I seek out what makes me feel good about myself (P3) ... When I feel stressful situations come up, I take a step back and do some mindful breathing for a few seconds, it really helps me to keep my cool much better (P11) ... I realize much faster when I am overreacting and I acknowledge that to myself which helps me to calm down and try again (P13)"

b. Emotional states

Emotional states were further appreciated as positive (63%) and such states where experienced as highly rewarding (30%) with examples such as feeling good about oneself and job satisfaction.

"I realize I am smiling more at work and I am not faking it (P10) ... I am so much happier at work now and that really makes me feel good about myself (P18) ... When I do something good, I pay attention to the feeling of success and that is really nice and gives me push for more (P19)"

Some of the participants reported the experience of considerable reduction and in some cases abandonment of feelings of envy (7%).

"That jealousy is not there anymore, because I now realize that every situation is different, I accepted the job at a certain rate and I can be happy for others who got a better deal, if I want something better, then I should do something about it (P2) ... I have given up on wishing for things because others have it, and I am now just looking at what I have and am happy with that (P12)."

4.3.3.2 Self-related Behaviors. The second textural description theme of self-related behavior was categorized in experiences of self-compassion and reflection.

a. Self-compassion

Self-compassion was experienced by means of rewarding oneself (37%) when appropriate, with aspiration to personal comfort (31%) and physical care (7%), i.e., engineering situations that lead to more comfort at work such as a work environment, time and workload management, or deliberate choices of things that lead to feeling better both physically and emotionally.

"... taking care of myself and helping myself to be successful at work is something really nice (P17) ... organizing my things and my time better makes me much more comfortable at work, no more stress, no more confusion (P9) ... I do not feel guilty for taking a break anymore, and do so when I have completed a task or have finished something important, this really makes my life at work a lot easier, because I know when to take time for myself (P5) ... When I need a bathroom break, I just go, I am not making myself uncomfortable anymore, for no reason (P3)"

Approximately a fifth of the statements (19%) related to self-compassion included seeking calm through specific exercises learned in the Mindfulness course (19%), and in particular the conscious decoupling from situations that are negatively charged (4%).

"Self-scanning and Mindful breathing has really helped me to realize when things are getting a bit much and then I take a step back to find my center again and focus on what I am trying to get done, instead of getting caught up in the emotional drama (P6) ...Routine breakers have helped me to treat myself once in a while by doing something different like an evening or weekend activity, rather than always doing the same thing (P13) ... Mindful eating has been something that helps me to bring me to peace at work, where my lunch break is me time, instead of just eating to fuel up and get back to work or having an excuse not to have to work (P8) ... Mindful walking is a nice way of unplugging from work either during work when going from one building to another or in the evening when I go for a walk to clear my head, those are like 'emotional breathing spaces' (P16)"

b. Reflection

In this self-related behavior category, the majority of statements (53%) revealed participants to internally acknowledge personal achievements by engaging in self-inspection.

"It is really surprising to realize how much you sometimes do, and how little we realize of what we do in one day (P4) ... it is nice to think back of moments where something went really well, that feeling of having achieved something big or small, is very nice (P12) ... That feeling of 'yes' when you do something well or you managed to pull something off, is pretty cool (P8)"

Reflective behavior also included self-questioning in a constructive manner (38%) to arrive at comfort in their decisions moving forward in work situations.

"Asking myself whether something [decision at work] is right for me and is really what I want, has been a very interesting experience and has helped me to be more sure about choices I make (P18) ... When I am mindful about my own work I am having an honest and open conversation with myself about

what I did, why I did it and if I am ok with that … this has given me much more perspective on where I want to go from here (P7)"

Finally, there was also the realizing of self-evaluation (9%) as a result of Mindfulness practice such as for example double checking work, but also a critical stance towards outputs produced or performances delivered.

"I pay attention to my own work and proofread pretty much all my emails now (P5)… I realize I now double check the data entry before I submit it to the system (P9) … Evaluating my productions has been a very positive experience, I feel I am harder on myself and my work, but I feel this really improves my productions (P19)."

4.3.3.3 Work-related Emotion. The work-related emotion textural theme revealed experiences around self-view as an employee, the assuming of a forward perspective related to work and professionalization, general emotional experiences as a result of the work to be done or accomplished, and awareness of the functional role the participants held in the organization.

a. Self-view as employee

Participants experienced their self-view as an employee to be influenced as a result of their Mindfulness practice through increased self-worth (52%) which was echoed by a stronger sense of consideration for their image as a professional (20%) and as a person (7%) within the organization.

"The way I see myself as a [school name] employee is totally different now… I feel more important, but I also give more attention to how I come across to parents (P6) … I just feel so much better about myself at work … I take much more pride in how I am treated in my position (P17)"

Mindfulness practice leads people to be conscious of their improved abilities (11%) as well as focusing on leveraging the strengths (11%) they bring to their unit for personal and team success.

"Being mindful has really helped me to become more aware of the way I have improved as a [position title] (P1) ... I now see how I bring value to the team, no one in our office can use Adobe Premier the way I do, and that feels really good (P4)".

b. Forward perspective

As a result of Mindfulness practice, a forward-thinking perspective expressed itself most prevalent through experiencing value and even joy of learning new things (55%) and professional development (20%)

"Learning is now so valuable, like, I now see how if I can do new things my work life becomes so much better (P6) ... Learning a new skill and then using it to my benefit is such a pleasant feeling, it feels very satisfying (P11) ... I have really enjoyed learning new techniques from YouTube and blogs on social media (P19) ... becoming a better [position title] as a result of the trainings I have done has really been such a good experience, I really love becoming better at what I do (P15)"

Participants felt that through Mindfulness practice they also realized aspirations for career progression (25%), whereby they took time to evaluate their current position and the professional trajectory they would see as realistic and beneficial for themselves.

"... Knowing myself much better now has gotten me thinking about what I want to do in my career, and I really think I deserve a chance at something bigger in this school or maybe somewhere else (P3) ... I believe I am worth more money and can do more, so I will speak to [name of the supervisor] about that (P2)."

c. Work-related outcomes

Emotional experiences as a result of work-related outcomes were found to be positively amplified by Mindfulness practice, in particular with respect to comfort with workload due to better organization (48%).

"Being aware of what I am doing, how to do it and how long it will take makes such a big difference to be on top of my game (P1) ... I am now so much more relaxed at work, because I can focus on what matters now that all the clutter has been dealt with (P5)."

Both job satisfaction (23%) and feeling successful (10%) were reported to be consciously experienced.

"Through self-scanning and self-reflection I very much realize how I feel good when parents walk away happy (P10) ... I have realized that when a child trusts me to help him, it really makes me feel good about myself as a (job title) (P17) ... "

Some of the participants also reported their Mindfulness practice to convert stressors at work into things that were approached as challenges to be overcome (13%) fostering positivity rather than negatively charging their work experience.

"When I get nervous before pitching a campaign idea in a meeting, then mindful breathing helps me to find a point where I get focused to make the best of the meeting and enter with confidence (P16) ... mindfulness has helped me to see things that make me anxious in a different light, when I take distance from it, then I see that it is something I can do, I just need to put my mind to it (P12)"

Finally, Mindfulness practice was also attributed to realizing the adverse effect of boredom (6%) leading to finding 'having things to do' a more enjoyable experience.

"When I think of the boring moments in the job, I realize that these are really not fun at all, so I would rather have things to do .. time passes faster and I feel more useful (P9)"

d. Awareness of one's function

Participants experienced positive clarity around their function in the organization, stating a pronounced realization of the purposefulness of their work (46%) and awareness of the bigger picture (14%) in the form of organizational goals, organizational mission and the vision of the owners or their managers.

"By being mindful I have started to realize that what I do really matters not only to myself, but also to the organization (P7) ... being aware of how I feel when what I do makes other people happy or when I get compliments for what I do, really shows me that what I do is of value (P13) ... I have started realizing that my role in the organization is really important even though being a (position) seems simple .. but how I deal with parents and visitors reflects how they see the school (P18) ... I started paying more attention to what type of content I create now that I realize that I am here to present a brand, and not show my creativity as a promotor (P4) "

Statements in this theme also revealed conscious awareness of the work tasks that made up the job (29%) as well as enjoyment around variety of tasks that make up the job (11%).

"I now much better know what my job is and what I am supposed to do, just by paying more attention to what I am doing (P13) ... when I am mindful at work, I seem to have a better handle on what I am supposed to do (P11) ... I have come to realize that there is a lot of things that I am doing in this job .. this job

is not as simple as it seems and that is a good feeling (P8) … I have realized

that I enjoy doing multiple things, routine is not my thing (P13)"

4.3.3.4 Work-related Behaviors. The analysis of statements in the work-related behaviors textural description theme resulted in two categories of experiences as a result of Mindfulness practice: effective performance and being more self-initiating.

a. Effective performance

Effectivity in performance was explained by participants as realizing and using a more process driven approach (39%) while also generally better performing their work tasks (23%) due to more mindful consideration of what the task is and how it can be done.

"I take a moment to myself to break the task down and that really helps me to do it better (P3) … by reflecting I have started to see more clearly how I work, how I do my job, and then by being mindful I can more easily repeat the steps like what I did before (P9) … When I am mindful of what I am doing, step by step, I make less mistakes (P18)"

The practice of confirming completion of tasks (11%) emerged as experienced practice beneficial to performance where in the same line the use of reminders (11%), attention to detail (5%) and being alert (3%) were mentioned as positively experienced behaviors.

" … sometimes I am talking to myself when I am really in the moment, and then I say what I am doing and when it is done, this helps me to be more focused, see everything and make less mistakes (P9) … placing reminders because I am aware that I will forget something is something that really helps (P15) … data entry can get very boring [repetitive] and then you make mistakes, when I am mindful of what I am doing I have like a mental check list, that really helps me to keep my focus (P5) … when I am being mindful, I am so much more aware of all the small things (P17)."

b. Self-initiating

Directly in line with notions of self-directedness, participants volunteered information on experienced work behavior with respect to initiative taking. They felt activated (14%) in terms of taking initiative in context of the work place whereby primarily independence (34%) and a conscious sense of ownership over the work (26%) emerged as most prominent topics of conversation.

> *"Since I started doing mindfulness I have become more my own person at work and I do things because I want to do them not because someone tells me to (P1) … thinking more carefully about what I am doing and how I do it makes me realize that it is my work and my doing, not someone else, and that is cool (P7) … self-reflection has made me realize that the things I am most proud of are the things I did by myself, without the need of anyone (P19)"*

A series of statements also indicated an experience of actively seeking out professional development (17%) on their own accord in pursuit of personal and professional growth.

> *"I now look more for chances to learn and develop and ask my boss to send me on trainings, because I realize now that I can do better and enjoy becoming better at something, it makes me feel good (P6) … Mindfulness has helped me to see how learning helps me at work, so I now started looking for tutorials online to improve my visual design skills (P4)"*

Interviewees felt a positive experience with regards to their creativity (9%) whereby they experienced a sense of their own ideas becoming prevalent in their working process and their outputs as a result of taking more deliberate action towards finding ways of doing things differently.

> *"Mindfulness helps me to kind of isolate myself from everything for a bit and just let ideas come to me without limitations … when I feel I am having a block, I do some mindful breathing and that puts me in the zone of ideas (P16)*

… when I am faced with a problem at work and I feel the tension coming, then self-scanning helps me to remove myself from the emotions and this has helped me to find different ways to solve problem (P13)"

4.3.3.5 Work Relations. This textural description theme consists of two categories of statements, i.e., behavior towards others and emotion towards others.

a. Behavior towards others

With respect to behavior towards others the experienced impact of Mindfulness practice revealed the consciously building of relationship (29%) through personal interactions (14%).

"The realization of what working with people really means has been quite eye opening (P12) … when I deal with parents at work now I have realized I make more effort to make a personal connection (P1) … just simply paying attention to showing some small kindness to people goes a long way to make a connection with them and that helps when you need them for something (P10)"

Participants found the value of perspective taking (16%) highly beneficial in their behavior towards people in their work context, alongside conscious communication (9%).

"I never realized how much value I could get out of taking a moment to think how the other person feels (P9) … just imagining how parents feel when they come in stressed or angry makes it a lot easier to then sort the problem out by calming them down and explaining the situation to them in ways that make sense to them (P8) … When teachers get all stressed about their paperwork, I say to myself that they are trying to do a good job for their kids and then I try to keep the conversation positive to arrive at a solution (P15) …my boss is really expecting high standards and once I started seeing that this is because she wants things to be good for the school, I have been able to get along with her much better (P8)"

Interviewees further noted the pleasant experience of supporting others (14%) wherein some cases this led to a sense of leadership (10%) to help and guide others towards better situations but equally by attaching value to the notion of leadership by example.

"I never used to go around and ask people if I could do something for them, but having broken that cycle has made me realize that helping others is a nice distraction and it is useful (P10) ... helping others make me feel good about myself and that is a feeling I have realized I enjoy very much (P19) ... being mindful of my own joy and other people's situations has made me become very fond of some people who I want to see do well (P11) ... ever since I shared with my colleagues the idea of more openly discussing emotions, younger colleagues come to me for help and advice because they see me as a role model, that feels so good (P3)"

Finally, interactions with others at work were also dubbed as a self-reward mechanism (9%) where socializing with people is actively pursued as something pleasant for themselves to break from their daily work activities or in celebration of achievement.

"I have realized that I enjoy hanging out with people at work during breaks and we have made our own little moments of breaks (P1) ... the Friday breakfast is something I enjoy very much since I started paying attention to that event, it has been really nice to connect with people and is something I look forward to (P8) ... it is nice to have a chat with people when I go for a coffee instead of being on my phone all the time (P7) ... I have realized that it is important to celebrate people's success and I enjoy it very much now (P13)"

b. Emotions towards others

With respect to the second thematic category in work relationships, i.e. emotion towards others, interviewees abundantly reiterated their experience of

relationships with others at work (53%) since they started practicing mindfulness, with examples such as open, honest and balanced interactions, pleasant engagements and team spirit.

> *"Being mindful has really helped me to see relationships for what they can be instead of what they are (P5) ... being able to have open discussions with people without judgement is very nice (P11) ... the nicest connections with my colleagues are the honest ones (P18) ... it is so nice now to have comfortable and positive interactions with people at work (P16) ... I think I only now really know what team spirit means, since I started paying attention to how good relationships at work can really make a huge difference (P10)"*

Mindfulness practice was particularly linked to empathic capacity (22%) allowing gauging of others' position in situations and subsequent perspective taking.

> *"Since I started practicing mindfulness, until today, I feel I have become so much better at putting myself in other people's shoes and really feel for them (P17) ... I am much better at getting what other people go through and connect with them at that level now (P15) ... being able to feel for other people when you see them be happy or sad is a really interesting experience, I wish I had been open to this before (P4) ... When you are able to do or say something for someone else in a way that makes sense to them, that is a really nice feeling (P6)."*

Participants also felt they were focused on good behaviors they observed in others (10%), giving them a more positive perspective on individuals they were engaging with.

> *"Through being mindful at work, I am not only paying attention to myself, but I have also noticed I am far more aware of seeing good things in people (P6)*

… I pay attention to the good in people, because they deserve that and because I would like them to pay attention to the good in me (P12)"

Mindfulness practice also grew a perception of acceptance by others by feeling liked (6%).

"By being more mindful of my feelings and my actions, I feel I have left a more positive impression on people and they like me more now than they used to (P9) … since I started paying attention to what I do and say, people around me are far more attentive to me in a good way (P15)"

4.3.3.6 Experiences as Per the Self-Leadership Strategies (Rounded % Frequencies per Participants)

a. Natural Rewards

Since starting practicing Mindfulness, the majority of respondents highlighted relationships with predominantly their direct colleagues, teachers and parents as a realized enjoyable feature to their job (84%) as participant 10 pointed out that *"I have really started enjoying interacting with everyone in my job so much more"*. Relationships in general, but particularly those in which they can be supportive of others, are equally reported to enjoy a positive focus as a part of their job (53%) as stated by participant 11 who said that *"being mindful has made me realize how much I like helping others at work and how it makes me feel good"*. Mindfulness practice was furthermore reported as resulting in finding joy from being organized (53%) as well as general personal comfort (26%) while doing the job where participant 15 said *"since mindfulness I am way more organized which makes everything so much easier"* and participant 17 said *"I now make my work day much easier for me because I pay attention to how I feel"*. Additional Mindfulness-induced enjoyable features of the job were learning new things (42%) where participant 19 said *"I now really like searching for YouTube videos to learn new softwares and stuff"* and the positive experience of realizing the benefit of operating in a process-driven manner (47%) within a bigger picture context (16%) as stated by participant 9 who said *"I realize now that procedures are so useful for me to do my job well"*.

Mindfulness practice further triggered positive foci on self-worth (47%) where participant 12 said he felt a new found "sense of importance in my job that make me feel very good about myself", self-image building (16%) as stated by participant 1 who stated *"I have realized I started paying more attention to the way I look and how people see me"* and achievement of success (16%) pointed out by participant 8 who indicated to *"be aware of getting a real sense of excitement when I achieve my targets now"*. Other experiences of enjoyable features of the job triggered by Mindfulness practices were the experience of being actively involved (26%) where participant 6 stated that *"taking part in something is something I realized to really feel good"* and the creative nature of the job (16%) as participant 4 highlighted to have realized that *"developing creative content is such a great part of my job"*. A final positive focus was for some of the respondents the variety of job tasks (16%) as pointed out by participant 13 who stated "*I have realized that I enjoy doing multiple things, routine is not my thing"*.

b. Constructive Self-thought patterns

Mindfulness practice generated positive thoughts experienced by 79% of the interviewees with respect to liking themselves more as stated by participant 17 who said *"I think much better about myself now, I see myself in a more positive light"*. Sixty eight percent identified purposefulness of their work as a recurring constructive thought wherein participant 13 said "*when I get compliments for what I do, really shows me that what I do is of value*". Some 47% of the respondents noted constructive thought patterns with respect to a sense of ownership as well as perspective taking and empathy. Participant 7 said that "*thinking more carefully about what I am doing and how I do it makes me realize that it is my work and my doing, not someone else, and that is cool*" whereas participant 9 noted "*just imagining how parents feel when they come in stressed or angry makes it a lot easier to then sort the problem out*". Positive thought patterns around improved personal ability, personal achievement and seeing stressors as challengers came out in approximately 25% of the participants' responses. In this regard participant 5 shared "realizing I have become better at something is a real motivator … the feeling of being able to deal with tense situations by keeping my focus on the goal is really rewarding". Around 15% of participants reported contentment around having a job, positivity as a result of

feeling more liked by others and a realization that boredom is bad. Participant 1 noted that *"I have been happy to have a job when so many people do not",* whereas participant 15 stated to have realized that "*since I started paying attention to what I do and say, people around me are far more attentive to me in a good way*" and participant 9 shared that "*When I think of the boring moments in the job, I realize that these are really not fun at all, so I would rather have things to do*".

The aspect of mental imagery within the constructive thought self-leadership strategy did not emerge as an experience as a result of Mindfulness practice.

The notion of self-talk as a result of Mindfulness practice emerged generally strongly among the participants, whereby they found self-talk that positively confirmed their own ability and potential to be a clear experience as a result of their Mindfulness practice (95%) alongside internal dialogues around positive emotions (74%). Participant 5 said for example that *"when I am mindful of what I am doing I have like a mental check list, that really helps me to keep my focus".* Self-talk with the purpose of calming the self (68%) and constructive self-questioning (68%) also emerged as substantially experienced by the interviewees where participant 15 said that *"I have realized that I tell myself to keep cool … self-reflection is very useful to think about how I can do things better for the future".* Mindfulness practice was further linked to triggering confirming completion of a task with oneself (37%) as participant 7 noted *"quick self-checks to see that I have done all parts of the [job related task] have been so useful".*

c. Behavior-focused

With respect to self-observation, the respondents reported a guiding impetus for their personal self due to awareness of emotional state (63%), personal comfort (32%) and physical care (26%). Participant 3 articulated this succinctly by saying "*being aware covers not only how I feel, but also what is good for me at work … especially around becoming stressed".* Self-observation of the professional self was experienced by awareness towards their professional image (47%) where participant 17 said to *" take much more pride in how I am treated in my position",* learning (42%) as noted by participant 11 who shared "... *learning a new skill and then using it to my benefit is such a pleasant feeling, it feels very satisfying..*" and

work tasks (42%) where participant 1 said "*being aware of what I am doing, how to do it and how long it will take makes such a big difference*". Interviewees also reported to experience independent initiative taking (32%), objectivity in decision making (26%) and their personal strengths (26%) where participant 13 shared this as "*I have noticed that I am doing things out of my own choice because I have realized that I am good at it because in the past I did things in the right way*" but also being organized (26%) and general alertness (11%) where participant 16 noted that "*being aware of how I organize my [job related] content to sometimes very small details*" . In a relationship context, awareness of personal interactions (53%) was the primary experience mentioned by the interviewees. Participant 12 expressed this by saying "*you just start paying attention to so many things when you deal with people*".

Self-goal setting as a result of Mindfulness practice was primarily experienced with respect to work tasks (74%) where participant 18 pointed at now knowing "*what I need achieve by doing my job*" but also with respect to career progression (58%) and professional development (47%) for which participant 6 shared "*learning on the job has been so important for me … I think I am ready for something more, something bigger, in this school or somewhere else*". Participants also reported Mindfulness practice to induce aspirations for leadership (37%) as participant 19 indicated to "*feel like I am good at leading other people to be better at what they do*", better independence (32%) expressed by participant 11 *as* "*consciously trying to less rely on my boss to know what I have to do*", communication ability (32%) where participant 10 said that "*the way I communicate is something I have realized is not good enough and I have tried to improve*" and creating situations of better self-comfort (26%) as shared by participant 19 "*I have set the goal for myself to not take work home so I have a less crazy life*".

Self-rewarding behaviors were experienced as a result of Mindfulness practice under the form of personal treats (79%) and breaks (53%) as stated by participant 8 who shared "taking breaks for a nice coffee is something I really like and enjoy" but equally being kind to oneself (42%) and social engagements (32%) on which participant 1 shared that "*I have realized that I enjoy hanging out with people at work during breaks and we have made our own little moments of breaks*". The majority of respondents (58%) did not report experiencing any form of self-

punishment as a result of Mindfulness practice. Self-punishment was found to be abandoned in 11% of the cases as participant 5 noted that "I have experienced not to beat myself up over making mistakes anymore", yet 26% of the interviewees did experience self-punishment under the form of guilt (26%) as a result of Mindfulness practice where participant 6 expressed this as *"now that I am more aware of what is happening, I experience a feeling of falling short when parents are not getting out of me what they need"*.

Since their Mindfulness practice, awareness of work processes was mentioned by 79% of the respondents as a self-cueing experiencing that guides their behavior towards goal attainment as noted by participant 9 by saying "*I have started to see more clearly how I work, how I do my job, and then by being mindful I can more easily repeat the steps like what I did before*". Sixty three percent of the participants revealed to also experience emotional triggers of both negative and positive nature to influence their choices of behaviors for a more positive outcome where for example participant 13 shared that "feeling stressful emotions coming up makes me take a moment to myself because I do not want to feel bad". Mindfulness practice also introduces a system of reminders (37%) as noted by participant 15 who mentioned *"placing reminders because I am aware that I will forget something is something that really helps"* and awareness of good behaviors of others (26%) to guide performance enhancing behaviors as expressed by participant 11 who said "by really paying attention to the way my boss is able to deal with parents is such an inspiration to be like that too".

4.3.4 Unit 4: Change (Rounded % Frequencies per Total of Unit Textural Description Theme Related Statements)

presents the unit Change - textural and structural description themes with frequencies of the emergent structural description themes per textural description theme. The composite structure of textural description themes that make up the Change unit comprises of changes with respect to the person themselves, changes as per being a working individual and changes in working with others.

Table 13

Unit Change - Textural and Structural description themes with rounded frequencies for structural description themes

Unit	Textural Description Themes (TDT)	TDT Category	Structural Description Themes and rounded % frequencies per total statements in the TDT Category
Change	Personal	Sense of control	Emotional control (53%), Self-compassion (38%), Self-control (9%).
		Self-view	Support (43%), Self-worth (19%), Purpose (19%), Professional image (19%).
		Emotional state	Job Satisfaction (56%), Positive Emotion (35%), Still doubt (9%).
		Observance	Attention to detail (37%), Awareness (27%), Self-reflection (27%), More alert (9%).
	Work Individual	Self-initiating	Independence (42%), Involvement (17%), Engagement (13%), Proactive (6%), Problem solving (6%), Self-motivated (6%), Organizational comfort (4%), Critical thinking (4%), Innovate (2%).
		Positive disposition	Positive attitude (46%), Embrace change (25%), Committed (16%), Motivated (13%).
		Growth	Ownership (53%), Professional capacity (29%), Confidence (18%).
		Forward perspective	Learning (75%), Career (19%), Helping leads to more work (6%).
		Performance	Quality output (46%), Effectiveness (27%), Productivity (20%), Extra (7%).
	Work with others	Relationships	Better interactions (36%), Relationship building (22%), Trust / support (10%), Team spirit (8%), Knowledge transfer (7%), Matter of fact (7%), Better conflict resolution (7%), Seen as trying to hard (3%).
		Frame of reference	Perspective taking (67%), System view (18%), Empathy (12%), Realism (3%).

4.3.4.1 Personal. At the personal level, interviewees found their Mindfulness practice to result in a positive change in control, the way they view themselves, their general emotional state and their level of observance. Examples are provided below.

a. Sense of control

Improved sense of control over situations they are part of were primarily noted with respect to having found a way to become in charge of their emotions (53%).

"Through mindfulness I have very much found a way to control my emotions (P3) ... I do not have the huge peaks of anger and hot blood anymore because I can feel them coming and through mindful breathing; I can easily keep them in check (P16) ... I do not tunnel into stress or anxiety any more, I am aware when this is happening and I can keep it in check (P19)"

Respondents further changed the way in which they prioritize their well-being (both emotionally and physically) through substantially increased self-compassion (38%) as opposed to feeling emotions of unworthiness such as, for example, doubt, guilt, anxiety, envy or failure.

"The Mindfulness training introduced the self-compassion to me, and this has been something that I have been very much paying attention to ... I am now much nicer to myself (P11) I used to focus very much on negative emotions and that made me feel bad, now I am putting my happiness and health first and I feel so much better (P5) ... before I would beat myself up thinking I am not good enough and feel guilt for not achieving certain things, but now am thinking of me without feeling bad, in fact it makes me feel good and I feel I am a better person for it (P17)"

The change around mindfully taking charge of themselves was also expressed in terms of improved self-control (9%) and reported under the forms of for example better decision making, better communication and more self-directed actions.

"I now feel much more in control of my life, what I do, what I think and how I behave … I really feel like I am being me in all of this (P7) … the way I communicate with others is much more appropriate than before, I pay more attention to how I say things now (P15) …

b. Self-view

Participants expressed a strong change in the way they see themselves as a result of Mindfulness practice whereby they have shifted their self-view towards one that has the ability to support others (43%) in parallel to a change in self-worth (19%).

" I feel a huge change now in how I see myself be of help to others, I used to be very selfish like that but now I am aware that helping others makes me actually feel good about myself (P18) … now I am totally part of a team that is there to support others because I have realized that it makes my workday much nicer (P8) … I feel so much better about myself as compared to before, I feel that I matter and have something to give to this company(P1)."

Interviewees reported a change in their sense of purpose (19%) in general where they feel clearer on what they are doing and why they are doing it.

"Mindfulness has made me realize that I matter and that what I do at work is important where before I would feel that what I did was not important (P8) … I now see what my role is in the school and how what I do is part of something bigger (P6) … When I am working now I have a clear sense of why I am doing this job and how it is important to the school, before I had no idea really why I was doing many things I was doing (P9)"

Changed attention to their professional image (19%) was also attributed as a result of Mindfulness practice by means of valuing themselves as professionals and realizing the importance of this with respect to how this enhances their presence at work with various positive consequences.

"Self-scanning and being mindful has really improved the way I present myself at work ... this has really helped me to make better impressions and get more ideas approved (P4) ... by being aware of how I come across to parents, I have started paying much more attention to the way I look and realize that people respond much better to me now .. more smiles and more attention (P10) ... Many times I struggled to be taken seriously as a young professional, but since I started doing Mindfulness I have managed to be more attuned to my work environment and made some changes to how I hold myself, I think I am now seen as more professional (P12)."

c. Emotional state

A changed emotional state expressed by the interviewees as a result of Mindfulness practice was noted as a much higher level of job satisfaction (56%) through a finer attunement to what matters in the job and how their performance in the job can make a substantial difference for themselves and others.

"Now that I know what is important to me and to the job I feel much more positive about doing my job and about the results I generate through campaigns (P19) ... When I do my job right, feel very satisfied because I help students get opportunity for a better future (P6) ... that feeling of 'yes' when we pull off a successful event is very nice, Mindfulness has really made me pay attention to that feeling (P8) ... I used to feel drained when I come home, now I still feel tired, but when reflecting in the evening I am aware of positive feelings around being glad a did my best (P11) ... I am very much more aware of how I feel happy when I am able to help parents or colleagues to solve problems, and that make me feel very good, I look for that feeling more now that I know what it is (P1)"

Since their start of Mindfulness practice, interviewees also reported their emotional state to have shifted from dominated by negative emotions, to one that is deliberately drawing attention to the positives (35%) since these are experienced to have a much more beneficial impact on their general state of mind.

"Self-scanning has really changed the way I feel at work ... I used to be caught up in the negative things at work and let those rule my day, now I am far more mindful and aware of the positive things and use those to give me emotional energy (P7) ... I was so tired of all the drama at work and Mindfulness has really helped me to be more aware of the happy things that happen and I choose to focus on those ... I feel so much happier and emotionally energized if that makes sense (P10) ... I now choose to remove myself from negative situations and look for positive situations to be part of because they make me feel happy (P5)"

On the other hand, some participants expressed their Mindfulness practice having placed them in a state of doubt (9%) around how to feel in certain situations, whereby they feel they are currently still discovering themselves on a professional level with uncertainty around whether what they are doing is right for them.

"Since I have started Mindfulness I have really started discovering myself emotionally ... Self scanning during work shows me that I have a lot of emotions going on and am not really sure how I feel about whether what I do is good for me and whether I want to keep doing what I am doing (P2)"

d. Observance

A final category in the textural description theme 'personal' captured the notion around enhanced observance whereby attention to detail (37%) was primarily mentioned as having substantially changed due to Mindfulness practice.

"I am so much more focused on the small things, because now I realize they are there and they make a difference in what I do (P3) ... Before I used to rush through things and just make sure the general things are done, now I take care of the smaller details and my boss is really happy about that (P9) ... When I compare my [social media] content before and after having started being

mindful, I really see a difference in the details, so much more and better detail (P4) "

Participants also noted a change in their awareness (27%) of themselves and their surroundings with respect to their feelings and actions supported by increased alertness (9%) when operating in the job, allowing for better and faster response rather than becoming overwhelmed by rapidly unfolding situations.

"Being mindful has made me so much more aware of what is happening around me and what I do, ... I feel like I am part of the moment, rather than being sucked into it (P12) ... Being fully present in the moment helps me to react in a much better way instead of being all over the place (P13) ... When talking to parents now I feel I understand them much better. I get what they are trying to say much faster and am able to solve their problems much faster now too (P18) ... I pick up on small things now, where these used to be totally invisible to me (P15)"

A final significantly noted change in terms of observance revolves around engagement in self-reflection (27%) which was reported to be happening more consciously but equally more frequently.

"One of the Mindfulness techniques that I have been doing deliberately is self-reflection ... I do it very often during breaks and in the evening (P17) ... I am far more comfortable evaluating my own work and behavior now, and I do it regularly, because it helps me to become better at what I do (P16) ... I used to only think of what is next, without looking back and asking myself what just happened and how that makes me feel ... I do that now much more and it really makes a positive difference in my life (P9)".

4.3.4.2 The Individual at Work. Mindfulness practices were found to induce experienced changes with respect to the individual at work related to self-initiative, positive disposition, professional growth, forward perspective and enhanced work performance.

a. Self-initiating behaviors

Interviewees noted a substantial change with regards to their prior reliance on others for guidance, direction and instruction whereby they started operating far more independently (42%).

"I feel a huge change in doing things my way now … (P4) Mindfulness at work has really helped me to be comfortable making my own choices in how I solve problems for parents, instead of always running to my colleagues for help (P10) … My boss asks me more often if I am ok because I do not ask him for help that much anymore … self-scanning and mindful breathing has really helped me to be able to not panic and do things myself (P7) ... I have realized that there is a lot of information on YouTube that can help me to solve problems, this has been a big change for me to do things myself instead of always asking others how to do things (P19)."

Interviewees also reported to be more involved (17%) in what is happening at work out of their own accord and to be engaging more actively in work situations (13%) because they wanted to rather than because they were expected to.

" ... being mindful at work has shown me that I enjoy being part of work and the projects that are happening, I want to be part of it, before I would actively avoid being part because it would mean work more (P12) ... I am more actively involved in meetings .. since my Mindfulness I have found my voice and feel positive about being part of something (P3) ... I used to wait until people gave me something to do where now I volunteer myself in meetings to do tasks because I know I will enjoy them and I can do them (P16)"

Mindfulness practice was also linked to improved initiative towards solving problems (6%), and equally to triggering more proactivity to avoid problems before they happen (6%) through a more critical analysis (4%) of themselves and situations.

> *"Being mindful has made me aware of my abilities and this awareness gives me more push to take care of things at work when I see things go wrong (P18) … when talking to parents now, I focus on the solving their issues, not just be friendly and hope they leave soon (P1) … I am far more careful what I say when people come with their paperwork, I take my time to explain to them what the process is and how we can solve their concerns … before I used to tell them it would take x days where that was not always the case and it would lead to disappointment (P15)"*

By being more aware of what matters to them and the joy they get out of self-worth, participants realized more instances where they engaged in self-motivation (6%) when presented with challenges.

> *"Now that I know what I like and what makes me happy I am more in touch with myself and can fire myself up to get something done (P8) … when things are a bit difficult I take a few steps back and remember that what I do matters and that I am important … that gives me a boost to keep going (P6) … self-reflection and self-scanning very much helps me to find the positive things in myself to motivate me to deal with problems … before I would just give up very quickly and feel sad (P7)"*

Participants further reported on consciously choosing to approach work in a way that would make their work more efficient and organized (4%), which made them feel more comfortable to focus on doing their job right.

> *"Being mindful of how I feel at work when I am stressed has lead me to plan better to avoid stress and drama … so I can just do my job and do it well*

without other things to worry about that I can easily avoid (P11) ... My workspace is much tidier since I started doing mindfulness, it helps me to focus on what matters which makes work go faster and with less mistakes ... so much more comfortable now than before! (P17) ... By self-reflecting I have learned to develop a list of tasks that I need to do to process paperwork for teachers ... this has made my life so much easier now (P15)"

Even though minor in frequency, one statement referred to Mindfulness practice resulting in exploring novel ways of doing things.

" self-scanning helps me to remove myself from the emotions and this has helped me to find different ways to solve problem ... when I was asked to develop a poster in less than an hour for a of the student-parent visiting event and we did not have the right materials to do it ... instead of being totally stressed and saying it is not possible, I kept my cool and managed to work something out by recycling materials from other events and stuff in the office ... (P13)"

b. Disposition at work

The interviews revealed an overwhelming impact of Mindfulness practice on changed attitudes at work into a more dominant positive disposition (46%) such as a can-do attitude, readiness to work, general happiness towards doing work and gratitude for having a job.

"Since I started doing mindfulness I have been thinking very differently about work and doing my job ... I used to feel insecure about my work ... now I feel it is ok not to know something and I can learn how to do things (P5) ... I used to always think the worst case scenario about things at work, now I do not think like that anymore, I do what I can and see where that goes (P18) ... Mindfulness has made me realize that I am fortunate to have a job when so many people are struggling in life ... if I do my best good things will happen for me (P10) ... before I used to feel down when I thought about work, driving

to work and starting my day … being mindful of my feelings has helped me to
be far more happy and positive coming to work and doing my job (P8)."

Particular mentioning of notions around changed personal
commitment (16%) and motivation (13%) came through with feeling positive
emotions as a result of seeing something through and being appropriately challenged.

"Understanding myself better through Mindfulness has resulted in taking my
job more seriously and raising the bar for myself (P19) … When I evaluate my
own work by self-reflection, I see where I could have done better … this would
have made me feel bad in the past, where now I am pleased that at least I did
it and see it as a chance to do better next time (P9) … I am far more open to
do tasks that are maybe a little bit more difficult than what I am used to
because it is the only way I can learn to get better, but I am not afraid to make
mistakes anymore (P4) …"

The statements also indicated that since the start of Mindfulness
practice, a change occurred around how organizational change is being dealt with
whereby dispositions moved from resisting to embracing change (25%) due to a
personal sense of enjoyment around something different happening and seeing
personal value in being part of that.

"Being mindful of my feelings and what I do has lead me to see that if there is
something that I do not like, then I should do something about it, change
something. Now, when at work my boss decides to do something in a different
way, I am ready to try that, because change for myself has led to good things,
so it could do the same for work (P11) … Mindfulness has shown me that
being bored is not a nice feeling and through practicing routine breaking I
have realized that I enjoy work and life more … so when new things happen at
work, I am really excited about that (P1)"

b. Growth at work

A third category of change experiences as an employee concerned structural description themes related to growth. Interviewees felt a substantial increase in their ownership over their work (53%) as a result of being more aware of how this builds their confidence (18%) to stand over their work when evaluated or questioned by feeling personal pride and care over what they do and how they do it.

"Mindfulness has helped me to see that taking my job more seriously leads to becoming better at it ... over the last few months, I feel like I have understood my job much better than I ever did and I feel comfortable to have conversations with my boss about what I am doing and how I am performing which used to be something I was uncomfortable with (P6) ... self-reflection and self-scanning has made me feel that I want to do this job right, like I owe it to myself ... this is a very new feeling for me but it is nice (P17) ".

Mindfulness practice has also allowed for a realization in growth of professional capacity (29%) due to being more attuned to getting value out of becoming better at something.

"I have felt so much change in my abilities to do this job, like I have become much better at my job and am able to produce better output (P7) ... Being mindful has made me realize that I have a lot to offer to people but needed to work on my way of delivering the message ... through being more aware of how people respond to my trainings I have managed to become better at delivering the message (P12) ... I have a lot more in me I think, just seeing how much I have developed over the past 3 months show me that I can really make something of myself (P16)"

d. Forward perspective

Interviewees raised a significant change in the way they see learning new things to be of benefit for them (75%) as a result of practicing Mindfulness

whereby they do not only enjoy learning new things, but equally actively seek out professional development opportunities.

> *"I really enjoy learning now because it makes me feel good and makes my work so much easier, so whatever chance I get to learn something, I take it now (P4) ... I have learned more in the last three months than in the last two years of being here, all because I have become mindful at work, who would have thought that learning could be such a good feeling (P5) ... Since I started seeing gaps in my work, I started looking for ways to improve myself, because I did not want to feel bad or insecure anymore ... I have been reading a lot about ad design and have learned a lot from following some good Instagram accounts too (P19)"*

The growth notion around learning was in some cases also elevated to changes in career perspectives (19%) whereby Mindfulness practice introduced reflection on career options in pursuit of further self-actualization and fostered realization that there is more to pursue.

> *" I think since I started Mindfulness I have learned all I can learn in this position, and I think I am ready for something more, something bigger, in this school or somewhere else (P6) ... From becoming aware of what I do and how I work, I think I can be in charge of a team of administrators, I now realize that I am kind of already guiding a lot of them, so I may as well take on the position I think ... I would have never thought of this if it was not for mindfulness (P18)."*

On the flip side, one participant shared a double feeling with respect to helping others out, whereby they experienced that making oneself available to support others leads to more work and therefore, even though they recognized helping as something that positively impacts their self-worth, they were unsure whether they would continue to do so.

" I really like seeing other people move forward and it is a feeling that makes me feel good, but since I started being more mindful about my surroundings, I have come to realize that some people just keep asking for help and you end up doing their work for them on top of your work, that is not something I feel I can continue doing, because that is taking advantage (P16)"

e. Work performance

Being mindful at work was found to have initiated a positive change with respect to work performance. This was supported by statements that attributed the production of higher quality outputs (46%) to notions such as attention to detail, awareness of the importance of the work, purposefulness of the work and more critical analysis of one's work.

"Being mindful of the finer details of my work has really boosted the quality of the productions I deliver (P13) ... Now that I take my work far more seriously because I realize the value of it, I make almost no mistakes anymore and I get stuff done so much faster (P9) ... Self-reflection has really helped me to evaluate myself but also my work, and since I started doing that, I have been seeing that the work I produce is much more professional and of higher standard, the way it should be really (P4) ... Since I realized that my role is critical for my boss to be able to do his work well, I have been really upping my game and with really good results, most importantly, happy boss (P11)"

Participants further felt a positive change in their effectiveness of doing work tasks (27%) and reported to being more productive at work (20%) as a result of being more focused when working in a more mindful manner.

"By being aware of what I am doing my email communication has really improved a lot (P15) ... Being aware of what is happening around me has helped me to better guide people to where they need to be or who they need to see about their questions (P1) ... Since I started Mindfulness, I have become

so much better at reading people in meetings and controlling my own

responses, which has led to getting more ideas approved by my boss (P8)".

Albeit more limited in frequency, one interviewee also noted that, since they started practicing mindfulness, they were more likely to go the extra mile when personally felt to be required by either drawing drive from the realization that they are part of a bigger picture or as a result of a personal commitment to wanting something or someone to be successful.

"Since I started being more aware of the total story of the school and its great

goals for the kids, I started feeling motivated to do more than just my 9 – 5

duties, because I want this school to do well (P7)"

4.3.4.3 Working with Others. Mindfulness practice was noted to prompt generally positive change in how the interviewees worked with others with respect to various aspects of work-relationships and frames of reference used by the participants as they engage with others at work.

a. Relationships

The interviews confidently reflected better relationships with primarily peers (78 %), with supervisors (45%). and parents (35%) as a result of Mindfulness practice. Mindfulness practice was dubbed to have positively changed the manner of interacting with people at work (36%) where the exchanges are found to be better due to generally happier emotional charge and more focus on the facts at hand (7%) rather than getting lost in the contextual factors that surround the exchange.

"Dealing with people at work has become so much nicer, I feel more happy

and positive when dealing with almost everyone really (P3) … I feel a big

difference with how I experience dealing with parents and teachers … and my

colleagues too … it feels very nice (P6) I am having much nicer interactions

with my boss, even when he is stressed, I am able to keep it pleasant because I

am more aware of what is happening (P11) … I used to get caught up on so

many irrelevant things when I was interacting with people at work, now things
are much clearer for me and I am able to focus on the things that are
important instead of silly stuff (P1)"

Interviewees also noticed a change in their effectiveness of conflict resolution (7%) due to better emotional management within communication, more honesty and more respect for others, but equally as a result of being able to keep the conversation to the matter of fact (7%).

"I feel more comfortable being honest to people about how I feel now, and
that really helps to clear the air ... it is not always about being right or wrong
(P13) ... When I have a problem with someone I now first think carefully
about what it is that lead us here and show understanding for their point of
view or their situation, this usually makes the confrontation much less
dramatic and more towards finding a solution or simply agreeing to disagree
(P18) ... Solving problems between people at work has become so much
better, especially with colleagues who were in the Mindfulness course, but
also with others really ... mindful communication has been a huge help for me
to keep discussion of problems focused on the facts, not the emotions around it
(P15)"

Participants also felt a change in the way they approached relationships, whereby through Mindfulness practice the notion of building a relationship with someone (22%) rather than using a relationship for mere functional exchanges was noted as significant.

"I now clearly see the real value of a professional relationship and that
includes the person behind the position ... now spend more time and effort to
get to know the person instead of just treating them like a position (P12)...
work relationships is about people, and I see that now, it is not about just
anyone who does a particular job, but it is a person that brings their whole

world to work with them (P7) … making a personal connection with parents
has made my job experience so much better (P10)"

This was further elaborated by a noticeable change in trust nurturing (10%) alongside a stronger sense of team spirit among colleagues (8%).

"When you are mindful of people's personal situation and you acknowledge
their concerns, it becomes easier for them to trust you (P17) … these better
relationships with my colleagues have really made me become aware of how
important and valuable it is to have each other's backs and support each other
… you become more relaxed around each other and that is a really good
feeling (P16)"

Mindfulness practice was also found to result in relationships becoming more supportive (10%) with a particular note on increased knowledge transfer between employees (7%) as a result of the realization of respondents' own strengths, others' areas for improvement and a deliberate aspiration to advance others' capacity to be successful at work.

"By being mindful I have realized that I know things that others can learn
from and I have been teaching some of my younger colleagues how to do their
job better … it feels really nice to share what I know because I have realized I
get pleasure out of passing on what I know so they can become better at their
job (P19)"

For some interviewees Mindfulness practice was however noted to lead to being perceived by others as trying too hard to be different compared to their past behavior (3%), resulting in some relationships becoming more distant.

"[being mindful] at work changed some of my behaviors, but some others
would ask why I am trying so hard to be different from what I used to do …
our relationship has become a bit more cold (P9)"

b. Frame of reference

Being mindful around working with others was overwhelmingly mentioned to result in a significant change in consideration for others' realities through perspective taking (67%) as opposed to prior self-serving composure.

> *"I used to think I knew my field better than anyone, but since I started Mindfulness practice I realized that not understanding other people's point of view made me fail at my job so now I always think about their point of view when I produce [marketing] content (P4) … Through mindfulness I have become very aware that parents usually want what is best for their child, where before I would think they were just difficult people (P10) … I used to think my boss was just an angry stressed out man, but through being mindful of my surroundings and my own feelings I have come to realize that he has a lot of responsibilities and he is really passionate about his job (P11)".*

Consideration for others' emotions through a change in empathy for others (12%) was a particular recurring mentioning in this regard.

> *"Mindfulness has really changed me in the way that I now am able to put myself in the emotional shoes of others (P8)"*

Participants also felt that Mindfulness practice led to a changed view of the system they are part of (18%) whereby they became more attuned with the others' roles and functions in the organization.

> *"I now truly realize what the importance of teachers is in a school and how we are there to support them to do their job well (P9) … I have come to understand that different departments in the school are all connected to each other whereas before I used to see them all as separate units that did their own thing (P5) … by being more aware of the questions teachers had around [job function] I was able to work better with them and help them become more comfortable in doing their job well (P12)"*

Interviewee statements also revealed a changed sense of realism (3%) as opposed to prior thinking within frames of reference that were not in line with the realities of others in the workplace such as expectations of their colleagues and supervisors around acceptable professional standards of work engagement.

"Before I started doing mindfulness, I could not understand why my boss was always so difficult with me but [since I started being mindful at work] I realize that how I acted before was totally unacceptable in a professional environment (P6)"

4.3.4.4 Change in Composure as per the Self-Leadership Strategies (Rounded % Frequencies per Participants)

a. Natural Rewards

Self-perceived changes with respect to finding their job more inherently motivating as a result of Mindfulness practice were noted as positive on various fronts. Through enhanced perspective taking (58%) and a generally more positive attitude (37%) as a result of Mindfulness practice, relationships became a more motivating aspect of the job (32%). Participant 5 stated here for example *"I am so much more open for understanding other people's point of view now which has led to better relationships with my colleagues and parents and that gives me such positive energy to work"*. Mindfulness practice was also noted to increase professional identification with the job (53%) through ownership and self-worth resulting in job satisfaction (58%). Here participant 13 shared *"I feel like a real [job title] now that I really take control over what I do and that makes me feel good about myself as an employee and about the way I do my job"*. Another changed focus in the job attributed to Mindfulness practice was more self-compassion (42%) and self-control (42%). Participant 17 stated about the former that *"I pay more attention to my wellbeing in the job now"* where participant 10 reflected the latter by saying *"I am so much more paying attention to being in control of what I do and how I feel"*. Sporadic mentioning was made of improved willingness to go the extra mile (16%) where participant 11 said to *"feeling a lot of joy out of doing extra work to push the school forward"*, overall effectiveness (16%) noted by participant 16 as *" having become*

better at my job by focusing on what I like in it makes it so much easier to deliver a good job", higher involvement (11%) where participant 6 said to *"make special effort [focus] on being more part of meetings"* and being more observant (11%) which was noted by participant 3 by saying *"I spend more attention to knowing what is happening"*.

b. Constructive Self-thought patterns

Mindfulness practice was recognized to bring along change in the participants thinking strategies at work but equally outside of work. For example, Mindfulness practice allowed for the replacement of dysfunctional thoughts by constructive ones. Seventy-nine percent of the participants reported increased self-liking as stated by participant 1 *"I used to look down on my job but now I see myself as valuable in the company"*. Another 68% found their work increasingly purposeful, 47% felt increased ownership and paired with this initiative taking. Participant 9 noted here that *"now knowing that my job is important … I am now feel more responsible over what I do and I do more things out of my own choice now"*. The same amount of the participants reported increased perspective taking and empathy as expressed by participant 12 who shared that *"the way I think about situation now is to take the point of view of others in consideration and really connect with the way they feel about something"*. In line with this empathy and perspective taking, 11% reported to have let go of envy and 21% showed a shift from superiority thoughts towards drawing positivity from the thought of supporting others. Participant 2 stated "*That jealousy is not there anymore, because I now realize that every situation is different"* whereas participant 8 said *"I tell myself now to be more accepting for younger colleagues opinions and input and see it that I need to help them to improve their ideas if that is needed"*.

Participants further noted a significantly higher sense of self-worth and having more self-compassionate reasoning (63%) where participant 18 stated *"I now know that I am important at work and I look out for myself much more"*. They also reported a change in their professional and personal confidence (53%) as expressed by participant 15 by saying *"being mindful of myself has made me realize that I am good at many things in my job and that is really building my confidence"*. They felt more effective at doing their work (37%) where participant 18 said that by

being "*mindful of what I am doing, step by step, I make less mistakes*" and more satisfaction from doing their job (26%) as stated by participant 10 *"before I used to not care whether parents were happy or not but by being mindful I very much realize how I feel good when parents walk away happy"*. The interviewees noted mindfulness to have helped them to focus on being more organized (21%) while equally being more attuned to learning for professional development (37%). Participant 11 noted to *"plan better … without other things to worry about that I can easily avoid"*. Mindfulness practice was also attributed to improving emotional control (42%) as expressed by participant 16 "*I do not have the huge [emotional] peaks anymore .. I can now easily keep them in check*" as well as triggering more empathy (42%) as noted by participant 19 "*changed me in the way that I now mentally am able to put myself in the emotional shoes of others"*. Mindfulness was also pointed at to inducing thinking around a generally more positive attitude (32%) as participant 18 mentioned "*I used to always think the worst-case scenario about things at work, now I do not think like that anymore, I do what I can and see where that goes"*. Sporadic (16%) mentioning of changes towards embracing change, peaked realism and self-reflection were also made as part of constructive thought patters. Participant 11 expressed embracing change by stating "*… when at work my boss decides to do something in a different way, I am ready to try that, because change for myself has led to good things, so it could do the same for work"*. Participant 6 expressed peaked realism by stating "*I realize that how I acted before was totally unacceptable in a professional environment"*. Participant 17 noted on self-reflection that it *"has made me feel that I want to do this job right, like I owe it to myself"*.

c. Behavior-focused

Since Mindfulness practice, the participants report changes in their behavioral guides by higher awareness around a variety of self and work-related elements. Increased awareness of their professional capacity was reported by 84% of the participants, thereby being clearer on what they are capable of in a work setting with almost half of the respondents (47%) reporting heightened awareness of their strengths as exemplified by what participant 17 expressed as "*being mindful has made me realize that I have a lot to offer to people … through being more aware of how people respond to my trainings I have managed to become better at delivering the*

message… but I became confident that the content was always great." A little over half (53 %) of the participants reported enhanced ability to see people's perspectives as mentioned by participant 4 "*so now I always think about their point of view when I produce [marketing] content".* An equal number of interviewees pointed at being more concerned with their own well-being and their professional image alongside a heightened sense of purposefulness of their work. Participant 12 noted since Mindfulness practice to have "*made some changes to how I hold myself, I think I am now seen as more professional … many times I struggled to be taken seriously as a young professional".* Participant 7 shared to now realize "*that what I do really matters not only to myself, but also to the organization*". Forty-seven percent of the interviewees reported to feel strengthened independence and significant guidance in their behavior through realizing the benefit of learning as participant 4 indicated that Mindfulness practice "*helped me to see how learning helps me at work, so I now started looking for tutorials online to improve my visual design skills".* A third of the respondents (31 %) reported reduced risk aversity to change alongside a clear sense of drive as a result of the value of relationship building whereby participant 4 highlighted "*… I am not afraid to make mistakes anymore"* and participant 12 noted to "*clearly see the real value of a professional relationship … now spend more time and effort to get to know the person instead of just treating them like a position*". Approximately a quarter of the interviewees (26%) noted enhanced aspirations to act on career development and progression as noted by participant 18 who stated "*I think I can be in charge of a team of administrators, I now realize that I am kind of already guiding a lot of them, so I may as well take on the position I think".*

4.3.5 Perception on the Benefit of Mindfulness Training as Organization Wide Professional Development (Rounded % Frequencies per Participants)

Eighteen out of 19 participants (94.7%) agreed that organization-wide Mindfulness training would be of benefit for the organization. The benefit of more effective engagements with others and the positive experiences of perspective taking were unanimously highlighted by proponents of the practice. Participant 9 stated that it would help *"people to look more at other people's situations and not think it is all about themselves, even if they mean well"* where participant 18 shared that *"it would*

bring the people together more and make them see that whatever everyone does affects the other person." This was further strengthened by highlighted benefits of Mindfulness practice such as the nurturing of a supportive team spirit (42%) as pointed out by participant 8 who said *"I think it would bring teams closer together and get them to align their expectations better",* more effective communication (32%) as pointed out by participant 3 that *"it would be a very good thing if more people are more mindful at work because it would help to have clearer communication and make people think for a second before they say something"* and better conflict resolution (32%) where participant 10 shared that mindfulness at work would *"help to solve or avoid a lot of problems between people ... issues would be dealt with better".*

Colleagues were further suggested to find benefit from Mindfulness training and practice by its potential to create a less emotionally laden workplace (68%) as a result of better emotional management (47%). Interviewee 6 said in this regard that *"it would help [colleagues] to realize how emotional things can get ... they would feel less stressed about working here because they would be more aware of how negative emotions can really damage the work place and behave in a better manner with each other".* Participant 17 stated that *"people would benefit from being more aware and in charge of their emotions, which would really help, because I have seen it work from our group".* Mindfulness training and practice were also noted to benefit the organization by giving members a better sense of the whole context in which they are working (63%) and inducing openness for change (26%). Participant 19 highlighted this by saying that it would *"make people more aware of the realities they are part of and the realities they contribute to ... "* whereas participant 13 said *" it would help people be more comfortable with things that are different ... people like to keep things the same, but in an organization it does not work like that".*

At a more personal level, Mindfulness training and practice were noted as beneficial by the potential to increase general self-awareness (47%), heighten employees' confidence in their ability (58 %), and foster a feeling of ownership over their work (58%). Participant 17 captured this well by saying *"it would help people to tap into themselves to understand what matters for them ...they would be able to be more comfortable with themselves and bring their real self to work in a good way".* Another personal benefit noted was the stimulation of a generally more positive

personal and professional self-image (58%) where participant 1 contended that
*"people would start taking more pride in their job and their position as part of this
school, and that would help us a lot"*.

Mindfulness training and practice were also dubbed by the participants as
beneficial for the organization by means of the increase of people's effectiveness in
their job (32%) and subsequent job satisfaction (32%). Participant 9 stated here that
*"it would help with people being better at their work and feel better about themselves
doing so"*. It was noted, however, that Mindfulness training and practice may not be
something for everyone and can therefore be met with some resistance (22%) as
participant 4 indicated that it is *"not sure if everyone would be ok with it, because it is
not in everyone s nature to be comfortable with looking at themselves and embracing
who they are"* and that the delivery of the training session is crucial towards
generating buy-in by its trainees (11%) as participant 19 pointed out that *"the way it
is introduced is highly critical, because there is a make or break moment when it
comes to getting buy in"*. Three participants admitted initial skepticism towards
Mindfulness, yet attribute their commitment to its practice to the manner in which the
training was delivered and highlighted this a caveat for the training to be successful.
Participant 13 stated in this regard that *"I was not fully convinced that this would
work, but the way the sessions were delivered really helped me to ease into the idea
and see the value of it quite quickly and so I stuck with it"*. They finally also
highlighted the potential of internal advocacy for the practice through opinion leaders
within the organization. Participant 7 expressed this as *"it would be good for us [the
practitioners] to share our experience to others, because that would make it easier for
them to understand how this works and believe that it does"*.

CHAPTER 5
DISCUSSION OF FINDINGS

The findings have been categorized in five parts, i.e., the perceived impact of Mindfulness practice, the identified dysfunctional composures prior to Mindfulness practice, the experiences as a result of Mindfulness practice, the changes in composure as a result of Mindfulness practice, and the appraisal of the potential of organization wide promoting Mindfulness as a potential route for professional development. In the first four parts, particular attention was given to the experiences around Self-Leadership strategies as a result of Mindfulness practice as this was a central aim of the study.

The discussion will gravitate around the effect that Mindfulness practice has brought to bear in the practitioners with respect to personal and work-related emotions and behaviors as a result of the Mindfulness practice. This discussion chapter is structured with the two central parts of this study in mind i.e. the context of the lived experience of the Mindfulness practitioner and particular attention to engagement in Self-Leadership strategies as a result thereof. The researcher found the expressed experiences and changes as a result of Mindfulness practice very insightful as a potential first step to explore possible pathways that Mindfulness practice could open towards changing composures in a self-directed manner.

This discussion first gives short top-level attention to the manner in which the impact of the Mindfulness practice was appraised and the main experiences that emerged as a result of it. After that the bulk of the discussion will surround the manner in which expressed emotional and behavioral experiences and changes as a result of Mindfulness practice hold potential to give solace to the dysfunctional composures that were highlighted. This approach aligns with the various points made in the literature around a lack of empiric evidence on how Mindfulness practice has an influence at work (Passmore, 2019; Brendel and Bennett, 2016) but also with respect to Kotzé's (2018) call for better understanding of the antecedents to Self-Leadership alluding to Mindfulness. Baer (2011) and Davidson (2010) further pointed at the need to empirically evaluate how Mindfulness practice may potentially impact one's operating rather than just measuring outcomes of it on certain variables. It is hoped

that this discussion will help to give more empiric grounding to the theoretical contentions made by Semple et al. (2017) with respect to Mindfulness' potential to positively enable Self-Leadership. The discussion therefore attempts to unpack the lived experience of the non-managerial employee with respect to self-directed change as a result of Mindfulness practice by exploring how outcomes of Mindfulness practice could aid in the shift away from noted dysfunctional work composures in a self-led manner.

5.1 Discussion of the Impact Appraisal

The impact findings clearly indicate a perceived impact of Mindfulness practice that is by large experienced as transformational, empowering and positively introspective. This means that the participants felt the impact of their Mindfulness practice as fostering the revealing of a new sense of self that is focused on their own strengths and potential in context of situational and organizational realities of which they are part, with a predominant disposition of constructive self-evaluation. This shows a clear connection with tripartite (self-monitoring, self-response and self-evaluation) of the social cognitive theory of Bandura (1991), a fundamental underpinning theory to Self-Leadership. The transformational effect through the Mindfulness practices of self-observation and self-reflection that came out of the study, supports the findings of Furtner et al. (2018) and Brendel and Bennett (2016) who indicate the transformative power of Mindfulness on people. Ryan (2016) further points at the desire of managers in today's workplace to have employees who are self-aware of their strengths and are able to leverage those in organizational situations. The reported empowering impact of Mindfulness practice supports its practice as potentially conducive to Self-Leadership in line with the contention by Knight (2017) that individuals need to be empowered in order to become self-led. The finding of Mindfulness having a positive introspective impact on individuals is further in line with the central place that introspection holds as a precursor to Self-Leadership (Neck et al., 2013; Furtner et al., 2015). These impact-related results also indicate that Mindfulness practice can help individuals to reposition themselves in line with various expectations of self-directedness by managers in the 21st century workplace such as bringing their genuine self to work (Gino and Staats, 2015), self-awareness

(Farrugia and Sanger, 2017), self-determination (Kanfer et al., 2017) and self-monitoring (Van Laar et al., 2017).

These overarching impacting appraisals were further illuminated through extensive and sustained positive experiences leading to a large set of personal, professional and work-relationship related outcomes which were presented in the findings and will be unpacked in the remainder of this chapter. This initially indicates on the one hand that indeed Mindfulness can be cultivated in people through Mindfulness training and practice, in line with the literature (e.g. Furtner et al., 2018; Canby et al., 2015; Phang et al., 2015) but on the other hand it also confirms the breadth of impacts on various emotive and behavioral composures that Mindfulness practice is associated with as outlined in the vast body of literature on the subject in an organizational context (e.g. Passmore, 2019; Jamieson and Tuckey, 2017; Good et al., 2016).

The most significant Mindfulness practices that were expressed as impactful when probing for changed composures were self-scanning, self-reflection, routine breakers and mindful breathing. Respectively, this means that participants found most benefits out of consciously exploring the self in the moment for self-awareness, consciously engaging in self-evaluation towards improvement, deliberately changing their routines to break habitual composures and engaging in searching for self-calm when appropriate to handle difficult situations. These findings would suggest that Mindfulness practice indeed enables individuals to exhibit composures of a self-directed nature that are desirable in the 21st century work environment in context as noted by the literature. Self-awareness is, for example, highlighted as important in context by Farrugia and Sager (2017), Totterdill (2015) and Cressey et al. (2013), whereas self-evaluation for improvement is noted by Donald et al. (2017) and Ryan (2016) to be a highly sought after work composures. Both notions further show a clear initial link with Behavior-focused Self-Leadership strategies such as self-observation, self-cueing and with Constructive Self-thought patterns in the form of a constructive internal dialogue. The practice of routine breakers connects well with what Gino and Staats (2015) note as the demand for employees to experiment with change but equally would suggest a pathway towards interest and curiosity in new things which was found as desirable in today's workplace by Van Laar et al. (2017). Routine

breaking indeed aligns with the Behavior-focused Self-Leadership strategy of exploring change but also links with Constructive Self-thought strategies such as changing habitual thinking. Finally, the engaging in self-calming indicates the ability of Mindfulness practice to enable stress coping, which in terms of its efficacy is a central notion to Self-Leadership (Houghton et al., 2012) and presents a clear example of engagement in Constructive Self-thought patterns as well as being Behavior-focused. The finding of these four Mindfulness practices as most effective, per the perception of the participants, would further suggest that such practices can arguably be prioritized when introducing Mindfulness practice in a professional development context. As will be discussed in more detail, these have further resulted in substantial changes with respect to the way the participants have been operating since their Mindfulness practice, with some strong indications that they now operate in a more self-directed manner in line with the expectations of their superiors. The supervisor consultation indeed confirmed noticeable positive changes in the majority of the participants, pointing at and confirming the reported major impact of Mindfulness practice to indeed be the case. One of the supervisors shared for example that,

" … it has been quite remarkable to see considerable change in plenty of the trainees … this really seems to have a good impact on the way they behave at work … I feel we are on the right track to make them more responsible for the work they are doing and how they do it … ".

The other supervisor noted that,

"… some of the guys have really changed in the way they behave and the way they work, that is really nice to see … I would say that for the most part they are starting to need me less, so that is a great step forward … with a good few the conversations are much more focused on what they want to do rather than what they should be doing … this is a big change …"

It needs however to be noted that Mindfulness practice is obviously not a silver bullet to impact people's composures, since some participants reported only

minor to no impact on their composures. The sentiments around minor or no impact were dominated by statements that Mindfulness practice is useful at times but hard to maintain by some.

Some extracts from the interviews that outline this were:

" ... being mindful is useful when things get really messy and I remind myself to do self-scanning, but work is so busy most of the time that I do not really think about it much (P2) I think the whole thing is exaggerated, I feel very little to no difference what so ever, maybe I am not doing it right but that is how it feels to me (P14)". Those who reported this minor or no impact, were found to have a Mindfulness practice profile of low frequency whereby they reported Mindfulness practice to be engaged in *"when [they] think about it (P2, P14)".* This aligns with the progressive development nature of Mindfulness as a result of practice noted by Jamieson and Tuckey (2017) whereby intensity, duration and frequency affect the trait of being mindful in an individual. It is clear that those who did not commit to Mindfulness - and this could be as a result of a negative disposition to the practice or simply not being able to assume the disposition - indeed did not show to have drawn great benefits from it. Low and no impact reporting included statements such as *"I don't see what the big deal is .... this is all over exaggerated (P2) ... it makes no real difference (P14)."* Supervisor consultation confirmed the notion that there was no real visible change in the behaviours or dispositions of the participants that reported low impact. With respect to demographics of the respondent profile that align with low impact reporting, it was found that such respondents were primarily female, aged up to 35, with up to 6 years of work experience and no international experience, novice Mindfulness practitioners and infrequent in their Mindfulness practice. Due to the small sample size, it would be presumptuous to draw definitive conclusions out of this, nevertheless, the group of low impact respondents did not include participants with the following demographics: above the age of 35 more than 6 years experience, some form of international experience, Mindfulness experience above 3 months, and daily, routine Mindfulness practice. Even though this would need further investigation, with larger sample size to find definitive correlations of demographic and impact reportings, these top level profile findings suggest that age could positively mediate the impact of mindfulness practice and high work experience does

not seem to correspond with low impact reportings. Perhaps this would indicate that life and work experience allow for an individual to be more receptive to connecting awareness of the self, the moment and others with self-directedness. With respect to demographics on Mindfulness practice however, it is very clear that low impact is only reported by novice practitioners who reported to not frequently commit to the practice. This suggests, and in line with the literature, that frequency of practice is a prerequisite for Mindfulness practice to take effect towards activating and engaging in Self-Leadership strategies.

The findings on reported Impact in light of engagement in Self-Leadership strategies reveal that for each of the strategies Mindfulness practice has been expressed to have been positively impacting by the participants who committed to practicing Mindfulness. Constructive Self-thought patterns and Behavior-focused strategies were noted to have had the strongest experienced impact from Mindfulness practice by approximately 90% of the participants, whereby Natural Rewards was noted as majorly impacted by approximately 75%. The former two findings, would suggest that Mindfulness practice is potentially very effective in awakening a constructive dialogue with the self in context of experienced realities driven by increased self-awareness to support self-directed behavioral management. The perceived impact findings on Mindfulness practice with respect to Natural Rewards strategies would suggest that Mindfulness practice, even though to somewhat lesser extent than for the other two strategies, is being experienced to clearly impact individuals' focus on more enjoyable aspects of their jobs as motivators towards better control over what is happening and stronger performance. The ability of the workers to identify and focus on motivating aspects of their job aligns with the fundamental theory of Self-Determination (Deci and Ryan, 1987) that underpins Self-Leadership as a result of finding intrinsic motivators with respect to a job task rather than relying on extrinsic motivators, even though they also play according to Stewart et al (2011). The notion of control in this regard aligns directly with the fact that today's work environment expects its workers to be more self-reliant (Ghino and Staats, 2015), and also assume ownership and control over their work tasks (Ryan, 2016), professional development (Jensen et al., 2018) and career progression (Donald et al., 2017). Stewart et al. (2019) furthermore equally point at the notion of having

control over one's environment to be a fundamental drive that underpins the innate desire of humans to be self-led.

At the top-level, considering the overall appreciation of the participants as to how Mindfulness practice has impacted them at work and their engagement in Self-Leadership strategies, it can be concluded that the overall lived experience of Mindfulness practice with respect to its experienced impact on Self-Leadership strategies, shows initial promising indications whereby in most cases Mindfulness practice is experienced as having a considerably positive impact across all three Self-Leadership strategies.

5.2 Discussion of the Experiences

When evaluating the experiences reported as a result of Mindfulness practice, it is clear that the result of heightened awareness with respect to the self, others and one's environment is the predominant driving force to the reported experiences. This is in line with the fundamental notion of Mindfulness as expressed in the literature with regards to being aware of the moment (Kabat-Zinn, 1982; Kuan, 2012; Testa and Sangganjanavanich, 2016). Farrugia and Sanger (2017), Ryan (2016), Totterdill (2015) and Cressey et al. (2013) point at self-awareness to be a key expectation with respect to the workplace of the 21st century in context of reducing the need for direction by supervisors, which has been identified as a clear trend (Wahl et al., 2012). Awareness of others and one's environment can be suggested as a precursor towards better engagement therewith, which is promising towards today's workplace expectations noted in Van Laar et al.'s (2017) work of teamwork, collaboration with respect to engaging with others and adaptability or comfort with ambiguity. The interviewees expression of awareness of the self, others and their environment as a result of Mindfulness practice spans across both emotive and behavioral aspects which is in line with the literature (Bishop et al.2004; Rocco et al., 2012; Vago and Silbersweig, 2012; Jimenez et al., 2010). This indicates that the subjects of the study indeed engaged in a full breadth of Mindfulness, giving strength to this study's findings presenting a good array of ideas to express the lived experience of the practitioners.

The emotive experiences were expressed to be overwhelmingly positive and beneficial whereby being mindful heightened insights into emotional state, professional self-view, a progressive work perspective, one's function at work, work-related emotional outcomes, and feelings towards other people at work. This would suggest that Mindfulness practice helps with a more conscious awareness and appreciation of emotions at work relating to self-view but also with respect to engagements with the work and others in that context to arrive at beneficial emotional outcomes in an organizational context as indicated by the literature (Testa and Sangganjanavanich, 2016; Condon et al., 2013). Being mindful further showed to result in consciously experiencing a set of particular behavioral experiences in line with the findings of Neff and Germer (2013) on self-compassion, the work of Vago and Silbersweig (2012) with regards to self-inspection, the study of Coo and Salanova (2018) on performance and the results of Gunasekara and Zheng (2019) on engagements in work relationships. The experiences around self-initiative point clearly at the notion that Mindfulness practice triggers initiative taking that is highly desired in the 21st century workplace (Van Laar et al., 2017; Totterdill, 2015).

In both instances of emotive and behavioral experiences, the practice of Mindfulness allowed, through heightened awareness, a conscious realization and embracement of emotive and behavioral aspects of oneself at work be it at a personal level or with others. The power of Mindfulness to awaken such a conscious awareness for intra-personal experiences of one as a person and as a professional but also of one's environment and others, strokes with the Mindfulness literature around on the one hand self-awareness (Bishop et al., 2004; Rocco et al., 2012; Vago and Silbersweig, 2012) and on the other hand acceptance of self, others and circumstances (Chiesa and Serretti, 2011; Jimenez et al., 2010). The overwhelmingly positive reporting and appraisal of such experiences further suggests the benefits that Mindfulness holds when practiced at work towards positive dispositions that individuals hold at work, which again supports the large body of literature on the subject (Passmore, 2019; Jamieson and Tuckey, 2017; Good et al., 2016).

5.2.1 Experiences with Respect to Self-Leadership Strategies

With respect to Self-Leadership, the findings of the unit Experiences show clear indications that Mindfulness practice awakens the engagement in Self-Leadership strategies, which to the knowledge of the researcher are novel findings in context of Self-Leadership for non-managerial employees. Even though some of the underpinning structural findings can be tied to existing literature, the manner in which the results have arisen in a context of the lived experience of non-managerial employees and their engagement in Self-Leadership strategies are new to the body of literature.

The fact that Mindfulness was attributed to highlighting positive emotions and behaviors, indicates that its practice supports firstly the development of Natural Reward Self-Leadership strategies. Indeed, the interviewees reported consciously experiencing inherently enjoyable features of their jobs (e.g. relationships, being organized, process, learning, activity) whereby they also recognized to be experiencing positive foci thereof such as being supportive to others and a sense of self-worth. This shows that by practicing Mindfulness at work, individuals become more aware of positive aspects inherent in or related to their jobs, but equally give more attention to those, which according to Neck and Houghton (2006) are fundamental to Natural Reward Self-Leadership strategies. This further confirms the exploratory contention made by Furtner et al. (2013, 2018) that Mindfulness would hold power to tap into motivators that are of a more intrinsic nature. Overall it can be said that this in the least suggests an internal step towards a more self-lead and self-directed dispositions around operating in an organization since it would potentially spur a shift away from external directives on the Self-Leadership continuum (Stewart et al., 2011).

The findings in the unit Experiences also show that Mindfulness practice is tied to Constructive Self-thought Self-Leadership strategies. Firstly, non-judgmental acceptance, inherent to being mindful (Chiesa and Serretti, 2011; Jimenez et al., 2010) can clearly be linked to the positive thought patterns reported by interviewees about the self (e.g., self-liking and personal abilities), the self at work (e.g. purpose, ownership and renewed perspective on challenges) and others at work (e.g. empathy and perspective taking). Secondly, the practices of self-scanning and mindful

breathing were found to induce self-talk (self-calming, confirming completion and affirming positive emotions), where self-reflection can be tied to reported experiences of self-talk such as constructive questioning and confirming ability. Positive thoughts and self-talk with respect to the self, align with the contentions of Ford (2019) around Mindfulness and self-esteem. With respect to the self at work, the findings are in line with the works around self-acceptance (Carson and Langer, 2006; Jimenez et al., 2010) and the Fast et al.'s (2014) study on adaptive coping styles whereas, for perspectives towards others at work, clear alignment can be found with the works of Condon et al. (2013) on perspective taking and Ding et al. (2015) on renewed perspective in a present context. This all shows clearly that the reported experiences from the participants as a result of Mindfulness practice tie in with the notions of Constructive Self-thought patterns as presented by Neck and Houghton (2006).

The ability of Mindfulness practice to induce Behavior-focused Self-Leadership strategies was also evident from reported findings. This is firstly confirmed by experiences of self-observed heightened awareness of and attention to behaviorally guiding notions that concern the personal (emotional state, personal comfort, physical care) and the professional (image, learning, work tasks, initiative taking, being organized and objectivity in decision making). This fully aligns with studies that confirm self-awareness to be a fundamental outcome of Mindfulness practice (Vago and Silbersweig, 2012; Kuan, 2012). The Mindfulness practice indeed triggered conscious understanding by participants in the study of various aspects of personal and professional value and this resulted in particular actions (e.g. engagement, involvement, self-directed learning, going the extra mile, better communication, more focus) in line with this conscious understanding. Secondly, mindfulness led to experiences of self-goal setting in an operational work context (e.g. work tasks), in an upskilling context (e.g. improving communication ability, general professional development) and in a professional growth context (e.g., career progression, leadership). This shows that Mindfulness did indeed result in the practitioners starting to take charge of their own destiny, which aligns with clear Behavior-focused self-directedness through self-goal setting for short term and longer term achievement (Neck and Houghton, 2006), a desired composure in today's work context (Donald et al., 2017; Ryan, 2016; Jensen et al., 2018; Galabova and Mckie,

2013). Thirdly, Mindfulness was found to induce self-reward experiences (personal treats and kindnesses, breaks and social engagements) and reduce self-punishment. This strokes with the findings in Mindfulness studies around self-compassion (e.g., Felton et al., 2015) and positive affect for the self (e.g., Malinoswki and Lim, 2015) and shows that Mindfulness indeed supports individuals in choosing to reward themselves based on personal achievements, but equally reducing negative self-judgements in situations of failure or shortcoming. Finally, Mindfulness was found to lead to experiences of self-cueing towards goal attainment as a result of primarily a heightened awareness of the work process but also emotional triggers, reminders and appreciation of good behaviors in others. This shows that being mindful at work helps individuals to be more attuned to their work environment and consciously operate based on cues thereof while equally creating support systems for better general operation at work.

Given the abundant evidence presented for each of the three Self-Leadership strategies, it can be concluded that Mindfulness practice has ample ability to stimulate experiences of Self-Leadership in non-managerial employees, which suggests that through Mindfulness practice one can be enabled to start operating in a more self-led manner.

5.3 Mindfulness as a Potential Change Inducer

As much as the previous section indicates that Mindfulness practice clearly results in various positive experiences with respect to the self, the self at work and others at work as well as experiences that are Self-Leadership related, the findings reported in the Experiences unit, can only be considered as temporal experiences rather than evidence of sustained changes in composure. To further advance this, a discussion that combines findings from the unit Dysfunctional Composures prior to Mindfulness with findings reported in the Change unit progresses the appraisal of Mindfulness practice's potential in the context of this study to suggest an impact that is more sustained. The prior dysfunctional composures are used as a starting point to then indicate how various experienced changed emotive and behavioral composures have shown to or hold potential to advance the individuals to a desired state in a self-led manner.

The dysfunctional composures prior to Mindfulness practice that emerged from the interviews were divided in emotive and behavioral composures concerning the self and others. The findings around Change cover personal changes, changes of the individual at work and changes with respect to others at work whereby these changes concerned both emotive as well as behavioral notions. This shows once again the breadth of the type of change Mindfulness practice can bring forward, which further lines up with the contention of Good et al (2016) of the foundational notion of Mindfulness within organizational science suggesting it can bring profound change that covers both emotional and behavioral aspects and equally intra-personal and inter-personal composure shifts. As an overarching theoretical link of the below discussion, it is worthwhile to note that the findings of this study show that as a result of Mindfulness practice the participants started operating towards a desired state which ties in with Carver and Scheier's (1981, 1998) Self-Regulation theory as one of the foundation theories that underpin Self-Leadership. As Neck and Hougthon (2006) contended that, even though naturally self-regulating, individuals are innately ineffective at it, Mindfulness will be shown to have an enhancing effect on engaging in self-led actions that increase the effectiveness of self-regulation.

5.3.1 Change with respect to Dysfunctional Emotional Composures

This section will discuss the potential of Mindfulness practice to enable a self-directed shift towards more positive emotions with respect to inward (the self) and outward (others and situations) directed emotions.

5.3.1.1 Emotions of the self. At a personal general emotional state level, Mindfulness allowed for a change of negative emotional states (general negative emotions, over emotional composure and boredom) towards substantial more positive emotional states as a result of enhanced emotional control and self-control. The emotional control and self-control change is unsurprising when considering the large body of literature on the topic (e.g. Long and Christian, 2015; Roche et al., 2014; Hülsheger et al., 2013) who reported on self-regulation of emotions as a result of Mindfulness. The more positive emotional states suggest the conscious replacement of prior negative notions around the self with more positive ones shows a level of constructive personal management skills as desired by the work place (Ontario Public

Service, 2016). The replacing of and larger focus on positive emotional states is direct evidence of engagement in a Natural Reward Self-leadership strategy.

Even though no direct mentioning was made of job dissatisfaction as a prior dysfunctional emotional state, the prior state of boredom (which can be argued as a proxy for job dissatisfaction) can be expected to be offset by the findings of a substantial change with respect to job satisfaction as a result of Mindfulness, which is in line with the work of Hülsheger et al. (2015). The emergence of increased job satisfaction and its intrinsic motivational power can be argued to show a potential shift on the continuum of external management to Self-Leadership, whereby in the latter intrinsic factors play a key role (Stewart et al., 2011). Notions of substantial change in involvement in and engagement with the job and job tasks as a result of Mindfulness practice, echoed in the studies of Petchsawang and McLean (2017), Leroy et al. (2013) and Tuckey et al. (2018), would also suggest a reduction in boredom by simply being more occupied. Farrugia and Sager (2017) further point at interest in engagement by workers to be an expected work composure in today's work place. Yu et al. (2015) and Breevaart et al. (2014) noted increased work engagement linked to people becoming more self-directed at work.

With respect to prior emotions towards oneself, which primarily revolved around low self-worth, Mindfulness practice introduced change towards increased self-worth, not unlike the findings of the work done by Ford (2019) on Mindfulness and self-esteem. This experienced increase in self-worth can first be explained by the reported heightened awareness of one's professional capacity and positively changed confidence whereby Mindfulness practice would make one more cognizant of one's abilities. This realization would be assumed to have an empowering effect on the individual whereby empowerment is noted by Knight (2017) as a key trigger for becoming self-led. Increased self-worth could also be dubbed a result of a change in output quality due to Mindfulness induced enhanced focus in the form of attention to detail and alertness, which is in line with scholarly works on increased attention as a result of Mindfulness such as Smallwood and Schooler (2015) and Testa and Sangganjanavanich (2016). Hereby a person would perceive their personal worth at work to be higher due to consciously realizing and seeing evidence of being able to produce better quality output. Another finding that

may lead to increased self-worth is the noted change in self-compassion whereby Mindfulness has resulted in increased valuing of the self. Self-compassion to change emotional states as a result of Mindfulness is in line with the work of Neff and Germer (2013) who found being mindful as beneficial to revert negative emotional states into positive ones by a sense of emotional kindness for the self.

The Mindfulness induced changed emotive composures with respect to the self, indeed show an engagement in various sub elements of all three Self-Leadership strategies. With respect to Natural rewards, the above discussion shows a larger focus on positive emotional states as a result of emotional control and self-control but equally the drawing of intrinsic motivation from doing something and doing a better job. Engagement in Constructive Self-thought patterns is evident from the identification of negative emotions and replacing those with positive ones in general, but with particular attention to a shift away from low self-worth. Additionally, self-compassion shows a changed habitual thinking pattern that Mindfulness induced in a self-directed manner. Behavior-focused Self-Leadership strategies were further evident from first and foremost self-observance of emotions, professional ability and output quality but equally the realization through introspectiveness of the negative effect of boredom whereby the participants started wanting to engage in work tasks.

5.3.1.2 **Outward Directed Emotions.** The prior dysfunctional outward emotions concern emotions towards others in the form of feeling heavily dependent, isolated and envious but also emotions towards one's environment in the form of resistance to change and resilience.

With respect to dependence, a variety of Change unit notions would suggest Mindfulness to bring solace in this regard. Reported changes of a self-initiating nature would suggest an answer to the realized dysfunctionality of dependency on others whereby increased independence was noted as primarily experienced as a result of Mindfulness practice. This can be logically squared with the positive experiences of taking initiative that came out of the findings. This changed notion around having become more independent is a fundamental finding with respect to Mindfulness impacting Self-Leadership by inducing self-directedness. Equally, the changed sense of professional capacity, confidence in one's ability and having

realized purposefulness in work can be assumed to shift one towards being more independent whereby realization of personal ability and personal assurance thereof combined with meaningful intent of one's job, would be expected to have a positive impact on becoming more reliant on oneself rather than on others (Müller and Niessen, 2019). This echoes the work of Glomb et al. (2011) on self-determination as a result of Mindfulness, and the work of Ford (2019) on self-esteem. Purposefulness, in particular, links clearly to the process view on Self-Leadership (Neck et al., 2017; Stewart et al., 2017) with regards to the 'why' of doing something. In this regard it can be argued that there was engagement in Behavior-focused strategies by increased self-awareness through self-observation which then influenced behavior towards becoming less dependent. Equally the of having a stronger perception of being in control of the task due to the realization of one's ability and the resulting confidence would suggest engagement in Natural Reward strategy. The changed notion around purposefulness of the job certainly reflects engagement in Constructive Self-thought patterns reflecting habitual positive thinking. Proactivity and a changed tendency to engage in problem solving as a result of Mindfulness practice, echoed by Ostafin and Kassman (2012) and Ding et al. (2015), can also be pointed at to provide an explanation towards a sense of independence since through Mindfulness the individual is more personally attentive and responsive to current or foreseeable issues. This would not only suggest the engagement in Constructive Self-thought patterns whereby one engages in habitual thinking towards improved performance, but equally a Natural Reward strategy whereby one clearly feels to have stronger control over a task at hand. Proactive problem solving could also be categorized as an example of Behavior-focused self-leadership by means of considering a sense of self-cueing as an encouragement of desirable behavior towards a desirable outcome. Finally, the reported change around ownership, a desired expectation by managers (Ryan, 2016), can also be assumed to reduce dependence on others, whereby being Mindfulness gives the individual a sense of taking charge of their work rather than being directed by others in line with the contention by Stewart et al. (2019) that taking control over one's tasks is a fundamental component of becoming more self-led. The change with respect to ownership would suggest engagement in a Natural Reward strategy by drawing intrinsic motivation from the job but equally shows Behavior-focused

engagement by setting personal authenticity as a goal within the manner how the job is done. Considering all the above, the changed experience from dependence to increased independence would allow to suggest that Mindfulness practice indeed provides a strong impetus to self-directness and Self-Leadership.

The finding of a dampening of the realized dysfunctional emotional composure of feeling isolated since Mindfulness practice can be logically linked to higher self-initiated involvement and engagement in work, and also to multiple notions around improved relationships and changed frames of reference in this regard. Firstly, the finding that Mindfulness practice results in higher work involvement and engagement is in line with the literature in this regard (Tuckey et al., 2018; Petchsawang and McLean, 2017; Depenbrock, 2014; Leroy et al., 2013). Choosing to be more involved and engaged in work, a clear example of the Behavior-focused strategy of self-cueing, would intuitively suggest a self-led action towards reducing isolation as a result of more interaction with people. Ghino and Staats (2015) and Van Laar et al. (2017) indeed pointed at involvement and engagement in work to be highly desirable composures in today's workplace with a particular highlight that such involvement and engagement should not be expected to be driven by managerial direction, instead be self-led. Higher engagement and involvement can indeed be seen as operating a discrepancy reducing behavior in line with the Self-Leadership process (Manz, 1986) and the underpinning theory of Self-Regulation (Carver and Scheier, 1981, 1998). The works of Yu et al. (2015) and Breevaart et al. (2014) indicated a clear relationship between work engagement and Self-Leadership. Secondly, Mindfulness was furthermore found to result in better interactions with others, in line with the findings of studies on increased positive and decreased negative relationships as a result of Mindfulness (Krishnakumar and Robinson, 2015; Long and Christian, 2015; Reb et al., 2014) but also findings around increased socializing (Beauchemin et al., 2008), better teamwork and enhanced cohesion (Cleirigh and Greaney, 2015). Such experiences and results of Mindfulness practice at work align with the desired work composures of teamwork and collaboration (Van Laar et al., 2017) and loyalty (Kanfer et al., 2017). The self-discovered joyful experience that was reported around better interactions with others would logically be expected to further drive a person out of isolation at work. This ties in directly with the focus on and drawing of

positivity from job related aspects through the Natural Rewards strategy towards regulating one's emotional and behavioral composure towards a desired state but also indicated the self-cueing Behavior-focused strategy towards better interactions with others. Van Laar et al. (2017) further clearly points at the expectation of the contemporary work place for its workers to bring a clear aptitude and positive disposition towards working with others to the work environment, rather than needing direction or extrinsic rewards to engage in such behaviors. This reflects indeed a shift on the Self-Leadership spectrum whereby intrinsic motivators become more prevalent in guiding behavior. The reported changed sense of team spirit in this study, in line with the effect of team cohesion as a result of Mindfulness (Cleirigh and Greaney, 2015), a further evolved stage of better relationships or interactions at work, should also be noted in its potential to revert a feeling of isolation in people at work. Furthermore, higher awareness of one's surroundings and the people therein, induced by Mindfulness, can equally be expected to generate a connection that, if experienced as positive, would induce more engagement with people and thereby reduce isolation. Positive notions around such connection can be found in the reported experiences by the participants of improved trust and increased support in relationships at work, in line with the work of Fast et al. (2014), which would suggest to be a positive impetus to address the dysfunctional composure of isolation. Finally, the fact that Mindfulness changed the frame of reference in people, echoed by Mindfulness studies on renewed perspectives (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014), through a stronger sense of how the system of the organization works, supported by an increased understanding of one's role in the organization, would also be expected to adversely affect isolation at work. The enhanced insight in one's place in the organization shows certainly a link with expectations of self-direction of today's workplace with respect to what Gino and Staats (2015) refer to as brining the genuine self to work. This suggests engagement in a Behavior-focused strategy through self-observance. A systems-view of work and awareness of how one fits within the organization, would lead to the recognition of the interdependent nature of people, functions and departments in the organization, therefore triggering a sense of connection therewith. The notion of self-awareness and awareness of one's surroundings in this context are highlighted by the literature as highly desired in

contemporary work settings (Farrugia and Sager, 2017; Gino and Staats, 2015; Ryan, 2016) with a particular link to the need for enhanced personal meaning of the individual in a work context (Berg et al., 2010).

Envy was felt to be reduced and even abandoned as a result of Mindfulness practice, which fits in the findings of studies that show Mindfulness to reduce reactions to injustice (Long and Christian, 2015) and allow for adaptive coping styles (Hallman et al., 2014; Ocasio, 2011). This change can be explained by one of the central notions to Mindfulness of non-judgment and acceptance (Grégoire and Lachance, 2014; Rocco et al., 2012; Chiesa and Serretti, 2011; Jimenez et al., 2010). It can however also be attributed to the reported changed experience in perspective taking and experiences of contentment with what one has, which is in line with the works that contend Mindfulness to lead to renewed perspectives (e.g. Ding et al., 2015; Fast et al., 2014; Felton et al., 2015). In this regard, it is clear that Mindfulness practice has allowed to shift habitual thinking through a combination of all three Self-Leadership strategies whereby through shifting focus away from negatives towards positives, habitual thinking is broken and replaced by constructive thinking that guides behavior towards personal goal attainment.

A final set of dysfunctional emotional composures prior to Mindfulness practice concerned outward directed emotional composures of resistance to change and low resilience. Mindfulness practice was found to have substantial potential to address resistance to change as the findings revealed a shift in this composure towards embracing change, whereby comfort with and adaptability to change and ambiguity are noted as desired self-directed composures for today's workplace (Van Laar et al., 2017; Farrugia and Sager, 2017; Ghino and Staats, 2015). Firstly, an initial explanation to this may be found in the simple fact that many participants practiced routine breakers as part of their Mindfulness practice, which leads to introducing change in a self-led manner, thereby, given that this leads to positive experiences, lowering the threshold to positively dealing with change that is not self-led. The overwhelming positive experiences outlined in the findings section would suggest that this assumption would hold up in the context of this study. This is a clear example of how the participants engage in the Behavior-focused Self-Leadership strategy of change directed goal setting through their Mindfulness

practice. This further aligns with the Mindfulness studies done on adaptive coping styles by, for instance, Hallman et al. (2014) and Ocasio (2011) who found that Mindfulness helps individuals to find ways to deal with changes in their personal and work environment. Secondly, a Mindfulness outcome that may be attributed to the observed shift away from resistance to change is the generally more positive emotional state that people reported to experience at work, thus experiencing the realities of their surroundings in a more agreeable manner, not unlike the findings of studies that indicated Mindfulness to lead to greater acceptance of one's situations and circumstances (Jimenez et al., 2010). This, alongside the inherent Mindfulness notion of enhanced non-judgmental acceptance experiences, would suggest more openness to change or at least not experiencing negative emotions towards it. In this regard, it is clear that the strategy of Constructive Self-thought patterns is being deployed by means of individuals engaging in more positive habitual thinking and the Natural Rewards strategy, whereby a focus is shifted from elements that used to be considered as negative towards positive experiences. Thirdly, a clear change in positive attitude assumed at work would equally be considered to be conducive to a positive stance towards change. The change in positive attitude finds credence in the findings of Bishop et al. (2004) that contend enhanced curiosity to be inherently tied to Mindfulness along-side with the inducing of positivity and optimism as a result of Mindfulness (Desbordes et al., 2012; Malinowski and Lim, 2015). With attitude being a directed emotion, a positive attitude can be expected to affirm a shift away from change aversity towards change embracing, which can be seen as preliminary meeting the expectations of the 21st century workplace stated by Gino and Staats (2015) around experimentation with change and the notions of Farrugia and Sager (2017) around interest in engaging with new realities and comfort with ambiguity. The emergence of positive attitude would indeed indicate the engagement in a positive focus on the job suggesting a better sense of control (i.e. Natural Rewards strategy) alongside a constructive mindset towards improved efficacy perceptions (i.e. Constructive Self-thought strategy). Finally, the expressed changes with respect to a positive forward perspective as expressed by the joy of learning and the actively seeking out of opportunities to improve oneself, would also suggest a positive stance towards changes that may come to pass in the workplace. These self-initiated positive

perspectives are in line with desirable self-led mindsets desired in the workplace (Donald et al., 2017; Ryan, 2016). As learning is a change of the self, the notion of joy around such experience can be expected to provide a positive perspective towards how one sees changes in their environment. The positive appreciation of learning on the job is on the one hand a prime example of engagement in the Natural Rewards strategy through identifying and focusing on learning as an inherently enjoyable part of the job furthermore arguably leading to increased perception of control over the work tasks. This can also be categorized in the self-led strategy of Constructive Self-thought patterns whereby habitual positive thinking around learning would suggest a pathway to improved efficacy perceptions (Stewart et al., 2011). The active, self-led seeking out of professional development opportunities can be seen as an amplification of the appreciation of learning on the job and therefore providing even more ground to suggest it as an indication of a larger disposition of embracing change in a self-led manner. Hereby, the reported lived experience did not only reflect enjoying the notion of personal and/or professional growth, but also consciously seeking out change as per self-set goals through. This can be directly tied to the Behavior-focused strategy in the sense that the reported experience shows encouragement of positive behaviors towards positive outcomes driven by self-set goals that are change directed (Manz and Neck, 2004) but also a sense of pursuit of personal authenticity (Manz, 2015) whereby participants reported aspirations to realize their own potential.

The prior dysfunctional composure of low resilience can be found to have been countered by Mindfulness practice when considering the findings of changes with respect to confidence, ownership, commitment and motivation. This aligns with the findings of the Mindfulness studies by Colgan et al. (2019), Kotzé (2018), Glomb et al. (2011) and Fast et al. (2014) that reported enhanced ability to face and deal with adversity, and further extends the literature on ownership in context of Mindfulness practice beyond students (Wang and Liu, 2016; Tadlock-Marlo, 2011) or general life (Carson and Langer, 2006). Fullan and Scott (2014) furthermore highlighted tenacity and resilience as key required competencies expected in the workplace today. Firstly, the experienced change in confidence as a result of Mindfulness practice is an obvious and logical indicator of increased resilience. Interviewees expressed increased confidence specifically in professional

capacity, which would suggest enhanced resilience by means of being more secure in the knowledge that one can do the job and deal with job specific obstacles, which aligns well with the 21st century workplace expectation of self-reliance stated by Gino and Staats (2015). This further shows enhanced perceptions of control over the job within the Natural Rewards Self-Leadership strategy but equally reflects engagement in Constructive Self-thought strategies through improved efficacy perceptions for higher performance. Secondly, increased ownership and commitment would suggest that individuals would feel more personally invested in their work and therefore be less likely to give up. The literature clearly points at on the one hand ownership and commitment to be a highly desired trait for the contemporary workplace (Ryan, 2016; Totterdill, 2015) yet equally reports on its link with self-directedness at work (Stewart et al., 2011; Kirkman and Shapiro, 2001). King and Zaino (2015) further point at the fostering of ownership around work tasks and the job itself as pivotal to the notion of Self-Leadership. Both notions point at engagement in Natural Reward strategy by means of drawing intrinsic motivation from carrying out the job but equally the activation of a more authentic self with respect to the job which is a Behavior-focused strategy and the engagement of a positive internal dialogue contrary to prior habitual thinking (Constructive Self-thought strategy). Thirdly, improved motivation and experienced self-motivation, the latter noted as a fundamental aspect within Self-Determination theory (Deci and Ryan, 1987) and highly enabling of Self-Leadership (Kanfer et al., 2017), would suggest to induce a stronger drive towards achievement and therefore managing setbacks or obstacles better. Unsurprising, the literature reports self-motivation (Wahl et al., 2012; Windsor et al., 2012) as well as self-reliance (Gino and Staats, 2015) as much desired attributes in the 21st century workplace. The finding of increased motivation is in contrast with the contention by Hafenbrack (2017) that Mindfulness would lead to reduced motivation to achieve goals. The experienced improved motivation and particularly self-motivation would suggest a self-led change in composure through the Natural Rewards strategy towards self-confidence and self-determination as well as an engagement in Constructive Self-thought patters towards improved efficacy perceptions (Stewart et al., 2011). Fourthly, the finding of having experienced stressors to become sources of positive challenge as a result of Mindfulness practice equally suggests increased resilience as a

result of renewed perspective with respect to how one sees stressing circumstances. The ability to recognize triggers of stressful emotions through heightened awareness and the reported improved ability to change this perspective in a motivating one, can certainly be seen as the Natural Rewards strategy of refocusing away from negatives towards positives. This also fits with the abundant evidence of Mindfulness practice to reduce stress (e.g. Grégoire and Lachance, 2014) whereby Houghton et al. (2012) point at stress coping efficacy to be central to Self-Leadership. This equally points at the activation of a change in habitual thinking that is positive as a Constructive Self-thought strategy compared to a previous habitual thinking that was negative.

5.3.1.3 **Concluding statement on Self-Leadership Strategies for Dysfunctional Emotional Composures.** Engagement in Natural Rewards strategies revealed itself first of all through the recognition of intrinsically motivating aspects in the job such as learning, enjoyable interactions with others, ownership and commitment which all built towards being more self-determined. A second Natural Reward strategy concerned a clear shift in focus on the positive aspects of the job. Finally, various examples emerged of a better sense of control reflected in increased confidence in one's abilities, proactivity, ownership and positive attitude towards work.

Constructive Self-thought patterns were primarily seen under the form of changed habitual thinking towards positive thought patterns with respect to change, independence, envy and previous stressors. Herein particularly shifts with respect to purposefulness, proactivity and perspective taking play a strong role. There is also a clear emergence of improved perceptions of efficacy as a result of being more confident, thinking proactively and a positive mindset towards learning.

With respect to engagement in Behavior-focused strategies, first of all, there is a clear engagement in self-observance resulting in raised self-awareness and the better sense of one's role in the wider system. Secondly the engagement in self-cueing came out through increased engagement and involvement towards self-driven routine breaking and productivity but also towards better interactions with others. Lastly, the notion of feeling one's authentic self at work in the form of commitment and ownership alongside setting personal goals for oneself in a learning context also emerged as Behavior-focused strategies.

5.3.2 Change with Respect to Dysfunctional Behavioral Composures

This section will discuss the potential of Mindfulness practice to enable a self-directed shift towards more positive behaviors in context of three groups of behavioral dysfunctional composures prior to Mindfulness practice, which were categorized as general action, deviant behaviors and decision making.

5.3.2.1 General action. The most common general dysfunctional behaviors that were identified prior to Mindfulness practice were operating in autopilot, deploying generic quick fixes to issues at work, approaching relationships at work in a purely functional manner, being disorganized and operating in a blindly compliant manner without giving thought to the realities of situations and people.

The way Mindfulness practice can address autopilot behavior aligns with previous studies done on general higher awareness of one's operating (Kuan, 2012; Testa and Sangganjanavanich, 2016), breaking habitual thinking (Wadlinger and Isaacowitz, 2011; Fast et al., 2014) and cognitive flexibility (Roeser et al., 2013; Gard et al., 2014; Zenner et al., 2014). Indeed, the findings suggest that Mindfulness practice is able to break the pattern of autopilot behavior by first and foremost heightening awareness of one's required work tasks and the way one goes about executing these tasks. This echoes the contention by Meritu and Rothbard (2012) that being mindful supports better clarity and understanding of instruction. Van Laar et al. (2017) highlights self-monitoring as a key expected composure of workers in today's work context where Farrugia and Sager (2017) also point at the need for self-awareness. The notion of self-monitoring directly connects with the social cognitive theory as one of the fundaments of Self-Leadership (Bandura, 1991). Of particular value here is the finding that the interviewees reported to be more involved and engaged at work as a result of being mindful at work whereby suggesting a more conscious engagement with the tasks within their job, which confirms findings of other studies in this regard (Tuckey et al., 2018; Petchsawang and McLean, 2017; Leroy et al., 2013) and indeed suggesting abandonment of the atuopilot composure for more conscious engagement in the task at hand. This enhanced engagement and inolvement can be interpreted as a result of a Behavior-focused strategy in line with reported alertness and focus (e.g. Testa and Sangganjanavanich, 2016; Smallwood and Schooler, 2015) whereby the participants indeed managed their own behavior

towards desirable outcomes. The practices of self-scanning and routine breaking can also be tied to reduction of autopilot as a result of experiencing and evaluating one's behaviors or new behaviors more consciously, hence reducing the mode of doing without really thinking about what one is doing. Finally, the findings category of observance that specifically indicates enhanced experience of alertness, attention to detail, and changed critical thinking also suggests Mindfulness to result in the breaking of the autopilot mode whereby one is more attuned to and evaluative of the moment rather than just going through the motions. First and foremost, this confirms again the notion of conscious attention to the moment as a fundamental aspect of Mindfulness practice (Kuan, 2012), yet the former two observance aspects (i.e. alertness and attention to detail) are echoed by multiple scholarly works on Mindfulness (Teasdale et al., 2000; Chiesa and Serretti, 2011; Schmertz et al., 2008; Kuan, 2012; Testa and Sangganjanavanich, 2016; Smallwood and Schooler, 2015; Neubauer and Fink, 2009; Chambers et al., 2008; Helber et al., 2012; Moore et al., 2012; Ocasio, 2011) whereas the critical thinking theme finds much scarcer support in the literature (Noone et al., 2016), therefore making this a very pertinent findings of the study. Overall on the change in autopilot, the fact that the participants become more observant in the various ways that emerged, suggests an internal shift of focus on work related aspects in support of behavioral management towards the attainment of a positive outcome, which shows an intertwining of on the one hand a Natural Reward strategy (the shift in focus) and Behavior-focused self-directedness (behavioral management). The resulting breaking of habitual thinking indicates the activation of the Constructive Self-thought strategy.

Various experienced changes as a result of Mindfulness can be pointed at to potentially give head to the prior dysfunctional behavior of approaching job tasks generically rather than more on point. First and foremost, this study found that Mindfulness resulted in positive performance changes which is in line with some of the literature (Waddock and Lozano, 2012; Testa and Sangganjanavanich, 2016; Dane, 2011). Following the statement by Passmore (2019) that "more work needs to be done to explore the relationship between Mindfulness and individual performance" (p 108) shows that this insight is significant towards advancing the body of knoweldge around Mindfulness in organizational science. The found performance-

related changes in this study concerned quality of output, effectivity at work and going the extra mile when required. Higher quality outputs would suggest abandonment of a satisficing perspective towards doing a task. The higher performance in this case can be attributed to self-directedness when referring to the previous discussion around enhanced self-worth and its impact on performance. The finding that self-directed behaviors lead to higher quality output is furthermore echoed by the work of Palvalin et al. (2017) but also by the work of Yu et al. (2015) and Breevaart et al. (2014) on the results of self-lead engagement. Higher effectivity at work simply indicates the tasks to be done better, whereby indeed Mindfulness practice has been reported to have such consequence, in line with some literature (e.g. Passmore, 2019; Testa and Sangganjanavanich, 2016; Waddock and Lozano, 2012). The experienced change of going the extra mile equally suggests increased attention and care for a good result. Secondly, an enhanced view of holding a purposeful and supporting role in the organization, would also suggest that one would be more conscious and particular about the job tasks they do rather than just producing something that will generally pass. This sense of enhanced personal meaning with respect to their job is echoed by Berg et al. (2010) in a Self-Leadership context and links well with the 'why' one is doing something in the process view on Self-Leadership (Neck et al., 2017; Stewart et al., 2017). In the same vein, positive changes in one's professional image can be assumed to lead to seeing one's job performance as a reflection thereof, hence generating impetus to operate on point. Both changes in self-view are supported by the literature on Mindfulness to inducing renewed perspective (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014) and positive affect and optimism (Desbordes et al., 2012; Malinowski and Lim, 2015). Thirdly, increased observance, in particular with respect to attention to detail, combined with higher levels of involvement, commitment and changed self-initiative around proactivity, critical thinking and problem solving can all be evaluated as giving cause to no longer approaching the job in a generic manner. It would be expected that such experienced changes would support executing one's task with more care and attention to the matter at hand and thinking more about various angles concerning the task to be done. Fourthly, the changed practice of perspective taking and empathy as a result of Mindfulness, in line with the works of Jones et al. (2019),

Silver et al. (2018), Testa and Sangganjanavanich (2016) and Condon et al. (2013), would further indicate that when one is doing a job, one would be more considerate of the problem at hand to produce a solution that is on target with the nature of the issue that is to be addressed. When combined with the reported change in ownership over one's work, this more careful evaluation of the context in which a work task or problem presents itself can be logically expected to give cause to no longer approach a job generically, but rather to take a personal interest in its outcome and therefore show more care to the job at hand. Such composures align very well with what the literature presents as the need for today's workers to bring their genuine professional self to work (Gino and Staats, 2015) and pursue personally committed to interests with respect to the job (Jensen et al., 2018; Ryan, 2016).

With respect to the above discussion on the observed shift from generic quick fix solutions to on point problem solving, the engagement of various Self-Leadership strategies can be highlighted. On the Natural Rewards strategy front, the refocus with respect to the professional self-view is a clear example of a pathway towards self-determination, whereby such view operates as a source of intrinsic motivation in the job context. This, but equally the sense of ownership, can further equally be linked to Constructive Self-thought patterns in the sense that positive habitual thinking is being assumed by one's own volition. In this regard, the notion of self-initiated proactive problem-solving thinking, critical thinking and commitment can also be pointed at as what is likely to concern a constructive internal dialogue whereby for the former one internally anticipates various scenarios through perspective taking whereas for the latter one would have a proverbial internal voice that would operate as a tenacity compass. Finally, the enhanced self-awareness around one's performance, role in the organization, and perspective taking are all examples of the Behavior-focused strategy of self-observance. Within this strategy the act of involvement and problem solving classifies indeed as behavioral management as a result of increased awareness of the self and one's context.

Interviewees reported to have moved away from perceiving relationships at work as purely functional and instead giving consideration to the human side of the relationship. This echoes the findings of Mindfulness studies around social connectedness (Cohen and Miller, 2009), teamwork and cohesion

(Cleirigh and Greaney, 2015) and socialization (Beauchemin et al., 2008). The reported experience of perspective taking at an interpersonal level can certainly be considered as explaining this whereby functions at work are no longer perceived as mere functional positions held, rather, consideration is also given to the people who hold a position. Changed experiences around empathy can be seen as an elevated level of such perspective taking, where people would not only be considering someone else's context, but additionally showing compassion towards them and their realities. In a similar vein, the changed view around being of support to others, and the personal experiences of joy around seeing others do well by guiding them and transferring knowledge to them would further indicate a shift away from purely functional interactions at work. The reported experience of valuing the active building of relationships was indeed found to be a driver to changed behavior in this regard, where more attention is given to fostering relationships with others rather than just engaging with them when necessary in a functional manner. Finally, the realized change of improved conflict resolution as a result of Mindfulness practice, in line with the works of Brady et al. (2012) and Hallman et al. (2014) on improved handling of difficult workplace interactions, can also be argued to contribute to people seeing beyond the mere functionalities of relationships at work through an enhanced ability to work out problems of a professional but equally personal nature. The competency of handling conflict in the workplace is further pointed at by Farrugia and Sager (2017) as one that is expected from the current workforce. The shift from a functional view of relationships towards giving consideration to the human aspect thereof, suggests engagement in primarily a Behavior-focused strategy whereby increased awareness of the one's context supports behavioral management towards more profound relationship perceptions and conflict resolution, but equally one can argue that perspective taking and empathy triggers a more habitual positive internal dialogue as part of the Constructive Self-thought strategy. The focus and drawing of positive perceptions from the supportive professional self-view is finally a clear example of engagement in Natural Rewards strategy.

The dysfunctional behavioral composure of being disorganized was reported to have changed as a result of Mindfulness practice by the findings of experienced change with respect to self-initiated organizational comfort, in line with

the Mindfulness work of Metiu and Rothbard (2012) on activity coordination and the study of Richards et al. (2012) on self-care. The notion of veering towards a more organized manner of working supports the contention of Stewart et al. (2019) that humans have an innate tendency to self-direct, driven by a need to control their environment and is directly linked to self-regulation theory of Carver and Scheier (1981, 1998) as a foundation of Self-Leadership. A clear link is also to be drawn here with the process view on Self-Leadership (Neck et al., 2017; Stewart et al., 2017) in particular with respect to the individual taking charge of 'how' the task is to be done. Totterdill (2015) further points at self-organization as a key attribute that organizations seek for in an employee. Being mindful produced conscious awareness of discomfort due to being disorganized, leading to conscious choices to improve general planning and organization of work tasks in order to improve one's personal and professional wellbeing, a clear example of engagement in Behavior-focused Self-Leadership. The experienced appreciation of process-matic working as well as experiences with respect to personal comfort at work can indicate the triggering of the realization of benefits around being organized. This can logically be linked to the Natural Rewards strategy of refocusing on positives within the job in order to arrive at a better capacity to be successful. Changes in self-compassion would further suggest the individual to actively pursue being more organized due to its personal comfort benefits. Reported increased self-control alongside an enhanced disposition of proactivity as a result of Mindfulness practice would further suggest one having the capacity to operate more efficiently and thus reducing disorganization. Self-compassion, self-control and proactivity can each be placed in the realm of Constructive Self-thought patterns whereby one can be expected to engage in a constructive internal conversation that induces habitual thinking for improved efficacy through internally confirming the value of being more organized.

A final identified dysfunctional behavioral composure with regards to general actions at work was blind compliance. Previous studies that suggested Mindfulness practice to result in changing this, would primarily concern renewed perspective to provide a new outlook (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014), self-determination (Glomb et al., 2011) and performance (Testa and Sangganjanavanich, 2016; Waddock and Lozano, 2012). With respect to the Self-

Leadership, this would primarily link with the 'why' in the process view of the construct (Neck et al., 2017; Stewart et al., 2017). Van Laar et al. (2017), Donald et al. (2017) and Totterdill (2015) all clearly point at the notion that appropriate initiative taking is highly valued in employees, whereby Farrugia and Sager (2017) also highlight the importance of the ability to operate in uncertain environments through flexibility and adaptability. Reported findings as a result of Mindfulness practice in this study that would suggest a shift away from blind compliance would, on the one hand, be experiences of self-control and ownership and, on the other hand, also the changed notions of self-initiative with respect to proactivity, problem solving and critical thinking alongside an improved commitment disposition. The experience of self-control and ownership would suggest the individual not feeling ruled by the system and therefore becoming conscious of having control over operating within the system and its processes and procedures. This would suggest engagement in Natural Rewards strategy by means of a perception of greater control over the activity in context. Increased critical thinking can be expected to result in assuming a more conscious evaluative stance towards existing processes and thereby potentially challenging existing processes and procedures as a result of either issues that may arise or potentially alternative ways of doing things more effectively or efficiently. Greater awareness of what one is dealing with in search towards a positive outcome shows engagement in Behavior-focused Self-Leadership. Experienced change around self-initiated proactivity is a forward-thinking behavior whereby one would be cognizant of potential issues arising out of blindly following protocol. Increased engagement in proactive problem solving would indicate one more actively searching for ways to resolve issues that may arise for individuals or oneself as a result of current organizational processes. The notion of experienced change around innovation, even though minor in occurrence, would also indicate a change in blind compliance, whereby innovative action at work would suggest conscious alternative addressing of work tasks or issues. This suggests engagement in Constructive Self-thought through more habitual positive thinking around proactive and even innovative problem solving, but equally the deployment of a Behavior-focused strategy whereby one is indeed actively searching to avoid negative outcomes. The notion of innovation would also suggest engagement in a Natural Reward strategy by means of finding

motivation out of and towards trying things in a different manner and indeed having the perception of being in control of such a stance. Finally, two changed experiences as a result of Mindfulness practice that could indicate a shift away from blind compliance are interpersonal perspective taking and empathy. In both cases the situational context of others may lead to awareness of conflict with respect to blindly following regulations and by being empathic towards this, one would be less likely to blindly follow protocol. Both perspective-taking and empathy are intuitively linked to a constructive internal dialogue in search for desirable behaviors towards a positive outcome, showing a combination of Constructive Self-thought and Behavior-focused strategies. Experienced results of mindfulness that may, however, lead to dampening a change in compliance can be noted as more objectivity, enhanced systemic awareness of the organization and increased realism. Objectivity suggests one would consider the rules and processes to supersede situational factors. Conscious consideration of the larger system in which one operates and increased realism around ones working context and surroundings could be expected to lead to a perception of inevitability of the current rules and procedures. These experiences could then be rationalized by the perspective that rules and procedures are ultimately necessary to keep the total system operational, therefore remaining compliant even if that is at the expense of new ideas or even people's comforts. In this case, it would be argued that the same combination of Constructive Self-thought and Behavior-focused strategies play, whereby indeed the individual engages in an internal dialogue around what is happening against one's value system to then let the pursuit of positive or the avoidance of negative outcomes guide their consequent behavior.

   5.3.2.2 Deviant Behaviors. Deviant Behaviors was a specific category that emerged within the dysfunctional behavioral composures identified prior to Mindfulness practice in the findings, showing generally two types of behaviors. On the one hand, interviewees noted to engage in conscious deceptive behavior towards others at work in order to mask their genuine disposition, intent or actual behavior with the objective of appearing to meet professional expectations. On the other hand, condescending behaviors were also noted whereby people operated driven by inferiority judgement of others based on personal and professional attributes such as age, gender or experience. In line with the work of Reb et al. (2014), which indicates

that Mindfulness practice leads to reduced deviance at work, this study found various indications that Mindfulness would possibly bring solace to the noted deviances.

The prior conscious masking behavior was not specifically expressed as a changed behavior, however, there are a series of experiences and noted emotional and behavioral changes as a result of Mindfulness that suggest addressing this form of deviance. On the emotional side, it can be argued that experiences around positive changed acknowledgment of self-worth, improved professional ability, confidence and ownership would suggest to reduce the likeliness to engage in deceptive behaviors because one would feel more at ease with the realities of themselves at work. The overall enhanced self-awareness in this regard that guides behavioral change shows engagement in Behavior-focused Self-Leadership through observance and self-cueing. Refocusing on positive with regards to the self as well as experiencing perceptions of control over one's job or task at hand clearly point at the Natural Reward strategy. Equally it can be argued that such a thought shift would suggest more habitual positive thinking towards improved efficacy perceptions which indicates the engagement in Constructive Though patterns. Furthermore, a positive experience around one's view of their professional role at work and increased awareness of the larger system in which one operates combined with a positive attitude towards work, the enhanced experience of job satisfaction and improved commitment to work would equally be expected to result in a state of mind that would lead to abandoning the need to mask one's intentions because such experienced disposition towards work and emotional outcomes of work are in line with what would be expected from a good colleague or subordinate. With respect to this, on the one hand, the engagement in Constructive Self-thought through positive internal dialogue as well as, on the other hand, drawing intrinsic motivation from the job itself by focusing on the positives would allude to the deployment of the Natural Reward strategy. Increased involvement and engagement at work are behavioral aspects that would suggest to render deceptive rhetoric and actions to make one look busy and productive as unnecessary. In line with this, the experienced changes in quality of output, effectivity and productivity all provide an individual with plenty of evidence of their performance nature that would positively influence the way one is seen by others, again giving cause to no longer engage in pretense in this regard. Each of these

can logically be tied to Behavior-focused Self-Leadership whereby one indeed self-cues behaviors as a result of prior self-realized positive behaviors that lead to positive outcomes. Finally, and arguably the change that pulls all the above together, is the experience of better relationships with others whereby increased honesty and respect, on the one hand, and enhanced trust, on the other hand, would both suggest to lead to a reduction or even abandonment of the engagement in the foresaid masking behavior. Here we see a notion of the desired composure of the genuine self at work coming to the foreground (Gino and Staats, 2015) and this can be tied to the pursuit of authenticity as a goal, which Manz (2015) highlights as a fundamental notion of Behavior-focused Self-Leadership.

A second deviant behavior that was identified as happening prior to Mindfulness practice was behaving in a condescending manner to others as a result of a sense of perceived superiority. This notion can be found to have been countered when considering a variety of experiences and experienced changes as a result of Mindfulness practice, in line with the findings of Krishnakumar and Robinson (2015) that indicated severe reduction in various forms of hostility at work. A changed heightened awareness of oneself and one's surroundings combined with greater sense of control, in particular with respect to emotions but also general self-control, can be argued to result, respectively, in having a better gauge over how one feels towards others and how one acts on those feelings. This ties in well with the general notion of expected ability to resolve conflict (Farrugia and Sager, 2017) whereby in this case particularly internal conflict is being resolved as a result of renewed perspective (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014) but equally as a result of acceptance of one's surroundings (Rocco et al., 2012; Jimenez et al., 2010) alongside arguably improved emotional intelligence (Testa and Sangganjanavanich, 2016; Condon et al., 2013) as a result of Mindfulness practice. The increased awareness of one self and one's surroundings is easily connected to the observance Behavior-focused strategy towards a reduction of the deviant behavior and engagement in behaviors that aim for positive outcomes. The experience of joy around supporting and guiding others as a result of Mindfulness suggest feelings adverse to superiority and consequent actions based on those feelings. Changes with respect to relationships such as better interactions, relationship building, trust, respect and supportive

behaviors, would all suggest that Mindfulness practice can reduce and even eliminate the dysfunctional composure of condescending actions at work in line with the findings of Reb et al. (2014) on increased pro-social behavior and decreased deviance. Improved interactions and collaborative dispositions align well with the expectations of the workplace as outlined by Van Laar et al. (2017) on collaboration and teamwork but also by what Farrugia and Sager (2017) indicate around being supportive of others. The joy experienced out of interpersonal aspects of the job suggest and engagement in the Natural Rewards strategy of focusing on positive aspects of the job that trigger positive personal feelings. It can further be argued that a constructive internal dialogue is engaged in whereby the individuals would break prior negative thinking to replace it with habitual positive thinking towards trust, respect and support for others, thus engaging in a Constructive Self-thought strategy. The act of supporting others in itself evidences engagement in Behavior-focused strategy whereby one's personal thinking is guiding self-initiated behavioral management towards outcomes that are personally seen as desirable.

     5.3.2.3 Decision Making. Decision making prior to Mindfulness practice was considered as dysfunctional with respect to poor judgment, poor perspective taking, self-serving bias and poor communication of decisions. The literature suggests Mindfulness to positively influence decision making (Long, 2019; Hunter and Chaskalson, 2013; Ruedy and Schweitzer, 2010; De Déa Roglio and Light, 2009) and this study has unearthed various indicators that this was indeed the case in the lived experience of the Mindfulness practice of the interviewees.

        The first dysfunctional decision making aspect of passing poor judgements at work can be argued to have been countered by Mindfulness practice as a result of multiple findings in this study. A greater sense of awareness of the self and one's surroundings would firstly suggest that one would have more inputs to take into consideration when forming judgement and subsequently choosing a certain course of action. Greater self-awareness indeed aligns with the Mindfulness studies of for example Rocco et al. (2012), Vago and Silbersweig (2012) and Chiesa and Serretti (2011) whereas the notion of stronger awareness of one's environment ties in with the works of Kuan (2012) and Testa and Sangganjanavanich (2016). The manner in which such forms of awareness support Self-Leadership can be linked to the

Behavior-focused strategy of observance, in particular self-observance, in support of behavioral management towards better outcomes. An improved sense of emotional control and general self-control, paired with experiences of self-evaluation and a greater sense of objectivity, can further be expected to induce a more balanced manner to arrive at a judgement or decision. Not only does the literature clearly point at self-management to be a desirable attribute in employees in today's work place (Farrugia and Sager, 2017; Van Laar et al., 2017; Ryan, 2016; Gino and Staats, 2015; Ontario Public Service, 2016), but equally self-management and self-evaluation are pointed out as fundamental to Self-Leadership (Carver and Scheier, 1981, 1998; Bandura, 1991). Increased self-compassion would suggest better judgements around what is good for oneself, which can arguably be seen as an extension of the above noted point of engagement in self-regulation but then with respect to the self for a better outcome. This all clearly points at the encouragement of engagements in desirable composures towards positive outcomes as a result of better insight in the self, therefore exhibiting Behavior-focused strategies of Self-Leadership. Equally, such experiences would suggest the engagement in Constructive Self-thought patters under the form of constructive self-talk and general breaking of habitual thinking. A changed sense of self-worth and purposefulness at work would also potentially give cause to making better judgements and choices whereby the opposite, self-doubt and apathy, logically negatively impact the passing of good judgment. In this case, the Constructive Self-thought strategy clearly emerges whereby the habitual thinking is positive towards the self and the reason why one is doing the job they do, which would trigger improved efficacy perceptions towards improved performance (in this case better judgment in decision making) as noted by Stewart et al. (2011). The positive experiences around learning and professional development and the experienced changes with respect to actively engaging in learning and professional development opportunities as a result of Mindfulness practice would indicate that people make better judgements around their professional capacity. This is another example of engagement in Constructive Self-thought patterns in line with the contention by Kanfer and Ackerman (1996) that Constructive Self-thought patterns indeed lead to stronger confidence and willingness to learn. It equally reflects engagement in Behavior-focused strategies of self-cueing and self-goal setting

whereby one initiates growth based on self-observance towards improved personally desired outcomes. The notion of self-directed professional development as a highly desired employee attribute is clearly noted by Donald et al. (2017) and Jimenez et al. (2010). Finally, changed experiences with respect to performance such as the production of higher quality output and better effectiveness at work would lead to assume that the subjects in this study indeed have been passing better judgments when at work. The literature on positive outcomes with respect to performance as a result of Mindfulness practice is well established (e.g. Testa and Sangganjanavanich, 2016; Waddock and Lozano, 2012) and hereby it can be argued that by a shifting focus towards such positive outcomes as a result of work, one would be found to be engaging in the Natural Rewards Self-Leadership strategy.

A second identified dysfunctionality with respect to decision making prior to Mindfulness practice was poor perspective taking, which was explicitly noted by the findings as being positively changed as a result of Mindfulness practice. As reiterated above, changes in perspective taking as a result of Mindfulness was also found in the literature with regards to more and better perspective taking (Testa and Sangganjanavanich, 2016; Condon et al., 2013) but equally in terms of renewed perspective (Felton et al., 2015; Ding et al., 2015; Fast et al., 2014). This positive change, found in this study, would be supported by both the notions around self-view and self-treatment, and views of and dealings with others. With respect to the self, perspective taking has shown to be positively influenced by the evidence that the participants started to enjoy and actively engage in learning and professional development with in some cases even progressive career aspirations. This clearly points at on the one hand engagement in Constructive Self-thought patterns towards improved self-efficacy, but equally the engagement in Behavior-focused strategies whereby individuals start setting change directed goals for themselves (Manz and Neck, 2004) and further in pursuit of personal authenticity goals as noted by Manz (2015). This would suggest that Mindfulness practice has induced a changed self-view on how an individual's own ability and potential at work while equally leading to actively stepping in to pursue growth in that context. In addition to the links with perspective taking, the findings of the study with respect to others align quite well with the contentions of Mindfulness studies around improved socialization

(Beauchemin et al., 2008), positive impacts on cohesion and teamwork (Cleirigh and Greaney, 2015), social connectedness (Cohen and Miller, 2009), enhancement of interpersonal skills (Hallman et al., 2014; Goleman, 2013) and increased engagement in positive relationships (Krishnakumar and Robinson, 2015; Long and Christian, 2015; Reb et al., 2014). First and foremost, the changed notion around viewing the organization as a system would indicate that other departments and functions in the organization are seen as meaningfully interdependent, and therefore exerting influence (positive or negative) on one's job beyond their own doing. Furthermore, the change from functional relationship engagements towards building relationships with others would indicate a different, more humane (and arguably positive) view on the value of people at work rather than just seeing the position decoupled from the individual that holds the position. Such consideration to the person behind the role suggests that their perspective is being taken into account when building that relationship. With respect to Self-Leadership strategies, an engagement in the Natural Rewards strategy can be assumed whereby the one refocuses parts of the job towards newly positively appreciated aspects of the job (in this case the human connection with people at work). An extension to the consideration of the human aspect of work engagements and the activation of Natural Rewards strategy ties in with the changed active engagement in supporting others through guidance and knowledge transfer. This shows consideration for other's circumstances, and the positive experience out of doing so intertwines all three Self-Leadership strategies, It can be classified as a Behavior-focused strategy whereby greater self-awareness of one's value in the organization helps encouraging positive behaviors for positive outcomes. It also is evidence of Constructive Self-thought patterns whereby the thinking has shifted towards more habitual positive thinking with respect to showing consideration for others in light of their benefit. Thirdly, the positive experiences reported around this change clearly exemplify Natural Rewards Self-Leadership whereby one draws intrinsic motivation from operating in their job and in some cases create new enjoyable dimensions to their job (i.e. voluntarily coaching and mentoring). A dampening realization in this regard however was noted by the fact that in some cases participants felt that helping others resulted in others taking advantage of this by loading them up with more work. In line with helping others, and also the general

findings of the impact of Mindfulness on empathy (Jones et al.. 2019; Silver et al., 2018; Testa and Sangganjanavanich, 2016; Condon et al., 2013), the changed notion of increased empathy towards others is a crucial indication of how Mindfulness practice results in consideration for others and the making of a genuine emotional connection with others' circumstances. This would show the activation of changed habitual thinking in terms of an interpersonal situation (Constructive Self-thought) and observance of other's situational and emotional state as an input for consecutive genuinely authentic response (Behavior-focused strategy).

Self-serving bias. a third identified dysfunctionality with respect to decision making, can be argued to have been offset as a result of Mindfulness primarily by the notion of change in a more conscious engagement in self-reflection and self-evaluation, leading to a higher sense of awareness of own doing and subsequent more conscious appraisal thereof. In line with the found conduciveness of Mindfulness practice towards awareness (Kuan, 2012; Testa and Sangganjanavanich, 2016) and also acceptance of reality (Chiesa and Serretti, 2011; Rocco et al., 2012), a greater sense of realism and objectivity, as noted by the participants, can be expected to further contribute to a more balanced view around successes and failures as a result of one's actions, thereby reducing self-serving bias. Totterdill (2015) and Farrugia and Sager (2017), with respect to the importance of effective self-reflection in a contemporary work setting, indeed point at the need for workers to be able to correctly self-appraise. In this regard it can be argued that an engagement in Behavior-focused strategies is in play as a result of higher self-awareness resulting the discouragement of negative behaviors (i.e. self-serving ones). In parallel, a changed experience of team spirit would suggest that in case of success, one is not directly attributing this to only oneself, but equally recognizing the contributions of others to this success, as noted by one of the findings by Cleirigh and Greaney (2015) on Mindfulness' impact on cohesion. The change around being able to attribute credit to the team would indicate a genuine appreciation of the attributes of teamwork and collaboration, pointed out by Van Laar et al. (2017) as fundamentally important in today's workplace. Increased ownership over one's work may also suggest a stronger sense of responsibility over the outcomes of certain actions and in case of failure not automatically according such to others' doing or situational factors, which ties in with

the found impact of Mindfulness by Jimenez et al. (2010) around self-acceptance. In both cases (i.e. team spirit and increased ownership) the activation of a change in habitual thinking towards more positive (i.e. a greater sense of realism) thinking is clear, therefore pointing at engagement in Constructive Self-thought patterns.

    Finally, even though the prior dysfunctional decision-making composure of ineffective communication of decisions was not explicitly reported as changed as a result of Mindfulness practice, some of the findings may indicate that this issue can be expected to have found improvement. Generally, the experience of improved communication, in line with the works of Beach et al. (2013) and Fast et al. (2014) around quality and emotional communication, would indicate that this indeed would also apply to the communication of choices and decisions. In this study, the noted improved self-control and emotional could be seen as potentially pivotal in this regard, through the engagement in the Behavior-focused strategies of self-observance and self-cueing when one becomes cognizant of the need for control. The recurring experienced change with respect to increased perspective taking can logically be linked to improved communication, whereby more consideration is given to the impact of one's communication towards others. Hereby the internal dialogue that one would engage in prior to communicating something towards more effectiveness, points at the engagement in Constructive Self-thought patterns. Finally, with respect to communication in a decision-making context, the increased notion of ownership over one's work and increased confidence in one's abilities may support more on point communication of one's choices and decisions. The findings do not, however, indicate this directly, nevertheless, the reported more 'matter of fact' type of interaction alongside with a greater experienced objectivity, would suggest this to be possibly the case. This would suggest a reduction of emotional charge around communication as a result of self-directed action by means of refocusing on what matters during communicating, more habitual self-regulatory observance and thinking as a result of higher self-awareness and desire to obtain better results, pointing at engagement in all three Self-Leadership strategies.

  5.3.2.4 Concluding Statement on Self-Leadership Strategies for the Section Dysfunctional Behavioral Composures. In context to how Natural Reward strategies are engaged in as a result of Mindfulness Practice, based on the discussion

on changes in dysfunctional behaviors, Mindfulness practice firstly triggers a refocusing on and discovery of positive and more enjoyed work aspects such as better focus on the task and processes, general positive outcomes, the purposefulness of the job and human relationships in context of the job. Secondly, intrinsic motivation is drawn from a greater appreciation of one's professional self-view, one's supporting ability towards others with particular mentioning of knowledge transfer and approaching the job with a sense of innovative spirit. Thirdly, Mindfulness practice also induced a greater sense of perceived control over the job and the tasks at hand by means of notions of ownership, self-control, the value of process, daring to approach tasks differently and the realization of benefits as a result of personal comfort.

Engagement in Constructive Self-thought strategies showed itself primarily through various changes with respect to habitual thinking on the one hand and the activation of a constructive inner dialogue on the other hand. Firstly, Mindfulness can be suggested to have led to a shift away from negative thinking patterns to a habitual adoption of more positive thought patterns. Such constructive habitual thinking concerned the self with respect to confidence and positive self-view, rendering an enhanced perception of self-efficacy. Changed habitual thinking with respect to the professional at work emerged through a learning disposition and a proactive problem-solving mindset. Finally, with respect to others, perspective taking also emerged as a more positive habitual train of thought adopted as a result of Mindfulness practice with particular mentioning of empathy. Other than changes in habitual thinking, sustained Mindfulness practice also resulted in the engagement in a constructive inner dialogue with respect to self-control, self-compassion and proactivity.

Engagement in Behavior-focused strategies shows itself through self-observance, self-goal setting and self-cueing, which can all be argued to offset various dysfunctional behaviors identified prior to Mindfulness practice. Self-reflection results in a greater sense of awareness of the self, performance outputs and one's context, whereas Mindfulness of the moment supports greater focus on the task and consideration for the situation in which one operates. Mindfulness practice further led to self-goal setting with respect to general performance and professional development through conscious search for change towards positive outcomes, avoiding negative

outcomes and self-authenticity. The strategy of self-cueing emerged around conscious engagement in control over the self and one's emotions and also self-directed enhanced engagement and involvement in the work environment.

5.4 Discussion of Mindfulness as institutional level Professional Development

Echoing the considerable weight of the expressed major positive impact that Mindfulness practice has had on the participants with respect to their work composures, the finding that 18 out of 19 participants indeed agreed that organization-wide Mindfulness training would benefit the organization is the key point that drives the practical contribution that this study aimed to generate. It is clear that from the perspective of the participants, the choice of including training for Mindfulness as part of the professional development route for employees in the organization is certainly positively appraised and confirmed as a route that would be of benefit for many in the organization. The overwhelming high frequency of positive experiences relative to negative ones, was surprising to the researcher. A discussion of this finding of the study with an experienced Mindfulness trainer, who is independent to this study, revealed this not to be uncommon and furthermore showed the 'underestimated' power of Mindfulness practice when practitioners are truly bought into being mindful, surrender to the experiences of being in the moment and take self-inspection to heart, in line with the findings around acceptability of Mindfulness interventions by Colgan et al. (2019). It further gives credence to the contention of Pot et al. (2012) with respect to the value of workplace innovations that empower employees in their daily decision making to add value to the organization by catalyzing their abilities.

The positive appraisal and support towards advancing such practice organization wide, finds grounds in three types of benefits as a result of the shared perspectives by the participants. First, Mindfulness professional development would be beneficial for the individual at intra-personal level, secondly Mindfulness professional development would garner benefits at inter-personal level, and thirdly, it would have benefits at the person-organization level.

Based on the responses given by the participants when queried on the potential of Mindfulness training as an organization wide professional development route, the

point was overwhelmingly clear that at the intrapersonal level it would garner benefits that are progressively developmental for the employees. Through higher self-awareness, nurtured ownership over the tasks and job, and increased effectiveness in performance, one would build confidence in their ability, develop a much more positive personal and professional image and enjoy enhanced job satisfaction. This developmental impact can clearly be traced back through the experiences and noted composure changes of the participants in this study and can equally be found as generally highlighted outcomes of Mindfulness practice in the scholarly literature (Passmore, 2019; Jamieson and Tuckey, 2017; Good et al. 2016). It is clear that the majority of the noted points by the participants shows substantial removal from external direction and a predominant internal drive, therefore clearly showing links with Self-Leadership.

As for the interpersonal level benefits as a result of professional development for Mindfulness, the most pervasive argument was situated around better engagements among people and the value of perspective taking. The participants' responses indicated on the one hand expected results around decreasing negatives at work such as decreased emotionally charged situations, in line with the Mindfulness works on increased positive and dampening engagement in negative relationships (Krishnakumar and Robinson, 2015;Long and Christian, 2015; Reb et al., 2014) and also better conflict resolution in line with the findings around handling difficult work place interaction (Brady et al., 2012; Hallman et al., 2014), work hostility (Krishnakumar and Robinson, 2015) and retaliation and reaction to injustice (Long and Christian, 2015). On the other hand, responses that indicated expected benefits around team spirit and communication effectiveness would equally show the potential of an increase of positive interpersonal aspects. Such benefits are again found in the aggregating works of the Mindfulness literature in an organizational context (Passmore, 2019; Jamieson and Tuckey, 2017; Good et al., 2016) and in more specific studies on Mindfulness and interpersonal skills (Hallman et al., 2014; Goleman, 2013), increased positive and dampening engagement in negative relationships (Krishnakumar and Robinson, 2015; Long and Christian, 2015; Reb et al., 2014), team work and cohesion (Cleirigh and Greaney, 2015), communication quality (Beach et al., 2013; Fast et al., 2014) and adaptive coping styles (Hallman et al., 2014).

At the person – organizational level, the benefits that were highlighted by participants who advocated for Mindfulness as a worthwhile professional development route concerned the fostering of a bigger picture view in people to the benefit of the organization as well as the pivoting of people towards more openness to the change. Both contentions align with the works around how Mindfulness generates renewed perspective (Felton et al., 2015; Ding et al., 2015) but also increased non-judgmental acceptance of circumstances and others (Chiesa and Serretti, 2011; Rocco et al., 2012; Jimenez et al., 2010) and adaptivity of individuals towards their environment (Hallman et al., 2014).

A final note that is worthy of highlighting was the finding around dealing with resistance towards the relatively novel idea of Mindfulness practice in an organizational professional development context. The manner of delivery and the use of internal advocacy would certainly heighten the chances of reducing expected resistance whereby the findings clearly showed that initial skeptics were quickly swayed towards buy-in as a result of meaningful and practically useful delivery of the topic, whereby realizing the practical and context specific value add of Mindfulness practice was instrumental. To further foster buy-in, championing of the idea through internal advocates who operate at thought leaders on the topic was also pointed at as a suggestion.

CONCLUSION

With the objective of this exploratory study in mind, i.e., to gain understanding of the perspective of Mindfulness practitioners in non-managerial positions on how Mindfulness practice affects their work composures with particular attention to Self-Leadership strategies, it is safe to say that this study has unearthed multiple insightful aspects of the investigated phenomenon. This provides a progression to the call by the literature (Semple et al., 2017; Kotzé, 2018; Brendel and Bennett, 2016) around the need for a better understanding of the potential of Mindfulness as a pathway towards Self-Leadership at work. Through thick description and in-depth discussion of multiple textural and structural description themes, this study shows Mindfulness practice as having a doubtlessly positive experienced impact on work composures. The overall evaluation when making account of what the participants reported, shows that Mindfulness practice indeed allows for the unlocking of self-directedness in individuals through enablement of various emotive and behavioral work composures that span the three Self-Leadership strategies (i.e., Natural Rewards, Constructive Self-thought and Behavior-focused) used in the operationalization of Self-Leadership for this study, and thereby opening beneficial pathways with respect to meeting today's workplace management's expectation of self-directedness of workers.

An overarching notion that pulls this study's effort together is that Mindfulness practice, through its sharpening of awareness of and attention to the self and the situation (including others), is pivotal to breaking habitual emotive and behavioral cycles by drawing on internally generated emotive and behavioral regulation. This clearly echoes the point of Manz (2015) with regards to the need for a clear sense of general and self-awareness if one is to engage in Self-Leadership. Of particular interest here, is the clear expressed experience of ownership activation over one's own being, work tasks, overall job and professional outlook and, in some cases, an acting upon this sense of ownership through various self-led strategies towards aspired outcomes. This confirms the prior alluded to potential of Mindfulness practice to indeed foster the authenticity and responsibility notions that are key to Self-

Leadership with respect to its agentic nature (Furtner et al., 2013) and the activation of a stakeholder view (Waldman, 2014). The actions undertaken show to be more productively and positively attuned to the realities in which one operates, therefore being experienced as a benefit for the self but also towards the larger context in which one operates, which expands on the notion of Brendel and Bennett (2016) of awareness expanding to support transforming behavior and engage in transformative practice. Hereby, Mindfulness practice indeed provides ground to a more balanced evaluation of the tension between what one should be doing (self-management) and what one wants to do (authenticity in Self-Leadership). Such development with regards to the self that Mindfulness practice has shown to enable in this research, indeed covered the cultivation of present awareness of mental models (Cairns-Lee, 2015) alongside the integration of one's sense of personal and professional self therein based on enhanced awareness of beliefs, values and abilities (Edwards et al., 2015; Baron and Parent, 2015; Tovstiga, 2013). This study has therefore illuminated the state of the art in this regard and is hereby contributing to the body of knowledge. Mindfulness practice is indeed a worthwhile professional development route and goal for organizations to consider for employees in light of its various positive impacts on emotive and behavioral work composures as well as its innate enabling power of self-directedness in individuals, in particular as a result of the foundational notions of awareness and attention of Mindfulness.

The sections below will outline in a top-level manner how this study has provided answers to the two main research questions and the sub-research questions that were stated at the outset of this research, some selected themes that emerged from the study, the knowledge contribution of this study, and limitations of the research endeavor with indications for future research.

6.1 The Lived Experience of Non-Managerial Employees of Their Mindfulness Practice at Work

In response to the first main research question (i.e., What is the lived experience of non-managerial employees of their Mindfulness practice at work?), this study found the lived experience of non-managerial employees' Mindfulness practice at work to be one by large described as majorly impacting the practitioners in a

positive way in the sense that it is experienced as transformational, empowering and positively introspective, with the impact experienced as minor in very few cases.

The experiences of positive impact pertain to various emotive and behavioral fronts with respect to the self, the self at work and relations with others at work. With regards to the self, practitioners more consciously experienced awareness of their emotions and enduring emotional state but equally reported behavioral experiences of self-compassion and reflection. For example, one participant said, *"... I used to only think of what is next, without looking back and asking myself what just happened and how that makes me feel ... I do that now much more and it really makes a positive difference in my life."* With respect to work, Mindfulness practice highlighted insights into one's current professional capacity, role and identity, but equally activated forward perspectives in this regard towards future aspirations of short or long-term nature. As one participant noted, *"... Knowing myself much better now has gotten me thinking about what I want to do in my career, and I really think I deserve a chance at something bigger in this school or maybe somewhere else".* The participants further experienced more consciously their performance effectivity and the personal choices they make in a work setting. Finally, in relation to others, the practice of being mindful at work amplified the conscious experience of both behaviors and emotions towards others in various ways.

Besides enhanced experiencing of the various aspects described above, Mindfulness practice was experienced as a change inducer with respect to the self, the self and work and the wider work context in which one operates. At a personal level this was experienced by an enhanced sense of control, self-view, generally more positive emotional stated and better observance. Changes induced at the level of the individual at work concerned becoming more self-directed by carrying generally more positive and authentic dispositions at work alongside significant changes in terms of growth as a professional, better performance and the assumption of a forward perspective with respect to professional development and career. For example, one participant state that *"since I started seeing gaps in my work, I started looking for ways to improve myself, because I did not want to feel bad or insecure anymore ... I have been reading a lot about ad design and have learned a lot from following some good Instagram accounts too".* In terms of being part of a larger work context, work

relationships dramatically improved in various ways and a stronger consideration of and attunement to the bigger picture in which one operates emerged out of Mindfulness practice.

6.2   The Lived Experience of Non-Managerial Employees of Their Mindfulness Practice at Work with Respect to Becoming More Self-Led.

In response to the second main research question (i.e., What is the lived experience of non-managerial employees of their Mindfulness practice at work with respect to becoming more self-led?), the vast breadth of experiences reported by the participants in this study shows that Mindfulness practice is a strong precursor to becoming less dependent on external direction and to drawing on intrinsic motivators and drivers with respect to one's personal, job and larger professional realities. In many cases these experiences are reported in the context of changes that Mindfulness practice has induced with respect to multiple work composures which are noted in the literature as highly desirable in the context of workers being and becoming more self-directed, therefore confirming the practice of Mindfulness as conducive to becoming and being a more desirable employee from that perspective. As one participant shared, *"Since I started doing mindfulness, I have become more my own person at work and I do things because I want to do them not because someone tells me to."* The reported introspective and empowering impact leads to higher awareness of the self and the environment in which one operates as a professional, resulting in an enhanced ability to respectively identify and draw on motivators that stem from within the self, one's job and one's operating context. Building on this, the empowering experience as a result of Mindfulness practice further activates a shift on the continuum of external management to Self-Leadership whereby one transforms into becoming far less dependent on external instruction and guidance by conscious choices and decision making based on not only personal values but equally elements that are aligned with the larger organization of which one is part.

The discussion of findings from the units Experiences and Change as a result of Mindfulness practice in this study further shows the power of Mindfulness practice to enable self-led addressing of dysfunctional emotive and behavioral work composures with respect to the self and others at work towards a desired state.

Hereby Mindfulness practice indeed shows to activate a re-appraisal of one's reality and a re-alignment of one's thinking, being and doing in a self-regulating fashion towards reducing discrepancies between actual and desired states. As stated by one participant, "*I am far more comfortable evaluating my own work and behavior now, and I do it regularly, because it helps me to become better at what I do*".

The key overarching point here is that increased awareness of the self and one's surroundings combined with the abandonment of habitual dysfunctional thinking, feeling and doing, provides an internally generated renewed perspective for the individual with regards to the way they see themselves, their job, their future and their working environment whereby indeed they assume an authentic stakeholder's perspective in the context of Self-Leadership. Mindfulness practices in the moment such as self-scanning and mindful breathing, but equally practices that consider past or forward thinking such as respectively self-reflection and routine breakers, each place the individual central to achieving more conscious and enhanced awareness of the self and one's surroundings. This -even though seemingly trivially logical - presents a fundamental starting point for the individual to engage in self-directedness because the realization of who one is, can and wants to be, consciously happens internally and gives cause to feelings and actions that are self-initiated rather than externally directed. This does not discount the impact of extrinsic influences; however, the intrinsic drive for one's thinking, being and doing becomes a far more influencing component in the regulating process, therefore making it more regulating with a self-led impetus.

With respect to dysfunctional emotive composures, various Mindfulness practice induced self-lead strategies across the three Self-Leadership strategies were unearthed that resulted in change as summarized in . The image outlines not only the shifts, but equally categorizes the underlying findings into colour coded Self-Leadership strategies whereby green, blue and orange refer respectively to Natural Rewards, Constructive Self-thought and Behavioural Self-Leadership strategies. With regards to emotions towards the self, Mindfulness practice induced a self-led shift towards a general more positive emotional state, self-induced recognition of and enhancement of job satisfaction, and self-induced increase in self-worth through introspection and self-discovery. What dysfunctional emotive composures towards

others is concerned, Mindfulness practice induces various self-led strategies that results in shifts towards greater independence, envy abandonment for contentment, improved resilience in the face of adversity or resistance, stronger connections with one's work environment and colleagues, and embracement of change away from resistance.

Figure 7   *Mindfulness as a self-led emotive change inducer*
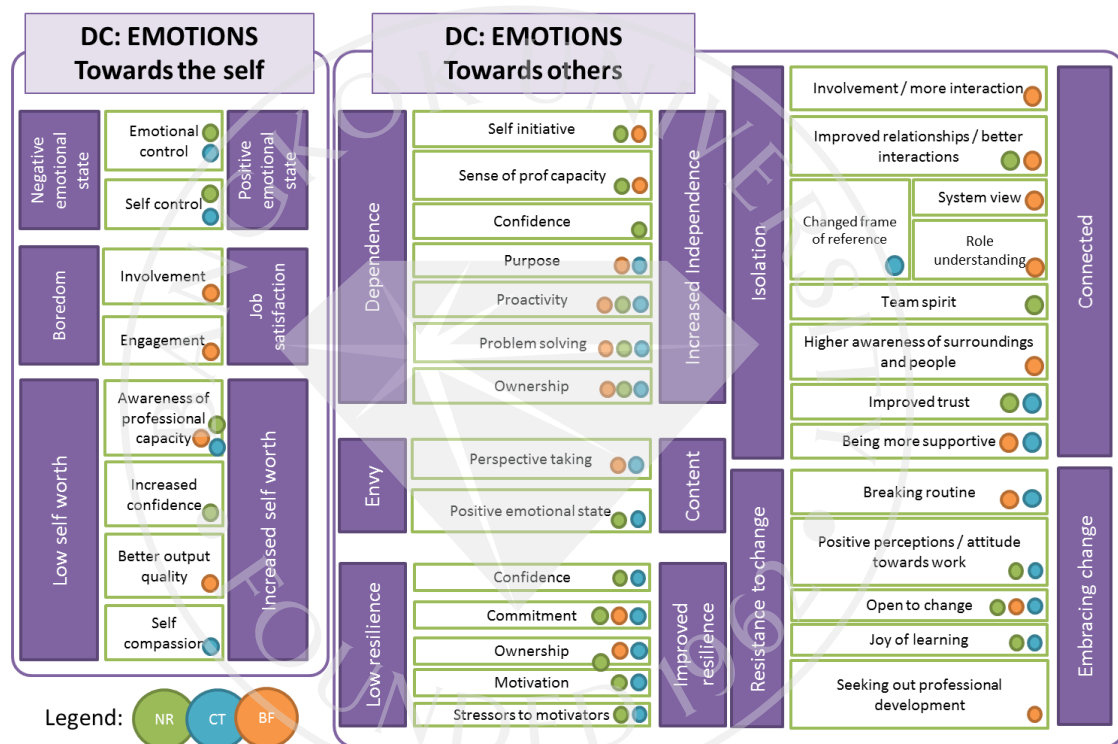
With respect to dysfunctional behavioral composures, various Mindfulness practice induced self-lead strategies across the three Self-Leadership strategies were found that resulted in change with regards to general actions, deviant behaviours and decision making, respectively summarized in , and .

With regards to general action behavioural change (), Mindfulness practice was found to induce a self-led shift away from operating in auto-pilot towards more conscious action, from generic solution development to more on point problem solving, from a compliance mindset towards a more contextually rational disposition, from a functional approach to a humane approach with respect to relationships, and finally from general disorganization to being far more organized.

Figure 8 *Mindfulness as a self-led behavioural change inducer - General Action*
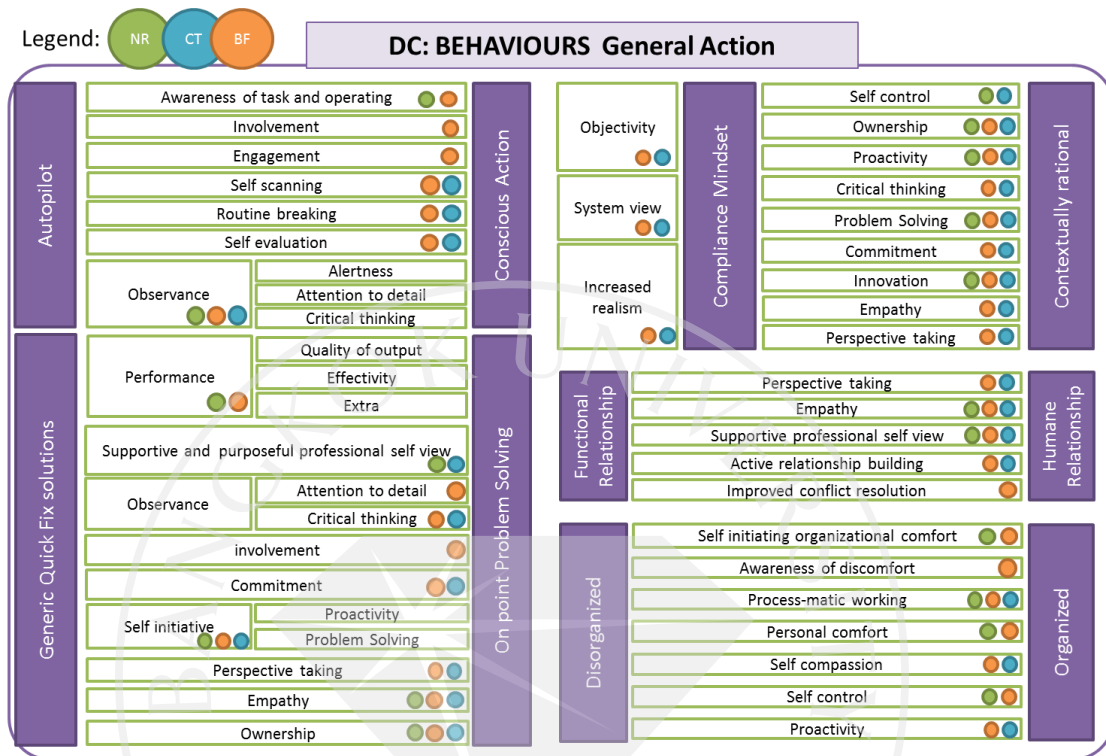
With regards to behavioural change in address of deviant behaviours (),
Mindfulness practice was found to induce a self-led shift away from on the one hand
camouflaging behavior towards bringing one's authentic self to work and on the other
hand from condescending pre-dispositons to a far more supportive demeanor.

Figure 9 *Mindfulness as a self-led behavioural change inducer - Deviant Behaviour*
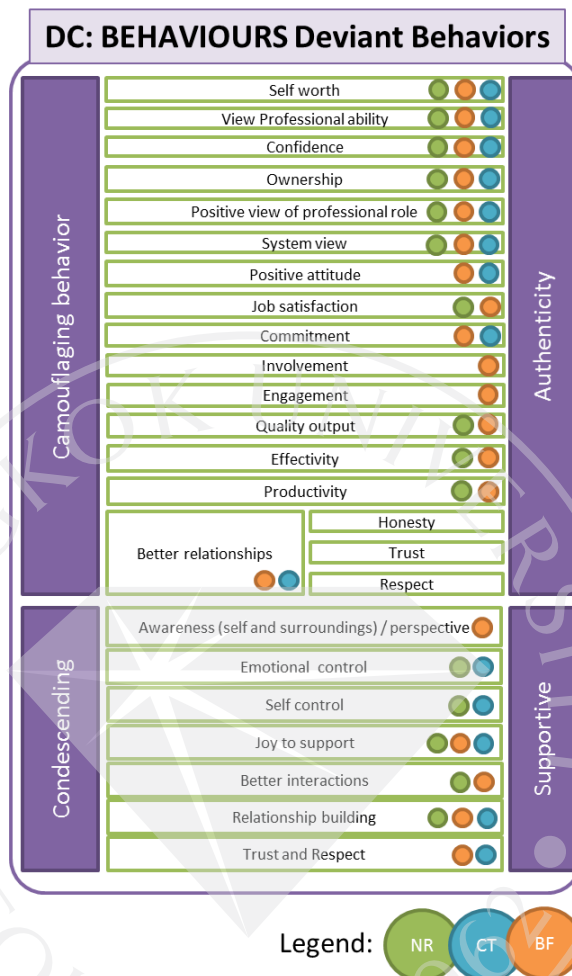
With regards to behavioural change in address of decision making (),
Mindfulness practice was found to induce a self-led shift towards improved
judgement and perspective taking, a shift away from self-service bias towards a more
balanced self-appraisal, and improved communication of decisions.

Figure 10 *Mindfulness as a self-led behavioural change inducer - Decision Making*
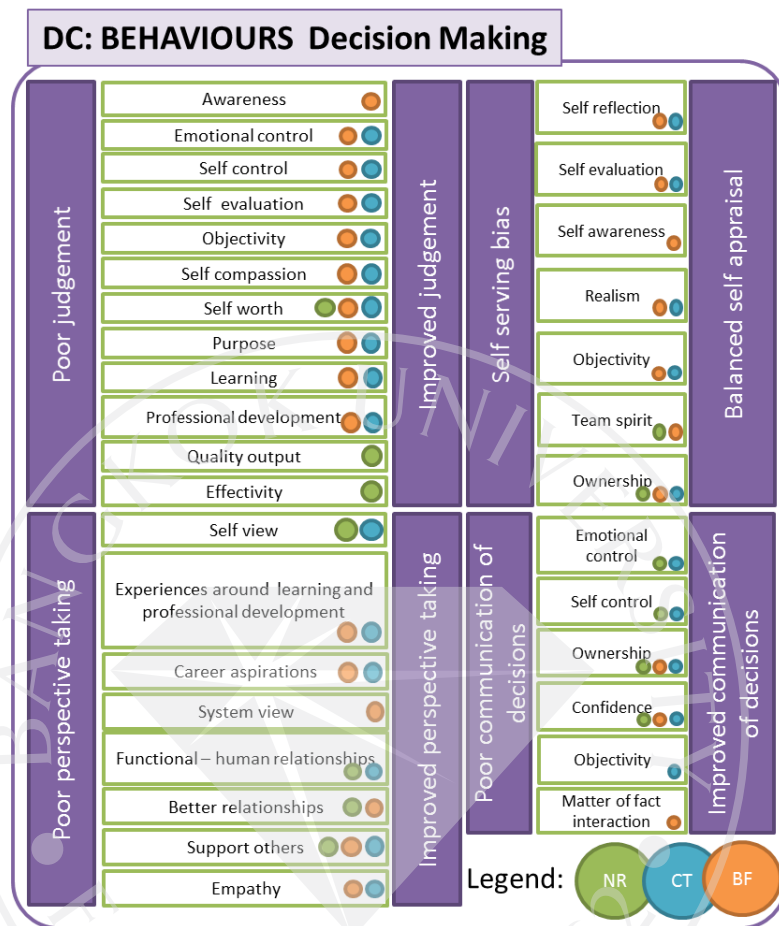
6.2.1 Mindfulness Practice and Natural Rewards Self-Leadership Strategies

In response to sub-research question 1 (i.e., How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with Natural Rewards strategies?), a 75 percent consensus rate among the participants that Mindfulness practice majorly impacted aspects of Natural Rewards Self-Leadership strategies, noted experiences related to this strategy under the form of highlighting positive and enjoyable aspects of the job, a refocus from negatives to positives and indications of heightened sense of control over the job activities and tasks. The latter two are dubbed in the Self-Leadership literature to foster confidence and self-determination, a link which in this study can be drawn on multiple occasions.

Mindfulness practice was found to foster a clear focus on positive emotional states (e.g., happiness, job satisfaction, confidence, pride) and away from negative

emotional states (e.g., frustration, low self-esteem, boredom, envy). It was also found to induce a focus on the joyful experience and intrinsic motivating power of various job and general work aspects. Joyful experiences that were highlighted by Mindfulness practice concerned mostly a renewed appreciation for various interpersonal aspects of work (e.g., human relationships, better interactions, knowledge transfer) as well as the process of working, the job satisfaction of doing a good job but also the personal comfort that one can realize for oneself through learning and being more organized. As one participant expressed, "By self-reflecting I have learned to develop a list of tasks that I need to do to process paperwork for teachers … this has made my life so much easier now ".

Intrinsic motivating aspects of the job that were illuminated as a result of being mindful were purpose of one's task by active engagement in an organizational or peer-support context, better personal performance at work, an enhanced professional self-view and new ways of doing things. This all was very strongly underpinned by a clear realization of and focus on a sense of ownership over one's task, professional demeanor and professional growth. Another aspect that showed engagement in Natural Reward strategies concerned the expression of increased perceived control over the task as a result of enhanced confidence through examples of proactivity, daring to approach things differently, embracing change and generally drawing on intrinsic motivators in the work-related arena.

6.2.2 *Mindfulness Practice and Constructive Self-thought Self-Leadership Strategies*

In response to sub-research question 2 (i.e., How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with Constructive Self-thought strategies), a consensus of 90 percent among the participants noted that Mindfulness practice indeed activates Constructive Self-thought strategies, primarily by breaking negative habitual thinking and replacing this with positive habitual thinking, but also by triggering a constructive internal self-regulating dialogue towards improved efficacy perceptions through building confidence in one's own ability. Two overarching sustained positive mindsets that emerged in this regard were ownership and commitment whereby Mindfulness

enables a more personal connection with the work at hand but equally a self-drive to stick to the task in the face of adversity. One participant stated in this regard that *"Mindfulness has helped me to see that taking my job more seriously leads to becoming better at it … over the last few months, I feel like I have understood my job much better than I ever did and I feel comfortable to have conversations with my boss about what I am doing and how I am performing which used to be something I was uncomfortable with"*.

The fostering of positive habitual thinking concerned the self in the form of increased self-liking, self-worth, self-compassion, willingness to learn, a more positive professional self-view and positive forward perspective. Positive habitual thinking with respect to dealing with work reflected itself by means of respectively more proactive problem-solving thinking, a positive mindset towards change, converting stressor perceptions into positive challenges and more objective thinking instead of being guided by emotional charges. In the context of dealing with others, newly assumed habitual thinking that was expressed as constructive concerned a sense of team spirit, collaboration, perspective taking and empathy.

Mindfulness practice activated emotional self-control through calming self-talk and affirmation of positive emotions through self-scanning and mindful breathing. It also led to the engagement in a positive internal dialogue through self-reflection with respect to confirming personal professional abilities, constructive questioning, confirmation of completion of tasks and a self-evaluative forward perspective towards learning and professional development.

Self-imagery of successful completion of the tasks was not reported as a result of Mindfulness practice, which is somewhat surprising given the extensive engagement in self-reflection and the fostered positive forward perspective. The absence of reporting such self-imagery could have been probed further on in the interviews, whereby more follow up questions could have given a stronger understanding of why this is the case.

6.2.3 *Mindfulness Practice and Behavior-focused Self-Leadership Strategies*

In response to sub-research question 3 (i.e., How is Mindfulness practice experienced to contribute to the Mindfulness practitioner's engagement with

Behavior-focused strategies?), a 90 percent consensus among the participants showed Mindfulness practice to have a strong, positive impact on Behavior Focused Self-Leadership strategies. Enhanced self-awareness and contextual awareness show to be pivotal to engagement therein towards supporting behavioral management. Introspective self-observance generates behavior guiding conscious awareness of emotional states, and professional caliber with respect to work process and output. Evidently from the discussion of the change inducing power of Mindfulness practice, this study revealed a combination of conscious encouragement of desirable behaviors for positive outcomes and abandonment of negative behaviors to avoid negative outcomes. On the one hand this was for example shown by participants being encouraged as a result of positive responses they received towards good behaviors such as friendliness or attention to detail, where on the other hand self-reflection also led to realizing that behaviors such as for instance being unorganized or unengaged did were not contributing to positive outcomes.

Mindfulness practice showed to enable self-cueing mechanisms based on emotional triggers and work process triggers for self-calming behaviors, engagement and involvement in work situations, learning, proactive problem solving and better interpersonal work interactions. It also led to self-discovered insights around the value of self-reward and the reduction of self-punishment showing greater self-compassion. There was further clear evidence of engagement in the self-setting of change-directed goals alongside the clear aspirations and active pursuit of personal authenticity. Hereby, the act of self-goal setting is engaged in with respect to work tasks and professional development. The pursuit of personal authenticity as a self-set goal showed itself in the forms of ownership, professional values (e.g., honesty, trust and respect) and career aspirations as driving sentiments, highlighting the agentic nature of the mindful authentic self-leader. A clear expression of this came out by one participant who said that being Mindful *"has made me feel that I want to do this job right, like I owe it to myself"*.

6.3 Selected Emergent Themes

A series of themes that emerged from the Change unit could be argued to deserve some additional attention with respect to the impact that Mindfulness practice

can have in an organization. The theme selection arrives from personal interest of the researcher, scarcity of address of these topics in the current literature in context of Mindfulness practice's impact at non-managerial level on desired work composures for the 21st century workplace and direct relevance to the aspirations of managers at the research site with respect to development of their staff. As outlined in the above discussion, Mindfulness practice clearly induced change in various emotive and behavioral aspects towards desirable work composures for the contemporary workplace. The further discussed themes may present interesting starting points for future research, yet this does not mean that other themes that have emerged from the study do not offer such potential. It is hoped that this study clearly shows the potential of Mindfulness practice as a starting point to instigate change in organizations towards developing more self-directedness in individuals whereby Mindfulness practice impacts the way people think, feel and act. Such changes at individual level, if harnessed effectively by the organization, can induce wider organizational cultural change towards a work environment that nurtures, supports, celebrates and capitalizes on independence and self-directedness of its workers.

The change influence of Mindfulness practice with respect to the way people think and feel shows particular benefit with respect to the Change themes of Self-View, Growth, Positive Disposition, Forward Perspective and Relationships. The change as a result of Mindfulness practice with respect to how individuals see themselves is a clear starting point towards personal deconstruction and reconstruction whereby non-judgmental introspection in this study has the potential to lead to a clearer and more positive Self-View of the Mindfulness practitioners. This reflected itself in the form of discovery of their contribution in a supporting capacity to the organization, an increased sense of self-worth, a clear realization of their personal purpose through their job function and a far more positive professional self-image. Each of these can be argued to form very strong foundations of thinking towards more authentically participating in the organization i.e. comfort in being the person they are at work with a clear sense of value in the organizational context. A second theme that aligns with this, is the Change theme of Positive Disposition, whereby Mindfulness practice was reported to foster change around bringing a more positive attitude to work, being more committed and motivated to work, and comfort

with a dynamic work environment. Both the improved Self-view and positive demeanor that individuals assume with respect to work, can be seen as pivotal towards fostering confidence drawn from intrinsic motivators rooted in the self and the job held. The emergent Change theme of Growth further solidifies this argument when unpacking its structural description themes of noticed changes in professional capacity, confidence and an increased sense of ownership over one's tasks and function in the organization. Hereby, the practice of being Mindful of the moment and being self-reflective of one's practice triggered internal strength towards a sense of control and confidence to operate in the job, but equally instigated positive and constructive future oriented mindsets with regards to learning and career progression. A final positively changed manner of thinking and feeling reflected itself through the Change theme of Relationships, whereby Mindfulness practice resulted in an enhanced sense of trust, support and team spirit. This would suggest strong benefits from Mindfulness practice towards creating good foundations to build constructive social bonds in a professional context whereby individuals and their independence are valued within a team context. Mindfulness practice instigated more empathic dispositions in people whereby they recognized, by being more aware of their personal but also others' moment, how they were able to connect better to how other people feel and what their motivations are in various situations and encounters, indicating enhanced empathy and possibly aspects of improved emotional intelligence.

The change influence as a result of Mindfulness practice in terms of enabling actions that are seen as favorable in a 21st century workplace context showed itself through the emergence of Change themes such as Self-Initiating, Performance and Relationships. The study clearly reports on Mindfulness practice to make people become less dependent on extrinsic direction. This showed itself in the form of higher involvement and engagement in work driven by more self-motivation. The independence further also indicated proactive problem-solving behavior as a changed work composure with a critical stance and in some cases forms of creativity and innovation were experience for which the latter however were not reported as changed experiences. A final notion where independence as a result of Mindfulness practice emerged was with regards to self-directed learning and engagement in professional

development, which shows actioning of aspirations as a result of self-awareness and self-reflection. Mindfulness practice was also attributed to enabling, in a self-directed manner, better performance under the form of being more productive, more effective at the job and producing higher quality output alongside in some cases instigating behaviors that span beyond the call of duty. The stronger independence and reported aspects on performance clearly show that Mindfulness practice holds potential to effectively change work related behaviors in people that stand central to the call from managers for a workforce that pursues self-directedness for better value contribution to the organization. At the inter-personal level, Mindfulness practice has shown to be associated with various changes in the context of relationships at work. On the one hand individuals experienced better interactions with people but on the other hand the manner in which relationships were approached had shifted towards being more profound towards building meaningful relationships with people in a professional context. Inter-personal interactions were further considered to be heavily improved with respect to conflict resolution whereby perspective-taking and empathy came forward as internally generated guides in this regard. The enhanced sense of trust, support and team spirit, as identified in the study, indicates indeed that there is a shift in emotional experience that instigates changes in behavior. The change in how relationships are being seen but more importantly being approached indicate that Mindfulness Practice enables evaluation and decision making in a work setting that allows people to make more effective decisions in terms of working with others and relationships. This clearly suggests that Mindfulness practice and its outcomes imprint on the domain of Emotional Intelligence, with arguably promising results.

Given the attribution by participants of Mindfulness practice to clearly experienced changes with respect to the above selected themes, it is clear that the practice of being mindful at work holds very strong potential to induce work composures that are highly sought after by managers in today's workplace. Mindfulness practice indeed allows for the awakening of positive ways of thinking, feeling and doing in a context of work that stem from internal drives rather than being dependent on only external direction.

6.4 Knowledge contribution

On the back of Brendel and Bennett's (2016) and Passmore's (2019) call for the need for empiric research in how the innovative professional development route of introducing Mindfulness in organizational contexts can play a potentially significant part in developing a worthwhile workforce for the 21st Century, this study has highlighted a vast plethora of desirable work-composures to be enabled stemming by large from intrinsic starting points instead of extrinsic motivators. This study further has shown an empiric progression of the up to now primarily theoretical contention of Semple et al. (2017) that Mindfulness practice would positively influence engagement in Self-Leadership strategies. Hereby, this study also gives ground to include Mindfulness as a worthwhile antecedent to better understanding Self-Leadership whereby Kotzé (2018) in her study of precursors to Self-Leadership, did not give real consideration to Mindfulness. This research unpacks, in an exploratory manner, the potential value of Mindfulness practice towards generating self-directedness in non-managerial workers through its activating potential of Self-Leadership strategies and gives food for thought towards articulating key variables such as for example self-view, ownership, confidence and forward perspective to name a few, that may form the basis for causal research approaches in this context.

To the knowledge of the researcher, as a first in its kind, this study has outlined the lived experience of non-managerial employees with respect to how Mindfulness practice affects work composures with a particular focus on Self-Leadership, therefore contributing a novel piece of knowledge. Based on its study setting and methodology, this research has explored Mindfulness practice as a route towards improving the fit of non-managerial workers' work composures with the expectations of managers in the 21st century workplace for more independent and self-directed individuals (Van Laar et al., 2017; Knight, 2017; King and Zaino, 2015; Gino and Staats, 2015). The Mindfulness practices that were noted by the participants, are not dissimilar from Mindfulness practices that are investigated in other studies in other context (students, workers or military), and therefore do not suggest that there is evidence of a cultural interpretation of the practice compared to other cultural settings. What the study does reveal however, is a substantial building in confidence, self-worth, self-image, authenticity and a sense of purposefulness, which could be

considered as a balancing, dampening effect in respect of a power distance accepting culture, hereby helping individuals to find themselves and their voice within a workplace setting as a result of self-led realizations and consequential composures. Mindfulness practice can be argued to have introduced a sense of individualism to the participants with respect to care for and awareness of the self, but equally deploying that enhanced self image towards supporting others and being of value to others, thereby tapping into purposefulness and positive belonging. It would however be presumptuous to draw any culturally based conclusions out of the this work, since this was not the outset of the study and the data collection did not focus on any cultural aspects. Future investigation could explore this aspect further.

In line with Kurt Lewin's change management theory, being mindful has shown to be a worthwhile practice towards unfreezing dysfunctional composures (as a result of self-awareness, acceptance and personal introspection), changing such dysfunctional as a result of positively experienced new or latent composures, and refreezing the newly adopted work composures by sustaining Mindfulness practice and building on the positive experiences as a result thereof including self-goal setting. The reported experiences further show that Mindfulness practice indeed allows individuals to move away from being managed by external influencers and instead assume more control over their emotive and behavioral composures at work by becoming more consciously aware of personal and context-specific aspects of their operating in the workplace. This in turn triggers various natural engagements in self-regulation of emotive and behavioral composures through Self-Leadership strategies that result in becoming less dependent on and directed by their managers.

The practical contribution of this research lies in informing decision-makers of the participating organizations about the potential of training for Mindfulness as a professional development activity. Participants of both organizations expressed overwhelming support to the roll out of Mindfulness training for the whole organization whereby they identified its benefits to stem primarily from its potential to create a more pleasant and productive work environment as a result of better emotional management and perspective taking in terms of interpersonal engagements, but also the confidence building and improved self-image (professional and personal) that Mindfulness practice was experienced to generate. The success of such an

organization-wide initiative was expressed to be dependent on careful consideration for the mode of delivery to be appropriate to fostering adoption of the practice, whereby internal advocacy by thought leaders would be highly supporting towards buy-in to the topic of the training. Overall, this insight of the study would suggest considering the inclusion of training for Mindfulness practice as part of the orientation efforts when onboarding new staff in the organization to be worthwhile. This would enable them to work towards meeting organizational expectations with respect to self-direction and appropriate independent functioning in their respective jobs.

The outcome of this study and the growing body of research on benefits of Mindfulness practice in the workplace arguably draw attention to Mindfulness practice in a professional profile context for the 21st century worker. Should Mindfulness practice enjoy increased popularity among current and future decision makers, it would not be unimaginable to see Mindfulness included as a formally noted skill or even qualification that would serve employees' profiles favorably in contexts of recruitment or consideration for promotion. On the one hand, this could emerge by means of applicants championing the practice as part of their professional capacity in support of goal attainment and value added to an organization or project. On the other hand, organizations may decide to include Mindfulness practice as a more formal organizational 'way of doing things' and therefore considering it as a qualification benchmark when posting internal or public vacancies or in the context of internal professional development for career or talent management. Both routes would strengthen the argument for Mindfulness to be a valuable, desirable or even necessary competency in the 21st century workplace, which, in line with the contention of Good et al. (2016) as it being a root construct for organizational science, would be more than plausible.

6.5 Limitations and Future Research

The realities in which this research has taken place – in particular the constraints – and the choices made by the researcher, result in two overarching limitations to this study: limited generalizability and limited explanatory power of causal relationship between the theoretical constructs that have emerged from and underpin this study. These limitations, however, should not be considered as

undermining the robustness of this study, but rather be seen as starting avenues for future research to advance the knowledge in the domain.

Firstly, the exploratory nature of the study combined with the constraints discussed in the dedicated section in this thesis, results in limiting generalizability of the findings. Future research can investigate whether different work settings in terms of industry or organizational culture, or national cultures, would generate different perspectives by Mindfulness practitioners towards self-led work composures. This study provides a very solid starting point for such studies by, on the one hand, its high level of replicability as a result of its carefully and clearly documented process and, on the other hand, allowance to formulate starting propositions that are based on empiric grounds and a robust review of the literature. The positions held by the participants are for the most part non-industry specific, which further strengthens this study to be a starting ground for advancing future research towards generalizability. Replicating this study in various contexts would allow to evaluate how the results of this study stand up in different research settings and, through generalizability, lead to the development of theory based on qualitative research.

Secondly, the qualitative nature of this study limits this study in presenting a quantifiable causal relationship between Mindfulness practice and work composures with respect to Self-Leadership. Notwithstanding the various mechanisms put in place to guard for reliability and validity in a qualitative research context, the inherent limiting factor of an interpretivist exploratory research stance must be recognized in this regard. It is, however, expected that the themes that have emerged from the qualitative investigation in this study can inspire the development of constructs that could be used to develop on or more quantitative pieces of research towards further understanding and explaining the effect of Mindfulness practice at work with respect to work composures and the amount of its impact on Self-Leadership. The themes that have emerged from this research are hoped to be an empiric starting point towards generating independent and dependent variables to investigate causality through for example regression modelling, which could further inform the emphasis on aspects of Mindfulness to be delivered in trainings for desired results. Such investigation would allow for a larger scale investigation across multiple organizational contexts to

ascertain whether the finding of this study hold up or reveal any differences as a result of specific organizational cultural factors.

An inherent aspect of the choice of Phenomenological research towards describing the lived experience of individuals is the fact that the findings of the study and the conclusions drawn thereout are based on what the interviewees share through their narratives. This means that potentially some aspects that may have played part in the lived experience may not have been shared despite the extensive efforts made when developing and reviewing the interview instrument to as much as possible capture the full set of experiences of the participants with respect to the studied phenomenon. Exploring multiple angles towards the engagement in Self-Leadership strategies and eliciting the change that Mindfulness practice has brought to bear on the participants may still have not captured the full breadth of the lived experience, yet its deployment was purposefully done to draw as much information and insight as possible. In this regard, the absence of visualizing successful completion of tasks, that became apparent in the section on Self-Thought strategies for example, could perhaps been addressed more carefully by stronger follow up questions as to why this strategy was not being engaged in by the participants. The length of the interviews and the density of the shared information does evidence however a very extensive data set to have been drawn considering the exploratory intent of this study. Follow up interviews with participants may have allowed for further probing into some of the data.

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APPENDIX

APPENDIX A

Participation Invitation Letter

Dear Invitee,

My name is Wimonrat Worawichayavongsa. I am a doctoral student at The Institute of Knowledge and Innovation Southeast Asia (IKI-SEA), Business School of Bangkok University. I am kindly requesting your participation in a doctoral research study that I am conducting titled: A Study on the Influence of Mindfulness on Self-Leadership of Thai Non-Managerial Employees. The intention is to assess the influence of Mindfulness on Self-Leadership of Thai Non-Managerial Employees.

The study involves completing basic demographic information and a series of interview questions.

Participation is completely voluntary and you may withdraw from the study at any time. The study is completely anonymous, therefore, it does not require you to provide your name or any other identifying information.

If you would like to participate in the study please read the attached consent letter. Your participation in the research will be of great importance to assist in Self-Leadership of Thai Non-Managerial employees ensuring that they will be able to work mindfully and efficiently in the organizations

Thank you for your time and participation.

Sincerely,
(Signature)

Wimonrat Worawichayavonga
Ph.D. Candidate
The Institute of Knowledge and Innovation Southeast Asia (IKI-SEA),
Graduate School of Bangkok University

APPENDIX B

Participant Information Sheet and Consent Form

I volunteer to participate in a research project conducted by Wimonrat Worawichayavongsa, PhD Candidate from The Institute of Knowledge and Innovation Southeast Asia (IKI-SEA), Business School of Bangkok University. I understand that the project is designed to gather information about the influence of Mindfulness on Self-Leadership on Thai non-managerial employees. I will be one of approximately 20 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one in my organization will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by the researcher, Wimonrat Worawichayavongsa. The interview will last approximately 60 - 90 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be make. If I don't want to be taped, I will not be able to participate in the study.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and organizations.

5. Employees from my organization will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

_____   _____

My Signature   Date

_____

My Printed Name

For further information, please contact: _____

_____   _____

Wimonrat Worawichayavongsa   Date

Researcher

092-281-3300

Newie7@gmail.com

APPENDIX C

Interview Protocol

Interview date: _____

Interview time: _____

Interview location: _____

Interviewee Details:

Name: _____

Participant Code: _____

Position/Department: _____

Gender: male / female

Age range: 18-25 / 26-30 / 30-40 / 40+

Highest educational qualification: Certificate, Diploma, Bachelor's, Master's Degree, Ph.D.

Experience abroad: yes / no If yes, how many years? _____

Multinational work environment with daily interaction with different cultures: yes / no

Interviewer: _____

Introductory dialog key point script:

First of all, thank you very much for making time for me to participate in this study. I really appreciate your contribution to my study.

Before we start, I would like to inform you about the way this interview will run:

a: The interview has a total of 10 questions.

b: The interview should last approximately 60 - 90 minutes so you can take your time to think   about your answers if you feel this is necessary.

c: This interview is meant to develop more as a conversation, so please do not feel shy to interrupt, cycle back to something from an earlier section or to add something when you feel this is needed.

As you were informed in the email invitation for the interview, this interview will be audio recorded in order for me to be able to evaluate what has been said in details afterwards. The audio recording will not be shared with anyone except for me,

the audio recordings will not be shared with anyone and will not be used for any other purpose than this study. Would you be okay with me audio recording this interview?

The recording starts from now.

Before we get started, do you have any questions?

As mentioned in the invitation, all recordings and information related to this interview will remain anonymous – no names will be used and special care will be taken so that you will not be able to be identified in any form through this study.

I would like to ask you to sign the consent form that was attached to the invitation – this form confirms that you voluntarily participate in this study and are aware of its purpose and the processes followed. Would you please sign the consent form?

[(In case of a telephonic/VOIP interview) I will now turn on the speaker phone so I can take notes during the interview. Should you not be able to hear me clearly, please do not hesitate to let me know.]

If any questions are unclear please do not hesitate to point this out to me, so I can rephrase the question. If at any point in time we are discussing topics that make you feel uncomfortable, please feel free to indicate this so we can move on to another topic. It is very important that you answer the questions as truthfully as you can – there are no right or wrong answers here. The objective of the interview is to capture your impressions and experiences. Feel free to use as many examples as you can and it would be very useful for me and please feel free to describe them with as much detail as possible.

Shall we get started?

Great.

APPENDIX D

Interview questions

1. Tell me about your role/position. What are your main tasks in the organization?

ตำแหน่งและภารกิจหลักในองค์กรของคุณคืออะไร

Prompts:

- Experience in the position ประสบการณ์ในตำแหน่งงาน

- Reporting lines สายการรายงาน

- 'Ratio' between working alone and working with others อัตราส่วนระหว่าง การทำงานคนเดียวและทำงานร่วมกับผู้อื่น

2. What are the most challenging parts of your job? อะไรคือสิ่งที่ท้าทายที่สุดใน การทำงานของคุณ

Prompts:

- Complexities of task ความซับซ้อนของงาน

- People involved คนที่เกี่ยวข้อง

3. Could you tell me about your Mindfulness practice? คุณสามารถบอกฉัน เกี่ยวกับการฝึก Mindfulness ของคุณได้ไหม

Prompts:

- which practices (how) ฝึกแบบไหนอย่างไร

- how often (daily, weekly) ฝึกบ่อยแค่ไหน (รายวัน, รายสัปดาห์)

- routine or in promptu ฝึกฝนเป็นประจำ หรือ ชั่วครั้งชั่วคราว

4. Do you believe your Mindfulness practice affects what motivates you in your job? If so, how? (Natural Rewards) คุณเชื่อว่าการฝึก Mindfulness ของคุณได้ส่งผล กระตุ้นต่อการทำงานของคุณหรือไม่ หากส่งผลเป็นอย่างไร (รางวัลตามธรรมชาติ)

Prompts

- building more pleasant and enjoyable features into a given activity / refocusing from negative aspects to task inherent positives ทำให้สนุกกับการทำงานมากขึ้น หรือ สามารถหันกลับมาสนใจแต่สิ่งที่ดีในการทำงาน

- Examples of positive/neutral/no impact ตัวอย่างของสิ่งที่ดี/ ไม่มีอะไรดีขึ้นหรือแย่ลง / ไม่มีผลกระทบใดๆ

- Overall major / minor / insignificant impact ผลที่ได้โดยรวม, เล็กน้อย, ไม่สำคัญ

- People involved บุคคลที่ร่วมงานด้วย

- How did you address such situation (i.e. what motivates you in the job) in past คุณรับมือกับสถานการณ์ดังกล่าวในอดีตอย่างไร

5. Do you believe your Mindfulness practice affects the way you think during and about your job? If so how? (Constructive Self-thought patterns)

คุณเชื่อว่าการฝึกสติของคุณส่งผลกระทบต่อวิธีที่คุณคิดในระหว่างและเกี่ยวกับงานของคุณหรือไม่? ถ้าเป็นเช่นนั้นได้อย่างไร (รูปแบบความคิดสร้างสรรค์)

Prompts

- identifying and replacing dysfunctional beliefs and assumptions, mental imagery and positive self-talk ระบุและแทนที่ความเชื่อและสมมติฐานในทางลบโดยการคิดด้วยตนเองในเชิงบวก

- Example of positive/neutral/no impact ยกตัวอย่างผลดีที่ได้รับ / ธรรมดา / ไม่มีผลใดๆ

- Overall major / minor / insignificant impact ผลที่ได้โดยรวม, เล็กน้อย, ไม่สำคัญ

- People involved (if relevant) บุคคลที่เกี่ยวข้อง

- How did you address such situation (i.e. the way you think during and about your job) in the past คุณรับมือกับสถานการณ์ดังกล่าวในอดีตอย่างไร

6. Do you believe your Mindfulness practice affects your self-awareness during your job? If so how? (behavior focused) คุณเชื่อว่าการฝึก Mindfulness ของคุณ ส่งผลกระทบต่อการรับรู้ตนเองในระหว่างการทำงานหรือไม่? ถ้าเป็นเช่นนั้นได้อย่างไร (เน้น พฤติกรรม)

Prompts

- self-observation, self-goal setting, self-reward, self-punishment and self-cueing
การสังเกตตนเอง การตั้งเป้าหมายตนเอง การให้รางวัลตนเอง การลงโทษตนเอง การจัดระเบียบตนเอง

- Example of positive/neutral/no impact ยกตัวอย่างผลดีที่ได้รับ / ธรรมดา / ไม่ มีผลใดๆ

- Overall major / minor / insignificant impact ผลที่ได้โดยรวม, เล็กน้อย, ไม่ สำคัญ

- People involved บุคคลที่เกี่ยวข้อง

- How did you address such situation (i.e. your self-awareness) in past คุณ รับมือกับสถานการณ์ดังกล่าวในอดีตอย่างไร

7. Which aspects of your job do you believe are most affected by Mindfulness? Please elaborate how this is the case.

งานด้านใดที่คุณเชื่อว่าได้รับการเปลี่ยนแปลงมากที่สุดจากการฝึก Mindfulness ? โปรดอธิบายอย่างละเอียดว่ากรณีนี้เป็นอย่างไร

Prompts

- Core tasks (Q1) งานหลัก (คำถามข้อ 1)

- Main challenges (Q2) ความท้าทาย (คำถามข้อ 2)

- Expectations of supervisors (ความคาดหวังจากหัวหน้างาน)

- Expectations of colleagues (ความคาดหวังจากเพื่อนร่วมงาน)

8. How have things changed for you at work since you started practicing Mindfulness?

(สิ่งใดที่ได้เปลี่ยนแปลงสำหรับคุณในที่ทำงานตั้งแต่คุณเริ่มฝึก Mindfulnessๆ?

Prompts

- Any ways how you do your job differently now? (มีการเปลี่ยนแปลงในการ ทำงานของคุณจากแต่ก่อนหรือไม่อย่างไร)

- Any ways how you now think differently about your job? (มีการ เปลี่ยนแปลงในทัศนคติในการทำงานของคุณจากแต่ก่อนหรือไม่อย่างไร)

- Any ways how you behave differently at work? (มีการเปลี่ยนแปลงในการ ปฏิบัติตัวในการทำงานของคุณจากแต่ก่อนหรือไม่อย่างไร)

- Any accomplishments as a result of MF practice? (มีความสำเร็จในการ งานจากการที่คุณได้ฝึก Mindfulness ไหม)

9. Out of your personal experience, how do you feel Mindfulness practice could be of benefit to your direct colleagues?

จากประสบการณ์ส่วนตัวของคุณคุณรู้สึกอย่างไรว่าการฝึก Mindfulness จะเป็น ประโยชน์ต่อเพื่อนร่วมงานโดยตรงของคุณ

10. Is there anything you would like to share or add to this interview?

คุณมีคำถามหรือต้องการเพิ่มเติมอะไรในการการสัมภาษณ์ครั้งนี้หรือไม่?

APPENDIX E

Mindfulness Training

The Mindfulness intervention for this study spans a period of four weeks and is spaced out over eight sessions of Mindfulness training. The intervention is developed from an eight-week plan Mindfulness program for finding peace in a frantic world by Mark Williams and Danny Penman. This four-week Mindfulness training is based on Mindfulness Based Cognitive Therapy which asserts benefits to treat depression, anxiety, stress and exhaustion. The four-week program offers powerful but yet simple practices that participants can incorporate in everyday life. There are two important elements of the four-week training: Meditation and Habit Releasers.

Participants are asked to meditate for a total of around twenty to thirty minutes per day and these sessions are carried out on six days out of seven by using the audio files These can be found at http://bit.ly/rodaleMindfulness. While meditating, participants are asked to focus their full attention on their breath as it flows in and out of their bodies. Focusing on each breath allows participants to observe the thoughts as they arrive on their minds. The goal is to let go of struggling with these thoughts and to eventually realize that thoughts come and go on their own. A second goal is to catch negative patterns acceptingly, seeing things with greater clarity and being able to take wiser and more considered action to change those things that need to be changed.

Habit Releasers ultimately break ingrained habits gently down and dissolve habits that may trap participants in negative ways of thinking. Habit releasers include, but are not limited to, for instance, changing the chair participants normally sit on at meetings or going to the cinema and choosing a film at random. Participants are asked to do these tasks mindfully and with their full attention.

A week by week summary of the program:

Week one session one focuses on Automatic Pilot. This first session helps participants see the automatic pilot at work and encourages participants to explore what happens when they "wake up". Participants are asked to share with the group whether and when they are on auto-pilot mode; for example, waking up, personal

grooming, getting dressed, driving to work, etc. Central to this Automatic-Pilot session is a Body and Breath mediation that stabilizes the mind and helps participants see what unfolds when they focus their full awareness on just one thing at a time. The most common way to practice this is to focus on one single object that is always with them. Participants are introduced to an experiment called Mindful Eating by using the raisin exercise called The Raisin mediation. The key to this exercise is to direct full awareness and full attention to all five senses. Participants spend a short period of time on each of the following eight stages of the raisin meditation:

(1) Holding – Participants take one raisin and holds it in the palm of their hand or between their fingers and thumb. Participants focus on the raisin as if they have never seen anything like it before; for example, focusing on the weight of it or the shadow it may cast on the palm.

(2) Seeing – Participants take the time to see the raisin, looking at it with great care and full attention, exploring every part of it through the eyes.

(3) Touching – Participants turn the raisin over, exploring the textures, viscosity and the general feeling of it between the fingers or on the palm.

(4) Smelling – Participants hold the raisin beneath their noses and notice each in-breath if it has a scent.

(5) Placing – Participants slowly place the raisin into the mouth, noticing how the hand and arm know exactly where to put it, exploring the sensation of having it on the tongue.

(6) Chewing – When participants are ready, they consciously take a bite into the raisin, slowly, noticing any tastes it releases onto the tongue, into the mouth, but NOT swallowing yet.

(7) Swallowing – Participants detect the first intention to swallow as it arises in mind, experiencing it with full awareness BEFORE swallowing, then following the sensation of swallowing the raisin.

(8) Aftereffects – Participants spend a few moments registering the aftermath of the eating. Is there an aftertaste? What does the absence of the raisin feel like? Is there an automatic tendency to look for another? Does your body crave another?

Week one session two uses a Body Scan mediation to help explore the difference between thinking about a sensation and experiencing it. The mind does not

exist in isolation; it is a fundamental part of the body and they both share emotional information with each other. In this session, participants are asked to practice Mindfulness of the Body and Breath. Participants start by finding a comfortable position, either lying on a mat or a thick rug, or sitting on a firm, straight-backed chair. Participants then allow their eyes to close, and bring their awareness to the sensations occurring where the body is in contact with whatever they are sitting or lying on. Then, participants farther their attention and move it to focus on their feet and make that the spotlight of attention, slowly expanding expand their attention to their lower legs, the knees and the rest of their legs, with both legs now the center stage in their awareness, then expanding their attention up the body to the pelvis and hips, lower back and the lower abdomen, then moving up the torso to include the chest and the back, right up to the shoulders, with the torso now the center stage of awareness. Participants then expand their attention to the left arm and then right arm, then the neck and face and head, until they are holding the whole body in awareness. Participants will probably find that the mind wanders away from the breath to thinking, planning, remembering or day dreaming. When this happens, participants take the time to register where the mind has wandered and when ready, very gently but firmly they bring their attention back to their breath.

Week two session one introduces Mindful Movement by making participants aware that sometimes pushing too hard might make things worse and may prevent them from thinking creatively. Participants practice a three-minute breathing space meditation that will help them in the down moments in everyday life. This meditation serves to dissolve negative thoughts before they gain control. It includes three small steps: step one involves becoming aware of what thoughts are going through their minds, what feelings and body sensations are occurring; step two is gathering and focusing attention by following the breath; step three involves expending attention around the breathing so that it includes a sense of the body as a whole.

Week two session two introduces a sounds and thoughts meditation. This session focuses on how participants can be overthinking. Participants are taught that the constantly changing soundscape is just like their thought stream, and that they can relate to their unsettling thoughts the same way they relate to unwanted sounds. Participants are asked to visit the movies, but instead of selecting a movie before they

go, it requires participants to go at a set time and choose only a movie that appeals to them when they get there. This demonstrates that what makes us happiest in life is the unexpected.

Week three session one uses exploring an difficulties meditation to help participants face difficulties that arise in life. Mindfulness is not about attachment; it is about acceptance. Acceptance comes in two steps. The first step involves recognizing the temptation to suppress unsettling thoughts, sensations, feelings or emotions, and the second step is bringing Mindfulness to actively meet participants' unsettling thoughts, feelings, emotions and sensations. Participants are asked to think of the most difficult time in their life, becoming aware of their inner experience, noticing what is happening in their thoughts, feelings and bodily sensations. Then, participants are asked to redirect their attention from those thoughts to "Seven-Eleven" by breathing in 7 counts and breathing out 11 counts. Then, rather than focusing on any sense of discomfort, tension or resistance, participants are asked to expand their attention and awareness to the next moments of their day. As an exercise, participants are asked to take care of a plant because the act of caring for another living thing can greatly improve our own life.

Week three session two introduces a Befriending Meditation to cultivate love and kindness, which helps dissolve negative ways of thinking. Participants are asked to answer the following questions:

- Do I criticize myself for having irrational or inappropriate emotions?
- Do I tell myself I shouldn't be feeling the way I'm feeling?
- Do I believe some of my thoughts are abnormal or bad and I shouldn't think that way?
- Do I make judgments about whether my thoughts are good or bad?
- Do I tell myself that I shouldn't be thinking the way I do?
- Do I think some of my emotions are bad or inappropriate and I shouldn't feel them?
- When I have distressing thoughts or images, do I judge myself as good or bad, depending what the thought/image is about?
- Do I disapprove of myself when I have irrational ideas?

If participants strongly endorse more than one or two of these questions, they may be being too hard on themselves. There are two simple ways to fix this. One is to reclaim their life by thinking back to the moments that made them happy, whether baking a cake or going for a run or doing a good deed for someone else, which can be as simple as wishing someone well and happy.

Week four session one explores routines, activities, behavior and moods to help participants make skillful choices and choose to do things that nourish them rather than deplete them. When people are overwhelmed with life, they often give up on the things that most nourish them. Participants are given a table and asked to write down all the activities they do from waking up in the morning to going to bed, When this list of activities is complete, they ask themselves the following questions:

(1) Of the things that they have written, which nourish them? What lifts their mood, energizes them, makes them feel calm and centered? What increases their sense of actually being alive and present, rather than merely existing? These are nourishing activities.

(2) Of the things that they have written, which deplete them? What pulls them down, drains away their energy, makes them feel tense and fragmented? What decreases their sense of actually being alive and present, what makes them feel that they are merely existing, or worse? These are depleting activities.

Participants complete the exercise by putting an "N" for "nourishing" or a "D" for "depleting" next to each recorded activity. The aim to this exercise is to help participants become aware of and eventually find a balance in life between the things that nourish them and those that deplete them.

Week four session two helps weave Mindfulness into the participants' daily lives over the long term. Participants are asked to maintain the following steps in their daily routine.

- Start the day with Mindfulness
- Use Breathing Spaces learned in week two session one to punctuate their day
- Maintain Mindfulness practice
- Befriend your feelings
- When participants feel tired, frustrated, anxious, angry, or any other powerful emotion, take a Breathing Space and remain mindful throughout.

- Increase the level of exercise and bring a mindful and curious attitude to
  body as participants exercise.
- Remember to breath.

APPENDIX F

and exemplify how the data of the interviews has been processed to arrive at the noted findings to progress the discussion for this study. The example presented here pertains the full data set used for the Unit IMPACT.

The information presented in both tables was preceded by:

1. Translating and transcribing all interviews for content, complemented with interview notes and confirming the content with the participants.

2. Identifying relevant statements per participant per question, omitting repetition of statements and recategorizing answers in other question areas where necessary/appropriate – arriving at 57 statements for impact. Second coder engagement on extracts, discussion and confirmation.

3. Manual theme exploration based on existing themes from the literature and emergent theme recognition by interpretation of the articulation and words used and the content of the phrases in context by grouping statements or partial statements with color coding. Second coder discussion and confirmation.

4. Tabulation of every statement, mapping it against the question sections, color coded links to the themes and indication of unique statement occurrence frequency per theme.

Table 14

Findings tabulation for Unit IMPACT

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P1	Some people say I am a new version of myself… and I feel a lot more confident to step into work now		x	x				1	1					
	My dealings with people are totally different now, I am so much more aware of what is happening			x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P2	being mindful is useful when things get really messy				x	x	x					1		
	I remind myself to do self-scanning, but work is so busy most of the time that I do not really think about it much				x	x	x						1	
P3	This changed my life … I am a different person now	x	x	x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	Very different now …I know myself so much better now … and have discovered new things about myself I did not know where there (good and bad)		x	x				1		1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P4	I feel so much more in line with who I really am and how I feel because I am more paying attention to what I do and how I feel … it has really helped me to know myself better	x	x	x							1			
	this is a very big change for me …							1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P5	Mindfulness has really changed my life, not only at work but also for myself, I feel much more in charge of myself now and confident that I can do things and [that I] can be better	x	x	x				1	1					

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P6	I would not say it has major impact on the way I look at the work I do, but it has helped once or twice at home and how I deal with people yes				x							1		1

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	I feel that I am thinking far more positive thoughts and am able to see positive things around much easier		X					1						
P7	I re-discovered myself as a result of being more mindful … it has introduced myself into my life again, if that makes sense	x	X	x				1		1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	it is like I have a quiet conversation with myself about who I am and how I feel without feeling bad about myself	x	X	x						1	1			
P8	I don't look at work or my life the same way anymore… something is very different and I like it … I feel more in control	x	X	x				1	1	1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	working with others has really changed, like I totally get it now and am able to make them get me	x	X	x				1						
P9	I definitely find result at times but It is difficult to stick to the routine, but I try my best				x							1	1	

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	since I started doing Mindfulness I have been a different person, I feel like a different person, I mean, I am still myself, but I am more comfortable with myself now and it feels great		x	x				1	1					

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P10	There have been some occasions where this really works				x							1		
	I now know I can do it because I have thought of times in the past where I did well … that was very different before		x					1	1					

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	I look at people very differently now … I think more about how they must feel before I do something and that was not the case before.		X	x				1						
P11	I say to myself that I have a job and I can look after myself		X									1		

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	I used to feel sad and bad about my position, that is not longer the case , now I feel that it matters and that I have a lot I can get from it	x	X					1	1					

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P12	The way I see my job now is totally different, I now work much more focused on what I am here to contribute … and that gives me power to do my job well	x						1	1	1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	working with colleagues and others in the school is also totally different now, much more connection and really working together			x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P13	Everthing has changed … like everything … really remarkable how paying attention can be such a change	x	X	x				1						
	I feel like I found myself as a [position], before I was just doing a job.		x	x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P14	I think the whole thing is exaggerated, I feel very little to no difference what so ever, maybe I am not doing it right but that is how it feels to me				x	x	x							1

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P15	Who would have thought that stepping back and evaluating what I am here for before I start working would make such a difference … it is like a recharge of myself	x		x				1	1					
	My attention to detail has totally changed and I make much less mistakes			x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P16	I now much more hear the voice in my head telling me that I need to relax		X								1			
	introducing me-time has really been a major change for me, I mean, I never realised how enjoyable it is to look after myself and how good it is for me		x	x				1						

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P17	eating alone is quite enjoyable now (due to Mindful eating), it gives me some 'me-time' to be with my own thoughts	x	x	x							1			
	I started feeling that I had found a new wind to push me forward to do my job		x					1	1					

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
P18	[Mindfulness practice] has helped me a lot to see my potential, things I did not even know were there or that I thought were not useful to me … now all of that is different		x	x				1	1	1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	Now I realise what matters and what I need to do to make a difference, before I never thought of my work that way	x		x				1						
P19	Things are so much better now, I mean, I am so much more confident about myself, I am ok with that things I am not good at and am ready to improve		x	x					1	1				

Table 14

Findings tabulation for Unit IMPACT (cont.)

part	Relevant Statements	Major impact / Question section			Minor impact / Questions section			unique occurrence frequency						
								Major Impact				Minor / No impact		
		NR	CS	BF	NR	CS	BF	Transformational	Empowering	New self insight	Inner Dialogue	Useful at times	Hard to Maintain	No impact at all
	a lot has positively changed for me at work, and this has to do with me mostly … I am present, I am ready and I am getting things done	x						1	1					
	Total Sample number of unique relevant statements per theme							25	12	8	4	4	2	2

This was then used to produce an overall data summary for easier interpretation of the frequency of emergent themes to indicate common of experiences among the total sample and outliers.

Table 15

Summary data frequency of occurrence Unit IMPACT

| Total statements on Impact	Total statements per category		Themes	nr of statements	% per category
57	Major impact	49	transformational	25	51%
			empowering	12	24%
			new self-insight	8	16%
			inner dialogue	4	8%
	Minor impact	8	useful at times	4	50%
			hard to maintain	2	25%
			nothing	2	25%

BIODATA

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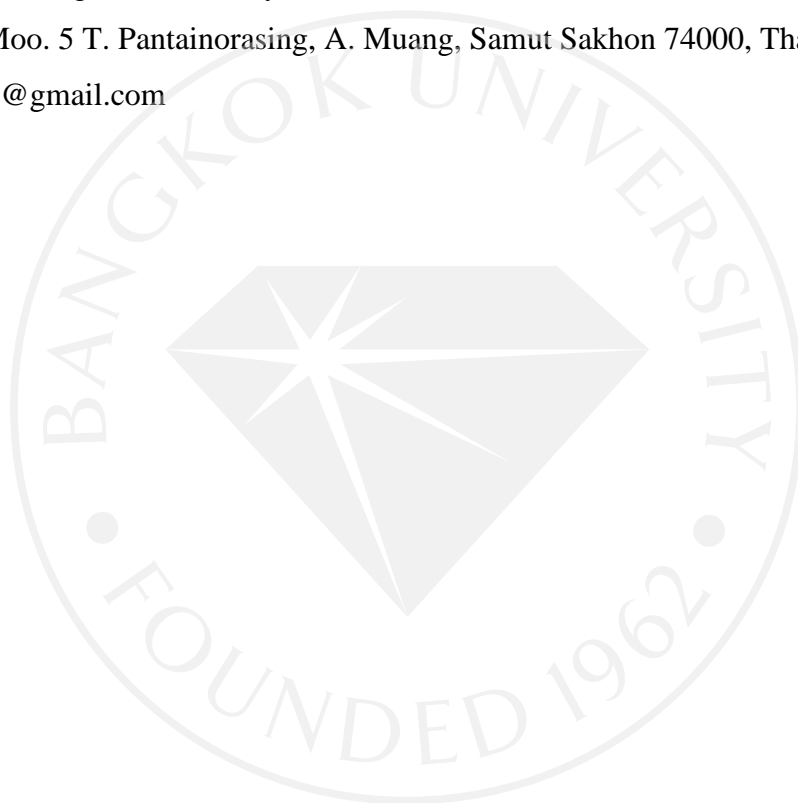
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