Development of emotional competencies, stress and job satisfaction

Implications of a mind-body programme

Dusan Gruicic (Gruicsity)

A thesis submitted in partial fulfilment of the requirements of the University of Greenwich for the Degree of Doctor of Philosophy

May / 2016

DECLARATION

"I certify that this work has not been accepted in substance for any degree, and is not concurrently being submitted for any degree other than that of (Doctor of Philosophy) being studied at the University of Greenwich. I also declare that this work is the result of my own investigations except where otherwise identified by references and that I have not plagiarised the work of others".

ACKNOWLEDGEMENTS

This thesis is a result of an interactive work between me and my three supervisors. Therefore, I would like to thank my first supervisor Dr Wim Vandekerckhove for all his knowledge, academic and practical advices, and his humane and honest support over the last three and a half years. This thesis is also owed to the insights of Dr Kyle Ingram, whose challenging and inspiring comments helped me to overcome issues during this time. This thesis would not be possible without my third supervisor Professor David Gray, whose methodological expertise and honest support inspired me to move on.

This work would not be possible without my parents Zoran and Milica, whose unconditional support and positive energy have pushed me through the difficulties during these 3 years.

I would like to thank my dear friend Ali whose discussions and experience gave me motivation to overcome issues during my studies.

I would like to thank Jovan for all his words of wisdom during doctoral studies.

I would like to thank Olga for her love and support on this long way.

I would like to thank all my friends and people who were in any way involved in my work for their positive energy and help during these studies.

ABSTRACT

The thesis presents research on the effects of a Mind-Body (M-B) training programme on emotional competencies, stress and job satisfaction. This is of practical importance for the workplace, as stress and job satisfaction are important management issues. The theoretical contributions of this research relate to the debate around whether emotional competencies can be developed or not, the mediating role of emotional competencies between the intensity of M-B training, and stress and job satisfaction, and the underlying mechanism of these effects, i.e how M-B training functions and hence why the effects occur.

The M-B training programme lasted eight weeks and was tested on 106 participants. The participants were split into two groups: an experimental and a control group. The experimental group practiced the training programme, while the control did not. Dependent variables were measured using questionnaires both before and after the training programme. The participants had an open question at post-intervention survey about how they felt during M-B practice.

The research also included a qualitative longitudinal study. Nine participants were interviewed immediately after the M-B training intervention, and again one year later in order to see whether the effects were sustained. Hence, this research was conducted as a longitudinal mixed methods design.

The results reveal that M-B training has an effect on emotional competencies, stress and job satisfaction. These improved between 10-26%. The study also found that the ability to manage and regulate emotions play a mediating role between the intensity of M-B training and perceived stress, but not job satisfaction. The qualitative data suggests that mental skills might play a mediating role. Finally, the results reveal that physical, emotional, mental and spiritual mechanisms explain how M-B training works.

CONTENTS

TABLES and FIGURES

Development of emotional competencies, stress and job satisfaction: Implications of a mind-body programme

CHAPTER 1

INTRODUCTION

Globalisation has induced marked change and a rapid turnover of workforces in the business world, as in the case of multinational company managers who are moving from one place to another (Keichel, 2012), and are consequently in a perpetual state of learning. Equally, due to the pressures of economic and financial recession, downsizing has become more commonplace and the ability to face such transformations and challenges has become a daily necessity (Rosabeth, 1991). The dynamic nature of today's world economy places a very real demand on its participants to constantly improve and skilfully adapt to new conditions (Keichel, 2012). Therefore, businesses have become exceptional learning laboratories in an effort to train their workforce in how best to face everyday challenges (O'Connell, 2014). As Rothbeth points out, this ongoing skills development is no longer optional: "Continuous upgrading of skills in order to help people and companies pursue new opportunities is no longer a luxury but a necessity" (1991, pp 10). Furthermore, some business schools have also integrated training for 'advanced' emotional skills into their education and leadership programmes (Boyatzis, Stubbs, and Taylor, 2002).

Based on the aforementioned points, the theoretical framework for this study moves towards positive organisational scholarship (POS), in other words, better coping strategies, healthier and more meaningful workplace. A large number of employees are overwhelmed by anxiety, fear, distrust and burn-out, among other negative traits. POS shifts the attention towards appreciation, collaboration, virtuousness, vitality and meaningfulness (Cameron et al., 2003). The primary aim of positive organisational scholarship researchers is an appreciation for the application of positive psychology in organisations. This means a tendency towards positive experiences such as happiness, pleasure, joy and fulfilment, positive individual traits such as interests and talents, as well as positive institutions such as families, schools, businesses,

communities and societies (Cameron et al., 2003). The concern of positive psychology is traits-characteristics, such as curiosity, hope, kindness and prudence, all of which contribute to individual fulfilment (Park & Peterson, 2003). This study is strongly related to two perspectives of workplace spirituality analysed in the study of Karakas (2010): improving employees' quality of life and generating a sense of meaning and purpose. The potential dangers might include the possibility that spirituality is endorsed as a management fad, a tendency towards quick-fix solutions, elitism, lack of discipline, utopia and losing contact with reality.

In general this research refers to all of the researchers who are trying to contribute to workplace spirituality. This work is oriented towards creativity, cooperation and a more meaningful workplace. In this study the researcher attempts to connect his own experience with the research. The goal is to test the effectiveness of Mind-Body (M-B) training which the researcher formed as a result of over 15 years of experience and 10 years of research in various self-help programmes.

There has been a certain amount of curiosity with regard to how M-B training functions within a workplace and how it can be measured. Also, the interventions should be measured quantitatively in order to track the progress, but it could also be enlightening to become acquainted with the mechanisms which are behind these M-B tools and how they actually work. Namely, the focus is on discovering psychological processes during M-B practice and why these programmes could have a positive effect on emotional competencies, stress and job satisfaction. Hence, in terms of qualitative research, it is essential to record participants' experiences and analyse the mutual themes which appear across different cases (participants). As a result of these experiences, it will be possible to inductively assemble a theoretical framework for supporting quantitative results and discovering the underlying mechanisms of M-B training (Gray, 2014).

During the process of discovering the underlying mechanisms of M-B training, the practitioner's experience was beneficial for creating a more productive research design with fewer potential obstacles. However, the focus is on research rather than being a practitioner. In order to achieve this, the researcher is present at the first and the last session, while the remaining sessions should be led by instructors who have experience in techniques such as those mentioned. In order to minimize bias, the researcher followed a training session set-up similar to the study of Holzel (2011), whereby the instructor sits comfortably with legs crossed or on a chair with legs in a parallel position. The trainer commonly instructs, and practitioners do the exercise on their own based on the instructions. The trainer is usually an experienced person,

who leads the process and tries not to disturb practitioners by allowing them to experience the process by themselves. The researcher is present to explain the purpose of the study and to provide the measurements and conduct them in order to avoid practitioner's bias.

An interpersonal nature of management has drawn the attention of researchers and practitioners from the field of emotional intelligence (Fowlie & Wood, 2005). Hence, this study seeks to merge the theory with the practice: emotional competencies (skills based on emotional intelligence), perceived stress and job satisfaction and their development by means of M-B training. There is an apparent lack of research on the development of emotional competencies within the workplace through the application of M-B training programmes. Even though there are a variety of self-help techniques and programmes in circulation, there is still nevertheless a lack of empirical credibility and theoretical explanations for how and why the prescriptions work (Cameron et al., 2003). The contribution of this study is to add another tool to the development of positive organisational scholarship, which can subsequently be applied, changed, tested, improved and researched further. In terms of organisations, this tool can be a part of training and development programmes as well as an anti-stress technique. Owing to the spiritual background of the technique, managers can use this tool with precise instructions (how, why, how long) to buffer stress and improve well-being. Consequently, the M-B training as a tool might affect those deep values such as meaning in life as an essential element of spirituality (Klerk, 2005).

This study aims to contribute to the literature by presenting the findings of the capacity of M-B programme to improve the development of different sets of emotional competencies within an active management population engaged in ongoing organisational responsibilities. More precisely, the contribution of this paper is to explain how the intensity of M-B training may develop emotional skills, perceived stress and job satisfaction in an organisational setting. Then, the goal will be to understand the role of emotional intelligence in the relationship between M-B training and perceived stress and M-B training and job satisfaction. A further aim is to discover the underlying mechanism of the M-B training.

Another key aim is to move towards a more spiritual workplace. This means to establish a way for employees and managers to improve their performance while, at the same time, promoting and supporting qualities such as self-compassion (self-kindness, common humanity and mindfulness), courage, self-awareness, connecting with others and general well-being (Karakas, 2010). In order to investigate this, the M-B interventions were used as a developmental tool on an experimental group, in contrast to a control group.

According to research conducted by the European Agency for Health and Safety at Work, one in three employees in the EU suffers from work-related stress. From the data gathered, it is clear that stress at work affects 28% of all employees in the EU, out of which there are 41.2 million more females than males which suffer from the effects of stress at work. Annually, a total of one million working days are lost, thus costing the economy a minimum of 20 billion euros. The research results also show that 50-60% of all the working days lost are directly due to stress in the workplace; the same stress is also responsible for 5 million accidents in the workplace. In the US alone, businesses lose 300 billion dollars to stress-related factors, or 5000 dollars per employee annually (Cardon & Patel, 2013). M-B interventions, especially the relaxation response, generate psychological changes which are opposite to the state of stress (Decro et al.,2002). Therefore, these interventions can reduce stress and, as a consequence, increase well-being as well as improve business economics.

Work-related issues, such as dissatisfaction, boredom and turnover, appear as consequences of perceived stress, but they may also stem from personal issues such as anxiety, depression and physical illness. Tetrick and LaRocco (1987) mentioned that job dissatisfaction, role ambiguity and role conflict may be a consequence of stressful working conditions. Hulsheger (2013) found that ten days of mindfulness intervention can reduce emotional exhaustion and improve job satisfaction. Therefore, M-B training can help in dealing with anxiety, dissatisfaction and distress when accompanied by regular practice.

Van den Hurk et al., (2011) found that mindfulness practice leads to alterations in personality; the practice was positively related to openness and extraversion and negatively related to neuroticism and consciousness. This might be linked to emotional competencies such as self-confidence and self-control.

Emotional competencies might take an essential role between M-B training and stress/job satisfaction, as studies tend to emphasize emotional regulation as a key process of meditation. In the Buddhist philosophy, defensive emotions are based on “sankhara”, which is a mental process (De Silva, 2001) that can be understood as dissatisfaction with a current state. In psychological terms “sankhara” can be understood as Gray’s model of the “Behavioural Inhibition System”. Therefore, mindfulness aims to reduce the behavioural inhibition system and, moreover, the study of Sauer et al., (2011) has shown that BIS play a mediating role between mindfulness and well-being. Hence, mindfulness can improve well-being by impeding the BIS.

The study of Josefsson et al., (2011) reveals that mindfulness facets such as non-reaction, observe, act-aware, describe and non-judge mediate the relationship between meditation experience and PWB. Non-reaction is extracted as the most important mediator. Non-reacting can be related with self-control, while non-judging is connected with having an unbiased attitude and awareness of one's emotions. This is the strength of emotional competencies in the process between M-B training and well-being: they might assume an essential mediating role between M-B and well-being or, in this study, well-being can refer to stress and job satisfaction.

There are three major models of emotional intelligence, as proposed by the *Encyclopedia of Applied Psychology* (Bar-On,2006;Spielberger, 2004): (1) Salovey-Mayer ability based model (Mayer & Salovey, 1997) that defines this concept as the ability to perceive, understand, manage and use emotions to facilitate thinking (2) Goleman's competency based model (1998) with a set of competencies and skills that drive managerial performance (3) Bar-On model (2000) that outlines emotional and social competencies, skills and facilitators that influence intelligent behaviour measured by self-reporting.

Owing to the importance of emotional intelligence, a considerable number of researchers have tried to implement different interventions and types of training in order to test whether emotional skills can be developed (increased) or not. The founders of the ability-based model of emotional intelligence claimed that EI is a relatively stable aptitude, whereas emotional knowledge can be relatively easy to acquire (Mayer *et al*.,2004). They mentioned two studies (Forrey, 2000; Stephenson, 2003) in which training was applied to develop EI, concluding that it had little or no impact on EI. This is consistent with the research conducted by Eysenck (Modgil and Modgil, 2012) about consensus and the controversies of intelligence, in which he claimed that 80% of intelligence is inherited and genetically determined.

The other stream, which is mainly attached to the work of Goleman, contradicts the genetic argument. Within the relevant literature there is a robust consensus that emotional competencies can be developed (Dulewicz & Higgs, 2000; e.g. Goleman, 1998; Hopfl & Linstead, 1997; Cooper, 1997; Kotsou et al., 2011). Even the core emotional skills are developed in childhood; following this there is a view that those skills are flexible and changeable within a managerial context (Hopfl & Linstead, 1997). A research paper published by Kotsou et al. (2011) on emotional plasticity, and how this can be improved in adulthood through a particular intervention, seems to shed light on the situation. The intervention lasted 15 hours with a four-week follow up period and targeted five emotional competencies: (1) identifying one's own and

others' emotions, (2) understanding emotions (3) expressing emotions in a socially adequate manner (4) managing emotions (5) using emotions to enhance thought processes and actions. The experimental group improved significantly in terms of their emotional competencies compared to the control group.

The Bar-On (2006) model suggests that emotional-social intelligence (ESI) competencies are teachable and learnable; the author mentioned two studies that are relevant for the workplace. Sjolund and Gustafsson (2001) conducted a study with adults who had 15 years of managerial experience and who were taught techniques to strengthen ESI. As a result, their mean score improved from 97 to 106 on average, while the two competencies which improved the most were emotional self-awareness and empathy. At a conference in Nova Scotia (2003), Geetu Orme presented the results from individual coaching that she provided to 47 executives in the UK between 1999 and 2003. She provided weekly sessions for a number of months and her coaching aimed to tackle the weaker ESI factors identified by EQi scores. The executives significantly improved on five subscales: Self-Regard (87 to 95), Self-Actualization (92-102), Stress Tolerance (97-102), Reality-Testing (97-109) and Happiness (93-100).

The training sessions that were designed to improve EI were two-fold. One stream was knowledge-based, for example teaching people about EI through theory and role play situations, where they can get information about emotional knowledge or practising recognizing other people's emotions through role plays. In a way, this knowledge can be considered to be "external". Consequently, one who leads a training session may provide more detailed information about emotional knowledge. Another stream designs training sessions in order to improve EI through practising different relaxation and M-B techniques. A person practices by his or herself under the guidance of a skilled trainer. This knowledge can be considered as being "internal", meaning that it comes from within.

An increasingly significant concept in organisational psychology is the mind-body concept, which includes different tools commonly referred to as mind-body (M-B) approaches. These tools in turn can be used to develop employees' emotional competencies and well-being in the workplace. Various M-B approaches are seen as an easier and pro-active part of a "three-legged stool" – a) health and well-being, b) pharmaceuticals and c) surgery and, as Benson (2005, pp58) puts forward: "As people take more responsibility for their own health through diet, exercise and other tools such as *the relaxation response*, they will become less dependent on the other two legs of the stool".

Over the past few years, M-B training programmes which seek to stimulate "internal" knowledge have proliferated and begun to target issues such as work-life balance (Michel et al., 2014), emotional exhaustion and job satisfaction (Hulsheger et al., 2013) and stress (Wolever et al., 2012). Some researchers such as (Bao et al.,2015; Schutte & Mallouf, 2011) focused on the mechanism that drives these types of training, and tested the mediating role of EI between mindfulness and stress, as a cross-sectional study design. However, very little research has been conducted into whether such training programmes may impact EI, perceived stress and job satisfaction, particularly in organisational settings with experimental study design.

Thesis structure – the introduction to the thesis primarily focuses on highlighting challenges (development of emotional intelligence, stress, job satisfaction and well-being) that the modern world of business places before its employees and managers. The second chapter goes on to review the literature used as the backbone for the thesis, including the definitions of basic concepts such as M-B, stress, emotional competencies and job satisfaction. The third chapter describes the research methodology, and the fourth chapter looks at quantitative results. The fifth chapter analyses qualitative results, the sixth chapter discusses the thesis and the final chapter concludes the thesis, examines the limitations of the study and presents some possible avenues for future research.

The first aim of the study is to examine the effects of M-B training on emotional competencies, stress and job satisfaction. The second aim of the study is to examine the role of emotional competencies in mediating variables between the M-B tools and stress. This means that the effect of the M-B training on stress may be attributed to changes in one's emotional competencies. The third aim is to examine the role of emotional competencies as mediator variables between the M-B training and job satisfaction. The fourth aim of the study is to reveal the underlying mechanism of M-B training that is applied in this study.

Research questions:

- Does the M-B training affect stress reduction, emotional competencies and job satisfaction?
- Do emotional competencies mediate the relationship between M-B training and stress?

- Do emotional competencies mediate the relationship between M-B training and job satisfaction?
- What is the underlying mechanism of M-B training?

The research questions will be examined quantitatively and qualitatively. The first step examines the impact of an eight-week intervention on stress, emotional competencies and job satisfaction. The second step uses the data gathered in interviews, in other words, direct feedback from the subjects, in order to examine the underlying mechanism of M-B trainings.

CHAPTER 2

LITERATURE REVIEW

In this chapter, four basic theoretical concepts will be explored in detail. Firstly, the summary of commonly used M-B training will be presented. Thereafter, the M-B training used in this study will be analysed in terms of its content, structure, similarities and differences with existing mindfulness techniques. Following that, emotional competencies will be considered - a subject that has been one of the key focal themes for management scientists over the past two decades. The influence of stress on an individual in the workplace will be subsequently analysed, together with potential strategies for coping with stress. Finally, the chapter will focus on job satisfaction as a critical factor in determining employees' well-being.

All three theoretical concepts (emotional competencies, stress, and job satisfaction) are interrelated and as such they correlate with each other. The goal is to emphasize their importance and link them to the mind-body programme as a tool, leading to a potential improvement in these areas in the workplace. Thus, this study can aid both employers and employees around the world in developing and honing their subtle skills. This can thus have a direct effect on the general well-being within their respective companies and in turn improve management efficiency.

2.1. Summary of the commonly used M-B trainings

Taoistic meditation. Taoist meditations are based on the principles explained in the book "Principles of Tao", written 2500 years ago (Lao Tsu, 1996). There are two basic meditation systems: Chi Gong, developed in China about 4500 years ago and Tai Chi (TC), formed in the 13th century.

A review of 15 studies (Wang et al., 2009) highlighted the results of the influence of TC on numerous pertinent psychosocial outcomes. The psychosocial outcomes measured included anxiety and depression (eight studies), mood (four studies), stress (two studies), general mental health (three studies), anger, positive and negative effects, self-esteem, life satisfaction, social interaction and self-rated health (one study each).

The results showed that TC was found to have a marked effect in 13 studies, especially in the management of depression and anxiety. Significant findings were shown in only six well-designed studies. Moreover, a noticeable difference between groups after TC intervention was

demonstrated in only one high quality study. The study of Sun et al. (1996) showed that TC has a significant effect on stress reduction.

Chi Gung represents a collective body of ancient philosophy, medicine, natural sciences and arts, among other domains. It is a system of training designed to improve one's psychophysical health. The word "Chi" stands for energy, that which fills the cosmos, earth, human and all other beings. "Gung" represents a skill (Cijencun, 2001), and the direct translation is "energy and time". Exercises in Chi Gung can be: (1) thoughtful (mentally directing energy in parts of the body, activating and opening energetic channels); (2) static (fixed positions of the body to aid the thinking processes), which activate and develop spiral energy; (3) in movement, which stimulates organs, systems and the body as a whole.

Tai Chi (TC) is a meditation in movement and means "Ultimate knowledge", formed in the 13th century. Basically, it is a martial art, but also a healing art form, which uses controlled movements, positions and breathing techniques, followed by awareness, designed to increase and develop the Chi – the life energy (Kohn & Sakade, 1989). It is considered that in Asia there are around 30 million practitioners. The body is known to become relaxed, the movements smooth and the breathing natural. In turn, they serve to capacitate the utilisation of total consciousness, thus creating harmony in the practitioner. Several studies (Wang et al., 2009) have shown that TC reduces stress, anxiety levels, depression and elevates mood and self-esteem.

Yoga. Yoga is one of the best known and most used Indian systems and is more than five thousand years old. Yoga in Sanskrit means union or "putting together" (the same as the word *religion* that draws its root from the Latin *religare*, meaning *to bind*). Yoga is comprised of different methods (body postures, breathing and directing attention, to name but a few); it awakens and transforms one's potential strengths.
Ancient sources mention 108 systems, out of which a few seem to stand out: (1) Jnana yoga – a path of research, wisdom and knowledge (2) Bhakti yoga – a path of love, loyalty and dedication (3) Karma yoga – a path of detached action (4) Hatha yoga – a path of balanced physical, mental and spiritual strengths (5) Raja yoga – a path of self-observation (Hewitt, 1977).
Adhia et al., (2010) examined the influence of Yoga on the emotional intelligence (EI) of managers. The sample included 30 managers who practiced Yoga and 30 from a control group. The instrument for measuring EI was the Self-Reported EI Scale (SREIS) (Schutte et al., 1998).

Research was conducted at the following intervals: pre-test, intervention and post-test. The results showed that Yoga practitioners achieved higher scores on the EI scale in general.

All systems of yoga have a common goal: physical relaxation, mental and spiritual health, and self-realisation. These goals can be reached by: (1) physical exercises (asana), of which there are 64 basic ones; (2) a system of breathing, a basic method would be to control inhalation, then holding one's breath and, finally, exhalation according to a pre-determined time system; (3) meditation, the most common are mantras (words or sentences, which are specifically selected), then channelling the mind through questioning (for instance, who am I?), visualisation of symbols and images of saints.

Autogenic training. This is a western technique, developed by Dr. Shultz in 1926. He practiced self-introduction techniques in hypnosis. From these self-suggestion practices, the name autogenic training emerged. Autogenic essentially means self-generated (Carrington, 1998).

Primarily originating from Europe and North America, though also appearing in other parts of the world, over 3000 scientific reports have been compiled about this technique. The effect is well-known in many psychological applications including anxiety, depression, post-traumatic disorder, as well as in numerous physical diseases such as asthma, hypertension and arthritis. People who receive autogenic training usually report improved physical functioning, emotional stability, feeling less stressed, increased well-being and better sleeping patterns (Kermani, 1990).

This method focuses on several physiological manifestations: "heaviness" in the muscle-skeletal system, circulation and a feeling of cold on the forehead. The mentor leads the group through the relaxation process in the following order: relaxing toes, ankles and knees, after which the process should start from the lower part of the spine up to the head. The same methodology can be practiced alone, usually in the lying position. The idea is to partially relax the body and then to relax the body as a whole, through observing mental flows.

Transcendental meditation (TM). The roots of TM go back a few thousand years, but the way it is being practiced today is related to Swami Brahmananda Saraswati, born in the 19th century. His direct student is Maharishi Mahesh Yogi (died in 2008), a physicist, who can be most recognised for spreading TM. It is believed that there are tens of millions of practitioners.

TM is the most explored technique of self-development in the world. TM appears in more than 500 scientific studies in 33 countries from more than 200 Universities (Orme-Johnson et al., 1992). The majority of this research was conducted in the USA (Harvard, Yale), then in Japan (national institute for healthcare industry), in Russia (Russian academy of medical sciences), and in the UK (if a doctor recommends TM, the government pays all expenses). The process of TM leads to superior adaptation to stress (Travis et al., 2009), increased IQ, clearer perception, better planning and reacting, and improved sleeping. (www.ajurveda.rs.meditacija, 2009)

TM practitioners use a mantra (word or sentence), which does not have a meaning, because a thought which has a meaning keeps attention focused on the surface level of thinking. The passive attitude that everything comes and goes by itself is very important, because attention shifts from the external world (sensory experience) towards sophisticated levels of spirit, wherein one does not pay attention to the content of thoughts nor to sensory experiences (Carrington, 1998).

Zen meditation. In 520 A.C., a missionary Bodidarma came to China and founded the school of "short path". His teaching was transferred to Japan in the 12th century under the term Zen (chinese: chan, sanskrit: dhjana – meditation). The founder of the modern school is Macun Zen, an 18th century master. Concepts of Zen are applied in all areas of life, sport and business, among others.

One study (Chiesa, 2009) tested EEG patterns recorded in ten Buddhist monks with extensive experience, ten monks with moderate experience, and ten non-meditating controls prior to and during Zazen (sitting meditation). Only the long term group showed frontal midline theta during meditation compared to the short-term and control groups (Murata et al., 1994). The Theta level is strongly related to the feeling of deep relaxation.

In Zen tradition, real nature is something that everyone has to experience for themselves. Overall, such an experience cannot be described in words. The goal of Zazen is satori or illumination (Watts, 1989). This Zen meditation is performed in a specific sitting position. The body is kept straight, one's breathing is controlled, and the mind is released from bonds, desires, concepts or judgments. For stimulating an awakening, Zen provides students with mind puzzles, and these are enriched with logical contradictions, called koans, which lead to spiritual progress (Bancroft, 1979). An example might be: "Show me your face which you had before your birth".

2.2. Integral meditation technique (IMT)

This technique is a result of a combination of far Eastern techniques (primarily Buddhism) and Western techniques such as affirmations or the use of words in order to initiate psychophysical processes. The process of this meditation programme begins with affirmations, which are phrases or sentences that aim to initiate psycho-physical processes as in the "*relaxation response"* technique or the "*breakthrough* technique", as mentioned in the study of Benson (2005). As Decro et al., (2002) explain, one can increase the relaxation response by repeating a word, sound, prayer, phrase or muscular activity while ignoring distracting thoughts. The ultimate aim is the improvement of well-being. The second part is letting go during the process of meditation, which might be similar to presence in Zen or reaching the state of non-reacting, non-judging, observing (Kabat-Zinn, 2003) or the state of flow which Chikszentmihalyi refers to (1992). It can be said that Buddhist spiritual or philosophical tradition forms the theoretical basis and the framework of this training programme. It is related to self-development and the improvement of one's well-being. Essentially, with the use of mind and body experience, one tries to overcome suffering and the human condition. Therefore, through a comprehensive view of human nature and mind-body techniques, one tries to treat essential "dis-ease", also referred to as the three poisons (Kabat-Zinn, 2003): greed, hatred (aversion), and ignorance/delusion (unawareness). As a result, a person's well-being can be improved as these M-B trainings might alter the personality of a practitioner (Paul et al., 2011).

The philosophy of self-development and self-improvement when applied in organisational settings is strongly linked with POS, POB and positive psychology.

POS analyzes positive processes, attributes and outcomes of members and organisations (Cameron et al., 2003). It also focuses on organisations through such descriptors as appreciation, collaboration, virtuousness, vitality and meaningfulness. Creating abundance and human well-being are key indicators of success (Bernstein, 2003; Donaldson & Ko, 2010).

M-B interventions are tools which can contribute to achieving POB and POS. According to Luthans (2002): "POB is interested in the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace". The governing principle is to move towards a win-win approach, in which both companies and employees can be satisfied. The focus of POB is on psychological strengths of individuals and how to improve them. Those psychological strengths may refer to positive psychological capacities such as optimism, resiliency, psychological capital, efficacy and hope (Luthans & Youssef, 2007). M-B training

programmes might help to develop these psychological capacities. These training programmes, through fusing work with body and mind awareness, generate an opportunity for practitioners to feel better with themselves, their bodies, emotions, thoughts and spirit. Just recalling positive experiences in relationships may stimulate physiological reactions and a feeling of openness and calmness (Heaphy, 2007). This research seeks to measure stress levels, emotional competencies and job satisfaction, which relate to psychological capacities and experiencing positive emotions and positive emotional states.

In this research positive psychology is a driver towards the development of positive potentials and adds a frame that supports the idea of positive self-development and improvement. For example, Luthans et al., (2006) claim that training interventions can improve self-efficacy (self-confidence).

Meditation (lat. *meditatio* = contemplation) is a skill or technique based on focusing one's thought processes in order to achieve psychophysical relaxation, as well as to expand consciousness and influence psycho-physiological processes in oneself (Trebjesanin, 2004).

The aims of the technique. To remove any obstacles which may impede self-development, the aims can be summarised as follows:

(1) cognitive nature – elimination of extraneous thoughts, suppositions and concepts;

(2) emotional nature – elimination of superfluous emotions, automatic reactions "for" and "against";

(3) spiritual nature – elimination of concepts based on the idea of being separate from others.

Learning outcomes. Having a M-B programme, which can be practiced at any time as well as learning to meditate, by relaxing, letting go and turning the mind inwards.

In practice, meditation is based on the following principles:

(1) Relaxation – of both mind and body, by having an intention to relax, while breathing calmly, deeply and consciously, stills the body and abates psychophysical processes (by reducing psycho-physiological arousal, Alexander et al. 1994).

(2) Concentration – directing attention towards objects of meditation (focusing attention on specific objects purifies the mind from extraneous thoughts, Gill et al. 2004; Benson, 1975). For example, focusing on breathing, a specific part of the body, thoughts and emotions.

(3) Visualisation – mentally imagining objects of meditation, which normally involves closing the eyes and imagining either another person or an object (Naidoo et al. 2010).

(4) Activation – means spontaneous prayer, thought, affirmation, a tendency to be present "here and now" while mentally initiating vibratory-energetic and material flows.

(5) Gathering attention – awareness of a synergic action of all four previous elements (relaxation, concentration, visualisation and activation), which is an element of the *flow*-state (Chikszentmihalyi, 2002).

(6) Insight – "internal observation practice" (Wong, 1997; Walsh & Shapiro, 2006, pp.229), in other words, observing thoughts as well as the very process of observing. Observing takes place automatically and as such becomes an event itself. It is also important to point out that the state of insight is full of potential, and enables the opportunity to understand other processes.

(7) Conscious relaxation – this is a natural state of the totality of the mind (total awareness, compared to selective awareness, because we tend to select objects with/for our attention).

Research by Gruicic and Benton (2015) has shown that IMT has yielded noticeable results in a relatively short period (eight weeks). Meditators were assessed before and after these eight weeks, together with the control group. The results of the emotional skills and life satisfaction questionnaires showed that the meditators' scores improved by roughly 15% after the intervention, while the scores of the control group remained similar to the initial ones. This means that statistically significant differences were not present, thus showing that the intervention has had an effect (Gruicic & Benton, 2015).

This eight week practice consisted of repeating a one hour programme from the beginning of the process until the end. It includes seven affirmations (appendix 1):

Table 2.1 –M-B training (7 affirmations)

	AFFIRMATION	VISUALISATION	TIME
1	May my nervous system be optimised.	The brain and whole body	10'
2	May my destructive emotions be eliminated from my amygdala.	Amygdala	10'
3	May my destructive concepts be eliminated.	A space between the eyebrows (the "third eye")	10'
4	May the causes of stress be eliminated.	The "third eye" or the limbic system	10'

5	May my limbic system mature.	The limbic system	10’
6	May my love towards myself be optimised.	The rib cage or chest	10’
7	May my centre for happiness mature.	Interbrain (diencephalon) or entire brain	10’

Procedure for the integral meditation technique. Participants settle into comfortable seating positions (with legs crossed or on a chair with the feet parallel on the ground). Then, the instructor provides instructions and images of the particular parts of the body that participants were required to visualise. Participants keep their eyes closed for the duration of the practice and state the affirmations mentally (not out loud), whilst trying to visualise, in turn, a part of the body related to each affirmation. Each affirmation takes ten minutes. After every ten minutes, the instructor provides the participants with instructions for the next one, and so forth. For example, they may be told by the instructor: “Mentally state ‘May my nervous system be optimised’ and visualise your brain”. This is an image that is given to them. Staying silent, the participants inwardly formulate this sentence whilst trying to hold the visualisation in their mind’s eye. The entire process takes one hour and ten minutes.

Table 2.2 – 10 minutes process of one affirmation

Ten-minute process. M-B exercise. The process is the same for all 7 affirmations, thus totalling 70 minutes. The only difference lies in formulating different affirmations and coupled with specific visualisations and mudras (particular, purposeful hand positions).			
Eyes closed. Just breathing for one minute.	Instructor instructs meditators to mentally state the affirmation and visualise the related part of the body while holding the affirmation, i.e. body part relevant mudra.	Staying quiet. Letting go. If one loses concentration, one repeats the affirmation and tries again to regain mental silence. Keeping the mudra.	After ten minutes eyes are opened. Meditators ask any questions they may have. (Repeat steps 1-4 for each following affirmation).
Step 1	Step 2	Step 3	Step 4

2.2.1. Content of the M-B programme

The content of the training programme will be introduced in order to clearly present each part of the programme. Hence, the study can be easily understood, transferred and repeated. The content consists of the following aspects: diaphragmatic breathing, affirmations, visualisations, letting go in the present, flow and mudras.

Diaphragmatic breathing. The physiology, especially the sympathetic and parasympathetic tone in the autonomous nervous system, may be significantly impacted by breathing (Wolever at el., 2012; Sherman et al. 2005; Innes et al. 2007). Breathing in this meditation technique is spontaneous, meaning that inhaling and exhaling are not bound by particular rules. Breathing is diaphragmatic and deep. Diaphragmatic breathing involves stomach breathing, where the air goes into the abdominal cavity rather than staying in the area of the lungs. Deep breathing can increase oxygen levels and liberate carbon dioxide, whilst also aiming to achieve muscular and mental relaxation (Richardson & Rothstein, 2008). This type of breathing has been used in various studies of clinical subjects in order to reduce anxiety, depression and panic attacks (Bonn et al. 1984, Rapee et al., 1985). Another study (Schmidt et al., 2000) has shown that participants who practiced a diaphragmatic breathing training routine, consisting of 12 sessions over a 12-week period (as part of a cognitive behavioural therapy schedule), showed higher end-state functioning and no need for additional treatments. Clinical samples aside, people in the workplace also practice different types of breathing techniques, especially those related to deep, abdominal breathing. One of these is mentioned by Cryer et al.: "Imagining the breath flowing in through his heart; he then exhaled for about five seconds, visualising the breath flowing out through his solar plexus" (2003, pp105). Due to the modulation of the heartbeat pattern, the breathing exercises yielded results (.ibid 2003). Diaphragmatic breathing is of great importance in stress management techniques, especially when used for progressive muscle relaxation in order to deepen the sense of relaxation (Jones et al. 2003). Based on the abovementioned studies, it can be concluded that spontaneous yet diaphragmatic breathing is the technique of choice in the integral meditation technique.

Affirmations. The word "affirmation" refers to the practice of using words to initiate psycho-physiological processes, an example of which is the body-scan technique used to relax the body (Stahl & Goldstein, 2010), similar to that in autogenic training (Alexander et al. 1991). In practice, practitioners listen to an audio recording or to an instructor, or if practising on their own without a guide they could say for example: "My toes are relaxed... My foot is relaxed... My

ankle is relaxed… My knee is relaxed...", moving slowly from the feet towards the head. Furthermore, by pronouncing words, practitioners have a clear intention to relax or stimulate a particular part of the body. Hanh (1995), describing his method, explains the idea of distancing oneself from stressful situations or any destructive emotions by observing one's anger and, indeed, talking to "it". Somehow, one distances the self from that emotion, as if it was not a part of him or her. In this way, it is possible to slowly release the nature of that destructive emotion, or at least reduce its influence by saying the words aloud or quietly. In transcendental meditation, the use of words is paramount, such as "OM", for example, or other words that have a particular meaning. This technique has been shown to have a significant impact on stress reduction, in both professional and personal development, and in areas such as employee effectiveness, job satisfaction and work/personal relationships (Alexander et al., 1993). Affirmations are also used in loving-kindness techniques. In this case, practitioners may be guided to mentally repeat the phrase "May I live in safety. May I be happy. May I be healthy. May I live with ease" (Feldman et al. 2010). Loving-kindness meditation techniques have brought compelling results in a variety of studies. This technique practice has resulted in an increase of positive emotions in daily life (Fridrickson et al., 2008). It has been noted that an activation of brain regions which are included in the processing of emotions and empathy can arise (Hofmann et al. 2011). Weekly business journals have published articles on various CEOs, reporting that meditation had made them more effective, while the chanting prayer has been proposed as one of the meditations, which implies using words such as "love" and "compassion" and repeating them aloud or silently as a mantra (Conlin, 2004). By the same token, the aforementioned studies have shown that using words in meditation is an important part of the meditative process, which would appear to justify the use of affirmations in the meditation technique discussed in this thesis.

Visualisations. "Visualisation is a form of cognitive processing in which visual information is represented in working memory" (MacInnis and Price 1987; Zhao et al. 2009 pp 47). Likewise, in meditation, visualisation implies mentally picturing images, and it is usually performed with closed eyes. For example, according to the research of Tamwatin (2012, pp 190), vipassana meditation utilises: "visualisation of a clear crystal ball inside the centre of the body" in order to help the mind stay focused on the present. This research also tested 140 executives in Bangkok and London, seventy in an experimental group and the same number in a control group, and found that those executives who had practiced this technique had significantly improved their emotional intelligence and self-perception, as measured using self-assessment questionnaires. Visualisations that are applied in loving-kindness meditations "visualise a good

friend and direct mentally a wish of wellness for them…" (Feldman et al. 2010, pp.1006). It has been demonstrated that when a person is close to attaining their goal, visualisation increases the likelihood of reaching that goal, which could be helpful for managers in such situations as well as for employees when having to meet deadlines (Cheema & Bagchi, 2011). As revealed in research carried out by Zhao et al. (2009), visualisation is particularly applicable in marketing, as it has demonstrated that when participants used image-focused visualisation, they observed better performances of the product, as opposed to relying on their memory in order to imagine the same new performances of the product. Therefore, according to the abovementioned research, visualisation plays a significant role in aiding people to maintain their focus and motivating them to achieve their goals, which, on the whole, eases the process of meditation.

Letting go in the present, flow. When the mind is not fixated on the present (but wondering) during the execution of a task, it can generate cognitive interference that may jeopardise successful decision-making (Smallwood et al. 2013). Furthermore, Gooty et al. (2014) claim that in terms of task performance, letting go can be very beneficial, especially in the short term. If a person releases the self-guide within them without trying to change the direction in their life, they may lose the need for identity (Conroy & O'Leary-Kelly, 2014), which can mean that they become passive and lack initiative. However, the term "letting go" here tends to refer to a particular activity that a person performs in the workplace. Staying in the present is beneficial, and under certain conditions the ability to let go and stay in the present and focus on more important personal goals can bring its rewards (Smallwood et al. 2013). When staying in the present, it is possible to turn our attention towards ourselves and our personal goals, and enjoy the immediate experience. Letting go, staying in the present, enjoying current experience, looking for inner rewards, being fully engaged: all these characteristics of meditation overlap and they are a main feature in the theory of the flow-state (Chikszentmihalyi, 2002). This suggests that many people who experience all these elements during meditation and other activities in the workplace are entering the state of flow. This state of mind is a "very functional experience during challenging activities that helps to sustain coping when required" (Lazarus, Kanner & Folkman, 1980 cited in Peifer et al. 2014, pp 63).

Mudras. Mudras are hand positions typically used in Buddhist and Hindu traditions and are normally related to the yogic meditation techniques mentioned previously. Mudras may have a positive effect on well-being, namely holding the hand position stimulates organs and the system of organs as well as influencing the psychological state of a practitioner (Keshav, 1995).

Hence, the nerves belonging to all organs end up in the palms and feet. By stimulating them, the practitioner stimulates psychophysiological processes. Therefore, every mudra stimulates different psychophysical processes and has its own meaning (Nardi, 2009). That is the theoretical basis for mudras in this study, as they may improve the quality of training and, from the author's previous experience, practitioners do find them helpful for concentration. For example, Gard et al. (2014), used mudras as a part of the technique that was applied in their research into the potential effects of meditation on age-related cognitive decline.

Lavretsky et al. (2012) also used mudras in their experiments and related these to particular hand gestures. However, in the studies mentioned above, the effects of mudras are unknown and remain unexplained. This omission is evident in the apparent lack of clarity therein as to why, for instance, a certain hand position is recommended instead of another. Keshav (1995) claims that mudras are specific hand positions, which stimulate acupuncture channels and points related to our psycho-physiological states. These channels and points can be found throughout the entire body, including the palms of our hands, and are related to the functioning of the inner organs and systems such as the nervous or immune system. It has been established that by pressing these points, one stimulates and energizes different physical and psychological processes.

2.2.2. The Structure of M-B programme in this study

The rationale for choosing those seven meditations and visualisations. The first affirmation is: "May my nervous system be optimised". The nervous system (NS) plays a significant role in our mental functioning, and its stability and optimal functioning is essential for our psychological welfare. Meditation lowers the noise factor in the nervous system by reducing stress levels during a deep state of restful alertness (Orme-Johnson et al., 2005). The visualisation for the nervous system is the whole body and brain, because neural pathways spread throughout the body, and the brain is a central part of the nervous system.

The second affirmation "May my destructive emotions be eliminated from my amygdala" includes visualisation of amygdala. These are roughly almond-shaped glands located near the temples which are considered to function as the centre for emotional storage, especially of destructive emotions such as fear and anger (Goleman,1998), and as such, amygdala forms a part of the limbic system. It is important to note that some levels of fear may be necessary in order to stay alert in case of danger and as a protective mechanism.

The third affirmation is “May my destructive concepts be eliminated” and refers to destructive concepts such as racism and nationalism (Weinroth, 1979). Generally speaking, these could be any concepts that limit and threaten someone’s behaviour, and particularly in the context of modern multicultural international companies, the importance of eliminating them whenever possible should be highlighted. Destructive leadership refers to “abusive supervision” and “incivility” (Gerald et al. 2007), hence the notion that this affirmation may reduce such behaviour and help generate greater compassion in those who practice it. The accompanying visualisation here is that of the “third eye” – a space roughly between the eyebrows, just above the root of the nose. It refers to prefrontal cortex regarded in science as the part that is responsible for controlling cognitive processes. It is shown that long-term meditators have a thicker prefrontal cortex in comparison with those who do not meditate (Lazar et al., 2005).

The fourth affirmation “May the causes of stress be eliminated” follows the well-known role of stress in management. Its visualisation is also the “third eye”, and in addition to the already mentioned explanation of prefrontal cortex, it also includes the limbic system. This is the part of our brain responsible for our emotional side, controlling those emotions and the connection between our instincts (spinal cord) and the thinking brain (neocortex) (Lewis et al., 2000). It is clear that stress affects both our cognitive and emotional processes. And yet, stress may not be entirely negative – some stress levels called eustress can be stimulating as they relate to our well-being and health (Hargrove et al., 2013).

The fifth affirmation “May my limbic system mature” has as its visualisation the limbic system, in other words, the limbic brain, again following the abovementioned explanation.

The sixth is: “May my love towards myself be optimised”. This affirmation refers to loving oneself and self-compassion. Self-compassion has been shown to play a vital role in dealing with failure in a positive manner through self-understanding, rather than excessive self-criticism (Neff et al., 2006). Some scientists have even proposed a framework, where self-compassion plays a crucial role in learning from our failures, thus generating the necessary motivation to have a another “go” (Shepherd & Cardon, 2009). However, Neff (2003) claims that self-compassion can be equally effective in offering an organisation’s members peace of mind in negative situations without actually requiring them to consider their own input in the situation which had previously occurred. In other words, they should not seek to pinpoint where their own blame lies. The visualisation here originates in the chest region, which is supported by recent research (Vianello et al., 2010) carried out on elevation, which refers to warmth in the

chest region, a “lump” in the throat and relaxation of muscles. This process also brings about certain physical sensations: a feeling of “expansion” or opening in the chest region combined with a feeling of pleasure, increased self-respect and enthusiasm. Fundamentally, elevation is the warmth experienced upon witnessing acts of goodness (Vianello et al., 2010) and one of its physical manifestations is warmth in the chest region.

The seventh and last affirmation is: “May my centre for happiness mature”. The aim of this affirmation is to contribute to the practitioner’s well-being and satisfaction, both of which are pivotal research issues in this thesis. The visualisation here is of the very centre of the brain, responsible for happiness. Its location in the brain was presented by Japanese scientists in one case study, and is found in the specific area in the temporal neocortex (the basal surface of the inferior temporal gyrus), clearly showing that happiness is represented in the inferior temporal gyrus (Satow et al., 2003).

Explanation of the order of affirmations. This order was chosen due to the following process of intervention:

Table 2.3 – The whole programme process

WHOLE PROGRAMME PROCESS – 70 minutes		
Preparation	Cleansing	Creating positive emotions
(1) Strengthening the nervous system – first exercise	(2) Eliminating destructive emotions – second exercise (3) Eliminating destructive concepts – third exercise (4) Eliminating stress – fourth exercise (5) Strengthening the limbic system – fifth exercise.	(6) Love for oneself – sixth exercise (7) Centre for happiness – seventh exercise
10’	40’	20’
Stage 1	Stage 2	Stage 3

This meditation programme can be split into three stages, the first of which is preparation. In practice, this is reflected through the first meditation of the programme,

pertaining to strengthening the nervous system “by reducing the noise in the NS” (Orme-Johnson et al., 2005), and preparing for the subsequent stage of cleansing or purification.

The second stage is the cleansing process. This implies eliminating destructive emotions, concepts and indeed the stress (second, third, fourth and fifth affirmation), thus initiating the process of cleansing. People may become inundated by these emotions at times of stress or in defensive situations (Goleman 1998), which is the main reason for trying to minimise them. The first part of the meditation process usually causes a feeling of heaviness and it can be hard for people to remain concentrated as it demands energy. So far, the participants have normally reported difficulties in maintaining concentration, typically coupled with a sensation of pressure, as if tension was being released and a negative burden removed.

The third stage of the programme regards the generation of positive emotions (similar to loving-kindness mentioned in the study of Feldman et al., 2010). The experience has shown that the purification part can leave people feeling empty. This, in turn, has given rise to the need to fill that gap, or sense of lack, with positive emotions. The order of the exercises is designed to harmonise the emotions arising from the purification process. The third stage, on the other hand, has been reported to be a much lighter, more enjoyable and relaxing experience. In summary, throughout different meditation sessions participants typically tend to report pleasant feelings, including abstract ones such as feeling connected with ‘the Universe’.

The notion that the whole programme should last seventy minutes is not a strict rule, due to potential obstacles and variables such as working hours and unexpected events. Despite this, participants kept a record of their weekly practice schedules, which highlighted how much they practiced on a weekly and daily basis. (see 4.1. in chapter 4) This timeframe has commonly been utilised in other research studies conducted in this area. For example, the work of Tamwatin (2012) reveals that the leaders practiced for one hour (more details in Table 3.2.), while Brown and Ryan (2003) conducted an intervention (mindfulness) lasting 90 minutes. One exercise in M-B programmes commonly lasts between 8-10 minutes (Benson, 2005), hence it was decided to set each affirmation at ten minutes long. In terms of practicality, the seventy-minute duration of the whole programme is longer than one hour, but less than ninety minutes, and thus it was deemed an applicable timeframe for the workplace.

2.2.3. Similarities and differences with mindfulness, as one of the most popular meditation approaches today

In contemporary psychology, mindfulness-based interventions have gained enormous popularity (Hofmann et al., 2011). Over the past thirty years, a great deal of research into this concept has been conducted, especially in clinical and personality psychology. The concept of mindfulness has also recently started to gain attention in organisational and occupational psychology (Hulsheger et al. 2013). The main aim of mindfulness is to reach a state where one is fully aware of the present moment, without making any judgements about it – the so-called 'non-judgemental awareness' (Hulsheger et al., 2013). The characteristics of mindfulness can be summed up as follows: firstly, mindfulness includes receptive awareness and shifting one's attention to both internal (such as thoughts and feelings) and external experiences. Secondly, practitioners aim to notice what happens without assessing or analysing their thoughts and feelings or making decisions. Thirdly, one's thinking is shifted towards being present without resorting to creating fantasies about the future or dwelling on the past. Lastly, mindfulness arises in ways which are specific to each of us, and its strength depends on one's personality and the situation one finds oneself in (Brown et al. 2007). Every individual has a differing potential for mindfulness and it can be expressed in various ways, respective of a given situation. In view of this particular study, it does mean that participants may react differently to this M-B programme and that they may achieve distinct results. However, the average scores of the participants will be the most important factor.

Loving-kindness or *metta meditation* (*defined by Pali language, scripts from Buddhism);* (Hoge et al., 2013) – The essence of this practice is to generate feelings of social connection and compassion for everyone as well as for oneself (Feldman et al. 2010). In other words, the goal of this meditation is to develop unconditional love and kindness towards others (Hofmann et al., 2011) as well as positive intentions and warmth towards all human beings (Hoge et al., 2013; Salzberg, 1995). Meditators usually repeat different phrases starting with: "May I…". By generating altruistic love and a sense of freedom, the method aims to overcome jealousy, hatred, selfishness, fear, and other negative emotions (Stahl & Goldstein, 2010). After practising this method for seven weeks, the participants appeared to have gained more affirmative feelings, and also to have reduced symptoms of sickness, for instance pain in the head or feebleness (Fredrickson et al. 2008). This technique has been related to marked reductions in pain, anger and stress (Carson et al. 2005).

Body-scan meditation is a beneficial method of staying in touch with the body and mind (Stahl & Goldstein, 2010) by focusing on introspective awareness (Mirams et al., 2013). Generally starting from the toes up, attention is focused on relaxing each part of the body one by one (toes, ankles, legs, and so forth, all the way up to the head). Alexander suggests that the term 'body scan meditation' is a modern take on autogenic training (1991), which is characterised by the same concept. It has the potential for being an effective technique for releasing stress because it enables practitioners to discover tensions in their bodies while paying close attention to them and relaxing. This meditation is commonly used to introduce novices to other meditation practices, as noted by Koole et al. (2009). Their research showed that after listening to a mere eleven minutes of an audio guide across a six day period, body-scan meditation can improve congruence between the implicit and the explicit self-esteem, most likely as a result of reducing one's inner conflicts.

All three of the aforementioned meditations imply the mindfulness philosophy of living in the present. Meditation techniques also differ in terms of the types of attention: concentration versus awareness based ones. For example, transcendental meditation, or TM, is concentration-based whereas mindfulness is centered on awareness. The former implies relying on an object, a picture, the breath or physical experience and seeking to detach from emotions and thoughts while trying to achieve peace and deep rest (Sedlmeier, 2012). Peace and rest, however, do not present the main goal of the latter, but instead it aims at contemplating emotions and thoughts, and managing discomfort through acceptance and compassion (Hulsheger, 2013).

Differences. The integral meditation technique brings together abdominal breathing with *mudras*, as these hand positions raise energy levels and, therefore, the quality of meditation. The general idea is to integrate the key Oriental and Occidental meditation principles. In practice, using the language of present day popular techniques refers to integrating loving-kindness, body-scan and mindfulness as both philosophy and scientific foundation.

The first difference lies in affirmations, which are specific in TM, while in mindfulness they tend to be more general (Feldman et al. 2010). The main feature of the integral meditation technique, when it comes to affirmations, is that one part of the body, particularly the brain, is related to each affirmation. This element is not found in popular meditation techniques of today, not even in the body-scan technique. This means that there is a physical place in the body linked to each affirmation.

The second element is the use of different mudras connected with different affirmations or meditation processes, which are not used in mindfulness techniques in that way. Instead, yoga positions are used (Holzel et al. 2011), but without any particular mudras for any particular affirmation. In addition, the integral system has a specific order of stages: preparation (the beginning), cleansing (the middle part) and harmonisation (meditating on love and happiness in order to fill the gap created by the cleansing).

In the integral meditation technique, overcoming destructive feelings such as anger and fear implies active relation. This means eliminating those feelings through affirmation and connecting with the particular part of the body related to each affirmation. In comparison, the three mindfulness techniques use accepting, observing and identifying oneself with destructive emotions, followed by breathing out and 'releasing' them while reciting: "You are not important, you are just a feeling", or breathing out while mentally saying "I calm my anger, my fear...", and finally looking deeply into these feelings (Hanh, 1995). This technique creates a connection between breathing and overcoming destructive feelings, but it falls short in terms of establishing a direct relation with the relevant part of the body. In other words, as far as purification is concerned, it seems that destructive feelings in mindfulness techniques do not have a clear connection with their respective physiological aspects.

Breathing patterns are also slightly different in each technique. In integral meditation, the breathing is abdominal and, as such, is regarded as secondary. Furthermore, it is spontaneous as there is no strong connection with any particular method, for instance, step one – breathe in, step two – breathe out, and so forth. Breathing in and out is not related to the release of emotions or with relaxing any particular part of the body, as in the case in several mindfulness studies (Mirams et al. 2012). Rather, it is related to attaining a calm state in general. This is not to deny the importance of breathing. In the integral meditation technique, breathing is vital, but it is not the primary goal. Furthermore, there are no methodological steps associated with it.

Informal practice: all mindfulness tools imply informal daily practice. This means practising, for example, mindful eating (Kabat-Zinn, 2003), walking, and talking (Hanh, 1995). Mindfulness seems to be applicable to almost every activity which comes to mind. The Integral meditation technique (IMT), on the other hand, has *mudras* which makes practising it alongside everyday activities a difficult task. For example, holding a mudra and a spoon while eating can be challenging, and doing it while talking to someone may feel inappropriate. However,

affirmations, together with their respective visualisations, can be practiced under most circumstances, for example, when standing in a queue or waiting for a lift.

With mindfulness techniques, the central idea is staying in the present at all costs, regardless of whether one is eating, walking, breathing, doing one form of formal practice or another, and at any time or in any location. In comparison, IMT has a very clear primary goal: to strengthen the nervous system, purify one's mental and emotional contents and create a sense of love and happiness in oneself. Furthermore, IMT emphasises introspection by urging practitioners to turn their attention inwards independently, while mindfulness techniques often tend to rely on an instructor to help them reach this state, keeping the focus more on observing what is happening in the present. Therefore IMT is worthwhile for organizations to consider employing, because it is straightforward, well-structured, independent and easy to apply. In all respects, the ultimate philosophy of either of these techniques may be summarised thus: developing self-awareness as a step towards reaching self-realisation, is also related to the higher-level needs for self-actualisation (Haslam et al. 2000).

2.3. Significance of emotional competencies for business success

The purpose of this section is to represent emotional competencies that are relevant in the workplace and their relation to M-B training. Emotional competencies refer to how much of our emotional potential we are able to transform into a skill which can be used in life. This potential is expressed through our ability to recognise, channel and utilise our own as well as other people's emotions. In the present paper, competencies are divided into three groups: (1) ability to understand and perceive emotions; (2) ability to express and label emotions; (3) ability to manage and regulate emotions (Takšic, 2000). This division is in place to facilitate the understanding of the skills that appear both in practice and in the literature (Salovey and Mayer, 1990). As mentioned in the introduction, there are three models of emotional intelligence, as defined by the Encyclopedia of Applied psychology (Figure 2.1):

MIND-BODY Training

Mayer and Salovey Ability based model (1997), adopte by Takšić (2001)	Goleman – Competency based model (1998) adopted for the current study	Bar-On – Competency based model (2006) adopted for the current study
ESCQS1 – ability to understand and perceive emotions	Understanding others (Empathy), political awareness, insight into a global company's climate	Understanding how others feel (Empathy), social responsibility, interpersonal relationship
ESCQS2 – ability to express and label emotions	Emotional awareness (self-awareness) Self-confidence (self-awareness) Achievement (Motivation)	Emotional self-awareness Self-expression Self-actualization (Achievement)
ESCQS3 – ability to manage and regulate emotions	Self-control (Self-regulation) Adaptability (Self-regulation) Conflict resolution (Social skill-competence)	Emotional management and regulation Impulse control Adaptability (flexibility – change management)

Figure 2.1. – Three models of emotional intelligence

2.3.1. Ability to perceive and understand emotions (ESCQS1)

In order to understand the emotional atmosphere in a company (collective emotion), the perception of emotions has been accurately identified as a necessary ability (Sanchez-Burks & Huy, 2009). One of the competencies which is a part of the abovementioned group is compassion (empathy). Cosley et al. (2010) examined the relationship between compassion and stress, determining that compassion plays an essential role in coping with and overcoming stress. Compassion includes a thought component, namely understanding emotions (Hétua et al. 2012), and an affective component, in other words, feeling what others feel (Jolliffe & Farrington, 2004). The risk is that feeling the negative emotions (sorrow, anger, dissatisfaction) creates a reciprocal effect (sorrow creates sorrow). Hence, compassion also includes a component that avoids this reciprocity, namely reaction or reply (Dutton et al., 2006) in order to reduce pain (Dutton et al., 2006; Reich, 1989; Frost et al., 2000). In particular, the practice of 'mindfulness' is designed to support the ability to behave compassionately (Atkins & Parker, 2012). As

Sitzmann and Johnson (2012, pp. 1) argue: “Employees need to know their actual performance in order to adjust their effort”. Subsequently, through understanding employees’ needs, desires and behaviour, managers can direct their performance better. Humphrey (2002) emphasized that effective and enduring leadership is indicative of an individual’s awareness of their own and others’ internal emotional states and needs, particularly when under pressure. It is at this point when behaviour often gravitates towards defensive and sub-optimal performance. Such interpersonal behavioural negotiations are complex and dynamic. The context in which these negotiations take place has been further complicated by the rapid globalisation of organisational structures and practices. Consequently, one very significant type of effective managerial behaviour is the ability to deal with diversity in the workplace.

Diversity improves organisational efficiency and brings competitive advantages, which can be shared among a diverse workforce (Ehrke et al., 2014; Kochan et al., 2003). A highly sought after personal competency in global companies is having the sensitivity to both recognise and demonstrate respect towards those of different nationalities and those from different cultural backgrounds. Respecting diversity, especially among managers, can provide companies with the means of avoiding negative behaviour and maintaining a competitive edge (Ashkanasy et al., 2002). This means that many managers should possess a high level of awareness of internal company politics. This awareness also refers to understanding the distribution of power and having the ability to perceive and interpret the emotions of influential individuals within a company (Blickle et al., 2010). It also involves having an insight into the global climate of a company (fear, democracy, control) and into the relationships active within that organisation (both formal and informal). A study compiled by Chang et al. (2009) found negative correlations between perceived politics in organisations and several psychological matters such as work-related morale (job satisfaction and commitment). This suggests that if there is an excess of political “games” in a company, employees’ morale can be undermined and their performance threatened.

Hypothesis 1: M-B training generates a significant improvement in practitioners’ ability to understand and perceive emotions.

2.3.2. Ability to express and label emotions (ESCQS2)

The most important competency from this set of abilities is termed 'emotional awareness'. This refers to knowledge of one's own emotions (Goleman, 1998), and how these can affect one's environment, which is closely related to one's level of emotional maturity. The sign of maturity is one's ability to balance positive and destructive feelings in an affirmative tension (Fineman, 2006) and to know how to express such stability and how to use it in leadership. In order to maintain this process, the manager should possess the capacity for accurate self-assessment. Accurate self-assessment informs managers' awareness of their strengths and weaknesses, and how to present and express these (Goleman, Boyatzis and McKee, 2001). Over the long term, this competency could provide the structure for a self-disciplined approach to business planning, maintaining quality of interpersonal skills, and improving business results (Ritchie & Dale, 2000).

Another important competency is self-confidence, which has mostly been considered as a desirable skill for leaders and managers (Shipman & Mumford, 2011). Confidence/self-efficacy at the individual level is a part of positive organisational behaviour (Yammarino et al., 2008). Confident managers can help to instil confidence in others and generate their passion for success ("positive adrenalin"), all of which contribute to the achievement of goals. The greater confidence one has in one's own skills, the higher the number of perceived advantages the CEO attributes to a manager (Hayward & Hambrick, 1997). Confidence should be kept in check, however, because "when in excess may be the underlying cause for leaders making poor decisions, continuing with failing plans, and ignoring obvious flaws" (Shipman & Mumford, 2011, pp.1). Apart from confidence, the need for achievement is often mentioned in literature. This competency implies a high level of personal responsibility for results and taking "calculated" risks (Shane et al., 2003), but also a capacity for supporting others in their ability to do the same. In the often intense and dynamic organisational environment, the desired results may not be obtained without using one's initiative and demonstrating innovation.

The need for achievement involves initiative as the inner need for self-actualisation, while externally it represents a reaction to issues and processes, and requires commitment to visions, ideas and aims that are compatible with the organisation (Stroppa & Spiess, 2011). It may imply one's commitment to goals, which are designed to fulfil objectives, as expected from a manager, or having a vision in order to model and manage what should be done correctly from the outset. Results from a study by Wong, Tjosvold and Liu (2009) indicate that initiative in

teams significantly correlates with innovation, which signals the capacity to create new ideas and models, take on new attitudes, think boldly and engage with originality (Tuominena et al., 2004). Another element of innovation is one's willingness to break the rules, but not the law, assessing risk, reward and governance, when it is necessary in order to complete a task or solve a problem. Hence, based on the above discussion, if M-B develops emotional competencies, it will develop this second set of skills. Thus it follows that:

Hypothesis 2: M-B training generates a significant improvement in practitioners' ability to express and label emotions.

2.3.3. Ability to manage and regulate emotions (ESCQS3)

The first competency of this group is self-control. In accordance with behavioural economic theory, positive self-control is an ability to manage one's urges in order to maximise one's well-being in the long-term, while self-control issues might appear when self-control is not at the level it should be (Lubatkin, Ling & Schulze, 2007; Becker & Murphey, 1988; Thaler & Shefrin, 1981). This competency contains: the knowledge about personal, emotional and mental flows, conscious mechanisms of control, such as breathing, relaxation and meditation, in order to control destructive feelings and impulses (Friese & Hofmann, 2009). However, all individuals have a tendency to lose self-control, generally owing to a lack of complete foreknowledge of the circumstances they may find themselves in (Lubatkin, Ling & Schulze, 2007). Otherwise, individuals may resort to being far too reasonable. Vohs et al. (2012), found that the way people use self-control, depends on mutual influences between subjective, psychological and physiologically established levels of energy. Actions that are strongly driven by self-control, and thus based on continuous decision-making, essentially require one to expend a great deal of energy. When energy sources are reduced, motivation and willpower can subsequently compensate for this state by acting together to boost energy levels again.

One of the competencies that is crucial from this set, and tends to become particularly prominent during a crisis, is described as career adaptability. Savickas (1997) defined career adaptability as ''the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions" (p. 254). McMahon et al. (2012) emphasised adaptability as being crucial in times of transition. This is a central component of crisis situations, when, for example, companies experience a rapid transformation and the need to change their strategy (Bhattacharya, Gibson and Doty, 2005; Hitt, Keats, & DeMarie, 1998). At that point, managers'

ability to adapt to the new circumstances becomes an essential factor in influencing the realisation of the desired outcome. This particularly refers to managers who possess the capability and motivation to invent efficient reorganised strategies (Filatotchev & Toms, 2003).

An enduring feature of an effective manager and a 'great leader' is to know how to solve conflicts. Based on that, the last competency from this set is conflict resolution. Conflicts can be stressful and depleting, but also elevating and empowering (Halevy *et al*., 2012). Due to economic crises and rapid changes that have affected the business world over the last two decades, managing individuals' conflicting behaviour and turning it into an amicable resolution instead of aggravating the conflict, has become a highly desired competency for managers. Different M-B programmes pertain to understanding and practicing the mechanisms of managing and regulating emotions such as breathing, relaxing and meditation, which enable more beneficial coping strategies amid tense situations and potential conflicts. Hence, based on the above discussion, if M-B develops emotional competencies, it will develop this third set of skills. Thus it follows that:

Hypothesis 3: M-B training generates a significant improvement in practitioners' ability to manage and regulate emotions.

2.3.4. Emotional competencies and mind-body programmes

Meditation and emotional competencies. Emotional competency is "an ability to recognise, understand, and use emotional information about oneself that leads to or causes effective or superior performance" (Boyatzis, 2007, pp.8). Those skills are increasingly seen as desired qualities in the workplace, and have become the subject of research and practical application. For example, accurate self-assessment, self-confidence, innovation, initiative and empathy (Goleman, 1998) are just a selection of the emotional competencies required in the world of business today in order to efficiently handle situations that arise daily in the workplace. More specifically, the previously mentioned emotional competencies have been shown to be essential among all the characteristics of effective managers, especially when it comes to resolving high pressure and stressful working scenarios (Boak, 1991). A range of relaxation methods aimed at focusing attention, generally referred to as meditation, are gaining acceptance and becoming an integral component in business life. Subsequently, this leads to an application of tools for development of emotional competencies. Some of these tools could be different relaxation approaches and meditation techniques, all of which could be part of the M-B framework.

Adhia et al., (2010) examined the influence of the practice of yoga on emotional intelligence (EI) in managers. The sample included thirty managers who practiced yoga and thirty from a control group who did not practice. The results showed that Yoga practitioners achieved significantly ($t=3.03$, $p<0.01$) higher scores on the EI scale in general compared to non-practitioners, whose score was not markedly different after the training. Meditation reduces anxiety levels (Davidson & Goleman, 1977), which allows practitioners to express their emotions easier. In M-B programmes such as body-scan and relaxation response (Benson, 2005), emotions are controlled and directed towards a certain part of the body. In this way practitioners learn to manage and direct their mental and emotional flows in respect to external objects. One of the most important characteristics of emotional competencies is compassion. Meditations such as loving-kindness in particular aim specifically at developing this trait, which can affect psychological well-being, while in terms of social help they can serve as a stress buffer. In accordance with predictions, when the participants were administering social help and the compassion was higher than that in the control group, their systolic and diastolic blood pressure and cortisol levels were lower (Coesley et al., 2010).

How competencies relate to abilities is presented in figure 2.2. The following framework will be used to develop hypotheses.

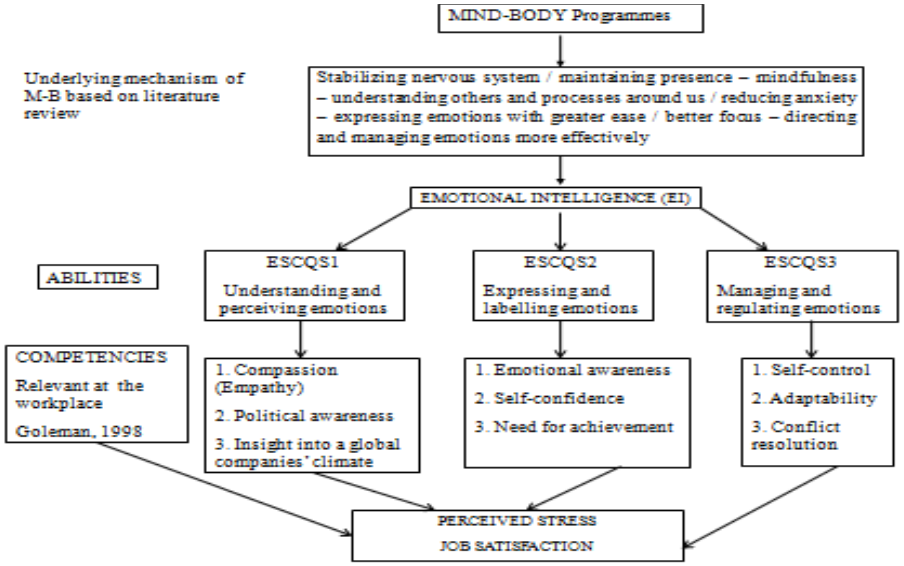


Figure 2.2. – The framework of the thesis

2.4. Stress

2.4.1. Introduction

Stress is a “non specific (mutual) result of any body demand, creating the effect mental or somatic” (Selye, 1936, pp. 1). Thus, stress is a collection of emotional, mental, corporeal and behavioural reactions, which appear as a consequence of one’s assessment of a certain event as dangerous or disturbing, in other words, due to demands from the environment which one feels unable to satisfy. Stress is a process, namely a relationship between man and his surroundings that can be assessed as harmful, threatening and dangerous.

Modern business is mainly synonymous with rapid information exchange and overwhelming technological demands. Consequently, for companies and their managers, a new set of requirements and rules will seek to emphasise the acquisition and mastery of a different set of skills, which in turn will allow them to find solutions to business problems and overwhelming stress more efficiently (Whitley, 2007). Human resources play an essential role in the day-to-day operation of most companies, while these processes are generally coordinated by managers (Torrington et al., 2008).

Stress tolerance is one of the key skills which companies should aim to transfer to their employees. It implies having the capacity to cope with undesirable, distressing psychological states (Simons & Gaher, 2005). Managing negative feelings such as anger, sadness and many others is of essential importance. Professional skills, often called hard skills, are insufficient for employees to make progress. They need to face and deal with everyday pressures and demands in the workplace, especially in these current testing times when economic crises seem to have gripped the whole world. M-B tools are among those that can contribute to bettering stress management, along with many others, such as physical fitness, running or going to the gym. People with low stress tolerance are generally prepared to perform any action in order to eliminate the distressing stimuli, and sometimes they even resort to measures that are damaging and risky (for instance, cigarettes, alcohol, and other damaging behaviours, Jordan et al. 2011, Cooper et al, 1992, Brown et al, 2002). Compared to other tools, M-B tools aim to influence employees’ personalities in terms of anxiety reduction, self-awareness and self-control.

Essentially, the research streams follow two theories: one is an interactive theory based on stimulus-response, and the other is a transactional theory. For example, stress is an individual’s response to disbalance in the ratio between pressure and one’s ability to deal with that pressure

(Williams and Cooper, 2002). In other words, stress appears when one's desires do not fit the reality within which one operates (Dolan, 2007). Dunham (2001) explained that stress occurs when employees invest great effort in return for little reward. In this case, it depends on an individual's perception of how much and which reward is seen as adequate. The transactional theorists, on the other hand, distinguish between the primary and secondary assessment. The first assessment is about situation demands, and the second assesses whether one has the necessary tools to reply effectively to the demands of that situation. Those two assessments define whether a situation is considered to be risky or not (O'Connor et al., 2010; Blascovich & Tomaka, 1996; Lazarus & Folkman, 1984).

Stressor →	**Assessment →**	**Stress**
(objective event)	(interpretation of event)	(inner state)

2.4.2. Types of stress

Stress can be acute, but also chronic, depending on how long it lasts (Kondratyuk, & Morosanova, 2014). Acute stress is a product of day-to-day tensions and it often arises in unpleasant situations which need to be resolved. Therefore, the situations, such as an argument with a colleague, tend to be transient in nature and, as such, the stress they generate can be easily overcome. A genuine difficulty may result when these situations become a part of everyday life and start to have a long-term impact on the persons involved.

Chronic stress lasts over a long period of time. In the workplace, chronic stress can have a much greater impact on one's mind and body compared to the acute one, the worst of which being metabolism issues and heart disease (Chandola et al, 2006). One of the worst potential forms of damage arising from chronic psychological stress is a reduction of biological resilience and the disruption of homeostasis. A typical example of this is someone who has been bullied in the workplace on a long term basis by his or her manager.

Traumatic stress – is a consequence of a tragedy, such as war, car accident, or a natural disaster. In fact, a large number of war veterans experience traumatic stress every day. Symptoms of traumatic stress can lead to a variety of mental health issues and some of those people can be diagnosed with PTSD – post-traumatic stress disorder (Morina et al., 2014). PTSD is usually accompanied by psychological issues such as anxiety as well as personality and mood disorders (Taylor et al., 2006; American Psychiatric Association, 2000).

All stressful situations, regardless of their type, can disturb one's physiological and psychological balance and evoke a defensive reaction in the organism, known as *general adaptive syndrome*. This syndrome has three stages: alarm, resistance and fatigue (Onciul, 1996). The alarm stage implies immediate response to a challenge, causing the limbic system to activate and the fight-or-flight response to take hold. If the stressor persists, then people move into a resistance stage, which means developing a strategy to overcome the cause of stress. If the demands are excessive, and the person can no longer offer resistance, then exhaustion may set in. The impacts of stress can also be positive, if one's organism strengthens, resists effectively or develops new constructive coping mechanisms.

2.4.3. Signs of stress and its consequences

There are four signs of stress (Arambasic, 2000): (1) physiological: trembling hands, redness, sweating, increased heartbeat, stomach pains...; (2) mental: self-criticism, forgetfulness, weak concentration; (3) emotional: rage, panic, feeling of guilt, mood swings, feeling powerless, sorrow...; (4) behavioural: withdrawing in oneself, exaggerated need for alcohol, coffee, nervous rhythmical movement of feet or legs, crying.

Emotional and mental stressors in the workplace (Onciul, 1996) are fear (of sanctions), joy (regarding promotion prospects), anger (triggered by experiencing or witnessing injustice), challenge (of the new position), shock (from sexual or racial harassment), competition (with a colleague), conflicts with subordinates or managers, contradictory instructions, negative thoughts, monotonous tasks, night shifts, overtime, structural changes and time-related pressures.

Psychological and emotional consequences of stress. Among these are having insufficient concentration during challenging activities, the frequent loss of attention, a constant feeling of being under pressure, depression and unhappiness (Warr, 2002). Nevertheless, all issues that demand mental activity can be solved successfully if one accepts that it is natural and often necessary to make mistakes in the process. A human is not always able to assess the actual situation. The way one thinks during stressful situations do not automatically follow logical, relevant schemes, nor do they follow any recommended order. Instead, their course tends to be somewhat disorganized. Subsequently, there are difficulties with emotional and physical relaxation, in conjunction with increased tension. People often experience difficulties with sleeping due to worry (Warr, 2002) or even anxiety (Stahl & Goldstein, 2010). Furthermore, consequently higher levels of neuroticism and disengagement in certain cases usually lead those

afflicted by them to see work as threatening (Langelaan et al., 2006), while the results of Szalma (2009) have found that there is a convincing relationship between high pessimism and high distress.

Physical consequences. Physical symptoms are headaches, dizziness, stomach upset, heart pounding (Spector, 2012). There may also be problems with the digestive tract, loss or increase of appetite, sleeping disorders, increased tension and pain in the neck and shoulder region as well as disruption in the menstrual cycle. In addition to these, it is not uncommon that some psycho-somatic disorders also appear, such as abnormal levels of blood pressure, stomach ulcers and diabetic stress. On a psychological level, the consequences of long-term stress can manifest as depressive states, chiefly characterised by apathy, chronic insomnia and irritability. (Cardon & Patel, 2013).

2.4.4. Professional stress

Stressors in the workplace can be related to job conditions in terms of the actual physical space, job organisation, interpersonal relationships, job characteristics, the characteristics of clients one has to deal with (for example, annoying clients), colleagues not talking to each other or not doing their jobs properly, excessive amounts of overtime, and many other factors. If such stressors in the workplace are left unchecked over prolonged periods, namely by the employer, complete exhaustion may well result. This type of stress affects employees' motivation levels as well as their physical condition, and ultimately jeopardises productivity (Cooper, 1998). This can lead the employer to reach his or her own tipping point: exhaustion, frustration, feeling powerless and hopeless at which point one starts to question the very validity of one's chosen career which, in turn, can detrimentally affect everyone in the company.

Excessive psychological pressure is reflected in one's quality of performance at work, frequency of mistakes, and number of injuries. Consequently, the level of sickness, role ambiguity, environmental uncertainty, and other related factors appear to increase as well. (Cardon & Patel, 2013).

Therefore, stress control may be one of the key skills for a successful career. Numerous studies (Fineman, 1993; Ashforth & Humhrey 1995; George, 2000; Goleman, 2000; Ashkanasy & Dasborough, 2003) of emotional intelligence have shown that in order to be successful, it is not only important to have self-discipline or to be hard-working. What is equally paramount is

the ability to control destructive feelings such as fear and tension (Goleman, 1998). In order to counter the effects of stress brought on by these emotional states, many people try to buffer it in inappropriate or damaging ways - nicotine, alcohol, caffeine, sugar, and other tools used for calming and relaxing, are the most commonly used substances to satisfy this purpose (Cooper et al, 1992, Brown et al, 2002). Such stimulants are used to prepare individuals for action by stimulating the production of neurotransmitters such as serotonin, noradrenalin and dopamine, which eventually cause energy levels and mood to drastically move up and down. The overall effect is that, as our organism begins to adjust to the effects of these tools, the dose must be continually increased in order to achieve the same feeling, until the point when the receptors cease to react to the stimuli. This, in turn, increases the feeling of stress. Hence, not only do the mentioned stimulants fail to reduce stress, they actually decrease the body's natural anti-stress mechanisms.

2.4.5. Strategies for coping with stress

(1) Strategies for how to alter stressors (influencing the enfoldment of a certain event or how a particular situation will end: for instance, one can start talking more quietly when someone starts shouting, or also explain better what has just been said because of a misunderstanding). (2) Strategies that help us accept the situation as it is (because we are not in a position to change any aspect of it); generally this can be done by making an effort to see the situation more favourably compared to how it was perceived at the beginning: searching for something positive in the situation, viewing it from a different perspective or accepting it as a new experience, and so on; (3) Strategies that help us to avoid stressful situations and events whenever possible: for example, one can stop reading the newspapers or listening to the news if their content is found to be disturbing, or we can try to avoid people with whom we often argue with (Lazarus & Folkman, 1984).

Meditation can be used as a method for stress reduction as anxiety levels drop and the ability to accept stressful situations increases (Davidson & Goleman, 1977). Usually, the above mentioned second strategy is a characteristic of meditators. However, instead of approaching meditation as merely another tool from a wide range of means to reduce stress, the last two or three decades have witnessed a considerable amount of research into the influence of meditation on neurological processes (Rinpoche, 2007). Among the many studies carried out on this topic, one that was based on data of magnetic resonance, conducted in 2011, used mindfulness as its method (MBSR). The research included 35 participants (18 experimental and 17 control). The

study proved how the brain's grey matter among practitioners can thicken, significantly after the treatment (t=6.89, p<0.01), whereas non-practitioners did not see significant changes (t=0.34, p<0.74). Research into brain plasticity has shown that the brain has the capacity to change its physical and psychological structure in response to experience and the repetition of specific behavioural and cognitive activity (Holzel et al. 2011). Apart from the research which has examined the effects of meditation on our physical make-up, an accumulated body of research can also be found in the area of meditation and business. Dane (2011; Kahn, 1992) suggests that, from the viewpoint of executing tasks, essential benefits can be drawn from staying mindful in the present moment. Apart from efficiency, mindfulness increases job satisfaction and plays a significant role in countering emotional exhaustion, namely mindfulness reduces emotional exhaustion (fatigue) that influences job satisfaction (Hulsheger et al. 2013).

2.4.6. Positive aspects of stress

Stress is not always negative; it also has its positive aspects. Indeed, according to Kung and Chan: "The positive response, eustress, is the extent to which the cognitive appraisal of a situation is perceived to enhance well-being" (2014, pp.76). Positive stress, or eustress, refers to our response to a difficult situation and as such can be followed through the presence of positive psychological states (Hargrove et al., 2013). Usually, people who have experienced eustress describe it as a state of presence, elevation and high attention. In such cases, stress represents a stimulating prompt for success and is thus associated with well-being and health as it directly affects performance in the workplace (Hargrove et al., 2013). A certain amount of stress is, in fact, necessary for us to be healthy. However, that amount varies from one individual to another, so one is required to determine what that level is. When these limits are known, it is more straightforward to protect oneself.

2.4.7. Non-M-B programmes and stress

Training aims to reduce stress in specific areas by providing trainees with relevant knowledge (educational intervention). A specific example of a non-M-B programme is role ambiguity: role ambiguity can be lowered by creating mutual understanding among workers as to what their aims and visions are (Upson et al., 2007). Another non-M-B programme is coping flexibility, a source that improves adaptability to a rapidly changing environment at work. Adaptability as such goes hand in hand with the dismissal of old patterns of behaviour and the creation of new action plans. In psychology, it can be defined as the "deployment of coping

strategies that meet the specific demands of stressful situations" (Fresco et al., 2006; Lester et al., 1994 cited in Cheng et al., 2012 pp. 273;). In the previous study, coping flexibility is based on the cognitive-behavioural approach. In terms of coping with stress at work, participants showed greater flexibility after the intervention (Cheng et al., 2012). In another example, workshops and action plans for the study of stress were implemented (Dollard & Gordon, 2014). The workshops involved lectures on the causes of stress; job design; consequences of stress such as low morale and lengthy absences from as a result of illness; the organisational development strategy and action plans, which pertained to identifying problems and weaknesses in job design, risk assessment and human relations. The intervention regarding improved job design and organisational factors was successful, thus leading to improved staff morale and reduced sickness based absences (Dollard & Gordon, 2014).

2.4.8. M-B and stress

Stress impacts both absenteeism rates and job performance, effectiveness and satisfaction (Burnard et al., 2000; Schure et al., 2008 pp1). Meditation can be used as a method to reduce stress. Compared to conventional methods for overcoming stress, the recognition of non-conventional ones is steadily rising, among which various types of meditation are the most prominent ones. A considerable number of studies have been conducted in this specific area. One of the most tangible and scientifically based was conducted by Holzel et al., (2011), using mindfulness as the method (MBSR). The study carried out by Creswell et al. (2014) confirms that three days of mindfulness training lowers reactivity to psychological stress based on the Trier Social Stress Test among young adult volunteers. Particularly, when it comes to leadership, stress can be overcome by positive renewal techniques such as meditation, yoga, tai chi, qi gong and martial arts. (Boyatzis & Smith, 2012). Following that, the aforementioned techniques belong to M-B tools, and the role of meditation as a stress reduction technique in today's workplace is prominent among them. Conlin (2004) explains the underlying mechanism of meditation in stressful situations as something that enables meditators to stay detached from their emotional reactions, so that they can appropriately respond in compromising situations. He also mentions that CEO meditators report that meditation has made them more effective.

Under intense pressure caused by tasks and complex interpersonal communications, managing personal and interpersonal anxiety is a vital skill. Individuals, who cannot cope with these conditions, can create conflict, which is more related with high anxiety and personal defensiveness than with productive teamwork (Benton, 2011). Meditation reduces the level of

anxiety (Davidson & Goleman, 1977), therefore, it can be a powerful tool in facilitating teamwork. M-B exercises have been used primarily as stress reduction techniques that could help overcome those stress-induced hindrances, such as role ambiguity, conflicting roles and inconvenience, all of which negatively correlate with performance (Lepine, Podsakoff and Lepine, 2005).

Hypothesis 4a:

M-B training generates a significant improvement in practitioners' stress levels.

Hypothesis 4b:

Emotional competencies mediate the relationship between the intensity of M-B training and perceived stress.

Hypothesis 4b1:

The ability to perceive and understand emotions mediates the relationship between the intensity of M-B training and perceived stress.

Hypothesis 4b2:

The ability to express and label emotions mediates the relationship between the intensity of M-B training and perceived stress.

Hypothesis 4b3:

The ability to manage and regulate emotions mediates the relationship between the intensity of M-B training and perceived stress.

2.5. Job satisfaction

In occupational psychology one of the most significant and widely researched concepts is job satisfaction (Locke, 1976). There is no common definition for this phenomenon; most of its definitions have a similar meaning (Paul & Phua, 2011). Locke defined it as a: "pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976, pp. 1300). It generally refers to feelings and emotions that workers experience at work, whether these be positive or negative (Spector, 1985). These show how employees feel about their work and different aspects of it. There are many aspects of work that differ greatly: appreciation, communication, nature of work, relationships with co-workers, work conditions, company and job organisation, policies and procedures, wages, personal development, promotion opportunities, recognition and security (Warr, 1999). It is intriguing that, although we

live in a capitalist society, some of the studies show that correlation between pay and job satisfaction is below 0.30 (Judge et al., 2010; Beutell & Wittig-Berman, 1999; Sanchez & Brock, 1996). This indicates that it is possible to discover which other important aspects of job satisfaction there are, especially those of an internal psychological nature.

Research into job satisfaction carried out to date can provide managers with a better idea of their situation at work; this research should be conducted appropriately, otherwise it can cause serious damage. However, no research until now has confirmed that psychological well-being and job satisfaction contribute to organisational performance. The idea of a happy productive worker has not been confirmed yet (Wright & Cropanzano, 2004). On the other hand, self-determination theory claims that external rewards undermine motivation and job satisfaction of employees (Judge et al. 2010; Deci & Ryan, 2000). Pfeffer (1998) said: "Literally hundreds of studies and scores of systematic reviews of incentive studies consistently document the ineffectiveness of external rewards" (pp. 216).

The study of job satisfaction has two approaches: global and faceted. The global approach defines job satisfaction as an overall feeling about the job and it represents a sub-dimension of well-being. Another form of this approach is focusing on job facets (different aspect of job satisfaction) which are all sub-dimensions of global job satisfaction (Bowling et al., 2010). Various aspects of a job are rewards, relationships with others, working conditions and nature of work. The faceted approach is very complex and incorporates a large number of elements, but in terms of practice it is very useful. Here, for example, an employee can be happy with one aspect of his job (his salary), but not happy with another condition, for example relationships with their supervisor (Dalal et al., 2011). Again, this can be divided into even greater detail, for example, relationships at work: employees can be happy with his or her colleagues but not satisfied with the supervisor, or the other way around. This (relationship with others, working conditions, salary) underlines the complexity inherent in job satisfaction and the need for observing related phenomena in greater detail. However, in this thesis, job satisfaction is measured and presented as global result without explanation of the details that job satisfaction covers.

Different aspects of job satisfaction are positively related to the nature of work, which is specifically linked to job satisfaction as a whole. Job characteristics can also be observed, figuratively speaking, through these six lenses: skill variety; task identity; task significance; autonomy; job feedback; job scope (overall complexity of a job), as well as a combination of

these six characteristics. Job characteristics theory says that high scope leads to job satisfaction, while low scope leads to boredom and dissatisfaction – their correlation is 0.45 (Spector, 2012).

2.5.1. Culture and job satisfaction

Matsumoto and Hwang (2011, pp.95) defined culture as "a unique meaning and information system, shared by a group and transmitted across generations". Culture programmes the mind in such a way that people from one group distinguish those from another. The main characteristic of culture are its values (Hofstede, 1999), and they differ from one group of people to another. For instance, Switzerland and Serbia have different economic standards, although they are both European countries. Standards in Switzerland are among the highest in Europe, while those of Serbia are at the other end of the spectrum (Eurostat, 2016). In the study of (Sousa-Poza & Sousa-Poza, 2000), Western European countries had higher rates of job satisfaction compared to countries in Eastern Europe. Among twenty-one countries that they analysed, Switzerland is third, while countries that are economically similar to Serbia (Hungary, Bulgaria, Slovenia), were among the last five. All the previous data indicates that job satisfaction levels in Serbia would probably be much lower than the levels deduced for Switzerland.

In addition to economic advantages, the public sector in Switzerland is much more developed since Switzerland has a very low level of unemployment (3%), while the rate in Serbia is 20%. Subsequently, these aforementioned factors create contrasting mentalities across populations (psychological scars; "scarring effect", Clark, Georgellis and Sanfey 2001)). The "scarring effect" of being unemployed in the past (Lange, 2013; Clark, Georgellis and Sanfey 2001) may permanently harm people's psyche. Such psychological scars have been noticed in the evaluation of several aspects pertaining to satisfaction, including the job satisfaction of employees who have been re-employed since their period of unemployment.

2.5.2. Job satisfaction and locus of control

Bowling et al., (2010) claim that job satisfaction is caused by underlying personality. The locus of control is vital as a personality trait. It could be internal or external, depending on how much control we believe we have over the events that surround us. Different studies have shown that people who believe that they can control events around them ultimately perform better on their job satisfaction scales. Dailey (1980; Singh & Dubey, 2011) found that people with an inward locus of control are more stimulated, satisfied and engaged with their jobs. One of the reasons for this is that they believe that they can control events around them, which in turn

means that their sense of job satisfaction depends on themselves. Another reason for scoring higher on the job satisfaction scale is that this kind of worker will try to introspect any uncomfortable situation before responding to it (Srivastava, 2013). People who meditate believe that they can change their life and job circumstances; even the study of Himelstein (2010) represented how participants who practice meditation can acquire lower levels of anxiety and higher inward locus of control.

2.5.3. Stress and job satisfaction

Work-related issues, such as dissatisfaction, boredom and turnover, appear as consequences of perceived stress, but also of personal issues such as anxiety, depression and physical illness. Stressful circumstances related to one's employment may lead to the following outcomes: role ambiguity, role conflict and job dissatisfaction (Tetrick & LaRocco, 1987). In order to establish this relationship as clearly as possible, it is important to define stress; stressors; and job satisfaction. Usually those constructs are defined differently from one job to another. Stress and job satisfaction are related, but this relationship depends on the group that is being assessed (Fairbrother & Warn, 2002; Rees, 1995; Young and Cooper, 1995). However, the following model can cover many areas of work: stressors (task related) could be demanding schedules; financial strain; physical and emotional demands; but also (human related) support; decision making; job security; and the importance of workers togetherness (Delp et al., 2010). Job satisfaction may depend on both hard (task related) and soft skills (human related). In this paper, the main focus is devoted to soft skills.

2.5.4. EI and job satisfaction

EI, seen outwardly, is related to social relationships at work and as such is expected to be an important factor in job satisfaction because it influences how we experience emotions and deal with stress at work. When seen inwardly, awareness of our emotions guides us to regulate stress and our destructive emotions, so that we may dedicate ourselves better to our work (Kafetsios & Zampetakis, 2008). Through the use of self-report and supervisory reports, Lopes et al., (2006) have discovered that there is a relationship between EI skills and certain aspects of job satisfaction. Kafetsios and Zampetakis' results (2008) have also shown that EI is a stable predictor of job satisfaction and efficiency in the workplace.

2.5.5. Non-M-B approach and job satisfaction

Different aspects of job satisfaction have a positive correlation among each other, which leads to significant association between the satisfaction with professional development training and the development of job satisfaction. The overall satisfaction with professional development training provided by the employer, in particular, can lead to overall job satisfaction of customer service representatives. Furthermore, the content of professional development training (its duration**,** methodology) was crucial for the trainees' satisfaction with the skills and knowledge received (Schmidt, 2007).

Learning and sharing information enables employees to be more satisfied with their jobs. Research carried out by Fawad et al. (2013) highlights the business needs that direct an employee's focus on their professional development in order to obtain job satisfaction and create a competitive advantage. It is shown that office redesign changes negative personal reactions due to the fact that affective organizational commitment is raised. This occurs because employees develop a perception of innovation and collaboration as a result of redesigning offices. (Morrow et al., 2012). Proudfoot et al., (2009) implemented a cognitive-behavioural training programme aimed at improving employees' well-being, job satisfaction, productivity and turnover. The training contributed significantly to relieving psychological distress, improving job satisfaction, and eliminating or reducing the intention to quit. The improvements lasted for the following three months, while their impact was transferred to employees' day-to-day duties at work. The intervention had also reduced psychological distress from 37% to 10%. Such training can be seen as a prevention for occurrences such as dissatisfaction and turnover.

2.5.6. Job satisfaction and M-B

Job satisfaction, flow and meditation. The last decade has seen a dramatic increase in research into the construct of subjective well-being (Diener, 1984; Diener & Larsen, 1993). In particular, energy management (in a broader context, managing emotions and thoughts), is becoming a key to business success (Loehr & Schwartz, 2005). Thus, companies can increase qualitatively their productivity and financial gain by employing management staff that is aware of the challenges which employees incur, as well as management that is able to design different forms of training programmes based on energy management. This will ensure that all employees acquire the skills (competences) necessary to adapt to the changes.

Chikszentmihalyi (2002) claims that the most likely reason why people feel dissatisfaction in the workplace is not because they are physically or emotionally exhausted, but

because of job-related variables, in other words, the way how their aims are perceived in relation to their job. The issues mentioned here are often due to the monotonous nature of challenges that employees are faced with (routine), while the second kind are conflicts with others, especially managers. The third, exhaustion, is generally due to excessive pressure, stress, very little time to think about oneself or to dedicate to family. Such scenarios usually occur among those holding higher positions in the company.

Generally speaking, there are two solutions for overcoming these problems: redesigning one's job or taking a different approach to it. The second solution seems to be related to autotelic personalities (auto 'self', telos 'aim'). These personality types are almost able to create a game out of the job through creating a variety of appropriate and flexible challenges, clear goals and immediate feedback. Thus, the greater their level of development, the more enjoyable work becomes. Likewise, their satisfaction with the job (activity) seems to arise due to their greater involvement in the work itself (Quinn, 2005). Indeed, according to Chikszentmihalyi: "They are able to change constraints into opportunities in order to express freedom and creativity" (2002, pp. 152). The autotelic experience or flow elevates life to a different level. Alienation becomes involvement, boredom becomes enjoyment, and helplessness becomes control. When experience is intrinsically rewarding, life becomes justified in the present, instead of being held hostage to a hypothetical future gain. When people find satisfaction in reaching their aims, they increase their experience of flow also (Locke & Latham, 1990). Meditation should possess a large number of these elements of flow, such as attention, involvement, enjoyment of an immediate experience and search for inner rewards. This clearly indicates that the connection between meditation and flow is very high. In addition to the importance of being in the present (being mindful), Hulsheger et al. (2013) have shown that mindfulness meditation increases job satisfaction and plays a significant role in countering fatigue as measured by emotional exhaustion.

On the one hand, theories of job satisfaction indicate that this phenomenon remains stable over time (Staw & Ross, 1985; Connolly & Visveswaran, 2000) and suggest that it is probably related to genetic potentials (Arvey et al., 1989; Connolly & Visveswaran, 2000). In the study of Bowling et al., (2006) this stability is well-documented as a dispositional approach even in cases of changing a job. On the other hand, the same authors also disagree on whether the dispositional element could significantly diminish the success of organisational efforts in order to increase work-related attitudes. Thus, many scientists have tried to design different forms of training in order to improve job satisfaction as an important aspect of work.

Hulsheger et al.,(2013) conducted a study in which they examined the impact of mindfulness intervention on emotional exhaustion and job satisfaction. They conducted an experiment (N=64) that randomly assigned participants into a mindfulness self-training group and a control group. They found that mindfulness prevents fatigue and emotional exhaustion ($p<0.01$), and promotes job satisfaction ($p<0.01$). Mindfulness may influence employees' assessment of events in the workplace as less stressful and challenging, which in turn increases positive and reduces negative affective responses, and guides to a more positive evaluation of one's own job satisfaction. Judge, Bono & Locke (2000) claimed that self-esteem and self-efficacy are positively related to greater job satisfaction; generally speaking, positive self-evaluation correlates positively with job satisfaction.

The findings on the TM (Transcendental meditation) technique relevant to organisational performance include increased cognitive performance (Orme-Johnson et al., 2005), improved self-esteem and higher levels of self-actualisation and development (Alexander et al., 1991), as well as more effective managerial performance (Torbert, 1987). Also, Schmidt-Wilk, et al. (1996) found that if members from organisations practice the TM technique, improvements in these individuals' organisational performance may result. Generally, people who practiced some of the aforementioned M-B programmes are more satisfied with the content of their job which may lead to an increase in performance levels.

Hypothesis 5a: M-B training generates a significant improvement in practitioners' job satisfaction.

Hypothesis 5b: Emotional competencies mediate the relationship between the intensity of M-B training and job satisfaction.

Hypothesis 5b1: The ability to perceive and understand emotions mediates the relationship between the intensity of M-B training and job satisfaction.

Hypothesis 5b2: The ability to express and label emotions mediates the relationship between the intensity of M-B training and job satisfaction.

Hypothesis 5b3: The ability to manage and regulate emotions mediates the relationship between the intensity of M-B training and job satisfaction.

CHAPTER 3

METHODOLOGY

3.1. Introduction and research questions

The topic of this study: "Development of emotional competencies, stress and job satisfaction: Implications of a mind-body programme", reflects three interdependent variables which need to be tested before and after the application of the programme. The aim is to test the impact of the programme on the variables and the relationships between them; potentially, the process of intervention will develop participants' emotional competencies, reduce stress and increase job satisfaction.

The research method normally refers to techniques used for data collection and how this data are organised, while research design is the overall approach to resolving the problem in question, including all the empirical research. Research methods are the response to research questions (Bryman, 2012). This research will rely on a mixed-methods approach as the most appropriate way to solve them. The structure of this chapter is as follows: (1) Introduction and research questions, (2) Research design (3) Sampling design (4) Rationale for the sample size and procedure of this study (5) Instrument design (6) Approaches to data analysis (7) Ethics.

3.1.1. Research questions

There are four main research questions:

- Does M-B training affect stress reduction, emotional competencies and job satisfaction?
- Do emotional competencies mediate the relationship between M-B training and stress?
- Do emotional competencies mediate the relationship between M-B training and job satisfaction?
- What is the underlying mechanism of M-B training?

3.1.2. Research paradigm – epistemology of mixed methods

The approach adopted in this study is pragmatism. Since the 1970s, pragmatism has been revived because of the insights it continues to offer into research in management and organisations, and also because it provides an epistemological justification for mixing methods and approaches (Gray, 2014; Onwuegbuzie et al., 2009). Pragmatism, as a philosophical stance, provides justification for the use of mixed methods and offers possibilities for a more practical approach to research. This practical approach is centered on how to address research questions, while both quantitative and qualitative research designs are sometimes necessary. The Epistemology of pragmatism is based on collecting data by "what works" in order to answer research questions (Creswell & Clark, 2007). Pragmatism rejects the incompatibility thesis that quantitative and qualitative research studies are wholly incompatible and that it is not advantageous to combine them in social sciences (Onwuegbuzie et al., 2009). This confronts the idea of purists, who define reality as either subjective or objective and have a mono-method. Pragmatist research confirms that paradigms may remain separate, but they can also be mixed and combined with another research paradigm (Gray, 2014), a process called mixed research. Mixing quantitative and qualitative research designs is often necessary in order to address research questions. Mixing approaches help researchers to optimally frame, examine and provide answers to the research questions. Pragmatist researchers who mix philosophical positions find it natural to combine statistical analysis with different qualitative analysis (Onwuegbuzie et al., 2009).

The position of pragmatism encourages researchers from different paradigms to cooperate and advance their knowledge (Maxcy, 2003; Watson, 1990) and specifically offers a value-oriented approach to research. In other words, the priority lies in answering research questions regardless of philosophical stances. Following that, the main idea is to provide more conducive findings for research questions rather than utilising qualitative or quantitative methods alone (Tashakkori & Creswell, 2007).

The goal of using mixed methods methodology is not to replace purist approaches, but to reduce the weaknesses and maximise the strengths of either approach (quantitative and qualitative). It is possible to mix two different methods in a variety of ways (Tashakkori & Creswell, 2007, pp. 4), all of which are used in this study, apart from sampling which is not probabilistic, but purposive: (a) two types of research questions (quantitative and qualitative), (b) two types of sampling procedures (probability and purposive), (c) two types of data collection

(for example, questionnaires and interviews), (d) two types of data (numerical and textual), (e) two types of data analysis (statistical and thematic), (f) two types of conclusions ("objective" and "subjective"). As a result, this study represents a robust methodology that satisfies the criteria of mixed methods, thus allowing the researchers to produce a superior product.

3.2. Research design

A research design is a map that the researcher follows during the research process in order to find answers to research questions as validly, objectively, accurately and economically as possible. It is a procedural-operational plan, illustrating which distinctive methods and procedures can be implemented during the process of research and how they can be enacted (Kumar, 2014). Following that, a research design creates a framework for the collection of data and analysis. By choosing a particular research design, the researcher decides how to prioritise a variety of dimensions belonging to the research process, which involves adding importance to: expressing causality among variables, generalizing results to a larger population than those being investigated, understanding behaviour and the meaning of that behaviour in a particular social context and having a temporal understanding of phenomena in society (Bryman & Bell, 2011). Furthermore, according to Hakim (1987, pp.1): "Research design deals primarily with aims, uses, purposes, intentions and plans within the practical constraints of location, time, money and availability of staff". Research design can be quantitative, qualitative or mixed methods, and this study applies mixed methods design.

Table 3.1. Mixing methods

MIXING METHODS		
RQ1: Does the M-B training affect stress reduction, emotional competencies and job satisfaction?	*Hypothesis 1*: M-B training generates a significant improvement in practitioners' ability to understand and perceive emotions	Quantitative + qualitative results
	Hypothesis 2: M-B training generates a significant improvement in practitioners' ability to express and label emotions	Quantitative + qualitative results
	Hypothesis 3: M-B training generates a significant improvement in practitioners' ability to manage and regulate emotions	Quantitative + qualitative results
	*Hypothesis 4a:*M-B training generates a significant improvement in practitioners'	Quantitative +

	stress levels	qualitative results
RQ2: Do emotional competencies mediate the relationship between M-B training and stress?	*Hypothesis 4b*: Emotional competencies mediate the relationship between M-B training and practitioners' stress levels.	Quantitative + qualitative results (if possible, if not then explanation)
RQ1	*Hypothesis 5a*: M-B training generates significant improvement in practitioners' job satisfaction	Quantitative + qualitative results
RQ3: Do emotional competencies mediate the relationship between M-B training and job satisfaction?	*Hypothesis 5b*: Emotional competencies mediate the relationship between M-B training and practitioners' job satisfaction.	Quantitative + qualitative results (if possible, if not then explanation)
RQ4: What is the underlying mechanism of M-B training?	QUALITATIVE	

3.2.1. Mixed methods design

The design of this research is based on the mixed methods approach, in which two elements are paramount: sequence and dominance (Esterby-Smith et al., 2012). In terms of sequence, the research first starts with a quantitative part, which is then complemented by the qualitative one. The quantitative part is quasi-experimental, while the qualitative includes interviews. It is also important to note that the quantitative part is the dominant research discourse which addresses the first three main research questions, while the qualitative part complements quantitative research (Bryman & Bell, 2011) and addresses the fourth main research question. This is called methodological triangulation (Gray, 2014), where two data gathering techniques are used - in this study, questionnaires and interviews. This research design may benefit the study as a whole in several ways. The first advantage of this design is that quantitative methods can assess the efficiency of the M-B training with psychological instruments (questionnaires). The second is that qualitative methods can assess more deeply those illuminating experiences which the participants incur during M-B training, and such knowledge cannot be gathered through the use of questionnaires. The process can be broken into three stages:

The first stage of the research design involves quantitative data collection, which follows

the hypothetic-deductive approach. A quasi-experiment is applied, which compares the experimental and control groups before and after the intervention. It is called quasi-experiment because the participants are not randomly selected (Bryman & Bell, 2011), but purposively. The expected outcome from the intervention is an improvement in the retest by the experimental group. The results are collected before and after the treatment by means of questionnaires, and the data is processed using statistical analysis (Figure 3.1.).

The second stage of the research design includes qualitative data collection, which involves an inductive approach. Bottom-up, based on the data gathered, a theory can be inductively built (Gray, 2014), which in this case is complementary and supportive to quantitative data. At this stage, the method is composed of semi-structured interviews (see appendix 2a). The next step is again qualitative analysis, which should be conducted a year after the experiment and also to consist of another set of interviews (see appendix 2b). The aim is to obtain a longitudinal approach.

The final stage of the research design includes putting the data together; this refers to the quantitative data with its conclusions, together with the explanations of qualitative data. Such a step will allow for an integrated approach (Tashakkori & Creswell, 2007) and a comprehensive understanding of the whole process.

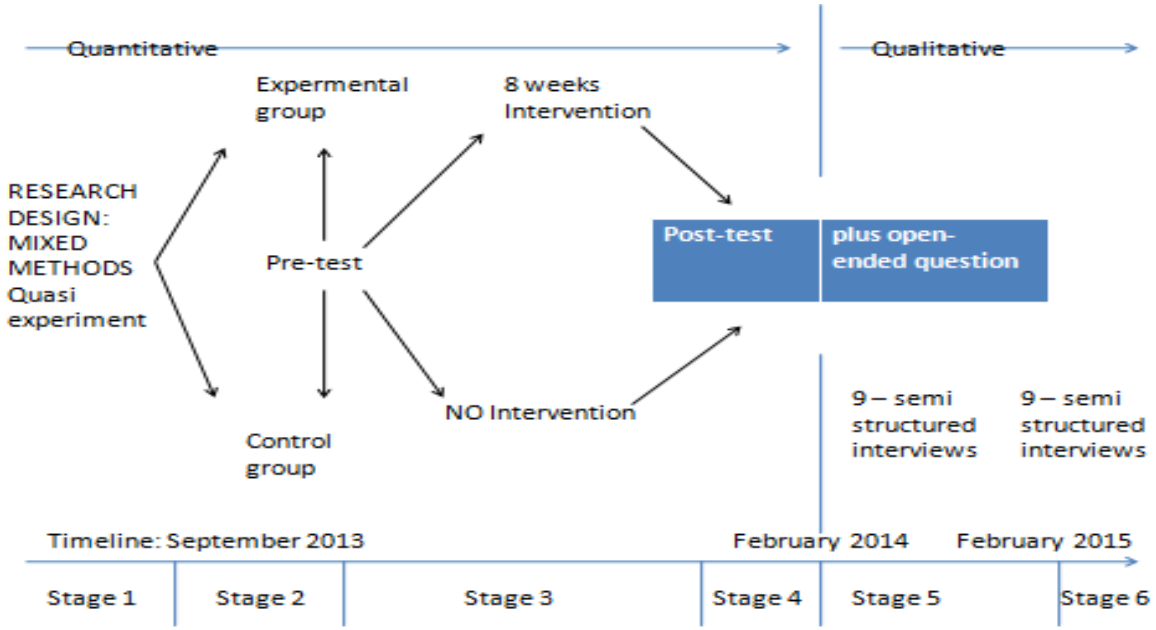


Figure 3.1.–Research design

3.2.2. Procedure

Stage 1 – Sample gathering. First, the aikido dojo, a martial arts club in Neuchatel (Switzerland), and consulting agency "Illumina" in Novi Sad (Serbia), were contacted with the research plan. Then the ideas, methods, aims and ethics were presented; contact and cooperation was created first with the people responsible for those two organisations after which they themselves were trained in this particular technique; finally gatekeepers (two people, previously established contacts) in those organisations facilitated the means to contact participants. Gatekeepers are those responsible for allocating personnel. They determine the list of candidates and decide which of these are to be shortlisted and selected (Brink & Benschop, 2013).

Stage 2 - Preparation. At this stage, an information letter was sent to the participants about the research (see appendix 3). The experimental group received an information letter regarding participation in the experiment, while the control group received an information letter to be a part of this group. Following that, participants were split into their respective experimental and control groups. The information letter explained the details of the study, its location, the course's eight-week duration and that they should all meet once a week. It was also defined which day is the most suitable for participants; for the Swiss it was on Monday after work, while for Serbian participants it was at the weekend when they all had free time. Then, the consent forms (see appendix 5) were sent out to each participant to sign. Once the prospective participants agreed to take part in the study, it was possible to initiate the research in the aikido dojo (Switzerland) and in "Illumina" agency in (Novi Sad, Serbia).

Stage 3 – Pre-test and programme implication. Participants first filled in the questionnaires for stress, emotional competencies and job satisfaction (see appendix 4) in the offices of aikido dojo and the agency "Illumina". Having directly introduced the participants to the practice of M-B training step by step, instructions were also given to them in a written form, in order to reinforce and support their practice over the following eight weeks. The researcher was present during the first session in order to respond to any questions or in case of possible misunderstandings. During the following eight weeks of the programme, the participants had a total of eight meetings. They were advised to practice at home, without obligation. A regular meditation session lasted around one hour, apart from the first one, which was one hour and a half due to additional explanations and questions at the end. An instructor skilled in this technique led the first session with the researcher; in later sessions the instructor continued the programme by himself.

Stage 4 – Post-test. At the end of eight weeks, all participants were tested again with the same questionnaires (stress, emotional competencies and job satisfaction) in order to compare the results before and after the intervention. The retest questionnaire included two questions more than the original test. The first one was: *How many hours did you spend in the mind-body exercise per week?*, and the second was: *How you felt during the meditation practice?* The purpose of the first question was to analyse the correlation between results achieved in tests and hours of practice spent during the programme, while the second question was designed to generate more qualitative data from participants in order to support quantitative data and to understand what happens during a process of intervention such as this one.

Stage 5 - Collecting interview data. The interview data were collected on two occasions, one immediately after the intervention and the second a year after the intervention. Therefore, after the participants filled in the retest questionnaires and the quantitative part of the research had been completed, the qualitative part started. Participants who were available were invited again for an interview, which turned out to be almost an equal number of men and women. They agreed to be interviewed and filled in written consent forms (see appendix 5); nine (semi-structured) interviews, lasting between 30 and 45 minutes, were completed overall. A year after the experiment, another set of interviews was conducted with the same nine participants. This procedure took one hour.

Stage 6 – Data analysis. This stage was marked by data processing and analysis, followed by transcribing the data onto a database for quantitative and interviews into a Word document. Following that, the results were interpreted and information was gained from the qualitative data (see section 3.6).

Experiment in Neuchatel time frame 2013:

September –week one Test	October	November –week eight Retest

Experiment in Novi Sad time frame 2013, 2014:

December –week one Test	January	February –week eight Retest

3.2.3. Rationale for quasi experimental design versus experimental design

The main difference between experimental and quasi experimental research is randomisation, or the random allocation of participants (Bryman & Bell, 2011). In this study, participants were not randomly allocated. Lack of randomisation may be a threat to internal validity since the two groups (experimental and control) may not be equivalent. Equivalent groups are one of the main characteristics of an experimental design (Crowther & Lancaster, 2009). A quasi experimental design, however, is more productive than a non-experimental design since it does use a control group. It is not straightforward to find people who are ready to be part of an experiment, especially for uncommon interventions such as meditations. However, the design of this study is beneficial in the sense that it is an experimental research design and thus promotes greater transparency, causality, clarity and the possibility of repetition (Easterby-Smith et al., 2012).

3.3. Sampling design

Mixed methods sampling strategy

The mixed methods sampling strategy involves the employment of participants for the quantitative and the qualitative studies and their combination. The purpose of quantitative sampling is to ensure that results are representative of the whole population that is under study. On the other hand, qualitative sampling aims to provide a subjective understanding of particular issues (Creswell & Clark, 2007). The purpose of mixed methods sampling is to generate a sample that will address all research questions (Gray, 2014), regardless of the representativeness and depth that the sample size may provide.

The first sampling method in this study is snowball sampling which is a form of convenience sampling (Bryman & Bell, 2011). Convenience sampling involves finding participants who are easily accessible. The snowball sampling (also known as chain sampling, Teddlie & Yu, 2007) is different from other sampling designs, because there is a small number of subjects who identify others (Gray, 2014). Collins et al., (2007) define snowball sampling as a strategy that involves participants being asked to recruit individuals to join the study. A typical example of snowball sampling might include the first individual employed as part of the study suggesting other participants (Santiago-Brown et al., 2014). An advantage of snowball sampling lies in its ease of accessing less approachable social groupings. Furthermore, developing trust is much easier among peers and acquaintances than other formal methods of sampling (Atkinson &

Flint, 2001).The disadvantages of the snowball sampling method is that it is not representative (Cameron & Price, 2009) and generalisation is not possible (Bryman & Bell, 2011). However, the study is transferable and can be applied on another sample. In this study, there were two participants in both organisations, while one participant from each organisation (these were the established contacts from the previous research conducted in this area) recruited other individuals to join the study. These two participants were given an information letter about the procedure of the study, so that they could inform others correctly and provide them with the information letter. Following that, most participants were peers or acquaintances, which created a trustworthy environment. Snowball sampling was used due to a lack of financial resources and because the population was specific and not readily accessible. It is not easy to build trust and gain consent from employees to participate in an M-B training programme. The assumption is that a M-B programme is a rare occurrence and for most people it may be an unknown area. In this study, the participants were provided by gatekeepers, because the former trust the latter.

The second sampling method in this study is nested sampling. Nested sampling is a strategy of sampling that facilitates comparisons of more than two participants from the same subgroup, where more than one participant of the subgroup represents a sub-sample of the whole sample (Onwuegbuzie & Leech, 2007). The aim is to obtain a sub-sample of participants from which further data can be extracted. Nested sampling belongs to a sequential mixed methods sampling and it is a sub-category of purposeful sampling (Gray, 2014). The advantages of nested sampling are that it represents the subset of individuals from the first phase of the study (Collins et al., 2007). It often has the purpose to develop emergent themes, refine ideas and define boundaries of the concept being explored (Onwuegbuzie & Leech, 2007; Charmaz, 2000). Subsequently, it contributes to the overall depth and richness of the study. One disadvantage of this sampling method is that it could be highly biased due to a limited number of subjects (Ballinger, 2004; Prentice, 1988). Another disadvantage may lie in an unequal number of observations among participants and unequal intervals among observations (Uy et al., 2010; Nezlek, 2001).

In this study, the participants for the qualitative sample are drawn from the population of the quantitative sample. The nested sampling includes quantitative analysis, which is conducted before the participants from the same population are chosen for interviews, based on the researcher's criteria that are given to the gatekeepers. There are nine participants who took part in the study, because Onwuegbuzie and Collins, (2007; Onwuegbuzie & Leech, 2007) suggested a

minimal sample size of three or more participants per subgroup in the nested sampling design. Another reason for this number is that, when exploring a particular phenomenon, the minimum sample size is between six (Onwuegbuzie & Collins, 2007; Morse, 1994) and ten (Onwuegbuzie & Collins, 2007; Creswell, 1998) participants. The researcher set the gatekeepers criteria for much of the selection (gender, age and education), which means that participants were purposively selected (Table 3.7.). The selected participants were considered as the most representative out of those the gatekeepers could provide. Subsequently, the nested sampling was utilised again for conducting a follow up study. The interviews are semi-structured and the number of participants amounts to nine (the same participants as in the first set of interviews). They were employed a year after the intervention.

3.4. Rationale for the sample size and procedure of this study

The purpose of presenting the following table (Table 3.2.) is to explain the framework of this study. Based on the advantages and disadvantages of the research conducted in this area, the researcher was able to design and organise the study, drawing on features of other studies such as the length of intervention, the technique used, the number of participants and the measurement scales. Table 3.2. represents an outline of previous studies, incorporating both clinical and business research. This table is the benchmark for the current study in terms of: the average length of a M-B intervention, typical techniques, measuring instruments and the number of participants.

Table 3.2. – Previous M-B studies, with elements used in the current study in bold.

TIME	TECHNIQUE	MEASUREMENTS	PARTICIPANTS	AUTHORS	RESULTS
11 minutes	Body-scan	Name-lettertask + Psychological tests (questionnaires)	1. Study: 65 EG+65 CG 2. Study: 29+29	Koole et al., 2009	1. Study more congruence between implicit and explicit self-esteem 2. Study Low implicit self- esteem was associated with a slow-down of explicit self-evaluation
15 minutes	MB, PMR, LKM	Psychological tests (questionnaires)	190 randomly assigned in these three groups. Mindful breathing (M-B), progressive muscle relaxation (PMR), Loving-kindness (L- KM)	Feldman et al., 2010	Decentering as a potential mechanism of mindfulness practice. M-B reduces reactivity to repetitive thoughts.

6 days	Body-scan, 15 minutes a day	SSDT	31 EG + 31 CG	Mirams et al., 2013	Reduced tactile misperception and increased sensitivity during the somatic signal detection task (SSDT)
1 week	Insight meditation, 10 hours a day	MPRAGE	20 EG+15 CG	Lazar et al., 2005	Brain regions associated with attention, interoception and sensory processing were thicker in meditation participants than matched controls, including the prefrontal cortex and right anterior insula.
1 week	Drug free treatment, less than 6 hours or 3 days of 2 hours per day	SOF (exhaustion**, job satisfaction** items similar to Hackman & Lawler 1971, director leadership)	550 CS and 77% (from 94 programs from 9 states*)	Broome et al., 2009	Counselors hold generally positive opinions of program director leadership and job satisfaction and have low levels of burnout, but they also have important variations in their ratings
4 weeks	Common Mindfulness meditation practice	AMIPB, PASAT, TAE, TMT, EIT	48 EG + 38 CG	McMillan et al., 2002; Chiesa et al., 2011	No significant difference on any measure
8 weeks	Mindfulness	MRI + psychological tests (questionnaires)	16 EG + 16 CG	Holzel et al., 2011	Changes in gray matter concentration in brain regions involved in learning and memory processes, emotion regulation, self-referential processing, and perspective taking.
8 weeks	Training based on principles of Integral Meditation technique (Emotional Relief)	Psychological tests (**questionnaire ESCQ- 45**)	53 EG + 50 CG	Gruicic & Benton, 2015	Significant improvement in emotional intelligence in EG
8 weeks	Mindfulness (body-scan, 3 minutes breathing, daily routine activities and raising exercise)	Psychological tests (questionnaires) and diary booklets - qualitative	Study 1: 219 Study 2: 32 EG + 32 CG	Hulsheger et al., 2013	Study 1 mindfulness negatively related to emotional exhaustion and positively related to job satisfaction Study 2. EG significantly less emotional exhaustion (mediated by SA) and more job satisfaction than participants in the control group

10 weeks	TM	Brain Integration Scale scores (broadband frontal coherence, power ratios, and preparatory brain responses), electrodermal habituation to 85-dB tones, sleepiness, heart rate, respiratory sinus arrhythmia, and P300 latencies	19 EG+19CG	Travis et al., 2009	Increase in brain integration scales, reductions in sleepiness
12 weeks	CMT: 2 hours a week	Psychological tests (questionnaires)	6 EG	Gilbert & Procter, 2006	Significant reductions in depression, anxiety, self-criticism, shame, inferiority and submissive behaviour. Increase in self-soothing and focus on reassurance and feelings of warmth
12 weeks	Vipassana meditation	Psychological tests (questionnaires) of EI and leadership	72 EG + 72 CG	Tamwatin, 2012	Significant improvement in EI and self-perception of leadership skills
12 weeks	Vipassana, EG –10-12 hours a day, CG- 1 hour and 20 minutes	Attentional-blink task	17 EG + 23 CG	Slagter et al., 2007	Significant improvements in attentional blink in meditators in comparison with control
12 weeks	M-B stress reduction (Viniyoga stress and mindfulness)	**PSS–primary outcome**; PSQI, CES-D;WLQ; CAMS-R, biological measures	96 mindfulness EG, 90 –EG Yoga, 53 CG	Wolever et al., 2012	Significantly greater improvements in perceived stress, sleep quality, and the heart rhythm coherence ratio of heart rate variability

*Florida, Idaho, Illinois, Louisiana, Ohio, Oregon, Texas, Washington, and Wisconsin.

Abbreviations: MB–mindful breathing, PMR –progressive muscle relaxation, LKM –loving-kindness meditation, EG –experimental group, CG –control group, SSDT –somatic signal detection task, MPRAGE –magnetisation prepared rapid gradient echo, AMIPB –adult memory and information processing battery, PASAT –paced auditory serial addition test, TEA –test of everyday attention, TMT –trail making test, EIT –emotional interference task, MRI –magnetic resonance imaging, TM –transcendental meditation, EEG –electroencephalogram.

Body-scan (similar to autogenic training, Alexander et al., 1991) is usually short-term, while mindfulness, TM and vipassana normally last between four weeks and three months. Today, TM is neglected as a method, while mindfulness and vipassana are currently the most

popular meditations in the world of business, their methodology normally involving 8-12 weeks of practice and the number of participants usually numbering between 30 and 70 in both experimental and control groups (Table 3.2.).

The mindfulness programme commonly lasts for eight weeks, and this specific model is also adopted in this thesis in order to fairly compare the results therein with other studies. Fraenkel and Wallen (2005) stated that in order to compare responses of the two groups, the minimum sample size in both groups should be 30. Following that, everything above 30 in both groups is considered as feasible and reasonable enough to satisfy the criteria for comparison of the two groups. On the other hand, based on his experience, Cohen (1988; Norman et al., 2012) recommended that a small effect size is 0.2, medium 0.5 and a large 0.8. Based on this, sample sizes would be 25, 64 and 400. Lipsey and Wilson (1993; Norman et al., 2012) explored 302 meta-analysis of 13,000 studies looking at educational and psychological interventions. The medium effect size across all studies was 0.5 with a standard deviation of 0.29, which is consistent with Cohen's best estimate of 64. In other words, optimal sample size should be 64 in both groups, which is based on the medium effect size (0.5).

The sample of this study is composed of 106 participants (Table 3.3.), 52 employees in the experimental group (Table 3.4.) and 54 in the control group (Table 3.5.). It satisfies the minimum criteria and has 10 participants less than the optimal, but it can still be considered feasible. The demographical data that were acquired included participant's age, education and gender. The sample size from Switzerland (Table 3.6.) was 21 participants in the experimental group and a matching 21 participants in the control group. All participants from Switzerland practice aikido, apart from two participants (one in the experimental and one in the control group) who do not practice. The sample size from Serbia (Table 3.7.) was 31 in the experimental group and 33 in the control group. The number of interviewed participants equals nine and they were key informants (Table 3.8.). Interviewed participants are key informants, since they were considered as being the most representative the gatekeepers could find in terms of gender, age and education.

Table 3.3.–Demographics of the whole sample

Average age 36.8	M	52	Experimental	52	Education	
Between 18 and 58	F	54	Control	54	76.3%(81)	University graduates (BSc –54; MSc –26; PhD - 1)
Total 106 participants					9.5% (10)	High school plus 1 year specialization
					9.5% (10)	High School
					4.7% (5)	Primary School

Table 3.4.–Demographics of the experimental group

Average age 38.2	M	25	Education	
Between 18 and 58	F	27	73%(38)	University graduates (BSc –23; MSc –15)
Total 52 participants			11.6% (6)	High school plus 1 year specialization
			11.6% (6)	High School
			3.8% (2)	Primary School

Table 3.5.–Demographics of the control group

Average age 35.3	M	27	Education	
Between 22 and 56	F	27	79.7%(43)	University graduates (BSc –31; MSc –11; PhD - 1)
Total 54 participants			7.4% (4)	High school plus 1 year specialization
			7.3% (4)	High School
			5.6% (3)	Primary School

Table 3.6. - Demographics of the sample from Switzerland

Average age 37.8	M	20	Experimental	21	Education	
Between 18 and 58	F	22	Control	21	45.3%(19)	University graduates (BSc –11; MSc –7; PhD - 1)
Total 42 participants					21.4% (9)	High school plus 1 year specialization
					21.4% (9)	High School
					11.9% (5)	Primary School

Table 3.7. - Demographics of the sample from Serbia

Average age 35.9	M	32	Experimental	31	Education	
Between 25 and 53	F	32	Control	33	96.8%(62)	University graduates (BSc –47; MSc –15;)
Total 64 participants					1.6% (1)	High school plus 1 year specialization
					1.6% (1)	High School

Table 3.8.–Demographics of nine interviewees

Gender	Age	Education (highest qualification)	Country
F	34	MSc	Switzerland
M	37	MSc	Switzerland
M	22	High School	Switzerland
F	24	BSc	Switzerland
M	45	MSc	Serbia
F	40	BSc	Serbia
F	30	MSc	Serbia
M	30	High School	Serbia
M	47	MSc	Serbia

3.5. Instrument design

Independent variable. Hours a week that participants spent on average as mentioned in this chapter (3.2.2. procedure): *How many hours did you spend on the mind-body exercise per week?* The participants were asked to track how many hours they practiced the mind-body exercise per week and at the end of the training programme they provided a weekly average.

Dependent variable. Emotional competencies were measured by a standardised ESCQ-45 questionnaire. The questionnaire consisted of 45 items based on self-reflection on a five-degree scale (Never, Seldom, Occasionally, Usually, Always), Likert type. The Instrument that was used was:

ESCQ-45–Emotional Skills and Competence Questionnaire consists of three subscales:

(1) (ESCQS1 - 1 – Perceiving and understanding emotions (15 items; item number: 13, 14, 15, 18, 19, 25, 26, 34, 35, 36, 37, 38, 39, 42, 45). An example item is: "When I see how someone feels, I usually know what has happened to him". Cronbah's α in the previous studies was (α= 0.82-0.89) (Faria et al., 2006).

(2) (ESCQS2- 2 – Expressing and labelling emotions (14 items; item number: 2, 6, 16, 17, 21, 22, 23, 24, 27, 28, 32, 41, 43, 44). An example item is: "I am able to express my emotions well". Cronbah's α in the previous studies was (α=0.78-0.82) (Faria et al., 2006).

(3) (ESCQS3, - 3 –Managing and regulating emotions (16 items; item number: 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 20, 29, 30, 31, 33, 40; appendix 4). An example item is: "I try to keep up a good mood". Cronbah's α in the previous studies was: for ESCQS3 (α= 0.71-0.74) and for the whole questionnaire (α= 0.87-0.92) (Faria et al., 2006).

The instrument was originally developed in Croatia, first translated into English and presented at the seventh European congress in London (Takšić et al., 2001). This is a standardised questionnaire which was translated and used in different countries: Japan, Sweden, Portugal, Slovenia, Spain, Finland (Faria et al., 2006), China and Argentina (Holmstrom, 2008). The reason for choosing this questionnaire is because the theoretical model (figure 2.2.) developed in the literature review is based on this questionnaire, and this questionnaire displayed

high reliability scales in previous studies (ESCQ-1: 0.82-0.89, ESCQ-2: 0.78-0.82, ESCQ-3: 0.87-0.92).

The second instrument used is PSS - Perceived Stress Scale (Cohen & Williamson, 1988): it has 10 items, as assessed on the Likert scale. An item example is: "In the last two months, how often have you been upset because of something that happened unexpectedly?"

The *Perceived Stress Scale* (PSS) is the most widely used psychological instrument for measuring one's perception of stress (Cohen, 1994). The reason for choosing this scale is that, in the study by Wolever et al., (2012), the impact of M-B intervention on stress reduction in the workplace was measured using this scale (see table 3.2.). It is a questionnaire designed to determine the level at which situations in one's life are considered stressful. The item design aims to define how unpredictable, uncontrollable, and overloaded respondents feel about their life. The scale also involves a number of direct questions about current levels of experienced stress. Cohen and Williamson (1988) show correlations with PSS and: Stress Measures, Self-Reported Health and Health Services Measures, Health Behaviour Measures, Smoking Status and Help Seeking Behaviour. The PSS was designed by Cohen and Williamson (1988), for use in samples possessing at least junior high school education. Moreover, the questions are of a general nature, and hence relatively devoid of content that may be seen as specific to any particular subpopulation group. The questions in the PSS relate to feelings and thoughts during the previous two months. In each case, respondents are asked how often they felt a certain way. Cronbah's α for this questionnaire was 0.89 measured by Roberti et al., (2006).

The third instrument is a *job satisfaction scale*, which was measured using items from a scale developed by Hackman and Lawler (1971). This questionnaire has nine items and a five degree Likert scale, on which participants should express how satisfied or dissatisfied they are with particular aspects of their job. For example: "A good feeling about yourself as a result of your work". This questionnaire was chosen because it is related to the needs of higher order, such as personal growth, autonomy, task identity, feedback, and feeling of accomplishment (Hackman and Lawler, 1971). Cronbah's α for this questionnaire was 0.84 measured in the study Antunes (2012). M-B programmes aim to develop a higher order of needs, for example that of personal growth, a feeling of progress and autonomy.

The fourth instrument was a semi-structured interview (see appendix 2a) designed by the researcher. The interview protocol was designed based on the research questions and the

systematic approach from general towards specific (Seidman, 2013). First, it starts with general questions. An example question is: "Please describe how did you feel from the beginning of the programme until the end. Please describe this process: what was happening?" Then the protocol focuses on more concrete issues that refer to the research questions, such as emotional competencies, stress, job satisfaction and the underlying mechanisms. Hence, the aim is to probe and analyse the experiences of participants more deeply. The purpose of gathering qualitative data is to address the research question regarding the underlying mechanism of M-B training, but also to support quantitative results. For example: "Do you think that this meditation had a practical impact on you, regarding your workplace?". The purpose of this question is to stimulate the interviewee to talk about their job and relationships in the workplace, which often influences other parameters such as stress levels and satisfaction. Apart from focusing on the research questions, the researcher was open to participants' experiences regardless of whether their response answers the research questions or not. Therefore, the qualitative data that does not refer to the research questions might help the researcher to discover new ideas that he may not have foreseen prior to designing the interview.

The second set of semi-structured interviews (see appendix 2b) was conducted a year after the intervention (Figure 3.1.). The aim of conducting the second set was to track the progress of the participants who continue to practice and to analyse the long-term impact of this M-B training.

3.6. Approaches to data analysis

3.6.1. Quantitative data analysis

The statistical methods that are used are descriptive statistics, T-test, "r"quotient of correlations, hierarchical regression analysis, process macro for spss, Cronbach's α for testing reliability of questionnaires, and all utilise SPSS 20 software for Windows.

Descriptive statistics will be used to present demographical variables such as the ratio of gender, age and education of the sample. The T-test will examine the differences between the two groups (Easterby-Smith et al., 2012), experimental and control. Subsequently, the t-test will be used to compare the experimental and the control group before and after the intervention, by using the following levels of significance ($p<0.05$; $p<0.01$). Process MACRO for spss will be employed to test the mediation, then "r" quotient of correlations aiming to present inter-

correlations of parameters (stress, emotional competencies, job satisfaction, gender, age, education level, duration of M-B training). The range of values for "r" quotient of correlations varies from (-1) perfect negative correlation to (+1) perfect positive correlation (Oakshott, 2012). The common level of significance for "r" quotient of correlations is ($p<0.05$; $p<0.01$), which means that there is a 5% or 1% possibility of attaining a faulty conclusion (Bryman & Bell, 2011).

Following the use of correlations, the regression analysis will be used to examine the effect of an independent variable on a dependent variable (Gray, 2014). Simple regression analysis will be used to explain the correlation between M-B training and other dependent variables such as emotional competencies, stress and job satisfaction. Significance levels will be ($p<0.05$; $p<0.01$). Multiple regression analysis (process Macro model 4) will be used to test mediation. The mediator variable will be emotional competencies in correlation with M-B training and stress, and M-B training and job satisfaction. Finally, regression shows the causality which is more precise than the 'r' quotient of correlations and refers to the direction of causality, whereas correlation shows neither causality nor direction.

3.6.2. Qualitative data analysis

For the qualitative research, thematic analysis will be used in both stages and, by analysing the themes, a theory may be developed. Holloway and Todres (2003) and Igginton & Lee, 2014) defined such thematic analysis as a fundamental skill in qualitative research that is the result of the process of organising data into meaningful patterned responses. The theme should be able to organise and describe the data in rich detail. There are two types of analysis: inductive and theoretical thematic analysis. An inductive approach identifies the themes that are strongly connected to the data (Patton, 1990). More precisely, "it is a process of coding the data without trying to fit into a pre-existing coding frame or the researchers' analytic preconceptions (Braun & Clarke, 2006, pp. 12)". Conversely, the theoretical thematic analysis is based on previously defined framework and the researcher's preconceptions. In this study, the inductive approach is more appropriate than the theoretical thematic one, meaning that themes shall emerge from the data, because the inductive approach may discover the underlying mechanism of M-B training, which is one of the research questions that needs to be addressed.

Additionally, a theme gathers important information about the data in relation to the research question and shows a template response or meaning within the data (Gray, 2014). In

other words, the theme collects similar expressions and creates a pattern. Braun and Clarke (2006) identified six phases of developing the thematic analysis: (1) familiarise yourself with the data, note down initial ideas; (2) generate initial codes systematically, across the entire data set, by analysing and indicating potential patterns; the data then needs to be collected into a code; (3) search for themes – collect codes into potential themes, development of a thematic map might be useful; (4) review the themes – some selected themes may be valid, while others might be broken down into more themes or excluded; (5) define and name the themes – refine each theme and generate a clear definition; (6) produce the report – by relating back to the research questions and literature.

In this study the researcher followed the previously explained method of Braun and Clarke. At first the interviews were read a few times in order to familiarise oneself with the data. The second step involved noticing and collecting similar words and expressions that were repeated more than once, for example in two, three or more participants. This was a base which generated a pattern. Hence, the codes were generated by keywords and the context (pattern) in which these words appear. In the third step, the codes that have a similar meaning or are connected in a wider sense could indicate a new potential theme.

During the fourth stage, these themes were refined, some were rejected and some were broken down into sub-themes. Participants often mentioned a sub-theme and a code together. For example, if a sub-theme is distance taking and a code is decision making, a participant would claim: "*If you have some distance in your head also from what you do, generally you make better decisions*" (Luke). The sub-themes were categorised under main themes based on the participants' (respondents) responses and their common meaning. The common meaning is related to research questions, the questions from interviews used and the literature review pertaining to mind-body and mindfulness trainings. In the fifth step, the themes were named and defined, a theme is normally important data in relation to the research questions and presents a meaning within the data (Braun and Clarke, 2006). The main themes are named, based on the main areas that emerged as a result of the interviews conducted: impressions (feedback) about M-B training, emotional skills, mental skills, spiritual insights, stress and job satisfaction. Ultimately, the researcher could use this data to answer the research questions. An example is in the following table:

Table 3.9. – Analysis of qualitative data

Construct – Main theme	Concept-sub-theme, (sub-heading-code)	Source (respondent)	Quote
Emotional Skills	**Ability to express and label emotions**(self-confidence)	Fatima	*The way I represent myself is already better… in the past I had a really negative way of seeing myself…. Yes, maybe I am more **self-confident** then I speak more I make more propositions, I have more ideas and when I have ideas I can say that*
		Hellen	*First thing is **self-confidence** that increased, non-judgement of myself and not seeing other people as different of me in a positive meaning but with me*
		Xenia	*That is some kind of **self-confidence** which is not only easy to describe…*

*Construct refers to main themes; concept to a sub-theme; sub-heading to a code; quote shows a repeating pattern in this example self-confidence.

One positive element of thematic analysis is that it is relatively easy to conduct. The downside of this type of analysis is that it might not be so robust and convincing. Therefore, it is paramount that the themes are consistent with the main concept or idea (Gray, 2014). This means that the researcher should have a well-developed framework or thematic map that can guide him through the process of data interpretation.

3.7. Ethics

3.7.1. Doing no harm

The sample consisted of 52 employees committed to practicing meditation for eight weeks and 54 who were not (control group), and all participants work for different organisations. Both groups were tested before and after the M-B intervention. All participants are consenting adults (information letters were sent, see appendix 3a, as were the letters to participants, see appendix 3b), who agreed to allow the researcher to ask them questions. They had been made aware of the research plan before the research began and were informed that they could withdraw at any stage of the process. (see consent form in appendix 5 for more detail). In addition, participants were fully informed about the programme procedure, its duration and its

aims. The participants' consent to partaking in this study has brought a lot of personal benefits. These benefits have included a high level of cooperation and their actual desire to be a part of this eight (consecutive) week programme. The latter is verified by the fact that only one person withdrew, thus proving an obvious absence of the feeling of being mistreated or uninformed. The participant who left the intervention belonged to the control group, and cited issues related to the availability of time for the research as the reason for withdrawal.

The potential issues in this research are the participants' sense of unease or other similar emotional reactions. Based on the previous research, (Gruicic & Benton, 2012) if this happens, the participant would sit to one side, as instructed by the researcher, stop with the practice of the programme and just breathe slowly. The exercises themselves are not physically demanding, however. The M-B training includes breathing exercises, visualisations and affirmations combined with specific hand positions or mudras. The entire program is carried out in a sitting position. A similar piece of research was conducted in the study of Holzel et al. (2011), where participants practiced mindfulness meditation for eight weeks.

3.7.2. Anonymity and confidentiality

Anonymity was ensured by coding each participant's name in the researcher's notebook, which is kept separately from the questionnaires. The questionnaires contained only a number or a code. In terms of data protection, organisations do not have access to participants' private information. The questionnaire result feedback is given confidentially in a one-to-one setting with the respondents and only upon request. The current study received ethical clearance from the University of Greenwich ethical review process (Approved and registered under number: 12.5.5.7).

CHAPTER 4

QUANTITATIVE RESULTS

This chapter presents an analysis of the quantitative data from this research. This data was collected through pre-intervention and post-intervention surveys on emotional competencies, job satisfaction, and stress, both with the experimental as well as the control group. The research also collected qualitative data in the form of an open questionnaire in the post-intervention survey and interviews with members of the experimental group. The analysis of the qualitative data will be presented in the next chapter. The current chapter presents the analyses of the quantitative data in order to test the hypotheses. Table 4.1. gives an overview of the research questions, hypotheses, and types of data. For the analyses of the quantitative data, software type SPSS 20 was used.

The chapter begins with a presentation of descriptive statistics of the sample and tests of normality of distribution in the dependent variables, both for the experimental and the control groups. Subsequently, results from an exploratory factor analysis are presented, indicating how measures needed to be adjusted for further analysis. The following section presents the hypotheses tested. Hypotheses 1,2,3,4a and 5a refer to the comparison between the experimental and the control group before and after the intervention. These were tested with the t-test. Hypotheses 4b and 5b refer to mediation analysis and were tested with PROCESS macro for spss (model 4).

Table 4.1 Mixed methods study

MIXING METHODS			
RQ1: Does the M-B training affect stress reduction, emotional competencies and job satisfaction?	Feedback based on qualitative data	Hypothesis 1: M-B training generates a significant improvement in practitioners' ability to understand and perceive emotions	Quantitative
	Feedback based on qualitative data	Hypothesis 2: M-B training generates a significant improvement in practitioners' ability to express and label emotions	Quantitative
	Feedback based on qualitative data	Hypothesis 3: M-B training generates a significant improvement in practitioners' ability to manage and regulate emotions	Quantitative
	Feedback based on qualitative data	Hypothesis 4a:M-B training generates a significant improvement in practitioners' stress levels	Quantitative
RQ2: Do emotional competencies mediate the relationship between M-B training and stress?	Feedback based on qualitative data	Hypothesis 4b: Emotional competencies mediate the relationship between M-B training and practitioners' stress levels.	Quantitative
RQ1	Feedback based on qualitative data	Hypothesis 5a: M-B training generates a significant improvement in practitioners' job satisfaction	Quantitative
RQ3: Do emotional competencies mediate the relationship between M-B training and job satisfaction?	Feedback based on qualitative data	Hypothesis 5b: Emotional competencies mediate the relationship between M-B training and practitioners' job satisfaction.	Quantitative
RQ4: What is the underlying mechanism of M-B training?	QUALITATIVE		

4.1. Descriptive statistics

In this section, the descriptive statistics of the whole sample will be analysed. Descriptive statistics are used to describe sample features and hence they contribute to fully addressing specific research questions (Pallant, 2010). Gender, age, and education levels were presented in chapter three. Table 4.2 shows a comparison between the Serbian and Swiss samples for the dependent variables at time 1 (pre-intervention). Table 4.3. highlights this comparison at time 2 (post-intervention). Table 4.4. shows a comparison between the Serbian and Swiss samples for the independent variable (intensity of M-B training). The research used experimental and control groups in both Serbia and Switzerland. These are presented together here. As testing the hypotheses depends on comparing measures for variables pre- and post-intervention, a comparison between these samples is important. Although the intervention in Serbia and the one in Switzerland consisted of the same M-B-training programme, this occurred at different sites with varying uncontrollable contextual factors. Hence, technically speaking, two instances of the same intervention were administered.

Table 4.2. The comparison of dependent variables between the sample from Serbia and Switzerland at time 1 (pre-intervention)

		N	M	SD	t	p
ESCQS1	Serbia	64	3.39	7.148	-.07	.94
	Switzerland	42	3.40	6.809		
ESCQS2	Serbia	64	3.51	7.042	.37	.71
	Switzerland	42	3.47	7.184		
ESCQS3	Serbia	64	3.72	7.890	1.69	.09
	Switzerland	42	3.57	6.098		
STRESS	Serbia	64	21.25	6.764	-1.67	.10
	Switzerland	42	23.38	6.192		
JOB SATISFACTION	Serbia	64	30.58	6.243	-2.22	.03
	Switzerland	42	33.19	5.714		

Note: ESCQ –emotional skills and competence questionnaire; ESCQS1 –ability to perceive and understand emotions, ESCQS2 –ability to express and label emotions, ESCQS3 –ability to manage and regulate emotions.

Table 4.2. shows that the Serbian and Swiss samples are not significantly different in terms of the pre-intervention measures for emotional competencies and perceived stress. However, the two groups differ significantly on job satisfaction (t=-2.22; p<.03). Table 4.3. shows the same for the post-intervention measures. The two samples are not significantly different in terms of the measures for emotional competencies and perceived stress, but they do vary quite markedly for job satisfaction (t=-2.16; p<.03). This result indicates that the two samples do not have similar levels of job satisfaction either at pre-intervention or post-intervention. As discussed in chapter two, this might relate to cultural differences. Within Europe, Serbia is amongst the lowest scoring countries in terms of GDP per capita and life satisfaction, whilst Switzerland is among the highest scoring countries (Eurostat 2016). However, this does not affect the validity of the hypotheses, as they will be tested by comparing differences between the experimental and the control group, which involves both Serbian and Swiss samples at both the pre-intervention and post-intervention stages.

Table 4.3. The comparison between the samples from Serbia and Switzerland at time 2 (post-intervention)

		N	M	SD	t	p
ESCQS1	Serbia	64	3.61	7.212	-.26	.80
	Switzerland	42	3.64	7.441		
ESCQS2	Serbia	64	3.80	6.635	.67	.50
	Switzerland	42	3.73	7.700		
ESCQS3	Serbia	64	3.91	7.631	1.36	.18
	Switzerland	42	3.80	6.357		
STRESS	Serbia	64	23.84	6.576	-.81	.42
	Switzerland	42	24.93	6.894		
JOB SATISFACTION	Serbia	64	31.94	5.781	-2.16	.03
	Switzerland	42	34.48	6.017		

Note: ESCQ –emotional skills and competence questionnaire; ESCQS1 –ability to perceive and understand emotions, ESCQS2 –ability to express and label emotions, ESCQS3 –ability to manage and regulate emotions.

Table 4.4. The comparison between Serbian and Switzerland sample in intensity of M-B training

Group Statistics						
		N	Mean	S D	t	p
Intensity of M-B training	Serbia	31	6.39	2.171	3.30	.00
	Switzerland	21	4.31	2.316		

Table 4.4. shows that the Serbian and Switzerland samples are significantly different ($t=3.30$, $p<.00$) in terms of the intensity of M-B training practice. Further explanations are given in tables 4.8. and 4.9.

Since this research involves testing the effect of MB-training (independent variable) on emotional competencies, stress, and job satisfaction (dependent variables) using experimental and control groups, it is important to know how the experimental and control groups compare with regard to the independent variables at pre- and post-intervention. Tables 4.5. and 4.6. reveal this comparison.

Table 4.5. reveals that there are no significant differences between the experimental and the control group with regard to emotional competencies, stress and job satisfaction at pre-intervention. Table 4.6. reveals that there are marked variations between the experimental and the control group on emotional competencies, stress and job satisfaction at post-intervention. This indicates that the intervention had an impact. In order to analyse the progress within the two groups, the paired T-Test was used. Table 4.7. shows that the experimental group significantly improved after the intervention, while the control group remained similar, apart from job satisfaction where a noticeable drop was recorded. Therefore, the intervention had a positive effect in the experimental group, in comparison to the control group. This will be further analysed in section 4.3.

Table 4.5. The comparison between the experimental and the control group at pre-intervention

Time		med	N	Mean	SD	t	df	p
1	ESCQS1	1	52	3.38	.448	-.170	104	.865
		2	54	3.40	.486			
1	ESCQS2	1	52	3.50	.504	.067	104	.947
		2	54	3.49	.510			
1	ESCQS3	1	52	3.63	.433	-.623	104	.534
		2	54	3.69	.479			
1	STRESS	1	52	21.90	7.094	-.290	104	.773
		2	54	22.28	6.141			
1	JOB SATISFACTION	1	52	31.17	6.677	-.719	104	.474
		2	54	32.04	5.620			

Note: Med 1 –experimental group, 2 –control group

Table 4.6. The comparison between the experimental and the control group at post-intervention

Time		med	N	Mean	SD	t	df	p
2	ESCQS1	1	52	3.82	.408	4.671	104	.000
		2	54	3.42	.474			
2	ESCQS2	1	52	3.99	.374	4.897	104	.000
		2	54	3.56	.524			
2	ESCQS3	1	52	4.04	.397	4.096	104	.000
		2	54	3.71	.438			
2	STRESS	1	52	26.92	5.884	4.331	104	.000
		2	54	21.72	6.473			
2	JOB SATISFACTION	1	52	34.88	5.600	3.448	104	.001
		2	54	31.07	5.778			

Note: Med 1 –experimental group, 2 –control group

Table 4.7. Paired sample T-test in the experimental and the control group (Time2-Time1)

Time2-Time1	med	N	Mean	SD	t	df	p
ESCQS1	1	52	.44	.42	7.63	51	.00
	2	54	.03	.40	.48	53	.63
ESCQS2	1	52	.49	.39	9.02	51	.00
	2	54	.07	.31	1.61	53	.11
ESCQS3	1	52	.40	.38	7.75	51	.00
	2	54	3.71	.438	.39	53	.68
STRESS	1	52	5.02	4.98	7.27	51	.00
	2	54	-.55	3.39	-1.20	53	.23
JOB SATISFACTION	1	52	3.71	4.01	6.67	51	.00
	2	54	-.96	3.45	-2.05	53	.04

As explained in chapter three, the intervention consisted of providing M-B training to the participants in the experimental group, after which participants were asked to practice this at home for eight weeks. Moreover, they met once a week to practice together. Hence, the amount of time participants spent doing this at home could not be controlled by the researcher as they practiced on their own, yet they were asked to record their hours weekly. Therefore, the intensity of M-B-training was measured in the post-intervention survey. Tables 4.8. and 4.9. show the intensity with which the M-B training was undertaken in the Serbian and Swiss samples respectively. This was measured as the number of hours per week the participants from the experiment group said they had spent practising M-B training. Table 4.10. shows the range and average for the two samples together.

Table 4.8. Intensity of M-B training in Serbian sample (hours per week)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Intensity of M-B training	31	2	11	6.39	2.171

Table 4.9. Intensity of M-B training in Switzerland sample (hours per week)

Descriptive Statistics					
Intensity of M-B training	N	Minimum	Maximum	Mean	Std. Deviation
	21	2	10	4.33	2.309

Table 4.10. Intensity of M-B training of the whole sample (hours per week)

Descriptive Statistics					
Intensity of M-B training	N	Minimum	Maximum	M	SD
	52	2	11	5.56	2.429

Tables 4.8. and 4.9. reveal that, on average, participants in the Serbian experiment group spent more hours per week practicing M-B. The average for the Serbian sample was 6.39: 6 hours and 23 minutes per week, or 54 minutes daily. In the Swiss sample this was 4.33: 4 hours and 20 minutes, or 37 minutes daily. Although both samples have similar ranges (2-11 hours versus 2-10 hours) and similar standard deviations (2.171 vs 2.309), it does mean that on average the intervention was more intense in Serbia than it was in Switzerland. As hypotheses will be tested on the whole sample (Serbian and Swiss samples taken together), this does not pose a problem. It might however be useful when discussing the findings further in chapter six, more specifically for answering research questions two and three. Table 4.10. shows the average hours per week spent in M-B training for the Serbian and Swiss experimental groups taken together equals 5.56, or 5 hours and 33 minutes. This is a daily average of 48 minutes. Even though this timing did not reach 70 minutes on a daily basis, it is not problematic as some participants practiced everyday, while others practiced three or four days a week. Therefore, the calculated averages were 54 minutes daily or 37 minutes daily for the Serbian and Swiss samples respectively.

Statistical techniques in which relations of continual variables are examined require normality of distribution. All pre- and post-intervention dependent variables were tested for normality of distribution, using histograms, Skewness (curvature of distribution) and Kurtosis (flatness of distribution), as well as the Kolmogorov-Smirnov test of normality (Pallant, 2010). Details of this are included in the appendices (appendix 6). All variables were within accepted boundaries of the normality of distribution.

The measures used in this research for the dependent variables were explained in chapter three (see 3.5. Instrument design). However, the correlations between the dependent variables and the reliability of the actual research were not analysed. Tables 4.11. and 4.12. reveal means, standard deviations, correlation coefficients and significance factors for the dependent variables, pre- and post-intervention respectively.

Table 4.11. Interdependence correlation among dependent variables at pre-intervention.

	M	SD	ESCQS1	ESCQS2	ESCQS3	STRESS	JOBSATS
ESCQS1	3.39	.465	1.000 .	.609** .000	.337** .000	.111 .257	.285** .003
ESCQS2	3.49	.505		1.000 .	.475** .000	.152 .119	.131 .180
ESCQS3	3.66	.456			1.000 .	.319** .001	.246* .011
STRESS	22.09	6.597				1.000 .	.541** .000
JOB SATISFACTION	31.61	6.147					1.000 .

Note: M - mean, SD –standard deviation
ESCQ –emotional skills and competence questionnaire;
ESCQS1 –ability to understand and perceive emotions
ESCQS2 –ability to express and label emotions
ESCQS3 –ability to manage and regulate emotions
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

At pre-intervention, there are significant positive and strong correlations between ESCQS1 and ESCQS2 (r=.609, n=106, p<.001, two-tailed), and stress and job satisfaction (r=.541, n=106, p<.001, two-tailed). In addition, there are significant positive and moderate

correlations between ESCQS1 and ESCQS3 (r=.337, n=106, p<.001, two-tailed), between ESCQS2 and ESCQS3 (r=.475, n=106, p<.001, two-tailed), and between ESCQS3 and stress (r=.319, n=106, p<.001, two-tailed). Furthermore, there are significant positive but weak correlations between ESCQS1 and job satisfaction (r=.285, n=106, p<.003, two-tailed), and between ESCQS3 and job satisfaction (r=.246, n=106, p<.011, two-tailed).

Table 4.12. Interdependence correlation among dependent variables at post-intervention

	M	SD	ESCQS1	ESCQS2	ESCQS3	STRESS	JOBSATS
ESCQS1	3.62	.485	1.000 .	.661** .000	.539** .000	.268** .005	.386** .000
ESCQS2	3.77	.504		1.000 .	.585** .000	.344** .000	.263** .007
ESCQS3	3.87	.449			1.000 .	.472** .000	.279** .004
STRESS	24.27	6.693				1.000 .	.510** .000
JOB SATISFACTION	32.94	5.979					1.000 .

Note: M - mean, SD –standard deviation
ESCQ –emotional skills and competence questionnaire;
ESCQS1 –ability to understand and perceive emotions
ESCQS2 –ability to express and label emotions
ESCQS3 –ability to manage and regulate emotions
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The results from table 4.12. show that there are significant positive and strong correlations between ESCQS1 and ESCQS2 (r=.661, n=106, p<.001, two-tailed), ESCQS1 and ESCQS3 (r=.539, n=106, p<.001, two-tailed), ESCQS2 and ESCQS3 (r=.585, n=106, p<.001, two-tailed), and, finally, between the levels of stress and job satisfaction (r=.510, n=106, p<.001, two-tailed). In addition, there are significant positive and moderate correlations between ESCQS1 and job satisfaction (r=.386, n=106, p<.001, two-tailed), between ESCQS2 and stress (r=.344, n=106, p<.001, two-tailed), and between ESCQS3 and stress (r=.472, n=106, p<.001, two-tailed). There are also significant positive but weak correlations between ESCQS2 and job

satisfaction (r=.263, n=106, p<.007, two-tailed), ESCQS1 and stress (r=.268, n=106, p<.005, two-tailed), and between ESCQS3 and job satisfaction (r=.279, n=106, p<.004, two-tailed).

The comparison between pre- and post-intervention correlations (tables 4.11. and 4.12.) reveals an increase in correlation strength among emotional competencies (ESCQS1-ESCQS2 r=.609-.661, ESCQS1-ESCQS3 r=.337-.539, ESCQS2-ESCQS3 r=.475-.585). The correlations between emotional competencies (ESCQS1, ESCQS2) and stress at post-intervention increased into significance levels compared to pre-intervention (r=.111-.268; .152-.344), while the correlation between ESCQS3 and stress rose higher (r=.319-.472) compared to pre-intervention. Subsequently, the correlation between ESCQS2 and job satisfaction increased and reached significance levels compared to pre-intervention (r=.131-.263). Then, the correlations between emotional competencies (ESCQS1, ESCQS3) and job satisfaction slightly increased (r=.285-.386; .246-.279) compared to pre-intervention. Furthermore, the correlation between stress and job satisfaction dropped slightly at post-intervention compared to pre-intervention (r=.541-.510). Overall, the strengths of the correlations among dependent variables increased between pre- and post-intervention, which may be a result of the impact of the intervention. This will become clear in section 4.3 where the hypotheses are tested.

4.2. Reliability and factor analysis

The reliability explains the internal consistency of the questionnaires. When testing hypotheses, this reliability determines whether the results of a study are repeatable (Bryman & Bell, 2011). To test the reliability (internal consistency), Cronbach's α will be used, which is the most common method to measure reliability when it concerns questionnaires (Hogan et al., 2000). The threshold for reliability is taken as 0.7 (Bryman & Bell, 2011), a standard that can be found in most scientific journals. Table 4.13. shows that in this study all values for Cronbach's α are above 0.8. This can be considered as highly reliable, especially as the reliability in previous studies (see 3.5. Instrument Design in chapter 3) was above 0.7 (ESCQ-1: 0.82-0.89, ESCQ-2: 0.78-0.82, ESCQ-3: 0.87-0.92, stress .89, job satisfaction .84). Hence, the current research shows the measures employed had similar or even stronger internal consistency than previous studies.

Table 4.13. Reliability at pre- and post-intervention

The ESCQ-45 results of Cronbach's α at pre-intervention were as follows:	The ESCQ-45 results of Cronbach's α at post-intervention were as follows:
for the whole ESCQ-45 questionnaire(45 items, α= 0.93)	for the whole ESCQ-45 questionnaire(45 items, α= 0.94)
for ESCQS1(15 items, α= 0.88)	for ESCQS1 (15 items, α= 0.91)
for ESCQS2 (14 items,α= 0.90)	for ESCQS2 (14 items, α= 0.89)
for ESCQS3 (16 items, α= 0.88)	for ESCQS3 (16 items, α= 0.84)
for job satisfaction questionnaire (9 items, α= 0.85)	for job satisfaction questionnaire (9 items, α= 0.85)
for stress (PSS) questionnaire was (10 items,α= 0.87)	for stress (PSS) questionnaire was (10 items,α= 0.88)

In order to examine the structure of the ESCQ-45 questionnaire at pre- and post-intervention, a factor analysis was carried out. This contributes to the validity of this research by eliminating items which do not load high. A factor analysis allows for a readjustment values obtained from the measurements according to the items which appeared to be most relevant, hence increasing the validity of the research.

At pre-intervention, exploratory factor analysis was employed in order to examine the latent structure of ESCQ-45 questionnaire. Data were analysed by promax rotation which is oblique and enables correlation among the factors (May et al., 2014). The main components are based on theoretically proposed factors and as such are related. Table 4.14. reveals 11 extracted factors whose eigenvalue is above 1. However, the scree plot itself (figure 4.1), and the value of the variance whose factors are explained, indicate that for the explanation of the variance, three factor solution would be most suitable. It follows previous foundations and theoretical proposals about the three-factor solution (Taksic, 2000).

The first three factors explain 42.02% from the overall variance. The first factor explains most, in other words, 26.16% of the variance, the second 9.53%, and the third with 6.32%.

Table 4.14. Total variance of ESCQ-45 explained at pre-intervention

Total Variance Explained				
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	11.773	26.162	26.162	9.755
2	4.289	9.531	35.693	8.001
3	2.846	6.325	42.018	7.603
4	1.938	4.307	46.325	
5	1.716	3.814	50.138	
6	1.550	3.444	53.583	
7	1.522	3.383	56.966	
8	1.421	3.159	60.124	
9	1.239	2.754	62.879	
10	1.158	2.574	65.452	
11	1.035	2.300	67.753	
12	.978	2.174	69.927	
13	.945	2.101	72.028	
14	.879	1.953	73.980	
15	.853	1.896	75.876	
16	.762	1.693	77.569	
17	.740	1.644	79.214	
18	.665	1.478	80.691	
19	.647	1.439	82.130	
20	.614	1.365	83.495	
21	.594	1.319	84.815	
22	.551	1.225	86.040	
23	.477	1.060	87.100	

24	.450	1.000	88.100	
25	.433	.961	89.061	
26	.423	.941	90.002	
27	.394	.876	90.877	
28	.386	.858	91.736	
29	.371	.825	92.561	
30	.359	.797	93.358	
31	.333	.741	94.099	
32	.315	.700	94.799	
33	.294	.654	95.453	
34	.272	.605	96.058	
35	.252	.560	96.618	
36	.238	.528	97.147	
37	.211	.469	97.616	
38	.195	.433	98.049	
39	.188	.419	98.468	
40	.161	.357	98.825	
41	.139	.309	99.134	
42	.134	.298	99.431	
43	.094	.210	99.641	
44	.094	.209	99.850	
45	.068	.150	100.000	
Extraction Method: Principal Component Analysis.				
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.				

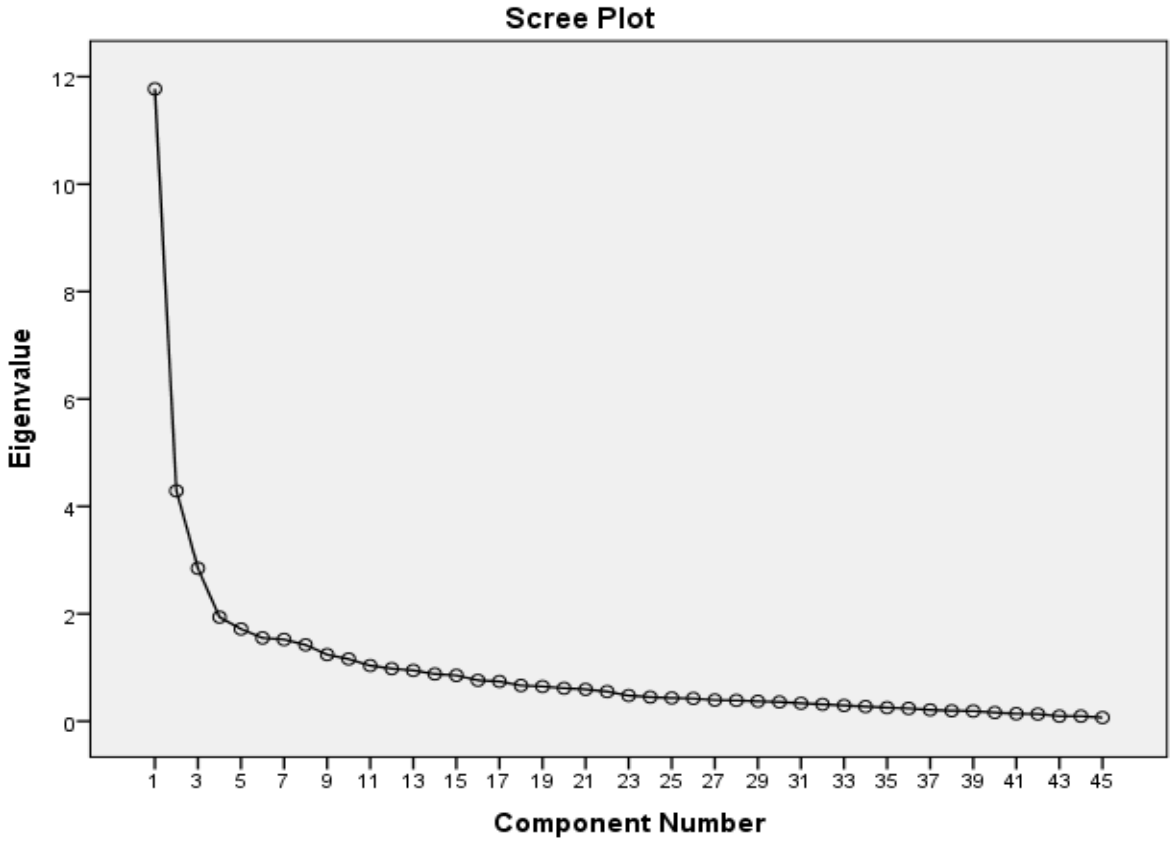


Figure 4.1. Scree plot of the factors gained at pre-intervention

Table 4.15. reveals the matrix of the new structure and how gained items are explained. It can be seen to what extent the new structure follows the original structure, namely how the items are distributed among the factors. The criterion for item selection is above 0.5, explained as practical significance (Williams et al., 2012; Hair et al., 1995).

From the structure matrix it can be seen that the first factor by its structure fits the second one from the original factor solution, with the title "Ability to express and label emotions". It is explained with ten items - four less than the original structure. All of these items follow the proposed structure. Although there are some items missing, it can be concluded that the first factor very much represents the proposed structure. This factor is best explained with item 22 "I can recognize most of my feelings" for which the loading is 0.87, followed by item 43 "I can easily name most of my feelings" with loading 0.86, and item 21 "I am able to express my emotions well" whose loading is 0.85. These three items also belong originally to this factor. For further analysis, this new factor will be used: ESCQF2.

The second factor is very similar to the subscale "Ability to perceive and understand emotions". It is explained by 10 out of 15 items contained within this scale. Although five items are not selected, the structure of the new factor is very similar to the original. It is best described by item 36 with a loading of 0.75 "I notice when somebody tries to hide his/her bad mood", then item 37 with a loading 0.75 "I notice when somebody feels guilty", and item 34 with a loading 0.71 "I am able to tell somebody's feelings by the expression on his/her face". These three items also originally belong to this factor. This new factor will be used for further analysis – ESCQF1.

The third factor is explained by 12 items. Only four items are missing compared to the original structure. It can be concluded that this factor solution can represent a solution of the original structure, and it can be called "Ability to manage and regulate emotions". It is best explained with item 33 "I try to keep up a good mood" with loading 0.78, item 29 "I try to control unpleasant emotions, and strengthen positive ones" with loading 0.74, and item 10 "When I am with a person who thinks highly of me I am careful how I behave" with loading 0.71. All three items belong to the structure of the original factor. This new factor will be used for further analysis - ESCQF3.

From the results provided, it can be concluded that new factors can represent the previously proposed factor solution with a reduced number of items.

Table 4.15. – Pattern matrix

Pattern Matrix[a]			
	Component		
	1	2	3
escq1			.438
escq 2	**.741**		
escq 3			**.579**
escq 4			**.608**
escq 5			**.599**
escq 6	.284		
escq 7			**.592**
escq 8			**.615**

escq 9			**.605**
escq 10			**.708**
escq 11			.493
escq 12			**.548**
escq 13		**.673**	
escq14		.332	
escq15		**.660**	
escq16	**.603**		
escq17	**.781**		
escq18		**.575**	
escq19	.434		
escq20		.223	
escq 21	**.850**		
escq 22	**.871**		
escq 23	**.720**		
escq 24	**.670**		
escq 25		.469	
escq 26		**.598**	
escq 27		.353	
escq 28		.373	
escq 29			**.739**
escq 30			**.576**
escq 31			**.597**
escq 32	.412		
escq 33			**.778**
escq 34		**.713**	
escq 35		**.693**	
escq 36		**.748**	
escq 37		**.746**	
escq 38		**.640**	

escq 39		**.587**	
escq 40			.440
escq 41	**.610**		
escq 42		.433	
escq 43	**.863**		
escq 44	**.794**		
escq 45	.385		
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			
a. Rotation converged in 6 iterations.			

Loadings above 0.5 (in bold) are selected

Table 4.16. represents correlations between extracted factors, which shows that promax rotation was the appropriate method for data analysis. Correlations above 0.4 point to mutual connectivity. The highest correlation is between the first and the second factor and equals 0.47, while there is a significant correlation between the first and the third factor reaching 0.42. There is one correlation - between the second and the third component - that does not meet the 0.4 threshold as it is 0.25. Nevertheless, the result denotes correlation between these two components.

Table 4.16. Component correlation matrix

Component Correlation Matrix			
Component	1	2	3
1	1.000	.468	.424
2		1.000	.254
3			1.000
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			

For the purpose of clarity and overview, the following ability groups belonged to the original structure of the questionnaire prior to conducting factor analysis:

- Ability to understand and perceive emotions – 15 items - ESCQS1

  (item no.: 13, 14, 15, 18, 25, 26, 34, 35, 36, 37, 38, 39, 42, 19 and 45)

- Ability to express and label emotions – 14 items – ESCQS2

  (item no.: 2, 6, 16, 17, 21, 22, 23, 24, 41, 43, 44, 27, 28, 32)

- Ability to manage and regulate emotions - 16 items – ESCQS3

  (item no.: 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 20, 29, 30, 31, 33, 40, 20)

As the exploratory factor analysis indicates the need for pre-intervention measures, the following factor structure should be used:

1. ESCQF1 (factor 2 in the table 4.15): 13,15, 18, 26, 34, 35, 36, 37, 38, 39 - 10 items

2. ESCQF2 (factor 1 in the table 4.15): 2, 16, 17, 21, 22, 23, 24, 41, 43, 44 - 10 items

3. ESCQF3: 3,4,5, 7,8,9,10,12, 29, 30, 31, 33 – 12 items

Note: Factor 1 refers to factor 2 in table 4.15., and factor 2 refers to factor 1 in same table. The same exploratory factor analysis was conducted for post-intervention measures in order to examine and explain the latent structure of the questionnaire ESCQ-45. Data were analysed by promax rotation, which enables correlation among the factors.

Table 4.17. reveals eleven extracted factors with an eigenvalue of above 1. However, the scree plot itself (figure 4.2), and the value of the variance whose factors are explained, seem to indicate that the three factor solution would be most suitable, as suggested by the percentage of explained variance from the other solutions. In total, these factors explain 43.17% of the variance. Out of these the first factor explains the most variance, in other words, 29.64% of the variance, then the second 7.06%, and the third 6.46%.

Table 4.17. Total variance of ESCQ-45 explained at post-intervention

Total Variance Explained				
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	13.340	29.645	29.645	10.314
2	3.179	7.065	36.710	10.018
3	2.908	6.462	43.171	8.961
4	2.105	4.678	47.849	
5	1.856	4.124	51.973	
6	1.518	3.373	55.346	
7	1.451	3.225	58.571	
8	1.306	2.902	61.473	
9	1.235	2.744	64.217	
10	1.143	2.541	66.758	
11	1.075	2.389	69.146	
12	.942	2.093	71.240	
13	.912	2.027	73.267	
14	.846	1.880	75.147	
15	.810	1.801	76.948	
16	.741	1.646	78.594	
17	.723	1.608	80.202	
18	.687	1.528	81.730	
19	.654	1.453	83.182	
20	.641	1.424	84.606	
21	.581	1.291	85.897	

22	.574	1.276	87.173	
23	.485	1.078	88.251	
24	.458	1.019	89.270	
25	.442	.982	90.251	
26	.411	.913	91.165	
27	.383	.851	92.016	
28	.370	.822	92.838	
29	.335	.744	93.582	
30	.314	.698	94.280	
31	.289	.641	94.921	
32	.283	.629	95.550	
33	.259	.576	96.126	
34	.247	.549	96.676	
35	.215	.478	97.153	
36	.192	.426	97.580	
37	.185	.411	97.991	
38	.180	.401	98.391	
39	.147	.327	98.718	
40	.135	.300	99.018	
41	.121	.270	99.288	
42	.103	.229	99.517	
43	.099	.219	99.736	
44	.067	.149	99.885	
45	.052	.115	100.000	
Extraction Method: Principal Component Analysis.				
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.				

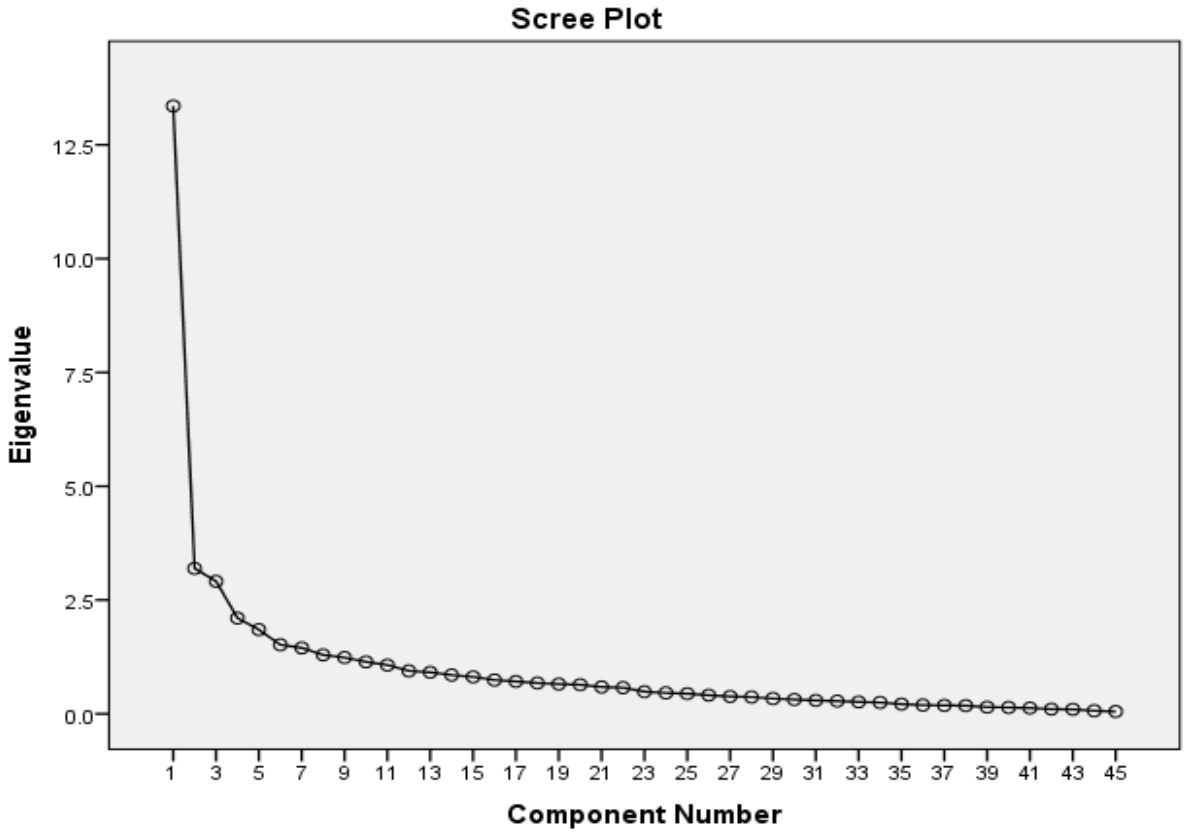


Figure 4.2. Scree plot of the factors gained at post-intervention

Table 4.18. shows the structure matrix and how items load on extracted factors and check the similarity with the previously proposed structure. The criterion for item selection is above 0.5 explained as practical significance (Williams et al., 2012; Hair et al., 1995).

It can be seen that the first extracted factor explains 13 items in total compared to 15 from the original structure. The highest loading belongs to item 39 which states "I notice when somebody feels down" with a loading of 0.82. The second item that explains this factor well is item 38 "I notice when somebody tries to hide his/her real feelings", which loads extracted factor with 0.82. All 13 items belong to the original structure. This factor fits the previously proposed structure quite well, with only two items missing (19 and 45) from "Ability to perceive and understand emotions". For further analysis the new factor will be used - ESCQF1T2.

The second factor is described with eight items from the 14 proposed. All eight items belong to the original structure, namely the second factor, only there are less of them. Items with loadings below 0.5 are excluded from the analysis. Although the structure has changed, this new factor can be called "Ability to express and label emotions", because all the items belonged to

the original factor and the following items very much represent that factor. It is best described by item 22 with a loading of 0.91 "I can recognize most of my feelings", item 21 with loading 0.87 "I am able to express my emotions well", and item 44 "I am able to express how I feel" at 0.86. All three items belong to the original factor structure. This new factor will be used in further analysis - ESCQF2T2.

The third factor describes 10 items. That is six less than the original structure. Nine items already belonged to the original factor solution, while item 41 is transferred from the second factor to the third factor. This factor is best explained with item 7 "When I don't like a person, I find ways to let him/her know"with loading 0.70, and item 33 "I try to keep up a good mood" with loading 0.67. This factor can represent the proposed structure, and all its items belong to "Ability to manage and regulate emotions". This new factor will be used for further analysis - ESCQF3T2.

Table 4.18. Matrix structure

Pattern Matrix[a]			
	Component		
	1	2	3
escq1			**.570**
escq 2		**.780**	
escq 3			.344
escq 4			.452
escq 5			.370
escq 6		.332	
escq 7			**.704**
escq 8			**.566**
escq 9			**.621**
escq 10			.466
escq 11			**.563**
escq 12			.338
escq 13	**.785**		
escq14	**.540**		

escq15	**.559**		
escq16		.339	
escq17		**.822**	
escq18	**.504**		
escq19		.294	
escq20			**.518**
escq21		**.873**	
escq22		**.915**	
escq23		**.730**	
escq24		**.601**	
escq25	**.552**		
escq26	**.585**		
escq27	.225		
escq28			.277
escq29			**.597**
escq30			**.664**
escq31			.206
escq32		.335	
escq33			**.674**
escq34	**.552**		
escq35	**.666**		
escq36	**.747**		
escq37	**.736**		
escq38	**.819**		
escq39	**.822**		
escq40			.474
escq41			**.548**
escq42	**.661**		
escq43		**.751**	
escq44		**.864**	

escq45			.454
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			
a. Rotation converged in 6 iterations.			

Loadings above 0.5 (in bold) are selected

Table 4.19. reveals that all factors correlate strongly among each other, which confirms that promax rotation was the appropriate method for data analysis. All correlations are above 0.4 which points to their mutual connectivity.

Table 4.19. Component correlation matrix

Component Correlation Matrix			
Component	1	2	3
1	1.000	.517	.469
2		1.000	.455
3			1.000
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			

The following ability groups belong to the original structure of the questionnaire prior to conducting factor analysis:

1. Ability to understand and perceive emotions – 15 items - ESCQS1
   (item no.: 13, 14, 15, 18, 25, 26, 34, 35, 36, 37, 38, 39, 42, 19 and 45)
2. Ability to express and label emotions - 14 items – ESCQS2
   (item no.: 2, 6, 16, 17, 21, 22, 23, 24, 27,28 32, 41,43, 44,)
3. Ability to manage and regulate emotions - 16 items– ESCQS3
   (item no.: 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 20, 29, 30, 31, 33, 40)

The following factor structure is gained when exploratory factor analysis was employed at post-intervention, and will be used in further analysis:

1. ESCQF1T2 13,14,15,18, 25,26, 34, 35, 36, 37, 38, 39, 42 – 13 items

2.ESCQF2T2 2, 17, 21, 22, 23, 24, 43,44– 8 items

3.ESCQF3T2 1,7,8,9,11, 20, 29, 30,33,41– 10 items

To conclude, the results of factor analysis reveal a new factor structure in pre- and post-intervention. The number of items in three factors is reduced by using the criterion of 0.5 loadings on items. The new structure will be used in the hypotheses testing in the next section.

4.3.Hypotheses testing

This section reports on hypotheses testing. The hypotheses 1,2,3,4a and 5a were tested with T-test in order to compare the means of the experimental and the control group at pre- and post-intervention. Hypotheses 4b and 5b will be tested with process MACRO for spss.

***Hypothesis 1*: M-B training generates a significant improvement in practitioners' ability to understand and perceive emotions.**

Table 4.20. T-Test of ability to understand and perceive emotions at pre-intervention

Time		med	N	Mean	SD	t	df	p
1	ESCQF1	1	52	3.419	.491	-.11	104	.916
		2	54	3.430	.516			

Note: ESCQF1 –emotional skills and competence questionnaire factor 1
Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.20. displays group statistics of the experimental and the control group at pre-intervention. The comparison of the two groups reveals that there was not a statistically significant difference. The T-test for independent samples was used. T test (df=104) equals -.11, and p<.916, which indicates that groups are equivalent.

Table 4.21. T-Test of ability to understand and perceive emotions at post-intervention

Time		med	N	Mean	SD	t	df	p
2	ESCQF1T2	1	52	3.808	.411	4.72	104	.001
		2	54	3.396	.485			

Note: ESCQF1T2 –Emotional skills and competence questionnaire factor 1 at time2
Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.21. shows group statistics of the experimental and the control group at post-intervention. The comparison of the two groups reveals that there was a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T-test (df=104) equals 4.72, and p<.001. The experimental group achieved significantly higher results on ESCQF1T2 scale.

Table 4.22. Paired samples t-test in the ability to understand and perceive emotions (Time2-Time1)

ESCQF1	Mean	Mean(T2-T1)	SD	t	df	p
Time 2	3.81	.388	.456	6.16	51	.000
Time 1	3.42					

Table 4.22. shows paired samples statistics for the ability to understand and perceive emotions. The comparison between post- and pre-intervention shows that the experimental group significantly improved by 11% if 3.42 is taken as the base (100%).

There was not a statistically significant difference between the experimental and the control group at pre-intervention, while at post-intervention, there was a statistically significant difference. In addition, the paired t-test showed that the experimental group markedly improved by 11%. Therefore, hypothesis 1 can be accepted.

***Hypothesis 2*: M-B training generates a significant improvement in practitioners' ability to express and label emotions.**

Table 4.23. T-test of ability to express and label emotions at pre-intervention

Time		med	N	Mean	SD	t	df	p
1	ESCQF2	1	52	3.554	.557	.54	104	.590
		2	54	3.493	.608			

Note: Emotional skills and competence questionnaire factor 2.
Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.23. shows group statistics of the experimental group and the control group at pre-intervention. The comparison of groups reveals that there was not a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. The T-test (df=104) equals .54, and p<.590. As the table indicates, the groups are equivalent.

Table 4.24. T-test of ability to express and label emotions at post-intervention

Time		med	N	Mean	SD	t	df	p
2	ESCQF2T2	1	52	4.118	.440	4.60	104	.001
		2	54	3.611	.674			

Note: Emotional skills and competence questionnaire factor 2 at time 2.
Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.24. shows group statistics of the experimental and the control group at post-intervention. The comparison of groups reveals that there was a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T-test (df=104) equals 4.60, and p<.001. The experimental group achieved significantly higher results at ESCQF2T2 scale.

Table 4.25. Paired samples t-test in the ability to express and label emotions (Time2-Time1)

ESCQF2	Mean	Mean(T2-T1)	SD	t	df	p
Time 2	4.12	.564	.449	9.06	51	.000
Time 1	3.55					

Table 4.25. shows paired samples statistics for the ability to express and label emotions. The comparison between post- and pre-intervention shows that the experimental group improved greatly by 16% if 3.55 is taken as the base (100%).

There was not a statistically significant difference between the experimental and the control group at pre-intervention, while at post-intervention, there was a statistically significant difference. In addition, the paired t-test showed that the experimental group markedly improved after the intervention by 16%. Therefore, hypothesis 2 can be accepted.

***Hypothesis 3*: M-B training generates a significant improvement in practitioners' ability to manage and regulate emotions.**

Table 4.26. T-test for ability to manage and regulate emotions at pre-intervention

Time		med	N	Mean	SD	t	df	p
1	ESCQF3	1	52	3.636	.470	-1.03	104	.304
		2	54	3.735	.509			

Note: Emotional skills and competence questionnaire factor 3.
Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

The results from table 4.26. show group statistics of the experimental group and the control at pre-intervention. The comparison of groups reveals that there was not a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T test (df=104) equals -1.03, and p<.304. As stated in the table, the groups are equivalent.

Table 4.27. T- test of ability to manage and regulate emotions at post-intervention

Time		med	N	Mean	SD	t	df	p
2	ESCQF3T2	1	52	4.062	.419	4.15	104	.001
		2	54	3.674	.537			

Note: Emotional skills and competence questionnaire factor 3 at time 2.
Med 1 – experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.27. shows group statistics of the experimental and the control group at post-intervention. The comparison of groups reveals that there was a statistically significant difference between the experimental and the control group. The T-test for independent samples was used, T-test (df=104) equals 4.15, while significance is p<.001. The participants from the experimental group achieved significantly higher results at ESCQF3T2 scale.

Table 4.28. Paired samples t-test in the ability to manage and regulate emotions (Time2-Time1)

ESCQF3	Mean	Mean(T2-T1)	SD	t	df	p
Time 2	4.06	.425	.451	6.80	51	.000
Time 1	3.64					

Table 4.28. shows paired samples statistics for the ability to manage and regulate emotions. The comparison between post- and pre-intervention shows that the experimental group notably improved by 12% if 3.64 is taken as the base (100%).

There was not a statistically significant difference between the experimental and the control group at pre-intervention, while at post-intervention, there was a statistically significant difference. In addition, the paired t-test showed that the experimental group significantly improved after the intervention by 12%. Therefore, hypothesis 3 can be accepted.

Hypothesis 4a: **M-B training generates a significant improvement in practitioners' stress levels.**

Table 4.29. T-test of stress levels at pre-intervention

Time		med	N	Mean	SD	t	df	p
1	STRESS	1	52	21.90	7.094	.29	104	.772
		2	54	22.28	6.141			

Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.29. shows group statistics of the experimental and the control group at pre-intervention. The comparison of groups reveals that there was not a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T test (df=104) equals 0.29, while significance is p<.772. It can be concluded that the two groups generate equivalent results.

Table 4.30. T-test of stress levels at post-intervention

Time		med	N	Mean	SD	t	df	p
2	STRESS	1	52	26.92	5.884	4.32	104	.001
		2	54	21.72	6.473			

Med 1 – experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.30. shows group statistics of the experimental and the control group at post-intervention. The comparison of groups reveals that there was a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T-test (df=104) achieves 4.32, and p<.001. In this case, the experimental group achieves significantly higher results for stress, meaning lower stress levels.

Table 4.31. Paired samples t-test in the stress scale (Time2-Time1)

Stress	Mean	Mean(T2-T1)	SD	t	df	p
Time 2	26.92	5.02	4.98	7.27	51	.000
Time 1	21.90					

Table 4.31. shows paired samples statistics for the perceived stress. The comparison between post- and pre-intervention shows that the experimental group significantly improved by 23% if 21.90 is taken as the base (100%).

There was not a statistically significant difference between the experimental and the control group at pre-intervention, while at post-intervention, there was an apparent statistical difference. In addition, the paired t-test showed that the experimental group significantly improved after the intervention by 23%. Therefore, hypothesis 4a is accepted.

The new variables will be generated in order to test the following hypotheses (hypotheses 4b and 5b) and measure participants' progress between pre and post-intervention. The method to measure the subjects' progress in emotional competencies, stress and job satisfaction is by the subtraction of pre-intervention scores from post-intervention scores. In other words, post-intervention minus pre-intervention generated five new dependent variables, because there are three groups of emotional competencies, stress and job satisfaction. The new dependent variables are named as progress F1 (ESCQF1post-intervention –ESCQF1pre-intervention), progress F2

(ESCQF2post-intervention −ESCQF2pre-intervention), progress F3 (ESCQF3post-intervention − ESCQF3pre-intervention), progress 4 (Stress post-intervention −Stress pre-intervention) and progress 5 (JOBSATS post-intervention −JOBSATS pre-intervention). There are two possible outcomes, progress (results above 0) and regress (the results below 0). It was calculated in this manner for the experimental group. The purpose is to address hypotheses that refer to mediation analysis (Figure 4.3.).

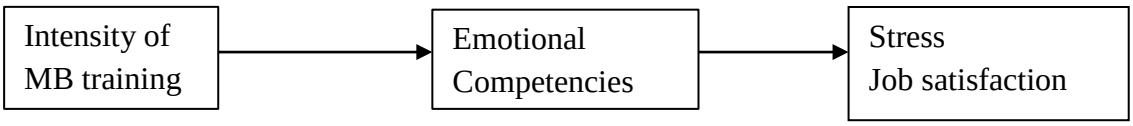


Figure 4.3. The proposed conceptual model

***Hypothesis 4b*: Emotional competencies mediate the relationship between M-B training and practitioners' stress levels.**

When the mediator variable is controlled (emotional competencies), M-B training makes a statistically significant contribution to the explanation of the criteria variable – perceived stress. This hypothesis will be tested by analyzing three groups of emotional competencies as mediator variables. The PROCESS macro for spss (Hayes, 2012) was used (model 4). Model 4 was employed because there are multiple mediators which are not in a sequence, but parallel (simultaneous).

In the first step, the results show that there is a significant positive relationship between the intensity of M-B training and perceived stress (β=.56, SE=.278, t=2.035, p<.047, table 4.32). In the second step, the correlations between the intensity of M-B training and progresF1, progresF2 and progresF3 were tested. There are marked positive relationships (β=.06, SE=.025, t=2.387, p<.021; β=.06, SE=.02, t=.2.53, p<.01; β=.06, SE=.02, t=2.42, p<.02), respectively. In the third step, the full mediation was tested. In the presence of mediators there is no significant relationship between the intensity of M-B training and perceived stress (β=.13, SE=.26, t=.58, p<.61), supporting the full mediation model. The progresF1 (ability to perceive and understand emotions) does not significantly mediate the effect of M-B training on perceived stress (indirect effect =-.03, 95%, CI = -.41, .22). Given that the confidence interval includes zero, the indirect effect is not significant α>.05. Then, the progresF2 (ability to express and label emotions) does not substantially mediate the effect of M-B training on perceived stress (indirect effect =.17, 95%, CI = -.02, .56). As the confidence interval includes zero, the indirect effect is not

significant α>.05. However, the progresF3 (ability to manage and regulate emotions) significantly mediates the effect of M-B training on perceived stress (indirect effect =.29, 95%, CI = .05, .65). As the confidence interval does not include zero, the indirect effect is significant α<.05. Therefore hypothesis 4b is partially accepted.

Table 4.32. Indirect effect of Intensity of M-B training (X) on perceived stress (Y) through multiple mediators (ability to perceive and understand emotions [M1], express and label emotions [M2] and manage and regulate emotions[M3])

Direct and total effects	β	SE	t
(XY)	.56	.28	2.03*
(M1X)	.06	.02	2.39*
(M2X)	.06	.02	2.53**
(M3X)	.06	.03	2.42*
(X, M1, M2, M3, Y)	.13	.26	.58
ProgresF1 (M1)		Indirect effect =-.03 , 95%, CI = -.41, .22	
ProgresF2 (M2)		Indirect effect =.17 , 95%, CI = -.02, .56	
ProgresF3 (M3)		Indirect effect =.29 , 95%, CI =.05, .65	

X- Intensity of M-B training, M1 – ability to perceive and understand emotions, M2 – ability to express and label emotions, M3 – ability to manage and regulate emotions, Y – perceived stress
Levels of significance: *p<.05, **p<.01.

***Hypothesis 5a*: M-B training generates significant improvement in practitioners' job satisfaction.**

Table 4.33. T-test for job satisfaction at pre-intervention

	med	N	Mean	SD	t	df	p
JOBSATAL	1	52	31.17	6.677	.72	104	.472
	2	54	32.04	5.620			

Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.33. shows group statistics of the experimental and the control group at pre-intervention. The comparison of groups reveals that there was not a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T-test (df=104) equals 0.72, and p<.472. It can be concluded that both groups are equivalent.

Table 4.34. T-test for job satisfaction at post-intervention

	med	N	Mean	SD	t	df	p
JOBSATAL	1	52	34.88	5.600	3.44	104	.001
	2	54	31.07	5.778			

Med 1 –experimental group, 2- control group
Significance levels p<.05, p<.01

Table 4.34. shows group statistics of the experimental and the control group at post-intervention. The comparison of groups reveals that there was a statistically significant difference between the experimental and the control group. The T-test for independent samples was used. T-test (df=104) equals 3.44, and p<.01. In this case too, the experimental group achieves significantly higher results on the job satisfaction scale.

Table 4.35. Paired samples t-test on the job satisfaction scale (Time2-Time1)

JOBSATAL	Mean	Mean(T2-T1)	SD	t	df	p
Time 2	34.88	5.02	4.01	6.67	51	.000
Time 1	31.17					

Table 4.35. shows paired samples statistics for job satisfaction. The comparison between post- and pre-intervention shows that the experimental group significantly improved by 12% if 31.17 is taken as the base (100%).

There was not a statistically significant difference between the experimental and the control group at pre-intervention, while at post-intervention, there was a statistically significant difference. In addition, the paired t-test showed that the experimental group greatly improved after the intervention by 12%. Therefore, hypothesis 5a is accepted.

***Hypothesis 5b*: Emotional competencies mediate the relationship between M-B training and practitioners' job satisfaction.**

When the mediator variable is controlled (emotional competencies). M-B training achieves a statistically significant contribution to the explanation of the criteria variable – job

satisfaction. This hypothesis will be tested by analysing three groups of emotional competencies as mediator variables. The PROCESS macro for spss (Hayes, 2012) was used (model 4). Model 4 was employed because there are multiple mediators which are not in a sequence, but parallel (simultaneous).

In the first step, the results reveal that there is no significant positive relationship between the intensity of M-B training and job satisfaction (β=.26, SE=.23, t=1.11, p<.27, table 4.36). In the second step, the relationships between intensity of M-B training and progresF1, progresF2 and progresF3 were tested. There are significant positive relationships (β=.06, SE=.02, t=2.39, p<.021; β=.06, SE=.02, t=.2.53, p<.01; β=.06, SE=.02, t=2.42, p<.02), respectively. In the third step, the full mediation was tested. In the presence of mediators there is no significant relationship between intensity of M-B training and job satisfaction (β=-.05, SE=.23, t=-.21, p<.83), supporting full mediation model. ProgresF1 (ability to perceive and understand emotions) does not significantly mediate the effect of M-B training intensity on job satisfaction (indirect effect =-.06, 95%, CI = -.56, .17). As the confidence interval includes zero, the indirect effect is not significant p>.05. Then, progresF2 (ability to express and label emotions) significantly mediates the effect of M-B training intensity on job satisfaction (indirect effect =.19, 95%, CI = .02, .57). The confidence interval does not include zero, so the indirect effect is significant p<.05. Then, progresF3 (ability to manage and regulate emotions) does not significantly mediate the effect of M-B training intensity on job satisfaction (indirect effect =.17, 95%, CI = -.00, .50). Even though progresF2 (ability to express and label emotions) mediates the relationship between intensity of M-B training and job satisfaction, the total effect (β=.26, SE=.23, t=1.11, p<.27, table 4.36) is not significant. Therefore, hypothesis 5b is rejected.

Table 4.36. Indirect effect of Intensity of M-B training (X) on job satisfaction (Y) through multiple mediators (ability to perceive and understand emotions [M1], express and label emotions [M2] and manage and regulate emotions[M3])

Direct and total effects	β	SE	t
(XY)	.26	.23	1.11
(M1X)	.06	.02	2.39*
(M2X)	.06	.02	2.53**
(M3X)	.06	.03	2.42*
(X, M1, M2, M3, Y)	-.05	.23	-.21
ProgresF1 (M1)		Indirect effect =-.06 , 95%, CI = -.56, .17	
ProgresF2 (M2)		Indirect effect =.19 , 95%, CI = .02, .57	
ProgresF3 (M3)		Indirect effect =.17 , 95%, CI = -.00, .50	

X- Intensity of M-B training, M1 – ability to perceive and understand emotions, M2 – ability to express and label emotions, M3 – ability to manage and regulate emotions, Y – job satisfaction
Levels of significance: *p<.05, **p<.01.

4.4. Conclusion

The results from the descriptive statistics reveal that the samples from Serbia and Switzerland differ significantly in job satisfaction scores, while in the areas of emotional competencies and stress, they are not markedly different at pre and post-intervention. In terms of the intensity of M-B training, the sample from Serbia scored significantly higher (t=3.30, p<.00, n=52, two tailed, table 4.4). This indicates that the sample from Serbia invested more hours (two hours more) in the M-B training weekly.

The results from the testing distribution among dependent variables showed that distribution can be considered as normal based on histogram results. There are no extreme results and no cases were excluded from the statistical analysis.

The reliability scales generated acceptable results based on the findings that all scales at pre- and post-intervention are above 0.7. Then, the factor analysis at pre- and post-intervention has confirmed the three factor structure. An analysis of the hypotheses indicated that the experimental group improved considerably at post-intervention on all three subscales of emotional competencies (ESCQS1, ESCQS2, ESCQS3), stress, and job satisfaction compared to the control group. Following that, hypotheses 1,2,3,4a and 5a were confirmed. Furthermore, hypothesis 4b was partially confirmed since one subscale has shown there to be a mediating

effect between the intensity of M-B training and perceived stress. Lastly, hypothesis 5b has been rejected, since there was no significant relationship between the tested variables.

The contribution of these findings is three-fold: (1) confirming the efficiency of M-B training on emotional competencies, stress and job satisfaction (2) uncovering the underlying mechanism between the intensity of M-B training and perceived stress (3) showing that emotional competencies do not mediate the relationship between the intensity of M-B training and job satisfaction.

CHAPTER 5

QUALITATIVE RESULTS

5.1. Introduction

This chapter presents an analysis of the qualitative data from this research. This data was collected in two ways. The post-intervention survey included an open-ended question: *Please describe in your own words how you felt during the meditation practice.* The main method in which the qualitative data was collected, however, was through two sets of interviews, one within a week after the intervention, and another set of interviews with the same participants one year later. This ensures that the qualitative part of the research is longitudinal. In chapter six, the analysis of the qualitative data will be used to support quantitative results, and complement the quantitative results (Gray, 2014). In the current chapter, the results from a thematic analysis of the qualitative data are presented separately from the quantitative results presented in the previous chapter. Details about the method of data collection and analysis were presented in chapter three**.**

The following visual map (table 5.1.) summarises the constructs, main concepts, sub-headings, the key words and the relevant literature that guided researcher in the analysis of qualitative data:

Table 5.1. Visual map of the qualitative data

Construct – *Main theme*	Concept – *sub theme* (mutual meaning of codes and expressions that defined the sub-theme)*	Sub-heading –*code*(keywords that were used to define the code)
Feedback about the M-B training *	**Physical sensations during the practice**	1. Warmness (warmness in the body) 2. Relax – drop of tension (feeling relaxed) 3. Pain relief (pain relief)
	Other sensations (Flow state) (being or staying in the state of flow)	
Emotional Skills	**Ability to perceive and understand emotions**	1. Empathy (empathy, put yourself in the place of the other, greater understanding of people)

	(greater understanding of other people, compassion)	2. Compassion (more compassion, increasing compassion)
	Ability to express and label emotions (What I express, how I radiate, more aware of myself, my emotions)	1. Self-confidence (more self-confidence, self-confidence increased) 2. Emotional opening (more open towards others) 3. Emotional self-awareness (my emotions come clear to me, more aware of myself, my emotions)
	Ability to manage and regulate emotions (calm the emotion, less ups and downs) (Mayer and Salovey, 1990; Takšić, 2000)	1. Self-control (emotions are under better control, calm this emotion) 2. Emotional stability (emotional state becomes more stable, stability in a way I am reacting with people, not many extremes) 3. Emotional relief (kind of relief, discharge happened, purification) 4. Emotional resilience – fast recovery (coming back faster, less ups and downs)
Mental Skills	**Distance taking** (reach distance, take distance, detachment); Fisher and Ury (1999) the first step in negotiation strategy	1. Decision making (make better decision) 2. Self-analysis, self-reflection (My strengths and limitations, analyse better myself) 3. Being objective, not judging others (being aware and objective, other people are not guilty for my situation, don't judge)
	Order in consciousness (getting information in its own order without effort on my part) (Chikszentmihalyi, 1992)	1. Focus (better focus, focus is sharper, concentration) 2. Communication-listening (better at listening, more attentive listening) 3. Finding solutions in the workplace (find a solution, get a solution, find an answer to the problem) 4. Tendency towards well-organised work (more systematic, it was a mess before, more concise approach, achieving order) 5. Overcoming negative concepts (negative reflex, concept... I can stop them)

Spiritual Insights	**Higher purpose** (higher purpose, meaning in life, why doing my job) ; Karakas (2010) 2nd perspective of how spirituality benefits employees: sense of purpose and meaning	
	Self-awareness- identity (Who am I?, knowledge about myself)	Awareness of one's potential (getting to know myself, knowledge about myself)
	Spiritual experience	1. Freedom and absence of fear (freedom, you need nothing, no fear, vision of life) 2. Happiness (just happy, happiness) 3. High plateau (rise above the world, peripheral view) – definition found in Walsh and Shapiro (2006), Maslow(1972)
Stress	**Staying detached** (did not react, detach, distance) Fisher and Ury (1999)	Not reacting (not reacting, less eaten by stories, take a few seconds to breathe)
	Perception of stress (perception of stress situations) Lazarus and Folkman (1984)	1. Tool for overcoming stress (guiding me concerning stress, have a resource) 2. Positive stress (positive stress)
Job Satisfaction	**Job awareness** (find a place for it)	1. Take the best (I have taken the best) 2. Detached from conditions – no impact (not nerves, detached, distanced at job)
	Express oneself – need for self-realization, Maslow (1962)	(develop myself, place where I can express myself)
	Suitable conditions (nice job, good atmosphere), part of the questionnaire (Hackman & Lawler, 1971)	1. Autonomy and freedom (interesting, I am free) 2. Innovative (it brings something new)

***** Most of the sub-themes can be found in the literature and are cited in the table ; * Sub-themes that were not relevant for the RQs were excluded from this table

The structure of this chapter roughly follows the four research questions belonging to this research (table 5.2). The chapter starts with an analysis of participants' perceptions about the effectiveness of M-B training on emotional competencies. Following the model set out in chapter two, findings are presented for 'empathy and compassion', 'self-confidence, emotional self-awareness and openness', and 'self-control'. In the following two sections, the findings are presented from the qualitative data based on how the participants perceived the relations between

M-B training on the one hand, and both stress and job satisfaction on the other hand. Particular attention was paid to the role of emotional competencies in order to provide an insight into how emotional competencies might mediate between M-B training, and stress and job satisfaction. The chapter then continues with an appraisal of the interview findings and how they provide an insight into what the underlying mechanisms of M-B training might be. These findings are grouped as physical, emotional, mental and spiritual mechanisms.

Table 5.2. Research questions

Research questions	Aspects covered with this chapter
RQ1: Does the M-B training affect emotional competencies, stress reduction, and job satisfaction?	Qualitative findings on M-B-EC relationship
RQ2: Do emotional competencies mediate the relationship between M-B training and stress?	Qualitative findings on M-B-stress and EC-stress relationships
RQ3: Do emotional competencies mediate the relationship between M-B training and job satisfaction?	Qualitative findings on M-B-JS and EC-JS relationships
RQ4: What is the underlying mechanism of M-B training?	Qualitative findings on underlying mechanism

Note: EC – emotional competencies, JS – Job satisfaction

5.2. The effect of M-B training on emotional competencies

In chapter two, a conceptual distinction was made between three groups of emotional competencies: the ability to perceive and understand emotions, which included empathy, political awareness, insight into a global company's climate. The ability to express and label emotions included emotional awareness, self-confidence and achievement. The ability to manage and regulate emotions involved self-control, adaptability and innovation.

Findings from the qualitative data on each of these groups of competencies are presented below.

5.2.1. Empathy and compassion

Regarding their ability to understand and perceive emotions, participants reported a noteworthy improvement in empathy and compassion. They even defined these, which ultimately eased the interpretation. For example, Luke defined empathy as being able to put oneself in someone else's shoes ("When you are more and more able to put yourself in the place of the other person"). Nathan went even further and explained that, apart from understanding

others, he could also understand the reasons for their feelings: “I can understand people better, I accept better in cases when they are bad but also I know why they are feeling bad... Now I can understand, that people are different, some people react in this or that way.”

Empathy is one of the essential skills of emotional intelligence (Goleman, 1998). Participants’ views correspond to the definition of empathy (Eisenberg & Strayer, 1987) which includes sharing the perceived emotions of others - “feeling” with the other. The majority of the interviewed participants (see appendix 7) mentioned the importance of comprehending the other participants’ emotions, as well as understanding the reason for feeling in a particular way, and even the intentions behind someone’s behaviour. Empathy, or in the participants’ own words “better understanding of others”, proved to be a consistent competency. In the interviews conducted a year after the intervention, participants reported upon how their levels of empathy had grown:

> I increased quite a lot my level of empathy…That means that before I thought that people were sort of stupid and angry and nervous etc. and that was really nerving me…Now it’s ok, they are like that, and I cannot change them, I am just making my perception differently, I am giving what I can and accepting what I can. (Hellen)
> Also, I can understand people better, it helps me to understand why a person reacted or did something, when I can understand the person then I cannot get angry, and my communication becomes easier due to that. Many people are not happy with someone’s reactions, but put yourself in their shoes and think, that will lead you to his reaction and actions, and this generally leads to better relations with people. (Peter)

Apart from confirming the stability of the effects of the intervention, the participants noted continued improvements. In this respect, it is important to note that all of the participants that were interviewed continue to practice this kind of M-B training.

The emotional skill that is probably the most developed form of empathy is compassion, as Dutton et al., (2006) presented. Compassion is a very complex phenomenon and it consists of three main aspects: understanding emotions (Hetua et al., 2012) or empathy, feeling what the other feels (Jolliffe & Farrington, 2004), or sympathy, and action aimed at reducing their pain (Dutton et al., 2006). Some of the participants tend to confuse compassion, sympathy and empathy, instead grouping all of these phenomena under the term *empathy*.

> I can understand what they think, what they want and I make less judgments. Empathy means that I feel how they feel but I am not taken by it. It means “I am sad, sad”–oh you are sad, I understand, but I am not increasing that sadness, I am simply conscious that they need to go through feeling sad. That is how I try to ease their pain, it’s a sort of compassion. (Hellen)

Hence, participants did experience various aspects pertaining to the understanding of emotional states of others, which can be considered as different forms of empathy. Therein, compassion is a form of empathy where the emotions of others are understood but the particular emotion is not transferred upon the receiver. Understanding emotions of others in the workplace is crucial in terms of being aware of political undercurrents and knowing how to interpret the intentions of other people. Different training programmes (Hofmann et al., 2011) aim to develop this skill by emphasising the importance of understanding others and trying to ease their pain and suffering. It is believed that meditation practices not only minimize negative emotional states and increase positive ones, but also enhance compassion (Hofmann et al., 2011; The Dalai Lama & Cutler, 1998). One of the participants said that he had developed compassion, even for those who were hostile towards him:

> Increasing my compassion even for people going against me and this released my own pain […] you maybe also understand that person cannot do it in another way at that moment, because she doesn't see the exit door of that problem she has. If you can see this then you can say ok she is doing her best at that moment and so I cannot blame her for that. It is not her fault let's say, not completely then you start to develop compassion (Luke)

5.2.2. Self-confidence, emotional self-awareness and openness

From the qualitative data, self-confidence, emotional self-awareness and openness emerged as the dominant competencies from the ability to express and label emotions. By this means, the participants confirmed the theoretical structure related to different ability groups, but also uncovered some competencies that were not included in the quantitative measurement.

More than half of participants emphasized self-confidence, which is a part of positive organisational behaviour and assumes an important role in the leadership processes. Confident leaders are considered as competent and capable of facing challenges and difficult tasks (Luthans et al., 2001; Shipman & Mumford, 2011). The participants expressed that they had noticeably developed their own self-confidence, even extending into areas outside of the workplace.

> The way I represent myself is already better…in the past I had a really negative way of seeing myself…. Yes, maybe I am more self-confident then I speak more I make more propositions, I have more ideas and when I have ideas I can say that. (Fatima)

> That is some kind of self-confidence which is not only easy to describe…there is none of that hopelessness that fear, just self-confidence and an absence of fear towards life. (Xenia)

However, although the effect might exist even with short interventions such as in this research, participants attribute this to doing M-B training for an extended period of time:

> I really think there is a long term impact of this meditation, a lot of changes happened, but it is hard to see the progress because I started before getting a job here, but a lot of changes that I noticed are linked with meditation. Now I see them as something useful in the workplace, as I'm being more aware of relationships, of what I express, how I radiate, I feel I have more self-confidence. (Fatima)

Another competency that the participants noted is emotional self-awareness. Higgs (2002) defines this as an awareness of one's own feelings and being able to manage them. In the interviews, participants referred to the awareness of their emotions or insights into the context that triggered a particular emotion, the relation between a particular emotion and their behaviours. The way in which participants were able to manage their emotions appeared to be through an ability to distance themselves from their emotions. They arrived at a state where they were consciously aware of 'having' an emotion rather than 'being' that emotion, for example, knowing there is a feeling of anger present rather than simply being angry.

> Simply by getting to know myself, by knowing myself I know my emotions, reactions, behaviour in certain situations, reactions to different stimuli, whether those are something negative or whatever. In general I accept some things that are negative easier and with less pain; on the other hand, what makes me happy, makes me even happier than before. (Joana)
>
> I am more conscious of myself and I am more able to understand the how and why of those kinds of feelings, and why some thoughts are coming. In short, I am more conscious of myself, my emotions, thoughts, intentions and I am open to experiencing whatever is going to happen. (George)

This self-awareness allowed participants to feel better about themselves. In the interviews conducted one year after the intervention, participants noted increased self-awareness had also allowed them to act more wisely in social relations. The competency that helped participants to work easier and to improve relations in the workplace is, as they stated themselves, that of being more open. This openness was related to a feeling of pleasure when assisting others in the workplace.

> Yes in the sense I am more open…"he said, and added that this skill helped him in the workplace by feeling pleasant when helping others:"…I work with people, when you help and you see that they are happy, then that is something that awakes some pleasantness, and opens you even more. I had that earlier but for some period I closed myself somehow, and now again I am more open even more than earlier. (Charlie)
>
> I am simply more open towards others and I think that people can feel that, I am open and it simply attracts people, I felt that. (Joana)

Goleman and Davidson (1977) wrote that meditation can reduce anxiety, which in turn allows practitioners to express themselves more easily. With regard to the workplace, participants in this research said the M-B training had made them more self-aware, and that this

made them more self-confident and open. Azmatullah (2014) wrote that meditation can reduce anxiety and thus helps people to 'unlock their potential'. In terms of concrete behaviours, this openness and self-confidence was acted out in the form of having more ideas and sharing these, taking more initiative, suggesting further action to take, and interacting more with others in the workplace.

5.2.3. Self-control

As noted earlier, self-awareness - in other words, being consciously aware of one's emotions - allowed an ability to manage those emotions in the sense of not being overtaken by them. The interview data also included instances where participants gave accounts of self-control, a competency that denotes being able to manage emotions in the sense of regulating them. Most participants mentioned they were able to count mentally (inner voice) when an issue or a potential conflict appeared. For example, a participant told an anecdote from a situation with her doctoral supervisor and how she controlled her feelings in order to avoid conflict. This allowed her to think and find an optimal solution:

> Well there is increased level of control for myself that means that that situation with professor, he was attacking me verbally I really had one moment I wanted to react and I knew exactly what I wanted to say to him just part of me said: "no calm it's not the way", like you have a possibility to break you see few steps like in chess in advance and added: I am not reacting the first ball I am not directly going into it but you have time for yourself and you say ok like you,…you don't see what he is saying but you see what is behind what he is saying.(Hellen)

Hellen's account relates to having developed an aspect of self-control, more precisely stopping one's instant reactions and generating time to respond in a more organized and controlled way, reminiscent of Ury and Fisher's (1981) negotiation strategy - "step back go to the balcony". Some participants explained it as the ability to inhale for a few seconds before reacting; some go even further and manage to observe themselves in a conversation. This helps them to think and not to be confused or react defensively but to act towards an affirmative solution - as Hellen mentioned, an opportunity to see what may transpire a few steps ahead, such as in chess. Participants in this research mentioned notions of self-control mainly in the context of human relations rather than other aspects of life, such as nutrition. Another instance of self-control mentioned in the interviews was an increased ability to channel one's impulses:

> Somehow I managed to channel my impulses. Regarding some reactions I don't put it off for later, there is no procrastination for later, to empty myself or that will reach me, it is not like that, but literally like these impulses distribute and disappear. (Joana)

The interview data, particularly the data set collected one year after the intervention, suggests M-B training enabled the participants to exercise self-control in the sense of postponing reactions, and overriding or altering personal impulses (Tangney et al., 2004). This self-control came through an ability to distance oneself from the emotions one is feeling - which does not imply one does not feel them. Emotional distance basically eases impulsiveness and makes room for the process of thinking. This can be contrasted with high impulsiveness, which is related to a lack of planning and acting without thinking (Whiteside and Lynam, 2001). Participants in the research managed to master their emotions rather than be governed by them. They were able to think and feel at the same time; emotions do not block them from making decisions and they can react in a way that is positive for them.

5.3. Stress

The qualitative data provides insights into how participants perceive the effects of M-B training on stress. Based on the open-ended question in the post-intervention survey 'Please describe in your own words how did you feel during the meditation practice', the terms often used by the participants were "stress drop"or "release of tension" (appendix 8). Stress reduction at the post-intervention level is the most common expression of participants in the M-B trainings. Participants also said that this was a reason why they volunteered to be part of the experimental group.

5.3.1. M-B and stress

Two significant themes emerged from the data. One was 'psychological detachment' and the other was 'perception of stress'. These themes were prominent in both sets of interviews, in other words, immediately after the intervention as well as one year later. A sub-theme of psychological detachment is 'not reacting', and some participants mentioned these together.

> Yeah I can say that I have got an exam on Monday and I am not stressed now, maybe it's because I am ready to go for this exam, but maybe it's also because I can take this distance and say ok these are exams but these are not death, it will be ok…I think again that this stance can have an impact on the stress. (George)

> Well I feel a lot of stability in the way I am reacting with other people, particularly in stress situations…now I am a little bit calmer and I can see things from some distance when I am speaking about it.(Hellen)

One participant went even further and said that sometimes he did not even register an insult or irritation as stressful:

> Sometimes starts but I overcome it, like those receptors cannot receive enough energy, those register everything, but sometimes I surprise myself that I didn't register something as insult, or irritation, but it is still there. (Charlie)

The attitude of not reacting is closely linked with the second strategy of overcoming stress, alluded to by Lazarus and Folkman (1984). This is a strategy that helps us accept the situation as it is. The interviews suggest this has two dimensions: 'not reacting' is a form of behaviour, whilst detachment is more related to one's emotional state. Participants seemed to be able to overcome stress through a combination of these two. Furthermore, the way participants perceive stress seemed to have changed:

> What I recognised compared to perception of those stress situations, I cannot say that something doesn't touch me or excite me, because I am that type maybe too sensitive, but that is amortised and it lasts shorter, there is no big process post-stress. (Charlie)

It can be noted that participants gained a certain level of stability manifested on the one hand due to less extreme fluctuations in stressful situations, and returning to a stable state more quickly on the other hand. In other words, stressors have less impact and participants recover faster after stressful events. The attitude of not reacting and staying detached remained similar in the interviews conducted one year after the intervention:

> There were situations when people were dissatisfied with what I did, and I did that by the order of my manager, so unfortunately I couldn't do anything about that, I understood their dissatisfaction but if the order was like that, it must be done in that manner, there is no question about it…So I didn't react much with outburst or impulsivity, or raised my voice against others, I just carried on with my job. (Peter)

The perception of stress remained consistent in the long-term, especially the perception of the stressor and how that affects participants:

> Generally, I don't have much stress, someone can unnerve me but I don't see it as stressful. I try to calm myself down, that is my progress, because earlier when something happens to me I am not calm for two–three days or a week, but now I am not allowing for that, probably it is an overcome issue. (Nathan)

From the participants' responses, it is challenging to distinguish between mental and emotional detachment and distance. Most likely, these two constructs appear simultaneously. The behavioural ability of 'not reacting' and not responding instantly, seems to help participants to reduce tension and stress levels. Emotionally, anxiety drops (Edenfield & Saeed, 2012), while mentally, participants take more time to think and consider the broader picture. In other words, it may be described as "getting a grip" and recollecting one's thoughts. This often results in the ability to cope better with conflicts, and easier and more effective decision making. The participants became less nervous, and hence less affected by what was happening in the

workplace. Michel et al., (2014) measured the effect of work-based intervention (mindfulness) on work-life balance and found significant increases in psychological detachment and satisfaction with work-life balance. However, they did not collect qualitative data to establish participants' experiences regarding these themes. This research provides insights into the effect of M-B training on psychological detachment based on participants' experiences. It also uncovers some concrete examples of this effect in the workplace context such as not reacting, faster stabilisation and being able to calm potential conflicts.

With regard to research pertaining to reaching and increasing psychological detachment in the workplace, the study of Fritz et al., (2010) discovers that psychological detachment is not always positive. They claim that high levels of detachment during non-work are negatively related with job performance, while medium psychological detachment is the most beneficial in the workplace. In the current study, psychological detachment was not measured, hence the levels cannot be defined. However, the effect of psychological detachment can be noted as beneficial based on many of the participants' responses. Some of the participants emphasised how this M-B training works as a tool for overcoming stress:

> I really appreciate, this is guiding me concerning stress and concerning my emotion in the way that I clean it, no stress and I build it with positive emotion. (Hellen)
>
> Visualisation was useful also in case I wanted to protect myself from stressful situations, then I just imagine that release from stress like some aura is creating around me and that somehow protects me from external influences. (Joana)

M-B training as an intervention tool can help practitioners to maintain a calm and focused mind when facing stress in the workplace (Sidle, 2008). This refers to Hellen's account, but she experienced a great deal more than merely staying calm and focused. She managed to reduce destructive emotions and generate positive ones. Furthermore, in the case of Joana, she used visualization and imagination as a means of protection around her against stress.

There were also instances where several participants indicated a drop in the intensity of destructive emotions, leading to reduced stress levels:

> I am not stressed any more that much, especially in a way that when someone makes me angry, nervous, now I don't have that rage or strong anger, only some small moments of anger and very soft. (Nathan)

Hence, these instances indicate M-B training can lead to wholly varied experiences while having a similar global effect, namely overcoming stressful situations.

5.3.2. Emotional competencies and stress

The participants' explanations about the mediating effect of emotional competencies between M-B training and stress were very limited, because this cannot be tested qualitatively. However, the qualitative findings in the previous section (5.3.1) revealed that self-control and emotional detachment play an important role between M-B training programme and stress.

The competency that can be extracted from the qualitative data, as a crucial construct in the relationship between M-B training and stress, is self-control. This generates an ability to be emotionally detached. This competency essentially helped in stressful situations: participants did not react to, or remain detached (emotionally) from the stressor, and this reduced the potential for a stressful situation. Usually, they described it as being able to take a few seconds to count mentally (inner voice):

> I don't go there and give it attention, what she wanted was attention, she felt frustration, maybe she was angry, she felt angry, maybe these are the topics and themes that are touching her and that somehow were stressful. But still, the meditation was helpful, my work with meditation was helpful, because before there was no counting that I would do and I'd give an answer that would not be acceptable for that situation. So working with meditation on self-control, on focus, on concentration, because I gave that support to myself through meditation…Before, in a similar situation, if that happened before like with that woman I would have probably had immediate reaction, impulsive reaction, so this was very enlightening, that I found myself dealing with stressful situations in a good way.(Xenia).

> When I am stressed in a situation it is easier for me now just taking a few seconds for me and breathe a bit and then just take the time to say to myself okay, it will be okay then I can start to work efficiently. (Fatima)

> I can see that those are situations where I was passing through earlier and those were stressful for me, but now it is not anymore like that…it is more unconscious reaction until certain level I can control when I feel that blinks from people I can react consciously that I don't say anything impolite or bad and to express some beautiful calming sentence, let's say it is more resistance to some stress. (Peter)

It can be seen that participants perceived stress in different ways, either relating to job content or human relations. In Xenia's and Peter's case, they claimed that self-control helped them to buffer their stress and minimize a potential escalation of conflicts. Avoiding and minimizing conflicts is in line with the findings that self-regulation abilities are associated with lower levels of aggressive behaviour (Robinson, 2007; Ayduk et al., 2000;). The current research revealed that self-control increased as a result of M-B training practice, and that increased self-control influenced stress levels. Hence, it can be concluded that self-control plays a significant role between M-B training and perceived stress.

The contribution of these qualitative findings in addressing the second research question is two-fold: (1) they confirm the role of self-control (ability to manage and regulate emotions) in the relationship between M-B training and perceived stress (2) they indicate the role of emotional detachment in the relationship between the M-B training and perceived stress.

5.4. Job satisfaction

The qualitative data provides insights into how participants perceive the effects of M-B training on job satisfaction. The interview data collected immediately after the intervention contained very little data about job satisfaction. The interviews conducted a year after the intervention, however, did. Participants noted improvements and also provided explanations.

5.4.1. M-B and job satisfaction

The qualitative data supports the quantitative findings, as most participants were satisfied with their work. They mentioned accepting their job as it is and finding a place for it:

> I experience that very relieving, regardless of having a lot of factors that maybe I don't like, but simply I am satisfied with what I do. I have taken the best from what was offered to me, and I have taken the best and that makes me satisfied. (Joana)

> I feel good at work, and feel matured for that, earlier I was thinking that my job is a waste of time just for money, but now it is more like I accept my job as it is and feel better about that. It is not my life purpose but fine, I found a place for it. (Nathan)

Generally, the participants were able to accept their job conditions and detach themselves from issues in the workplace, which they usually describe as becoming more independent of specific workplace conditions or events, and as a result, their satisfaction increased. One participant clarifies his independence from the conditions that bothered him previously and emphasizes his love for his work:

> I have never been dissatisfied, but I was dissatisfied with the way something works and the working conditions, so, if I can say, I become independent from these conditions. So it is not important if I would work with someone in tandem or alone, I don't have any conditions or demands now, if it is going to be like this or like that, or if it's going to be good or nonsense. Simply, whatever is it going to be I will still love my work. (Charlie)

Furthermore, another reason for job satisfaction is that the participants are able to express their potential, which can be related to the need for self-realization (Haslam et al. 2000).

> I think I am satisfied because I could take this opportunity, and it's like I chose it because it is what I like to do and not because I have no choice or some other possibility. I can express myself fully. (Fatima)

Similar to the expression of one's potential, some participants emphasized self-development as an important aspect which has an impact upon overall job satisfaction.

> I am more than satisfied to be honest. I do what I love, have a combination of physical, emotional and spiritual level, when I am dealing with people, I have an opportunity each day to face myself, my problems my ego and to overcome them. (Hellen)

Hence, with regard to the first research question relating to the effects of M-B intervention on job satisfaction, the interview data suggests that M-B training can lead to enhanced job satisfaction.

5.4.2. Emotional competencies, mental skills and job satisfaction

The quantitative analysis in chapter 4 did not show a significant mediating effect of emotional competencies between the M-B training and job satisfaction. The interview findings suggest that with regard to job satisfaction, participants find mental skills more salient than emotional ones. Some of the skills that participants mentioned in regard to job satisfaction involve both emotional and mental skills such as communication and flow state (directed emotions). In Goleman's (1998) words, flow is probably the most developed aspect of emotional intelligence. However, participants dedicated much more attention to mental skills even in the state of flow. The implication of this is that there appears to be an unexplored area that is highly relevant to this research, and heavily related with mental skills such as focus, concentration, or finding solutions in the workplace. These mental skills, however, were not measured by questionnaires, and yet they might play an important role in the relationship between M-B training and job satisfaction:

> In terms of my personal satisfaction in the workplace, I was thinking about that, when I am focused my job develops very well and very fast and this helps somehow in that way. (Xenia)

> Often it happens to me that flow state, I entered in that when I don't see anyone I see only that job and nothing else, that's something that I didn't experience earlier, that enabled me to easier do my job. (Peter)

> I am more than satisfied to be honest […]It's like sort of a tool to mature myself while I am doing my job…it's never boring each time with different people, each time it brings me something new… (Hellen)

In all three cases, elements of flow state emerge such as focus, innovation and lack of boredom. One of the interviewees – Peter - even mentioned that he was in a flow state. Quinn (2005) defines flow as a subjective experience when one does his best. It can be seen that participants are becoming more autotelic personalities (autos-self, telos-aim, Chikszentmihalyi,

2002) and are finding more satisfaction in what they do. They create aims and challenges for themselves and assume a more active role in their jobs, which enables them to achieve the state of flow. Some participants explicitly said they achieved the state of flow, while for the others who did not name that state, they mentioned nearly all the elements of flow (Chikszentmihalyi, 2002): focus, concentration, feeling energised, freedom, innovation and enjoyment while partaking in an activity. These states of mind are very common for activities such as meditation, and Chikszentmihalyi (2002) called this state "Optimal Experience". Having experienced this state of mind, those engaged may transfer it to other activities, especially work-related tasks. These experiences explain the important role mental skills assume in the relationship between M-B training and job satisfaction. Other participants emphasized that mental skills are vital but did not mention their explicit role in this relationship.

With regard to mental skills, two themes emerged from the data: 'distance taking' and 'order in consciousness'. The distance taking has three sub-themes: (1) decision making (2) self-analysis and self-reflection (3) being objective (appendix 7). All of the mentioned sub-themes may play an important role in job satisfaction, and if the M-B training improves those characteristics, they can assume a significant role in the relationship between the M-B training and job satisfaction.

> Capacity of taking distance it's really the thing that it came from these 8 weeks, distance that I can take during discussion or during aikido practice or during doesn't matter what, but this kind of distance yeah to see thing and analyse and see things above.(George)
>
> If you have some distance in your head also from what you do, generally you make better decisions (Luke)
>
> It is easier to see my limitations than before, and the most important is that I can understand why these limitations are limitations, why they appear, and then it is easier to correct them by time (Nathan)

A year after the intervention, practitioners seemed to have an increased objectivity towards others and their environment:

> I try to do my best, I am more decisive what needs to be done, like it is more clear, make decisions easier, I used to be indecisive by my nature, so now I listen myself more. (Joana)
>
> The biggest difference is my relation towards other people, because I used to think that other people are guilty for something bad that happens to me, other people are not guilty, that is only the fact of my perception or observation of some event, if I don't see some event as negative, it is not negative (Peter)
>
> But I consider, that you accept the situation not passively or giving up of things, being aware and objective. I have what I have, what is offering to me I can take I try to enjoy in to and to give myself in something in order to progress (Joana)

Hence, the skill of 'distance taking' had continued to develop. During the practice, participants observe or follow the processes that happen to them and try to distinguish the observer from the processes in their mind. In other words, mindfulness (M-B practice) generates a separation between ego and external/internal events (Glomb et al., 2011). Over time they become aware of their reactions and behaviors. Hence, participants can observe their reactions in any given situation and govern them. The perspective shifts, which allows them to understand that insubstantial thoughts do not reflect the reality and they disappear (Hulsheger et al., 2013, Sedlmeier et al., 2012, Chambers et al., 2009). This insight helps the participants to avoid conflicts and minimize tension.

The other theme emerging from the interview data –'order in consciousness' - has five sub-themes: (1) focus (2) communication-listening (3) finding solutions at the workplace (4) overcoming negative concepts (appendix 7) (5) tendency towards well-organised work. All of the mentioned sub-themes may have a key role in job satisfaction as they relate to participants' performance in their tasks.

> Generally meditation for me is a way to learn to be really in one thing to do really one thing, not to think about a lot of things at the same time (Fatima)
>
> My communication with colleagues is a bit easier… now it is much easier to communicate to people and I am very grateful for that, because it represented some load, it doesn't go easy, but there is an elevating trend (Peter)
>
> Often during meditation I got answer about which I was thinking during the day, finding solution for something in my job, I get solution how to do something easily, that was the most interesting (Peter)
>
> I often nerve myself when I drive on the road…they always re-do, re-new the roads, always even if the road is completely perfect, they completely destroy and put the new one, and I always nerve myself because I think it is the wasting of money etc. For example this is the reflex I have and it is a negative concept in fact… First I could not stop them but I realized I am again entering in some scheme and after a maybe a bit more time I felt like I could even stop them, so I have got really impression of some cleaning process starting to take place in myself. (Luke)

A year after the intervention participants noted continuous improvements:

> I have increased concentration and that is really due to meditation and on training I have no problem with that, I can be a few hours on training without losing concentration, listening, catching information, I can really easily focus on things that I can do in present moment with one person or a few persons. (Hellen)
>
> Just to add, I think that listening became more attentive and without prejudice. Earlier I was like someone starts to talk something, those are clients that I already now, I just after two sentences take some conclusion without listening until the end… (Charlie)

> It was about my approach to this client in this meditation I have got the answer, which was very inspiring for my future work. Information what to say and what to do with this client, it appeared suddenly like a solution, an idea came to my mind. (Xenia)
>
> I see the world and surrounding a little bit different. I don't expend myself on things that I don't need, some things that used to unnerve me don't touch me anymore and I enjoy on that work on myself and to see results and it excites me that there is a huge area for research to work on yourself. (Joana)
>
> Yes in terms of time management I am much better, it was a mess, extended, diffused, I was adopting to everyone, and to satisfy everybody and that wasn't enough for their and mine happiness. Now, it is not like I am determining the rules, some authoritative attitude nothing in that sense, but simply more precision, more self-respect and better organization of time, more concise approach (Charlie)
>
> Yes it often happens that thoughts are coming to me, generally it is related with something that occupies my mind at this time. I don't know how to explain, like some words, information. Sometimes even I get really good ideas regarding my work. Because information is getting in its' own order, like without effort of my part.(Fatima)

The two skills that were most salient from the interviews conducted a year after the intervention are 'listening' and a 'tendency towards well-organised work'. More than half of the participants noted improvements in listening. Improved listening is related with being present and concentrated. Active listening or listening responsively is a particularly important aspect of leaders' communication and assists them in their interaction with followers (Reave, 2005). 'Tendency towards well-organised work' refers to taking the initiative to better organize their own work. Somehow, there is more structure in their approach to work, which allows them to perform work-related tasks with more ease. This may be a result of increased order in their consciousness. Their mind becomes more organized, thoughts and emotions more focused and the mind can be seen to adopt a new structure. In Zen Buddhism, such a phenomenon is described as a clear and sharp mind without redundant thoughts (Suzuki, 1934).

When participants reported factors pertaining to their job satisfaction, they emphasized that they saw opportunities to develop themselves, doing what they like, opportunities to innovate and so forth. This is all related to the job content and how one perceives one's own job but was not measured by the questionnaires, and is not related to emotional competencies. Hulsheger et al. (2013) measured and confirmed the mediating effect (.22 and .19) of surface acting (response focused form of emotion regulation) on the relationship between daily and trait mindfulness and job satisfaction. The study of Andrews et al., (2014) revealed a mediating effect of promotion focus (.05) on the relationship between mindfulness and job satisfaction. The study of Malinowski and Lim (2015) showed the mediating effect of positive affect on the relationship

between mindfulness (non-judging and non-reacting) and work engagement (CFI=.91, RMSEA=.055, p<.001). Then, the study of Leroy et al., (2013) showed the mediating effect of authentic functioning on the relationship between mindfulness and work engagement (initial status showed full mediation .22, p<.05; rate of increase showed partial mediation .19, p<.05).

In the current research, two themes ('distance taking' and 'order in consciousness') emerged as elements which may play an important role in the relationship between M-B training and job satisfaction. These themes emphasise mental skills rather than emotional skills in the mentioned relationship. In addition, the ability of the participants to 'enter the state of flow' and 'let go' may also affect the effectiveness of M-B training, but these constructs have not been measured in this study. Hence, it can be concluded that there are certain aspects of M-B training that need to be explored further, such as the state of flow, letting go and insights pertaining to work-life balance. Those aspects may play a significant role in the relationship between M-B training and job satisfaction.

The contribution of these findings in addressing the third research question is two-fold: (1) they did not confirm the role of emotional competencies in the relationship between M-B training and job satisfaction (2) they indicate the role of mental skills in the relationship between M-B training and job satisfaction.

5.5. The underlying mechanism of the M-B training programme

This section presents qualitative findings in relation to the fourth research question: What is the underlying mechanism of the M-B training? This research reveals four underlying mechanisms of the M-B training programme. Those are physical, emotional, mental and spiritual mechanism. An overview is presented in table 5.3. These mechanisms are interrelated and influence each other.

Table 5.3. Underlying mechanisms of the M-B training

The underlying mechanism of the M-B training				
	Physical	Emotional	Mental	Spiritual
Mechanisms	Relaxation – state physiologically opposite of stress (Benson, 2005)	Less destructive emotions Goleman (2003)	(1) Self-observing (Kabatt-Zinn,1990) (2) Presence and concentration (3) Less destructive concepts and extraneous thoughts	Higher purpose Karakas (2010) Self-awareness (Identity) Spiritual experiences
Manifestations	Pleasant physical sensations	Emotional relief Emotional stability	(1) Distance taking (Fisher and Ury, 1999) self-reflection, and decision making (2) Listening, focusing and finding solutions (3) Order in consciousness (Chikszentmihalyi, 1992)	Vision

5.5.1. Physical mechanism

As mentioned in section 5.3 with regard to stress, the participants reported in the interviews that practising M-B training had made them feel relaxed both mentally and physically at post-intervention. The post-intervention survey, taken immediately after the intervention, included the open-ended question: *Please describe in your own words how did you feel during the meditation practice.* Most of the survey respondents also mentioned feeling relaxed, mentally and physically. Some of them answered that tension levels had dropped (appendix 8). In the first set of interviews, participants continued to mention a decrease in tension or an increase in the ability to feel relaxed:

> Sometimes it depends on meditation, globally I feel like returning home, I am here and everything is very good. Its'really cool, if I am doing meditation myself I feel really relaxed if I am doing group meditation I feel relaxed. (Hellen)

> I also had many times very pleasant feeling like some kind of relaxation of the brain let's say at the same the brain is used to visualise but at the same time also it's relaxing. (Luke)

Benson (2005) mentions that M-B training programmes create a physiologically opposite state to that of stress in practitioners' bodies. In the final set of interviews, all of the participants had continued to practice M-B training, describing with it an element of physical sensation:

> More rested after this. (Luke)
>
> Like a bit pressure in the head the brain waves going down...I felt pressure in the place of amygdalae and in the place of "third eye". Also she said: "I didn't feel so much my body, it doesn't matter in which position.... (Hellen)
>
> Hands are warm…energy at the forehead-tape around the head. (Peter)
>
> I feel energy streaming, from the bottom and up, but mostly on hands and very often numbing, but it is hands, feet, legs, arms and sometimes feeling in chest is strengthen…, (Joana)
>
> Weightless feeling, like there is another me in me that shakes. (Xenia)
>
> Fingers and palms I felt waves of warmness or numbness which goes to losing feeling about single fingers like hands are in some energetic glove…you don't feel every finger individually…throat is dry when inhaling. (Charlie)

Some participants, especially in the interviews conducted a year after the intervention, also noticed pain relief:

> Yes usually it is relaxing physically, and if you have pains of any kinds in your body, there is a tendency to feel them less or lose them altogether. (Luke)

Generally, all descriptions of physical sensations can be attributed to positive and pleasurable feelings that may lead to psychological relaxation. These sensations have been reported previously since autogenic training was developed by Schultz in 1926, and also with modern mindfulness techniques (Kabat-Zinn, 2003). Current research surrounding M-B training resonates with these previous observations. Hence, it can be maintained that psychological and physical processes are associated. In other words, physical relaxation is related with psychological relaxation.

5.5.2. Emotional mechanism

The interviewees said that practicing M-B training had given them a sense of emotional relief and emotional stability, suggesting that there is also an emotional mechanism underlying the effects of the M-B training:

> Very good, unburdened. Only thing I can explain is that some recall or something that happened has less influence on me, on my present feeling, not completely but a lot of things don't have influence on me and I feel relief…Especially 10 days ago I felt relief... Mudras helped me, it worked well, automatically I felt better, but I think it needs time, sometimes only closing eyes and relaxing is useful and with meditation it is even better (Nathan).

Many people reported about crying or tears as offering relief:

> I happen to react strongly, tears come and run out intensely, I see it as a kind of relief…(Peter),
>
> Yes several times, but less and less now. After crying I feel better it is a sort of relief.(Fatima)
>
> It happened once or twice, that I cried, simply tears went down my cheek, I cannot remember what meditation was, but once I finished, that feeling passed, I stopped crying like some opening or discharge happened.(Joana)

Crying is a common way of expressing emotions, triggered by emotionally important events. Bylsma et al (2011) write that crying helps to understand emotions and to regulate them. Cornelius (1986) notes that crying is beneficial for psychological and physical well-being, as it can relieve tension and stress. There is a small gender difference in the interview sample with regard to this. All women reported to have cried, while only one out of the five men cried. This corresponds to Peter et al (2001) who found that women reported a higher frequency of crying and a proneness to cry either for negative or positive reasons. Overall, there were less reports of crying following M-B practice in the interviews conducted one year after the training than in the interviews conducted immediately after the training. This suggests that the emotional manifestation that follows the M-B training programme is emotional stability. The participants explained it as being able to maintain emotional stability and preventing themselves from being disturbed by negative influences:

> Much better, more stable, simply that energy is somehow balanced, feeling it during meditation and after, beautifully balanced, during meditation I feel numbing in whole body, arms, in the chest area etc. and warmness and that feeling stays with me later on, I have the feeling, since I've started to meditate, that some things that earlier would emotionally touch me more or put me out of balance or whatever, generally I react less intensely to them.(Joana)

This process is consistent with the ideas from Germer (2009) about freeing oneself from negative emotions and becoming more self-compassionate. Very similar to emotional stability is emotional resilience or the ability to recover quickly. Participants mentioned that they had less emotional fluctuations, and that they regain balance faster than before:

> Now I feel good, differently, I had ups and downs but now it is much better compared to the beginning. From the start here was that enthusiasm and motivation, but then in some moments it there would be a drop of enthusiasm and slowing down with meditation. Now I can say that I am much better, in the sense that periods of coming back to normal state are shorter, still I have oscillations but those are shorter or we can say that those periods are shorter or that I am coming back faster to, let's say balance…I am better, much better. (Xenia)

> I would get really upset before, because of his negative attitude directed towards me and I did what was required from me and I did the right thing, but now I am not upset, I manage to maintain that mental stability regardless of external factors. Of course I feel these influences, it would be more pleasant if they weren't there, but I am not nervous, it doesn't affect me, even though I can feel it.(Peter)

> I feel that my emotional state is less easy to influence it. I can be disturbed for the moment, but disturbance does not remain for too long after the problem for example. Before I had often some stories concerning me or others or being in my mind for weeks and these were hard to push out.(Luke)

Many participants used expressions such as "getting a grip" or "stabilizing themselves emotionally". Achieving emotional balance and stability, with fewer oscillations is a finding from this research that is consistent with the study of Luders et al., (2009), who found an increase in the volume of grey matter in the right orbito-frontal cortex and the right hippocampus in practitioners of meditation. This leads to abilities and habits which cultivate positive emotions, retain emotional stability and which ultimately promote mindful behaviour. A difference to be noted, however, is that Luders et al (2009) relate physical parameters with psychological states, while, in the current study, the way in which participants make sense of their experiences relates to psychological states. Participants often described their emotional life as more stable and balanced, emphasizing less "ups" and "downs".

5.5.3. Mental mechanism

Three themes emerged from the interview data that point at a mental mechanism: self-observation, presence and concentration, and a reduction in destructive concepts and extraneous thoughts. 'Self-observing' included instances of distance taking, self-reflection (self-inquiry), and decision making. 'Presence and concentration' was determined as listening, focusing and finding solutions. 'Reducing destructive concepts and extraneous thoughts' came in the form of generating order in consciousness.

Most descriptions surrounded the need for participants to detach themselves from a situation. The participants said they could mentally distance themselves which enabled them to observe oneself and the situation around them:

> I could reach some security distance at my work with the content and the people and everything at my job (Luke)

> Capacity of taking distance it's really the thing that it came from these 8 weeks, distance that I can take during discussion (George)

> Now I am a little bit calmer and I can see things from some distance when I am speaking about it (Hellen)

> I am recognising like I am distanced, not like it doesn't happen to me but like I observe the problem from some other distance (Joana)
>
> Stupid things don't bother me anymore. (Nathan)

The practice of observing is a part of the M-B training (underlying mechanism) and results in the ability to distance oneself from a situation, reflect on oneself and make decisions. It is the moment of recollecting one's thoughts, and observing the problem from distance. The point is to take time to think. With meditation, this becomes a natural process rather than having to force oneself not to respond instantly. People who meditate are able to distance themselves from external distractions, in other words, thinking is not distracted by external influences. This is in line with the goals of mindfulness meditation (Brown & Ryan, 2003), namely to focus solely on the present and directing the thoughts in that moment.

For many of the participants, self-observation led to self-reflection - analysing oneself and even self-questioning:

> It is easier to see my limitations than before, and the most important is that I can understand why these limitations are limitations, why they appear, and then it is easier to correct them by time ,(Nathan)
>
> Mostly I think about the people about what I have felt during the training, what I have said, what have been told, I like to do some debriefing for myself. If I have seen different reactions during the training or during the class and I have solved them in this and that way, sometimes I am not satisfied with how it went or not completely satisfied and debriefing how I could make it better if I could reply the game.(Luke)
>
> I can explain what happens to me. (Joana)

Most descriptions refer to the ability to reflect on one's limitations and strengths and how to improve. In other words, they are better able to analyse their own capacities, what to diminish and what to improve, and as a result make better decisions. Azmatullah (2014) writes that self-development happens through self-analysis and self-questioning. Hence, the M-B training programme the interviewees participated in can be beneficial for self-development.

In addition to self-development, the interviewees said they can analyse a current situation, think and prepare themselves and then make a decision. Hence, M-B practitioners develop the skill of prolonging the decision making process. Instead they observe oneself and the situation, and then make the decision deliberately.

> If you have some distance in your head also from what you do, generally you make better decisions (Luke)
>
> With this distance I can really analyse the situation and really find the way, the better way to go with. (George)

In contrast to the study of Phipps (2012) who proposed a framework pertaining to how spiritual beliefs impact on strategic decision making, the answers provided by the M-B participants relate more to a concrete state of mind, which explains the underlying mechanism of better decision making. In this way, conflicts can be resolved and as a result mental energy can be saved.

Presence and concentration are mental mechanisms that the interviewees seemed to have developed and as a result they improved their listening skills, focus and the ability to find solutions. Indeed, their concentration helps them to follow a conversation.

> "I can say hearing their problems, listening to what they are saying" and "trying to listen it and by listening I saw that it was helping them just by being listened to". (Hellen)
>
> My communication with colleagues is a bit easier… now it is much easier to communicate to people and I am very grateful for that, because it represented some load, it doesn't go easy, but there is an elevating trend. (Peter)

Active listening is a desirable skill in modern business due to stressful working environments, and it is also a crucial skill for understanding others (Goleman, 1995). The M-B training programme generates mental energy and concentration, which can be transferred into everyday life. As a result of active listening and focus, their communication might improved.

Practicing the M-B programme seems to help practitioners to find solutions more easily in their workplace, which is linked with improved concentration, for example:

> I am really concentrated on what I do, and I feel that I can think better in the sense that I have better ideas, that I can find a solution when there is a problem,(Fatima)
>
> Often during meditation I got answer about which I was thinking during the day, finding solution for something in my job, I get solution how to do something easily, that was the most interesting.(Peter)

This finding might be linked with the study of Dane (2010) which tested the impact of mindfulness on how individuals carry out work tasks. He proposed that mindfulness is positively related with task performance when a person operates in a dynamic environment with a high level of expertise. In contrast, the participants reported being able to solve complex work tasks during or after meditation practice regardless of the environment and levels of expertise. Participants also clarified how M-B training created focused awareness:

> Focus on one thing, not to think about a lot of things at the same time (Fatima)
>
> Not talking nonsense and being more focused in communication (Peter)

> Now that focus is sharper in dialog, and there is no such dispersion, there are no periods of imagining (Charlie)

The state of consciousness when maintaining concentration and focus and when employees' skills can respond to the challenges is called "zone" (Ceja & Navarro, 2012). In other words, when an employee's skill level is not ready to meet certain challenges then they would feel frustrated, while if a task is not challenging enough, boredom may result. Therefore, there needs to be a fit between skills and challenges.

The 'order in consciousness' appears as a result of practicing the M-B training programme but the underlying mechanism is not entirely clear. It may be a result of less destructive concepts and extraneous thoughts. In the interviews, the notion of mental order emerged in accounts combining well-organised work and mental stability.

> I started to be more systematic, I used to be chaotic let's say, now I am slowly introducing some system, my system of working, because company doesn't have any regulation how I should work, so I document everything I do, I make some themes of work. There are thematic areas that I work out, earlier it was more chaotic. In this way it is easier to overcome issues, to resolve, I can recall easier what I have done. (Peter)

> Yes it often happens that thoughts are coming to me, generally it is related with something that occupies my mind at this time. I don't know how to explain, like some words, information. Sometimes even I get really good ideas regarding my work. Because information is getting in its' own order, like without effort of my part. (Fatima)

Mental stability was also expressed as not expending mental energy on issues around us that we cannot impact or change, such as government investments, their decisions and global warming:

> I see the world and surrounding a little bit different. I don't expend myself on things that I don't need, some things that used to unnerve me don't touch me anymore and I enjoy on that work on myself and to see results and it excites me that there is a huge area for research to work on yourself.(Joana)

> I often nerve myself when I drive on the road…they always re-do, re-new the roads, always even if the road is completely perfect, they completely destroy and put the new one, and I always nerve myself because I think it is the wasting of money etc. For example this is the reflex I have and it is a negative concept in fact… First I could not stop them but I realized I am again entering in some scheme and after a maybe a bit more time I felt like I could even stop them, so I have got really impression of some cleaning process starting to take place in myself. (Luke)

This participant explained how he had had the tendency to develop negative reflexes or convictions, and realized he had started to control or overcome this mindset. This has brought about a lower intensity of negative thoughts (less frustration), which may be a result of removing negative concepts through the process of meditation. There is a phase in the M-B training when

the participants meditate intentionally as a result of the elimination of destructive concepts: "May my destructive concepts be eliminated".

These findings suggest the M-B training programme can change the mental functioning of the practitioner by 'cleaning' one's mind from destructive thoughts or certain convictions about events, thereby diminishing the mechanism behind nervousness. Hanh (1995) described a technique for freeing oneself from destructive emotions and thoughts. This was done by mentally observing these emotions and thoughts, for example anger, after which the practitioner said: "I am not that anger". The same can be applied for destructive thoughts. By creating a mental distance between oneself and an emotion or thought, its impact on practitioners can be minimised.

5.5.4. Spiritual mechanism

Three salient themes emerged from the interview data relating to a spiritual mechanism: higher purpose, self-awareness (identity), and spiritual experiences. Higher purpose is a tendency to see a vision, of where a person goes, where our existence leads to, or to what extent one contributes to humanity. Some participants experience the need for a higher purpose as an ability to see the wider picture, for example, where a particular job is leading them and what the purpose and ultimate goal of their job and life is.

> It concerns my boss and bosses at the institution, crappy things happening, people are not always honest...it affected my motivation, finally end up with thoughts...why would I really invest myself for producing things which will be for the benefit of this institution...even if your contribution is positive you come to the point why you would do it..., (Luke)

> For the first time I found some meaning in existence, meaning of life, only that fact, for me this is immense happiness. I am not only usual, there is a reason why I exist, I am happier, especially when I finish with meditation… I am not bonded to my job...I hope sincerely that something else would be purpose of my life. (Peter)

> Higher purpose is that with meditation you can improve something with all other businesses which you would do it only to survive...(Nathan)

Transformational leaders often aim to pinpoint this higher purpose. They do this by focusing on the meaning of their job, a sense of calling, and formulating an explicit higher purpose in enabling instructions to one's job, career, and self (Catsouphes, 1998; Chalofsky, Daly, Silverhorne, & Turner, 1997; Dutton, 2003; Fox, 1994; Nemeck &Coombs, 1992; Parameshwar, 2006; Wrzesniewski, 2001). Although the participants cannot be placed in the category of transformational leaders, they are still influencing, organizing and motivating people

around them. Higher purpose is their motivation and this seems to directly affect their efforts in the workplace. They ask themselves “Where am I going to, how do I contribute, who am I?”.

The second theme that emerged from the data is self-awareness, or identity. The majority of participants reported becoming more aware of themselves, their reactions and behaviour, but also self-awareness in the sense of identity and contact with the environment:

> During meditation by having time for me, to listen to me to observe myself, I can see some things I would not have time to see in other situations. (Fatima)
>
> Earlier if I would ask myself, like who I am, I would say I am (Name and Surname) end of story and why is that strange and today I don’t answer like that anymore, if I would ask myself that question, I cannot explain, I think I don’t have answer on that, I didn’t have that answer and today I don’t have it, that what is in my Being I cannot explain in this moment. I realize that this world is not like I was thought that is and what we consider with our senses is not like that. (Peter)
>
> You cannot really describe it or say it what was that part when you were there it just can’t only prove you were there I was conscious I thought I meditated few minutes and you see it’s not like that it was so much time and there was something you cannot catch it. (Hellen)

These accounts of Fatima, Peter and Hellen relate with self-inquiry and attempts to define their own identity (Self). They could not explain it clearly in words, but nevertheless seemed to have clear experiences of it. Sedlmeier et al (2012) state that the reasons why people meditate include to gain a better understanding of their environment, enlarging their consciousness, and acquiring wisdom. Hence, meditation can be a tool for positive transformations in one’s consciousness. Joana’s, Xenia’s and Nathan’s accounts however refer more to becoming familiar with their emotions, behaviours, capacities, and how to use these in everyday life.

> Meditation leads me in contact with myself...getting to know myself. By knowing myself, I know my emotions, reactions, behaviour in certain situations…since I meditated literally I start to awaken, the changes I started to feel and to be conscious. (Joana)
>
> When you understand your capacity and what you can do and which traits of your character and intensity of those traits you would like to diminish, then which traits you would like to improve, and you cannot do that if you don’t know where are you, once you know where you are you can do it. (Xenia)
>
> Knowledge about myself I have insights about my limitations and so called good things, it is easier to see my limitations than before, and the most important is that I can understand why these limitations are limitations why those appeared, and then it is easier to correct them in time…When you understand yourself you can automatically understand all around you. (Nathan)

These reflections are very much related to practical implications in real life. This is congruent with the literature on self-awareness which refers to a range of aspects such as

awareness of behavior, personality, emotional states or imagery (Travis et al., 2004; Marshall & Fink, 2001; Vogeley, et al., 1999).

Brown and Ryan (2003) mentioned that the capacity to attain self-awareness is a key facet of mindfulness. In theory, highly mindful individuals are more aware of their internal constructions, events and processes than those who are less mindful.

Spiritual experiences in the current study can be divided into three groups of experiences. One is a feeling of freedom and absence of fears, the second is happiness and the third is high plateau. These experiences are overlapping and layered rather than strictly divided.

> I had a true feeling like I am here and now, like I am I don't need anything and this a feeling like something pure, you know, and I remembered at the same time that last time that I felt like this when I was a child maybe 10 years old and you have moments when you just want to go to play… this is the state I have to look for… in that state you can be completely free, you don't need your boss, don't need your job, your house, you don't need anything you are just here. (Luke)

> At the end of the day I know that nothing catastrophic will happen, that everything is fine and that my life will not be usual. That is some kind of self-confidence which is not easy to describe, I cannot fully verbalise it… it is one feeling that I will always find a way that my life gets purpose even if in some moment it doesn't make sense… it is normal that you have ups and downs, all-over I am good, there is no that hopelessness that fear. (Xenia)

Both these participants mentioned feeling free and fearless. Similar feelings were expressed by people who participated in the EFT (emotional freedom technique) developed by Gary Graig, which was found to increase levels of serotonin[1] (Bougea et al., 2013) and cause participants to feel relaxed. Participants also expressed feelings of happiness:

> Feeling happiness coming and just life is good, everything will go fine, you know and sometimes it's more than no thinking about it, you really are present and you don't think, what can I eat tonight? Or will I pass my exams?…nothing can stop me… , (George)

> You are just happy if you are alive, happy that everything is in order like it is a puzzle that came into the pieces, you don't need any more to search you just know that it is as it is and it's perfect as it is. (Hellen)

Common to these feelings of freedom, absence of fear, and happiness, is the notion of presence. Hulsheger et al., (2013) describe 'presence' as a state of being aware of the moment, and of not having expectations.

One participant presented an interesting experience, which resonates with Maslow's (1972) notion of 'high plateau':

[1] Serotonin is a hormone of satisfaction.

> Like you rise above the world and look at that world, like you have that complete peripheral view… you can see everything at once and you comprehend everything… you don't want that to cease and in that moment you really don't think at all…you know that you didn't think, you heard him, you were conscious, but simply that there, but different to that state that state is more like something leads you in some pleasantness, on the edge of some dream, but here more clear, regarding emotions status is the same, there are no emotions, feeling is more clear.(Charlie)

For Maslow, 'high plateau' typically involves an experience of the transpersonal (Levin & Steele, 2005). The theory pertaining to transpersonal experiences emphasizes two important experiences: peak experience and high plateau. The spiritual mechanism can offer participants a vision of life. In other words, where to go in order to realize themselves, which is associated with the urge for self-realization (Maslow, 1962). This research contributes to the literature in the form a three-pronged structured approach to spiritual mechanisms (higher purpose, self-awareness, spiritual experiences) based on participants experiences of the M-B training.

5.6. Conclusion

In this chapter, the findings from longitudinal interview data were presented with specific reference to the effects of M-B training. Although previous studies had already mentioned the majority of the phenomena reported here, they did so focusing mainly on neurological aspects. In the current research, the focus pertains more to psychological mechanisms and phenomena. The findings suggest that physical, emotional, mental and spiritual mechanisms lead to improvements in practitioners' emotional competencies, stress and job satisfaction and the development of personality in general.

The next chapter will discuss the implications of these findings for the research questions of this study.

CHAPTER 6

DISCUSSION

This chapter presents a discussion of the quantitative and the qualitative findings based on the research questions (Table 6.1.). The first three research questions were addressed with quantitative results, while the qualitative results were also used to support and complement the quantitative data (Gray, 2014). The qualitative data added explanations and inferred some effects, where the quantitative data alone failed to illustrate them sufficiently. The fourth research question was addressed with the qualitative results only.

Table 6.1. Research questions and aims

RQs	AIMS
Does the M-B training affect stress reduction, emotional competencies and job satisfaction?	To show and verify the effect of the M-B training on emotional competencies, stress, and job satisfaction. To show that EI(emotional competencies) can be developed To generate a spiritual framework in an organizational setting
Do emotional competencies mediate the relationship between the M-B training and stress?	To understand the underlying mechanism between the M-B training and stress.
Do emotional competencies mediate the relationship between the M-B training and job satisfaction?	To understand the underlying mechanism between the M-B training and job satisfaction.
What is the underlying mechanism of the M-B training?	To understand the underlying mechanism of the M-B training.

Briefly summarizing the research design and findings presented in chapters 3, 4 and 5, this research was conducted on two similar groups in terms of gender, age, and education. The experimental and control groups were very alike with regard to the relevant variables, which satisfied the criteria for experimental research or, in this case, quasi-experimental research. After the intervention - the M-B training - the experimental group achieved significantly higher scores in emotional competencies, perceived stress (on an inverted scale hence meaning less stress), and job satisfaction, compared to the control group, whose results were

not significantly different. This improvement varied between 10-26% on average among the experimental groups. The minimum was 10% and maximum 26% that groups achieved separately (Serbia and Swiss), however when taken together that averages were between 11-23%.

The mediation results were tested only in the experimental groups. They revealed that the progress in emotional competencies plays a mediating role between intensity of the M-B training, measured in hours per week, and the progress in the perceived stress. The progress was calculated by subtracting pre-intervention from post-intervention measures. In particular, one group of emotional competencies - the ability to manage and regulate emotions - had a significant mediating effect. The other two groups of emotional competencies - the ability to express and label emotions and the ability to understand and perceive emotions - did not show a significant mediating effect in the relationship between the intensity of the M-B training and the perceived stress. In addition, the results indicated that there was no mediating effect of emotional competencies between the intensity of M-B training and job satisfaction. Hence, although M-B training increases job satisfaction, this does not happen through developing emotional competencies. There may be other factors which are more suitable for explaining the relation between M-B training and job satisfaction. For instance, the qualitative research (both short-term and long-term) has revealed that mental skills play an important role in participants' job satisfaction, as do other variables that have not been measured, such as job content, autonomy at work and innovation.

This chapter triangulates the findings from the quantitative and qualitative research presented separately in chapters 4 and 5, and discusses the contribution of the research in relation to the extant literature.

The chapter opens with an analysis of the effect of M-B training on emotional competencies, perceived stress and job satisfaction. The contribution is to show the effectiveness of the M-B training on emotional competencies, perceived stress and job satisfaction, in terms of improvement presented in percentages and the general usefulness of this particular training over an eight week period. Then, the discussion considers the mediating effects of emotional competencies upon the relationship between the M-B training and perceived stress. The contribution is to reveal the underlying mechanism between the M-B training and perceived stress. After that, the discussion traces the mediating effects of emotional competencies between the M-B training and job satisfaction. The contribution is to reveal the underlying mechanism

between the M-B training and job satisfaction. It concludes with an analysis and discussion of the underlying mechanisms of the M-B training itself. The contribution is to reveal how the M-B training functions.

6.1. The effect of the M-B training on emotional competencies, perceived stress and job satisfaction

The first research question addresses the effect of the M-B training on emotional competencies, stress, and job satisfaction. The effects on the three groups of abilities comprising emotional competencies are discussed initially, these groups being: (1) the ability to understand and perceive emotions, (2) the ability to express and label emotions, and (3) the ability to manage and regulate emotions. This is followed by a discussion of the effect of M-B training on stress reduction, and the effects on job satisfaction.

6.1.1. The effect of the M-B training on emotional competencies

The first hypothesis predicted that the M-B training would influence the ability to understand and perceive emotions. This was tested by comparing the difference between the experimental and the control group at pre-intervention and post-intervention, with reference to the ability to understand and perceive emotions. This research has shown that both groups had started the training at a similar level (not significantly different). After the intervention, the experimental group achieved significantly higher scores compared to the control group. The improvement in the experimental group was 11%. In other words, the participants have made progress in their ability to understand and perceive emotions. Therefore, it can be considered that the training programme has had a marked impact on the participants. In the study of Thory (2013), the subjects reported the efficiency of training programmes to develop EI. Particularly, the perspective-taking technique (reappraising events from the other person's perspective) aims to increase practitioners' empathy, which refers to the ability to understand the emotions of others. Thory (2013) engineered a qualitative study, whereas the current research has implemented M-B training. The progress was quantitatively measured by using questionnaires which allow for a quantification of the improvement in terms of the mentioned percentage and statistical significance, which shows the evaluation potential of this training.

The questionnaire measured the three groups of abilities, which were developed into competencies. Participants have mainly reported on the competencies rather than being explicit in terms of the abilities. In regard to their ability to understand and perceive emotions,

participants have disclosed a noted improvement in empathy and compassion, even defining these terms along the way. Empathy is a skill that is becoming crucial in the workplace as it assumes an important role in the "best practices" on training, development and behavioral change (Bar-On et al., 2000). Several of the examples which show this are: management training interventions, handling conflicts and stress management training. (Bar-On et al., 2000). It belongs to a set of emotional abilities which are important in the workplace together with other capacities, such as mental abilities. Salovey and Mayer (1990, p.194) claim that "Empathy may be a central characteristic of emotionally intelligent behavior". Empathy may also be vital in the leadership process and the ability to extend it plays a key role in differentiating between successful and unsuccessful leaders (Kellet et al., 2002). These results reveal the developmental potential of this M-B training, which can affect both employees' and leaders' levels of empathy. The participants stated that the development of empathy can be related to generating a spiritual environment in organizations as it stimulates the ability to understand the emotions of others. Hence, instead of alienation and selfishness, the participants may shift towards more altruistic behavior and have a feeling of interconnectedness (Capra, 1993).

Along these lines, another emotional competency that appeared as significant, in addition to empathy, is compassion. Compassion is becoming increasingly noticeable in the workplace and top-tier academic journals, such as the Academy of Management Review and Organizational Dynamics (Karakas & Sarigollu, 2013), have devoted significant coverage to it. The participants have reported developing compassion as an important construct in releasing their own pain and the pain of others. This is related to building people's spirit, namely "that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community", (Ashmos & Duchon, 2000; Duchon & Plowman, 2005, pp. 809) rather than diminishing it, which ultimately affects organizational life and success (Duchon & Plowman, 2005). Spirituality can be affected by providing development of inner life, the meaning and the context of community. This research contributes to the organizational interventions that might increase participants' compassion and generate an environment suitable for nurturing employees' spirit. The vision is to adopt more spiritual workplaces, because spirituality increases employees' well-being, a sense of purpose, meaningfulness at work, and a sense of interconnectedness and community (Karakas, 2010). Compassion may assume a significant role in this process, as it is oriented towards helping others and releasing their pain by seeking solutions that may resolve an issue that another person may incur.

It has been shown that both empathy and compassion are consistent even a year after the intervention. Hence, if participants do continue practicing M-B training, the effects are long-term. Therefore, this training can be sustainable and organizations can use it as a tool.

When examining the qualitative results, it can be noted that the first hypothesis is supported and elucidated. Two dominant competencies that can be extracted from the qualitative results are empathy and compassion. This result provides a precise outcome of the M-B training. Therefore, it can be concluded that this training programme may impact the empathy and compassion levels of practitioners. The quantitative results show an 11% increase in participants' ability to perceive and understand emotions, while the qualitative ones demonstrated the particular competencies from this group of abilities. Hence, in summary, the contribution of these findings is five-fold: (1) a mixed methods approach to the effectiveness of M-B training in regard to the ability to understand and perceive emotions (2) the quantitative results show the effectiveness of the M-B training programme in regard to the ability to understand and perceive emotions (3) the qualitative results confirm the quantitative results and point out competencies that are significant in the workplace (4) the qualitative results reveal participants' views of empathy and compassion, and in such a way clarify what these concepts might include, which is important as compassion is not substantially covered by the questionnaires (ESCQ-45) (5) the qualitative results show the long-term impact of the M-B training.

The second hypothesis analysed the difference between the experimental and the control groups in regard to the ability to express and label emotions. After the M-B training, the experimental group achieved significantly higher scores in comparison to the control group. The improvement in the experimental group was 16%, while the control group did not show any significant difference. Therefore, it can be concluded that the practitioners have made progress in their ability to express and label emotions, and hence that the intervention has had an effect. The EI trainings in general teach practitioners to remain detached in order to express themselves more effectively (Thory, 2013). Potentially, during the practice, anxiety drops and practitioners can express their emotions clearly. This observation corresponds with the study of Davidson and Goleman (1977) which confirmed that anxiety levels drop in meditation practitioners. These results are also consistent with mindfulness studies, which focus on staying in the present and concentrating on what a person can do in the moment and not in a hypothetical future (Hulsheger et al., 2013), thereby reducing anxiety.

The qualitative data has supported the quantitative results from this hypothesis and extracted self-confidence, emotional self-awareness, and openness as the dominant competencies from this group of abilities. In this way, the participants have confirmed the theoretical structure related to different ability groups, and also uncovered mechanisms and competencies that cannot be detected within the quantitative research.

More than half of the participants emphasized self-confidence, which varied from the very practical regarding the workplace, to the very abstract, such as confidence in everyday life. Confidence in one's own abilities stimulates people to set high goals and to be persistent in times of difficulty (Benabou & Tirole, 2005). In other words, those employees have more courage and self-belief in their actions in the workplace. Self-confidence/self-efficacy is a part of positive organizational behavior, as are hope, optimism and subjective well-being. (Luthans, 2002). Hence, any improvement in this skill is an investment in positive human resource qualities. There have been a variety of training methods and interventions which aim to impact self-efficacy such as those presented in the handbook of Schunk and Etrhmer (2000). This is in contrast to the belief that general self-efficacy is a relatively stable trait over time and across varying situations (Luthans, 2002). This research has shown the effects of the M-B training as a tool for self-confidence, which reveals that this trait can be improved. Therefore, this research contributes to the discussion of whether self-confidence/self-efficacy is a relatively stable trait or not. The M-B training contributes to spirituality in the workplace in a wider sense, since positive organisational behavior is very much related to the spiritual ideas applied at work such as hope, optimism and the well-being of employees.

Emotional self-awareness is another competency that the participants have noted. Lane and Schwartz (1987; Szczygiel et al., 2012) define emotional awareness as the ability to recognize and describe one's own emotions and those of others. Improving this skill helped the participants to become aware of their own reactions and feel more in touch with themselves and their personal motivation. The increase in emotional self-awareness can be related to self-development and growth, which is a part of a spiritual framework in organizational settings (Kolodinsky et al., 2008). In other words, the M-B training can impact emotional self-awareness and therefore influence organisational settings, by generating an atmosphere of individuals who are more emotionally intelligent. Emotional self-awareness can be linked with inner experiences or intrapersonal experiences (spiritual experiences) (Tishler et al., 2002). Hence, a growth in emotional self-awareness can foster the development of workplace spirituality.

The competency that helped participants work with less effort and improve relations in the workplace is, as they stated themselves, that of being more open. It created more involvement and cooperation with their colleagues and clients. As Charlie mentioned, it made him more present and focused as opposed to carrying out work-related tasks automatically. Joana mentioned that other people recognize openness and that it attracts them and influences them to cooperate. Being more open to exchange and cooperation creates a spirit of mutuality, togetherness and helping each other. Karakas (2010) suggests openness and freedom of expression as one of the four routes to incorporating spirituality in the workplace. Some researchers emphasize stimulating the expression of feelings, values and spiritual attitudes more openly, which is in contrast to fear, alienation and exclusion (Karakas, 2010; Milliman et al., 2003; Thompson, 2000). The latter traits may, unfortunately, drive modern industry (Khrishnakumar & Neck, 2002). Open expression of thoughts and openness towards experiences can be linked with creativity and mental flexibility (Cho & Morris, 2015), which prevent the issue of withholding knowledge in teams (Tsay et al., 2014). This research has shown that M-B training can, quite straightforwardly, lead to the development of openness and, hence, spirituality in the workplace.

The quantitative results showed an improvement in the ability to express and label emotions, while the qualitative results clarified how the improvement in competencies helped participants in the workplace to deal with colleagues. Generally, this has meant greater interaction, showing initiative to propose ideas and solutions, experiencing reduced anxiety, and easier expression of thoughts. Hence in summary, the contribution of these findings is four-fold: (1) a mixed methods approach confirms the effectiveness of M-B training in regard to the ability to express and label emotions (2) the quantitative results present the effectiveness of the M-B training on the development of the ability to express and label emotions (3) the qualitative results confirm quantitative results and point out competencies such as self-confidence, emotional self-awareness and openness that are significant in the workplace (4) the qualitative results show the long-term impact of the M-B training.

The third hypothesis analysed the difference between the experimental and the control groups in regard to the ability to manage and regulate emotions. The results demonstrate that both groups had no significant statistical difference at the baseline. After the M-B training programme, the experimental group achieved significantly higher scores in comparison to the control group, which did not have any significant difference. The improvement in the

experimental group was 12%. This leads to the conclusion that practitioners have made progress in the ability to manage and regulate emotions, therefore, it can be considered that the intervention had an effect. A potential explanation is that practitioners learn how to manage and regulate their emotions, because the training programme is geared toward focusing and directing attention and emotions. As a result, the practitioners may improve this ability. This result seems logical, as over the last two decades, a number of tools have been published to help employees regulate their emotions, many of which are presented in the study of Thory (2013). However, relatively few authors have mentioned the exact progress of emotional regulation presented in percentages. Still, authors do present the main findings, namely whether the training had a significant impact or not. For example, the study of Nelis et al. (2009) noted a significant improvement in the emotional management belonging to the experimental group after the training intervention. There were 19 participants in the experimental group and 18 in the control group. They were tested pre- and post-intervention, as well as in the long-term (a six-month follow-up). The results showed that the experimental group scored significantly higher in the emotional management category after the training programme, which lasted four weeks. The follow-up study showed that the change had remained consistent. This supports the results from this research in terms of the possibility to develop the management of emotions.

Qualitative data identifies the competency that predominantly emerges – that of self-control. The qualitative data also uncovered some emotional phenomena that appear as a result of practicing this training programme, such as emotional stability and emotional relief. This M-B training can be called emotional relief technique (ERT) since participants undergo the process of cleaning or purifying, which is the aim of this procedure. In that sense, this M-B training is a tool for self-development through emotional relief.

Most interviewees reported on self-control. They have even applied a similar expression such as being able to count mentally (inner voice) during conflict and/or stressful situations. The improvement in self-control is in line with the study of Friese et al., (2012) which showed that mindfulness meditation can benefit self-control. Benefits of self-control include less conflict, fewer impulsive decisions, less uncontrolled reactions and reduced greed (Friese et al., 2011), especially in the workplace. As mindfulness is a spiritual concept, this result therefore denotes that the development of mindfulness is related with the development of self-control. Hence, improved self-control may be related to enhanced spirituality in the workplace.

The third hypothesis has been supported by the qualitative results and these findings also offer an explanation as to why the participants progressed in this ability group. The competency that most participants emphasized is self-control, which refers to the channelling of impulses. Hence, in summary, the contribution of the results from these findings is five-fold: (1) a mixed methods approach to the effectiveness of M-B training in regard to the ability to manage and regulate emotions (2) the quantitative results highlight the effectiveness of the M-B training upon the ability to manage and regulate emotions (3) the qualitative results confirm the quantitative results and point out competencies that are responsive to the training and thus relevant in the workplace (4) the qualitative results uncover emotional phenomena that were not predefined in the theoretical frame nor covered in the questionnaire, namely emotional stability and emotional relief, as stated by the participants (5) the qualitative results demonstrate the long-term impact of the M-B training.

6.1.2. The effect of M-B training on perceived stress

Hypothesis 4a analysed the difference between the experimental and the control group with regard to the perceived stress scale. It is shown that both groups had a similar baseline result (not significantly different). After the M-B training programme, the experimental group achieved higher scores compared to the control group, which maintained similar scores to the baseline scores. The experimental group increased their scores on average by 23%, which confirms that the experimental group experienced a decrease in the level of stress after the training programme. In other words, the practitioners have reduced their perceived stress by 23%. These results are similar to the results from the studies of Slaski and Cartwright (2003) and Schutte et al. (2013), which have shown an average decrease of 11.1% in work-related stress. They compared managers who were trained for four weeks in emotional intelligence to a control group. However, the current study used an eight week intervention, a different M-B training programme, and achieved higher scores in general. The contribution of the current study is that it shows the effects of a particular M-B training (IMT- explained in detail in introduction) on perceived stress. This was supported with qualitative results, which makes this study unique, since there is a lack of robust long-term mixed methods studies with M-B interventions.

The results from Wolever et al. (2012) are also consistent with the current study. They conducted a 12 week M-B training intervention where practitioners were trained in yoga and mindfulness meditation. They also had a control group. The experimental groups achieved significantly higher scores on the PSS scale ($F=2.233$, $p<.001$, table 3.1) than the control group

and demonstrated the effectiveness of these interventions on stress. Still, in the mentioned study, the authors did not explain to what extent the experimental group had progressed; they noticed a significant difference, while in the current study, this progress is expressed in percentages.

The reason why these interventions do have a positive contributory impact can be drawn from the insights of Benson (1975; Richardson & Rochenstein, 2008), who claims that meditation, relaxation and deep-breathing create a physical and/or mental state that is physiologically opposite to stress. This author, who is the founder of the relaxation response technique, affirms that the method should last 10 minutes and practitioners can reach the previously mentioned state (Benson, 2005).

The qualitative data supports this hypothesis as the participants reported a release of tension and a decrease in stress. They reported stress reduction as one of the first effects they experienced. The essential improvement lies in the ability to detach themselves from stressful events and not to react. These two abilities enabled them to deal with stress effectively. This transition has been explained by one participant as a drop in the intensity of destructive emotions as a reaction to the stressor:

> I am not stressed any more that much, especially in a way that when someone makes me angry, nervous, now I don't have that rage or strong anger, only some small moments of anger and they are very soft. (Nathan)

Charlie confirmed that there is no post-stress process as there had been before, which he considered as a transition to returning to positive states quicker. In other words, prior to the intervention, the post-stress process took more time.

Generally, participants are less disturbed by everyday stressors. They do not react as they used to and that has initiated a certain peace and calmness. The moments of distress are short-lived and they recover faster as they are more resistant to external influences. Participants' perceptions of stress are different as well. Most participants spoke of stress as something destructive, however, one of them stated several positive aspects of stress and that it can sometimes bring benefits. Le Pine et al., (2004) differentiated hindrance stress from challenge stress. The challenge stress is positively related to learning, while hindrance stress is negatively related to a motivation to learn. The questionnaire used in the current research is focused on negative aspects of stress and how the participants perceive those. Therefore, a decrease in the perception of stress was considered as an improvement.

The positive sides of stress is an area that was not explored in this study. Stress can have a positive role when it stimulates a person to express his or her skills in order to overcome a challenge. Even in the so-called flow-experiences, challenging activities need to be appropriate to the skills of a person (Quinn, 2005). If not, the activity becomes either boring or frustrating. Hence, there is an optimal level of stress that is positive for one's performance. Although the questionnaires did not measure the positive sides of stress, Fatima's account very clearly represents this point when asked about it:

> Yes, certainly it is, like a positive stress maybe. For example, in June I had this conference, where I had to do a presentation and I was really really stressed. Because I was stressed, I prepared it really well and after that I think I did the presentation, and people who were there also told me that it was good. That was a stress that had a good impact on my work. (Fatima)

In summary, the contribution of these findings is five-fold: (1) a mixed methods approach to the effectiveness of M-B training in regard to perceived stress (2) the quantitative results highlight the effectiveness of the M-B training programme on perceived stress (3) the qualitative results reveal how participants manage to overcome stress (4) the qualitative results define and uncover psychological phenomena during stressful situations (5) the qualitative results show that the long-term impact of this M-B training programme can be consistent if practitioners continue the practice.

6.1.3. The effect of M-B training on job satisfaction

Hypothesis 5a has evaluated the difference between the experimental and the control group on the job satisfaction scale. It is shown that both groups had similar starting results (not significantly different). After the M-B training programme, the experimental group achieved significantly higher scores, compared to the control group which has remained unaltered. The scores of the experimental group increased by 12%. Therefore, it can be concluded that the experimental group had an increase in the level of satisfaction in regards to their jobs after the training programme. This result is in line with a Japanese cross-sectional study conducted on 418 subjects who meditated and 1052 who did not meditate (Shiba et al., 2015). Meditation predicted a significant increase in job satisfaction (.06% of the variance, $p<.002$). Even when individual variables (gender, age, sleep quality etc.) were tested in this model, meditation practice was significantly predictive of job satisfaction ($\beta=.079$, $p<.01$). Interestingly, sleep sufficiency was the strongest predictor of job satisfaction ($\beta=.083$, $p<.007$). The study of Hulsheger et al., (2013) is consistent with these results, although only meditators who practiced mindfulness for 10

working days were tested without a control group. Daily mindfulness predicted job satisfaction (β=.48, $p<.01$), while trait mindfulness had a very weak prediction strength, but still significant with (β=.157, $p<.05$). In other words, daily mindfulness predicted job satisfaction with 48%, while trait only 15.7 %. The second area of research under the same study had a control group and showed a significant relationship between mindfulness and job satisfaction in the experimental group (β=.342, $p<.05$). These two studies (Shiba et al., 2015 and Hulsheger et al., 2013), despite being designed and analysed differently (study 1: cross-sectional, and study 2: experimental), still confirmed the impact of M-B training on job satisfaction.

The qualitative data supports this hypothesis and contributes to the understanding of the mechanism related to the participants who became more satisfied with their jobs. They were able to detach themselves from events in the workplace, which they usually describe as independent of conditions or circumstances, and that their satisfaction depends on them. Most participants reported different reasons for their job satisfaction. Regardless of whether it was focus or flow state or contact with colleagues and clients, none of them emphasized the content of their job. This means that the reasons for job satisfaction are more intrinsic in nature. Some of them even mentioned an opportunity to develop themselves or to realize their potentials as a key factor for their satisfaction. There have been many interventions designed to enhance job satisfaction such as job (re) design, leadership trainings and behavioral trainings (Schaufeli & Salanova, 2007). Mindfulness meditation, as in the study of Shapiro et al. (2005), could be included in that list. The current study used M-B training and has shown significant improvements after 8 weeks, while the participants reported the continued improvement in the long-term. Both quantitative and qualitative results confirmed these effects. This intervention contributes to the well-being of employees, which is a part of the spiritual framework in organizational settings (Karakas, 2010).

The contribution of these findings is four-fold: (1) a mixed methods approach to the effectiveness of M-B training in regard to job satisfaction (2) the quantitative results confirm the effects of the M-B training on the development of job satisfaction (3) the qualitative results reveal important aspects that were not covered in the questionnaires, namely the expression of potential and reaching the flow state, as well as the opportunity for self-development as stated by the participants (4) the qualitative results show that the long-term impact of this M-B training programme can be consistent if practitioners continue the practice.

6.2. Emotional competencies mediate the relationship between the M-B training and perceived stress

Hypothesis 4b is partially accepted because the results have revealed that two groups of abilities do not mediate the relationship between the intensity of M-B training and perceived stress, while the ability to manage and regulate emotions mediates the relationship between the intensity of M-B training and stress. Similar results were gained in other studies where mindfulness was used as a method (Bao et al., 2015, Wang & Kong, 2013).

The model of emotional competencies, which consisted of three groups of abilities tested with PROCESS macro for spss (Hayes, 2012), showed that the ability to understand and perceive emotions does not mediate the relationship between the intensity of M-B training and perceived stress. Similar to the study of Bao et al. (2015), the appraisal of others' emotions, which is similar to but not the same as the ability to perceive and understand emotions, did not mediate the relationship between the M-B training (mindfulness in this case) and stress. In other words, the result was not significant.

The ability to understand and perceive emotions probably does not essentially contribute to stress reduction since the understanding of other people's emotions does not relieve stress. The very first occurrence in the practice of M-B programmes is a physical reaction (state that is the opposite to the state of stress, Decro et al., 2002), which further influences the emotional, mental and ultimately spiritual states of an individual. That probably means that negative emotions are minimised, reduced or transformed, which is rather not related to the ability to understand and perceive the emotions of others, but more with the regulation of emotions. Generally, there is a lack of research concerning the mediating effect on the ability to understand and perceive emotions between the intensity of M-B training programmes and perceived stress.

A test of the model revealed that the ability to express and label emotions does not mediate the relationship between the intensity of M-B training and perceived stress. This is not consistent with the findings in the study of Bao et al. (2015) who reached significant results on the use of the emotions component, which is related to the expression of emotions. The strength of mediation was not substantially high (β=-.16), however, it was significant ($p<.01$). The contribution of the current research is in recognizing that the ability to express and label emotions is not the same as the ability to use emotions (the current research recognized and

revealed this gap). The ability to express and label emotions is not an important mediator between the intensity of the M-B training and perceived stress.

This result might indicate that the impact of M-B training on increased expression of emotions does not significantly aid stress reduction as there are other factors that might play a key role, such as focus, concentration, listening and finding solutions, but not expressing emotions and being able to name them. The second reason that applies to both the ability to understand and perceive emotions and the ability to express and label emotions might be that the sample taken in the experimental group is not big enough (52) to demonstrate the mediating effects of this meditation. In the future, a larger sample may be required in order to level out extreme results. In general, emotional regulation has shown to be a stronger mediator between M-B training and stress than the other emotional abilities (Bao et al., 2015).

Therefore, the test of the model did show that the ability to manage and regulate emotions mediates the relationship between intensity of the M-B training and perceived stress. This hypothesis was accepted and the mediation was full, which means that there is no significant relationship between the intensity of M-B training and perceived stress, when tested together with the mediator. Only the mediator had a significant positive relationship (β=.29, 95%, CI=.05, .65). Hence, the mediator (the ability to manage and regulate emotions) represents a link between the intensity of M-B training and perceived stress. More precisely, the M-B training influences the mediator and then the mediator changes perceived stress. In other words, the decline in stress levels after the M-B training is due to an improvement in practitioners' ability to manage and regulate their emotions. Similarly, in the study of Thory (2013), all of the techniques used were aimed to improve emotion regulation. As a result, the participants reported greater ease with coping with everyday stresses in the workplace. However, Thory's study did not reveal any mediating effect of emotional intelligence between the training sessions used and perceived stress. The difference is that the current study provides this result, proving that there is a mediating effect concerning the ability to manage and regulate emotions between the intensity of the M-B training and perceived stress. In this way, this study covers the lack of research in this area. Still, there is 71% of unexplained influences in terms of mediation, which does leave significant scope for discovery in further qualitative research or in future studies.

The third group of abilities has shown a significant mediating role between the intervention and stress. However, the first and second ability groups have not proved their mediating role. This is in line with the results from the correlations during the post-intervention

test. The third ability group (manage and regulate emotions) has the highest correlation (r=.47) with the perceived stress compared to the first (r=.27) and second (r=.34) group of abilities. The potential explanation is that M-B training focuses mainly on channeling and directing emotions and thoughts, which refers to directing, managing and controlling one's emotional flows, rather than focusing on the "external world". Hence, because emphasis is placed on directing emotions and thoughts, an explanation surfaces as to why the ability to manage and regulate emotions has mediated the relationship between intensity of the M-B training and perceived stress, rather than the other two ability groups. In two other studies that analysed the mediating role of EI between the M-B trainings and stress (Wang & Kong, 2014 and Bao et al., 2015), the former authors analysed EI as a general ability and did not separate it into specific sub-categories. However, in the latter study, EI is divided into four categories: (1) ability to perceive accurately, appraise and express emotions (2) to access and/or generate feelings when they facilitate thought, (3) to understand emotions and emotional knowledge, and (4) to regulate emotions in order to promote emotional and intellectual growth (Bao et al., 2015; Mayer & Salovey, 1997). The current study has a different division and can contribute in this area with different abilities of EI and the mediating outcome. In addition, the contribution of the current study can be seen in the use of qualitative data to explain the effects of stressful situations, leading participants to detach themselves or control their reaction.

The participants claimed that their increased level of self-control is the result of practicing the M-B training and that in turn it had reduced their perceived stress. Generally, the qualitative results only supported the third group of abilities (manage and regulate emotions). Regarding the other two groups of abilities, the qualitative data did not reveal a direct impact on the relationship between the M-B training and perceived stress. This is in line with the quantitative results, since the mediation effect was found only for the ability to manage and regulate emotions. The competency that can be extracted from the data as a mediator is self-control. This competency essentially assisted in stressful situations, where the participants did not react to or remained detached (emotionally) from the stressor, and in turn reduced the potential for a stressful situation. Oftentimes, they describe it as being able to take a step back, inhale, and count mentally for a few seconds:

> I don't go there and give it attention, what she wanted was attention, she felt frustration, maybe she was angry, she felt angry, maybe these are the topics and themes that are touching her and that somehow were stressful. But still, the meditation was helpful, my work with meditation was helpful, because before there was no counting that I would do and I'd give an answer that would not be acceptable for that situation. So, working with

> meditation on self-control, on focus, on concentration, because I gave that support to myself through meditation…Before, in a similar situation, if that happened before like with that woman I would have probably had an immediate reaction, impulsive reaction, so this was very enlightening, that I found myself dealing with stressful situations in a good way (Xenia, more details in appendix 7).

Generally, the mediating role of EI between the intensity of M-B training programmes and perceived stress has not been thoroughly explored and the role of EI is still unclear. This is consistent with the percentage of unexplained results from mediation (71%) in the current study. However, these results may shed some light on how EI and the third group of abilities mediate the above mentioned relationship. The ability to use and regulate emotions showed a significant influence as mediators in the study of Bao et al. (2015). Conversely, the current study clarified the role of EI as a mediator, with a different ability model and different levels of significance and explanations. In addition, the qualitative data uncovered self-control and emotional detachment as skills that appeared in the relationship between the M-B training and stress. Hence, the results from the current study may make a significant theoretical contribution to the issue of how M-B trainings influence perceived stress. In other words, it explains the underlying mechanism of the impact of M-B training on the perceived stress.

Based on these findings the contribution is three-fold: (1) a mixed methods approach to the role of emotional competencies between the M-B training and perceived stress (2) the quantitative data show the mediating effect of the ability to manage and regulate emotions on the relationship between intensity of the M-B training and the perceived stress (3) the qualitative results reveal that self-control and emotional detachment may play a significant role in regard to the M-B training and perceived stress.

6.3. Emotional competencies mediate the relationship between the M-B training and job satisfaction

Hypothesis 5b tested the mediating effect of emotional competencies on the relationship between the intensity of the M-B training and job satisfaction. Although hypothesis 5a was accepted (the experimental group significantly improved compared to the control group in job satisfaction), hypothesis 5b is rejected, because the regression analysis did not prove there to be a relationship between the intensity of the M-B training and job satisfaction. Nevertheless, emotional competencies are positively related to job satisfaction while M-B training is positively related to emotional competencies. This leads to a conclusion that there are probably some other factors that influenced the increase in job satisfaction.

The qualitative data assisted in understanding why the quantitative results did not show a significant mediation effect of emotional competencies between the intensity of the M-B training programme and job satisfaction. In particular, there is an unexplored area which appears to be significant and rewarding to consider. This area is related with mental skills such as focus and concentration. These mental skills, however, were not measured by the questionnaires, and yet they might play an important role, as Xenia mentioned: "*In terms of my personal satisfaction in the workplace, I was thinking about that, when I am focused my job develops very well and very fast and this helps somehow in that way*". Directly, this experience explains the mediating effect of mental skills between the M-B training programme and job satisfaction. Other participants emphasized mental skills as an important factor but did not mention explicitly their role as a mediator. However, participants reported a link between the M-B training and mental skills as well as a link between mental skills and well-being at work.

In regard to the mental skills, two significant themes emerge from the data, those being distance taking and order in consciousness. The distance taking has three sub-themes: (1) decision making (2) self-analysis, self-reflection (3) being objective. All of the mentioned sub-themes may play a substantially important role in job satisfaction. If the M-B training improves those characteristics, then they can be a mediator between the M-B training and job satisfaction.

Many participants mentioned the opportunity to distance themselves from a situation, which they claimed improved their decision making. It is related to the popular saying of not being able to see the wood for the trees. By stepping back, a person can get an overall picture and a vision that will ultimately assist in making a better decision. The study of Ruedy and Schweitzer (2010) found that an individual's increase in mindfulness will increase that individual's ability to make ethical decisions. Being able to gain an overall picture and making ethical decisions is related to the nine spiritual anchors, especially to anchor 7 (appreciation – sub theme is vision) and anchor 9 cooperation (refers to making ethical decisions) of leaders presented in the study of Karakas (2010). Hence, M-B training develops participants' spirituality by creating distance which improves decision making.

Participants reported that they could analyse and reflect on themselves more effectively, which is one of the aims of this kind of practice. Meditation techniques aim to develop self-awareness and an awareness of one's environment (Brown & Ryan, 2003). Self-analysis may help them become aware of their own strengths and limitations and as a result they can perform

better in their job. Hence, the M-B training can affect job satisfaction by developing their self-analysis and self-reflection skills.

Furthermore, distance taking increases participants' ability to be more objective and less biased; even Peter mentioned the value of non-judging for his own limitations and life circumstances. This is in line with the definition of mindfulness meditation on having non-judgemental awareness (Kabat-Zinn, 1992) and taking a more objective perspective. Hence, increased objectivity may affect the well-being of participants in the workplace and this explains how it can improve their job satisfaction. Based on the participants' responses, objectivity is a result of the M-B training and it affects their satisfaction at work.

It can be concluded that taking distance (sub-themes were decision making, self-analysis, being objective) can impact the relationship between the M-B training and job satisfaction.

Order in consciousness has 5 sub-themes: (1) focus (2) communication-listening (3) finding solutions in the workplace (4) tendency towards well-organised work (5) overcoming negative concepts. In this case, all of the mentioned sub-themes may play a significant role in job satisfaction as they concern participants' performance in work-related tasks.

M-B training is geared toward directing emotions, thoughts, maintaining steady concentration and, ultimately, to the development of focus. High involvement, focus, and concentration on the task at hand are critical elements for reaching a state of flow (Chiszentmihalyi, 2002). The flow is related to performance and satisfaction with the activity one does. People who experienced flow wanted to stay in this state as it is enjoyable and also intrinsically rewarding (Fullagar & Kelloway, 2009). The state of flow is related to five core job dimensions (Fullagar & Kelloway, 2009): skill variety, task identity, task significance, autonomy, and feedback which influence workers attitude and behavior (as defined by Hackman & Oldman 1975; 1980). The job satisfaction scale that was used in the current research is from one of the mentioned authors (Hackman & Lawler, 1971). Hence, job satisfaction can be affected by the M-B training practice if participants reach that desired level of focus and concentration as well as achieve the state of flow during their work.

In regard to communication, participants mainly reported on improvement in listening to others. Listening to others involves building respect and the environment of connected individuals who care about each other. In the study of Karakas et al. (2015) this is a part of the discourse: "We do not view humans as resources; we touch their hearts and lives" (pp. 7). The authors mentioned managers who truly listen to their team members and generate a secure place

where they can express their opinions and ideas openly and without fear. Hence, the development of active listening may impact the sense of well-being in employees and can play a role in the relationship between the M-B training and job satisfaction.

The participants in the current research reported that during the M-B training practice they reached solutions regarding their workplace problems. Peter and Fatima mentioned that during or after the meditation practice, solutions suddenly appeared. This made them feel better about the concrete issue in the workplace. This can be a result of clearing thoughts and abandoning redundant ones, which is one of the cognitive aims during the practice. It is also related to the notions in mindfulness of open and receptive awareness and attention, which may reflect itself in decreased rumination and being present (Brown & Ryan, 2003), and involve an improvement in one's performance in the workplace. Hence, finding solutions regarding workplace disagreements may play a significant role in the relationship between the M-B training and job satisfaction.

Participants have also reported their experience regarding a tendency towards well-organised work, which includes generating a more structured approach to tasks. As Peter explained, it eases his work, there is more order and he can find the solution easier and have a clearer mind. There are debates in the literature as to whether chaos is more preferential than a highly organized society. Osborn and Hunt (2007) compared highlanders from New Guinea with a highly organized modern company. The conclusion was that there is probably an optimum in structure. As Osborn et al., (2002; Osborn & Hunt, 2007) mentioned, a system should be neither too methodical nor too carefree in adaptive behaviors. Even though participants were not clear about the scale between chaos and highly-organised work, they claimed that the M-B training helped them to have more structure in their work. Therefore, this can also play an important role between the M-B training and job satisfaction.

Additionally, participants disclosed their thoughts about negative reflexes or concepts. This is related to their pre-conception about how a task can be completed. For example, Luke was concerned about the roads in Switzerland, how the government changes them even if they are perfect, and why they would do this, as it is wasteful spending in his opinion. In this case, he has a pre-conception about how something should work. However, this is just his assumption. It is related with expectation and judgments. The purpose of the M-B training is, as with mindfulness, to reduce those pre-conceptions (Kabat-Zinn, 1990). In order to overcome the negative concepts, participants have to eliminate these pre-conceptions (assumptions), and as a

result they would not invest mental energy and become unnerved, which is exactly what happened to Luke. Therefore, they would be more present. This can improve their well-being (Brown & Ryan, 2003), which can reflect on the workplace. Hence, overcoming negative concepts can play a significant role in the relationship between the M-B training and job satisfaction.

In addition, the participants' ability to 'let go' or how work-life balance may affect the effectiveness of the M-B training have not been measured quantitatively in this study. This leads to a conclusion that there are certain aspects of the M-B training that need to be explored further, such as letting go, insights about work-life balance and identity. Those aspects can be important as mediators between job satisfaction and the M-B training programme. Therefore, the underlying mechanism between the M-B training and job satisfaction might be related to mental skills or some others skills that remain unknown and can be analysed in future research.

Based on these findings the contribution is three-fold: (1) a mixed methods approach to the role of emotional competencies between the M-B training and job satisfaction (2) the quantitative data did not show the mediating effect of emotional competencies on the relationship between the intensity of the M-B training and job satisfaction (3) the qualitative results reveal the role of mental skills in regard to the relationship between M-B training and job satisfaction.

6.4. The underlying mechanism of the M-B training

The underlying mechanism of the M-B training was analysed with qualitative data only. Four mechanisms are presented in the table 6.2.

Table 6.2. Underlying mechanisms

The underlying mechanisms of M-B training				
Mechanisms	Physical	Emotional	Mental	Spiritual
	Relaxation – state physiologically opposite of stress (Benson, 2005)	Less destructive emotions Goleman (2003)	(1) Self-observing (Kabatt-Zinn, 1990) (2) Presence and concentration (3) Less destructive concepts and extraneous thoughts	(1) Higher purpose (Karakas, 2010) (2) Self-awareness (Identity) (3) Spiritual experiences

The four aforementioned mechanisms are not separate and they act together by initiating and influencing each other. Physical mechanisms initiate emotional relief (less destructive emotions), then the practitioners begin to observe themselves, concentrate on presence and, consequently, adopt less destructive concepts and thoughts. Finally, participants may experience deep spiritual insights such as higher purpose, identity, and spiritual experiences. The process of tying these four mechanisms is explained in detail in section 6.4.5.

In comparison to chapter 5, the underlying mechanisms are summarized and the main findings are pointed out and referred to with reference to the relevant literature from the field.

6.4.1. Physical mechanism

Meditation is known as an anti-stress technique. The physical purpose is relaxation. All the elements of the M-B training are connected with a part of the body: nervous system to the whole body where the centre is the brain, destructive concepts to the neocortex, destructive emotions to the amygdalae, stress to the brain and whole body, limbic system, love towards oneself to the chest region and the centre for happiness to the temples (interbrain, see appendix 1). Alexander et al. (1994) mentioned that the meditation process calms the body and abates psychophysical processes by reducing psycho-physiological arousal, while breathing deeply and consciously.

An important part of the practice is breathing, which is diaphragmatic. In the study of Richardson and Rothstein (2008), they claim that deep stomach breathing can achieve muscular and mental relaxation by increasing oxygen and freeing carbon dioxide. This is in line with the

result of the post-intervention survey, taken immediately after the intervention. Participants were asked the following: *please describe in your own words how did you feel during the meditation practice*. The majority of them answered that they felt relaxed, mentally and physically. Benson (2005) explains that M-B training programmes create a physiologically opposite state to that of stress in practitioners' bodies. Autogenic training, which was founded by Schultz in 1926 and is also based on the same Mind-Body principles highlighted by Benson, is still a part of modern mindfulness techniques (Kabat-Zinn, 2003). People who practiced autogenic training reported feeling physically better, more emotionally stable, less stressed, having increased well-being and improved sleeping patterns (Kermani, 1990). This resonates with Luke's account, who reported greater pain relief, when interviewed a year after the intervention. All these findings indicate that physical relaxation through breathing and the process of meditation is followed by mental relaxation. In this way, the connection between mind and body contributes to the participants' well-being.

6.4.2. Emotional mechanism

The emotional mechanism of the M-B training is the reduction of destructive emotions. There are two themes that emerge from the data regarding emotional outcomes of the M-B training: emotional relief and emotional stability. Meditation in general has the purpose to free practitioners from negative emotions which may result in emotional relief. Goleman (2003) mentioned that for the Dalai Lama "the true mark of a meditator is that he has disciplined his mind by freeing it from negative emotions" (pp. 26). The freeing from negative emotions might reduce anxiety and knowledge withholding and therefore contribute to better teamwork (Tsay et al., 2014). In addition, mindfulness meditation has been shown to facilitate recovery from emotional challenges and raise tolerance to negative emotions (Farb et al., 2010).

Emotional relief was described as unburdening, with less emotional pressure, and tension. In half of the participants, it was manifested as crying. Crying relieves tension and stress and can benefit psychological well-being (Cornelius, 1986). In contrast, the participants reported that they did not feel sad, just relieved. It remained unclear how that relief manifested itself, but it could possibly be a form of psychological tension in terms of expectations, memories and self-image. The reason might be physiologically related as well, as Holzel et al., (2011) mentioned, meditation influences brain regions related to memory, sense of self, empathy and stress. However, the reason can be a reduction in destructive emotions. Hence, the M-B training may influence brain regions that results in emotional relief in the participants.

Emotional stability as the emotional outcome of meditation can be associated with finding inner balance. It can also be associated with experiencing positive emotions more so than destructive emotions and, therefore, generate more stable psychological functioning. As a result, participants reported fewer fluctuations in regard to their behavior and faster recovery from emotionally challenging events. Staying silent in meditation helps the practitioner to calm his/her emotions and to observe them. In this way, one can stay detached from emotional turbulences (Hanh, 1995) and focus on positive events and, therefore, cultivate stability. The interviewed participants continued to practice this M-B training even a year after the intervention. Hence, they frequently relieved their emotions and, if the process of relieving of emotions persists for a year, this may result in greater emotional stability. This may justify why participants cried less a year after the intervention. A week after the intervention, more than half of the participants reported that they had cried while only one cried a year later. Emotional stability is associated more with long-term practice while emotional relief is related more to the short-term results.

6.4.3. Mental mechanism

Three themes emerged from the interview data that point to the mental mechanism: self-observation, presence and concentration, and a reduction in destructive (negative) concepts and extraneous thoughts.

'Self-observation' included instances of distance taking, self-reflection (self-inquiry), and decision making. Observing oneself is a process which takes place during a meditation practice, regardless of the technique: Zen, mindfulness meditation and transcendental are typical examples. In order to get to know oneself, one needs to observe who he/she is and his/her contact with the environment. The goal is to observe the thoughts and emotions without making judgment or identifying with them (Kabatt-Zinn, 1990). Self-observation resonates with natural observation or participant-observation, where objects of observation can be mentally perceived and arise during awaking consciousness (Grossman et al., 2004). During this process, the practitioner can detach oneself from distracting emotions and thoughts, reflect on oneself, and make decisions with greater ease. When transferred to the workplace, one can solve conflicts more easily and adopt less defensive behavior. As a result, one can express his ideas and attitudes and function more effectively in a team (Tsay et al., 2014).

The phenomenon of 'Presence and concentration' is a fundamental element of mindfulness meditation. Several authors stress the idea of "attention to the present moment" (Brown & Ryan, 2003), a practice which reduces psychological anxiety levels (Kabatt-Zinn,

1992) and may further affect performance levels and ability to solve conflicts. The participants have reported improved concentration and having clearer visualizations over time. Meditation in general cultivates positive mental capacities such as concentration, calmness and positive emotions. (Walsh & Shapiro, 2006). Hence, it can be concluded that presence and concentration are key mechanisms that may impact the participants' well-being. When applied in the workplace, the participants noted improvements in listening, focusing and finding solutions. This means that the M-B training may contribute to the development of spirituality in the workplace where well-being and quality of life are key characteristics (Karakas, 2010).

'Reducing destructive concepts and extraneous thoughts' refers to concepts that disturb us in everyday functioning. Participants mentioned that they had had less contact with such notions. In Western therapies, meditation was used to counter destructive emotions (Walsh & Shapiro, 2006). However, destructive or negative concepts pertaining to a particular idea or situation may generate negative emotions, such as fear or anger. The purpose is to take control of thought processes and, in such a way, free oneself from destructive concepts, which can further liberate a practitioner from destructive emotions. It can be concluded that the M-B training may generate more order in consciousness by reducing destructive concepts and extraneous thoughts.

6.4.4. Spiritual mechanism

Three salient themes emerged from the data relating to a spiritual mechanism: higher purpose, self-awareness (identity), and spiritual experiences.

Higher purpose is a tendency to understand the meaning of why we are doing what we are doing and how our actions contribute to humanity. In the current research, some of the participants did start to question what the purpose of their job actually was. In some cases, participants changed their careers and moved towards those helping professions (teachers, psychologists, trainers, coaches). In that sense, they have started to search for the meaning of life, and if they cannot relate it to their current job, they will seek a job that can provide that opportunity. It seems that they are looking for a spiritual dimension in their life and work. Spirituality in the workplace is a new paradigm that is emerging in business (Dhiman & Marques, 2011). Practitioners of M-B training may start searching for a workplace that will possess more meaning, purpose, and where they would be able to express themselves, which is in line with the spiritual anchors and motives suggested by Karakas (2010).

The second theme that emerged from the data is self-awareness or identity. Most participants reported being more aware of who they are (sense of identity). This is deeply connected to the purpose of spiritual practices, and as a result, participants' self-concept changes. As meditation, this is related to entering into the states of flow. Hence, the concept about oneself changes after the states of flow. Chikszentmihalyi (2002) pointed out that it as an expansion of one's borders of our consciousness. In the study of Tzouramani (2009), the self can either be spiritual or social. In other words, the spiritual self is related with who one is in regard to the "inner world", and the social self refers to who one is in relation to the "outside world" of others. In the current research, the participants reported experiencing spiritual self and some of them mentioned that their "real" Self cannot be defined by words, but it can be experienced. Spiritual experiences in the current study can be divided into three groups. One is a feeling of freedom and absence of fears, the second is happiness and the third is high plateau.

Luke mentioned that he had felt present (here and now), completely free when he did not need neither his work nor his boss. Xenia mentioned feeling free from fears and having indescribable self-confidence. In both cases, the feeling of freedom can be extracted, which is a very important aspect of spirituality in organizations, and people need to feel free to express their knowledge, ideas and perspectives (Krishnakumar and Neck's 2002). In the case of Luke, he emphasized the present moment as well, which resonates with mindfulness (Holzel et al., 2011). Staying present brings that freedom of expectations (future) and memories (past); this mechanism may generate peace and an absence of fears (Tolle, 1997).

Participants also expressed feelings of happiness, which is related to existential happiness. For example, Hellen mentioned that she was happy to be alive. In that sense, the M-B training contributes to participants' well-being and quality of life. This is linked with the findings of Malinowski and Lim (2015), who found that mindfulness meditation enhances well-being by increasing positive affect, hope and optimism (partial mediation). However, the participants did not explicitly explain the reasons for happiness, but that the hope and optimism can be the mechanism for experiencing it.

Furthermore, Charlie presented an interesting experience that can be related with Maslow's (1972) notion of 'high plateau' when he experienced having a peripheral view. He could see and understand everything, without having to think or be connected to emotions. Essentially, an all-round feeling of pleasantness overcame him.

Walsh and Shapiro, (2006, pp.3) write that “in advanced stages, awareness becomes increasingly panoramic”, exactly as Charlie explained. High plateau is Maslow’s term and it can be related with the experience of transcendental or transpersonal. Transpersonal experience belongs to “higher states of consciousness” and relates to self-development and the meditative practice while spontaneous self-realization is the full development of one’s capacities (Hunt, 1995). High plateau is linked with self-realization, in the words of Zen practitioners the goal of meditation practice is illumination (Watts, 1989), and illumination is the realization of oneself. Experience of high plateau may be a step towards self-realization. Hence, the M-B training may stimulate practitioners to experience high plateau and enhance their capacities to reach for self-realization.

6.4.5. Tying four mechanisms

If the four mechanisms described in the previous sections are functioning, then the question arises how these mechanisms are connected to each other. In order to discuss this, it is essential to acknowledge the aims, principles and stages of the Integral Meditation Technique (IMT). The aim of IMT (cf. chapter 2, pp. 13) is to remove the obstacles to self-development, which can be summed up as follows: *(1) cognitive nature* – elimination of extraneous thoughts, suppositions and concepts; *(2) emotional nature* – elimination of superfluous emotions, automatic reactions “for” and “against”; *(3) spiritual nature* – elimination of concepts based on an idea of being separate from others.

In practice, IMT is based on following principles (chapter 2, pp. 25):

(1) Relaxation – of both mind and body, by having an intention to relax, while breathing calmly, deeply and consciously, stills the body and abates psychophysical processes (by reducing psycho-physiological arousal, Alexander et al. 1994).

2) *Concentration* – directing attention towards objects of meditation (focusing attention on specific objects purifies the mind from extraneous thoughts, Gill et al. 2004; Benson, 1975), for example, focusing on breathing, a specific part of the body, thoughts and emotions.

(3) *Visualisation* – mentally imagining objects of meditation, which normally involves closing the eyes and imagining either another person (Naidoo et al. 2010) or an object.

(4) *Activation* – means spontaneous prayer, thought, affirmation, a tendency to be present “here and now” while mentally initiating vibratory-energetic and material flows.

(5) *Gathering attention* – awareness of a synergic action of all four previous elements

(relaxation, concentration, visualisation and activation), which is an element of the *flow*-state (Chikszentmihalyi, 2002).

(6) *Insight* – "internal observation practice" (Wong, 1997; Walsh & Shapiro, 2006, pp.229), in other words, observing thoughts as well as the very process of observing. Observing takes place automatically and as such becomes an event itself. It is also important to point out that the state of insight is full of potential and it is an ideal opportunity to understand the other processes.

(7) *Conscious relaxation* – this is a natural state of total mind (total awareness, compared to selective awareness, because objects are usually selected with/for our attention).

The M-B training programme used in this research is based on the IMT principles and consists of three stages: *preparation* (meditating on nervous system), *cleansing* (meditating on elimination of destructive emotions, concepts, stress and strengthening the limbic system) and *creating positive emotions* (meditating on love for oneself and a centre for happiness).

Based on the clarity of the aims, principles, and stages of IMT, it can be tempting to want to understand the four mechanisms in a linear order, in other words, one causing or triggering the other. Although the stages of the M-B training are sequential, the four mechanisms described do not appear in a linear structure. Rather, they seem to overlap each other; no exact sequence of events suggesting a linear order could be induced from the research. Based on the open-ended question just after the intervention, the participants experienced various states: peace, calm, enthusiastic, relaxed, focused, light, energized and flow. In some cases, practitioners of M-B techniques experience solely the physical and emotional mechanisms, or spiritual mechanisms only. This suggests that these mechanisms can appear randomly and simultaneously, without necessarily triggering each other.

Therefore, the implication of the four mechanisms is to discover the effects which succeed the IMT practice and also to show what may enfold as a result of IMT techniques, namely to uncover the processes that practitioners might experience. This also shows how practitioners make progress by practicing IMT, in other words, these mechanisms explain what stimulates and causes the progress in emotional competencies, stress and job satisfaction. These four mechanisms complement the previously mentioned seven principles: relaxation, concentration, visualization, activation, gathering attention, insight and conscious relaxation. Therefore, they contribute to the underlying mechanism of IMT.

CHAPTER 7

CONCLUSION

This chapter concludes the findings from chapters 4 and 5 and presents the main contributions discussed in chapter 6. It also presents practical implications, limitations of the current research and possible future studies.

A first overall theoretical contribution of this research to EI theory is that this research evidences that emotional competencies can be developed. The EI literature suggests there are two ways to develop EI: one is “external”, for example role plays, acquiring knowledge about emotional processes and cognitive distance; the second is “internal”, meaning that change comes from within, for example, meditations and different M-B training programmes. The question relates to whether this change is substantial or not. The authors of the ability-based model (traditional school) claim that it is rather straightforward to gain emotional knowledge, but it is also a relatively stable trait (Mayer *et al*.,2004). However, the new stream (latest research view), for example the research carried out by Goleman (1995) and research on neuroplasticity by Davidson and Lutz (2008), both contribute to the claim that it can be developed and changed substantially. The results of the current study contribute to the latter stream. At the start of this research, the experimental and control groups were not statistically different in terms of emotional competencies, stress and job satisfaction. After the training, the experimental group improved by 10-26%, while the control group remained similar. This proves the effectiveness of the M-B training programme and this result was supported by qualitative data.

Secondly, this research has shown that emotional competencies mediate the relationship between the intensity of M-B training programme and perceived stress. More precisely, the ability to manage and regulate emotions has revealed the mediating effect, while the other two did not (understanding and perceiving emotions, and expressing and labelling emotions). Participants confirmed these findings in the interviews and explained that emotional detachment as a skill, and self-control as a key competency, play a mediating role between the M-B training and perceived stress.

Thirdly, the research has uncovered an emotional mechanism that appears during the intervention process. The reduction of destructive (negative) emotions, was followed by emotional relief and emotional stability.

The fourth contribution of this research is that this particular programme can develop three groups of abilities, and add an explanation as to what this means in the workplace. In such an environment, these abilities become competencies that create a competitive advantage. Therefore, this training programme can develop competencies defined by the participants, which is essential for coping with oneself and others. More precisely, providing that practitioners continue practicing this training programme, this research offers a longitudinal approach and its specific contribution is in identifying those competencies which can be developed together with the approximate percentage of development, when applying the programme.

Fifthly, this research suggests mental skills may play an important role in the M-B training process. These might be potential mediators between the M-B training and job satisfaction. In particular, the following mental skills appeared to be developed through practicing the M-B training programme: distance taking (decision making, self-reflection, being objective) and order in consciousness (focus, communication-listening, finding solutions in the workplace, overcoming negative concepts, tendency towards well-organised work).

Finally, the sixth contribution of this research is that it reveals the underlying mechanisms of the M-B training programme (physical, emotional, mental and spiritual). Those mechanisms are interrelated and can be observed as a process that an individual who practices the M-B training experiences.

7.1. Practical implications

The meditation was recognised in Western therapies as a method of emotion regulation (Walsh & Shapiro, 2006), as participants might have less “ups” and “downs” and thus they become more resilient, more resistant to stress and able to handle fast changes in the modern business world. One of the key areas of impact is self-awareness, primarily emotional self-awareness and then spiritual self-awareness (identity). Improvement in emotional self-awareness helps practitioners to handle their emotions much better: to recognise, channel and transform them. The spiritual self-awareness offers a meaning to a practitioner, such as why he is doing a particular job and clarifies what his ultimate contribution and role in this process is.

M-B training as a product can be used in companies as part of a training and development programme based on the principles of the Integral Meditation Technique (IMT), and can be further developed in terms of structure, content and timing in order to improve its effectiveness in the workplace. These training programmes may have an impact on human resource management as they are responsible for human capital in organisations. The very process of this training transcends practitioners into a state that is opposite to the state of stress, in particular fight or flight (Decro et al., 2002). Therefore, this training has health benefits as its purpose as the body enters into a calm state which thus reduces and prevents the effects of stress.

Since many studies have shown the effect these programmes have on a reduction in anxiety and stress, the aim of this study is precisely a decrease in stress and an improvement in emotional competencies. The reduced anxiety and stress may decrease defensive behaviour and a tendency towards conflict, and in turn can help create a productive teamwork environment (Benton, 2011). M-B training programmes have been used primarily as stress reduction techniques, but they can also be used for the development of mental and emotional skills.

This training programme can be applied for the improvement of mental skills such as focus, listening, better approach to finding solutions, less prejudice and better organised work. Mental capacities might be a key factor in finding solutions and increasing the performance levels of managers and employees. Staying focused under stressful conditions is a very demanding quality and this training programme could provide support in that area. As many companies are working at an international level, coping with cultural differences can be problematic. As meditation in general promotes a non-judgemental attitude (Kabat-Zinn, 1992) through overcoming destructive concepts or pre-conceptions, it can also help employees to be less biased and accept differences without pre-conception about someone else or a group of people.

In this study, the structure and the content of the M-B training have been explained and evaluated. The programme is straightforward to apply and conduct, and can be applied in any workplace as it does not demand any specific conditions. For those who are resistant to practice they can stop at any time and they do not need to continue with the practice as there is no obligation. Hence, the training is flexible and can be reduced or extended, depending on demands and a situation, for example five minutes for each affirmation. As a consequence, companies can be quite clear about what they can expect from this kind of approach if they try to apply it in their workplace. The results of this study may be of practical value for companies,

especially as a part of the training, development, selection and assessment processes. Apart from being helpful for managers themselves, M-B training could be beneficial to employees as well, because they also face stress and need to cope with their own emotions as well as the emotions of others, especially their managers.

The ultimate goal is the change of companies' cultures and moving towards more spiritual workplaces. Moving towards positive organisational scholarship that is based on positive psychology and positive organisational behaviour (Cameron et al., 2003). As in the research of Karakas (2010), it should be presented clearly and with the aims, without being yet another management fad. The contribution can be improved well-being of employees and the creation of a healthier working environment. In this case, the training methods proposed might be the tools that can assist in this process.

7.2. Limitations

There are four main limitations of this research. Firstly, there is a lack of well-designed studies regarding emotional intelligence, which form the basis for emotional competencies. The meta-analytic correlation between the Salovey-Mayer MEIS ability scale of EI and performance outcomes was only 0.19 (Van Rooy &Viswesvaran, 2004). Also, the theory pertaining to emotional competencies is still a contradictory field, especially in terms of their hidden and negative aspects. For example, EI can be used for manipulation, intimidating others, and controlling emotions in order to fulfill our aims (Kilduff et al., 2010). Still, the current research is focused on emotional competencies in terms of improving human relations and consequently creating a more stable business environment. In addition, the ultimate goal is contributing to the development of spirituality in the workplace which aims to improve performance and the well-being of the employees (Karakas, 2010). Also, the participants frequently made reference to empathy and compassion, which aims to help others and help them overcome their issues. Compassion has its roots in Buddhism, and the aim is to reduce the pain of others (Dutton et al., 2006). Also, compassion is an element of nine spiritual anchors which form the basis of spiritual leadership mentioned in the study of Karakas (2010).

When a practitioner adopts a large number of the aforementioned competencies, negative outcomes might result such as excessive self-confidence, poor decision-making, persistence with failing plans and ignoring obvious mistakes (Shipman & Mumford, 2011). In addition, excessive self-control may generate suppression of feelings. Therefore, it is challenging to define the

optimal levels of these competencies. However, if the outcome is positive for oneself and others, the level of competencies can be considered as beneficial.

Secondly, positive aspects of stress were not analysed in this study, such as challenge stress versus hindrance stress. Only one participant (Fatima) mentioned positive aspects of stress a year after the intervention. However, this study focuses on negative aspects of stress as in the study of Wolever et al. (2012). Hence, the reduction of perceived stress was considered as a beneficial outcome.

Thirdly, another limitation of this research is based on susceptibility to a common method bias. The instrument scores rely on self-report, which may be subjective due to the 'social desirability' factor (Podsakoff et al., 2003). This is in line with the conclusions of Antonakis et al. (2009). They claim that self-reported instruments are highly biased due to transient mood states, time and location of measurement, and the same rate source.

Fourthly, the participants come from two countries and different companies which cannot be attached to any workplace patterns and they cannot be a representative sample. Although, the participants from Switzerland started with better scores than those from Serbia, the quality of the research is not affected because both the Swiss and the Serbian samples for the experimental and control groups respectively are nearly equivalent (not significantly different).

7.3. Future research

Future research could be recommended in order to improve the management of companies and well-being of their employees. Although the aim of the current study was not to examine the effects of different types of M-B training, this could still be a goal in future studies. Therefore, future research possibilities include:

a) Testing the differences between traditional meditation types (Zen, TM, mindfulness). Since those meditations have different methodologies, this can yield distinctive results;

b) Testing the efficiency of specific programs for coping with stress, as well as the impact of increasing particular groups of emotional competencies through longitudinal research. This research could include one experimental and one or two control groups, which could include other types of M-B practice;

c) Modifying the M-B training from the current research and testing it in the workplace, especially among leaders and managers;

d) Examining the needs of employees in terms of their personal improvement and professional functioning, in order to focus on a particular aspect of their actions; analyse the managers who practiced M-B training, in regard to their relations at work and possible changes after meditation practice. As the people who interact with meditators are able to detect changes more easily, acceptance of possible transformations in personality and continued harmony in the workplace is hugely important. Before and after meditation, it is vital to examine the manager's role in a team and their performance, especially aspects such as reacting in times of conflict and crisis;

e) Testing the link between the efficiency of the M-B training and job content. When participants referred to their job satisfaction, they emphasized the fact of having an opportunity to develop themselves, doing what they like and opportunities to innovate. These factors are related to job content and the nature of one's job, even though it was not measured by questionnaires and is not related to either emotional or mental competencies.

f) Testing the influence of meditation practice on the career paths of students after graduation through longitudinal research. If meditation proves to be effective, then it is possible for it to appear in the curriculum at university, thus enabling students to improve their emotional life;

g) Conducting clinical research such as examining the level of hormones, such as oxytocin and serotonin in the blood before and after M-B training; measuring the level of brain waves during M-B training practice with EEG. Such studies can be extremely reliable and hardly refutable.

REFERENCES

- Acharya, K., D. (1995). "Mudras for healing" - (Mudra Vigyan A Way of life). Vivekanand Pratishthan Parishad, Vivekanand YogashramHospital, New Delhi, India.
- Adhia, H., Nagendra, H.R & Mahadevan, B. (2010). Impact of adoption of yoga way of life on the emotional intelligence of managers. *II MB Management Review*, **22**, 32–41.
- Alexander, C. N., Rainforth, M. V. & Gelderloos, P. (1991). Transcendental meditation, self-actualization and psychological health: A conceptual overview and statistical meta-analysis. *Journal of Social Behavior and Personality*, **6**, 189–247.
- Alexander, C. N., Robinson, P., Orme-Johnson, D. W., Schneider, R. H., & Walton, K. G. (1994). The effects of Transcendental Meditation compared to other methods of relaxation and meditation in reducing risk factors, morbidity, and mortality. *Homeostasis*, ***35***, 243–263.
- Alexander, C.N., Swanson, G. Rainforth, N. Carlisle, T., & Todd, C. (1993). Aprospective study on Transcendental Meditation in two occupational settings: Effects on stress reduction, health, and employee development. *Anxiety, Stress, and Coping: An International JournaL*, **6**, 245-262.
- Antunes, B., M., D., B. (2012). Reward Systems in Nonprofit Organisations – An Assessment of Employee Motivations in the Homelessness Sector in England. PhD thesis, London School of Economics and Political Sciences, UK.
- Arambašić, L. (2000). Psihološke krizne intervencije (*Psychological Crisis Interventions*). University of Zagreb:Zabreb, Croatia.
- Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L. M. (1989). Job satisfaction: environmental and genetic components. *Journal of Applied Psychology*, **74**, 187-192.
- Ashkanasy, N.,M., Härtel C., E.,J., and Daus, C., S., (2002). Diversity and Emotion: The New Frontiers in Organizational Behavior Research. *Journal of Management*, **28**(3), 307–338.
- Ashmos,& Duchon (2000). Spirituality at work: A conceptualization and measure. *Journal of Management Inquiry*, **9**(2),134–145.
- Atkins, P., W., B., & Parker, S.,K., (2012). Understanding individual compassion in organizations: The role of appraisals and psychological flexibility. *Academy of Management Review*, **37**(4), 524-546.
- Atkinson, R., & Flint, J. (2001). Accessing hidden and hard-to-reach populations: Snowball research strategies.*Social Research Update*, **33**,1.
- Atkinson, W. (2004). Stress: Risk management's most serious challenge? *Risk Management*, ***51***, 20–24.

- Ayduk, O., Mendoza-Denton, R., Mischel, W., Downey, G., Peake, P. K., & Rodriguez, M. (2000). Regulating the interpersonal self: strategic self-regulation for coping with rejection sensitivity. *Journal of personality and social psychology*, **79**(5), 776.
- Azmatullah, S. (2014). *The Coach's Mind Manual*. Routledge: East Sussex, UK.
- Bakker, A. B., & Schaufeli, W. B. (2008). Positive organizational behaviour: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*, **29**(2), 147-154.
- Ballinger, G. A. (2004). "Using Generalized Estimating Equations for Longitudinal Data Analysis." *Organizational Research Methods*, **7**(2), 127-150.
- Bancroft, A. (1979). *ZEN: Direct pointing to reality*. London: Thames and Hudson.
- Bao, X., Xue, S., & Kong, F. (2015). Dispositional mindfulness and perceived stress: The role of emotional intelligence. *Personality and Individual Differences*, **78**, 48-52.
- Bar-On, R. E., & Parker, J. D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. Jossey- Bass.
- Becker, G. S. and Murphy, K. M. (1988). 'A theory of rational addiction'. *Journal of Political Economy*, **96**, 675–700.
- Bénabou, R., & Tirole, J. (2005). Self-confidence and personal motivation. In *Psychology, Rationality and Economic Behaviour* (pp. 19-57). Palgrave Macmillan UK.
- Benson, H. & Stark, M. (1996). Timeless Healing. Simon & Schuster: New York, USA.
- Benson, H. (2005). Are you working too hard? *Harvard Business Review*, **83**, 53-58.
- Benson, H., Alexander, S., & Feldman, C. L. (1975). Decreased premature ventricular contractions through use of the relaxation response in patients with stable ischæmic heart-disease. *Lancet*, **306**, 380–382.
- Benton, S. (2001). The Bpsy Model: A Snapshot. London: University of Westminster.
- Benton, S. (2011). Lectures at University of Westminster. London: UK: University of Westminster.
- Beutell, N. J., & Wittig-Berman, U. (1999). Predictors of work–family conflict and satisfaction with family, job, career, and life. *Psychological Reports*, **85**, 893−903.
- Bhattacharya, M., Gibson D., E. and Doty, D. H.,(2005). The effects of flexibility in employee skills, employee behaviors, and human resource practices on firm performance. *Journal of Management*, **31**(4), 622-640.
- Blascovich, J., & Tomaka, J. (1996). The biopsychosocial model of arousal regulation. *Advances in Experimental Social Psychology*, **28**, 1–51

- Blickle, G., Oerder, K. & Summers, J. K. (2010). The impact of political skill on career success of employees' representatives. *Journal of Vocational Behavior*, **77**,383–390.
- Boak, G. (1991). *Developing managerial competences*. Pitman Publishing:London.
- Bonn, J. A., Readhead, C. P. A., & Timmons, B. H. (1984). Enhanced behavioralresponse inagoraphobic patients pretreated with breathing retraining. *Lancet*, **2**,665-669.
- Bougea, A. M., Spandideas, N., Alexopoulos, E. C., Thomaides, T., Chrousos, G. P., & Darviri, C. (2013). Effect of the emotional freedom technique on perceived stress, quality of life, and cortisol salivary levels in tension-type headache sufferers: a randomized controlled trial. *Explore: The Journal of Science and Healing*, **9**(2), 91-99.
- Bowling, N., A., Beehr, T., A., Lepisto, L., R. (2006). Beyond job satisfaction: A five-year prospective analysis of the dispositional approach to work attitudes. *Journal of Vocational Behavior*, **69**, 315-330.
- Bowling, N., A., Eschleman, K., J., Wand, Q. (2010). A meta-analytic examination of the relationship between job satisfaction and subjective well-being. J*ournal of Occupational and Organizational Psychology*, **83**, 915-934.
- Boyatzis, R. E. (2007). Competencies in the 21st century. *Journal of Management Development*,**27,** 5–12.
- Boyatzis, R., E., Stubbs, E. C. and Taylor, S.,N., (2002). Learning cognitive and emotional intelligence competencies through graduate management education.*Academy of Management, Learning and Education*, **1,** 150-162.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, **3** (2),77-101.
- Brink, M., V., D., & Benschop, Y. (2013). Gender in Academic Networking: The Role of Gatekeepers in Professional Recruitment. *Journal of Management Studies*, **51**(3), 460-492.
- Brown, J.,D. (1986). Evaluations of Self and Others: Self-Enhancement Biases in Social Judgments. *Social Cognition*, **4**, 353-376.
- Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, **18**, 211–237.
- Brown, M.E., Trevino, L.K. & Harrison, D.A. (2005). Ethical leadership: A social learning perspective for concept development and testing. *Organizational Behavior and Human Decision Processes*, **97**, 117–134.
- Bryman, A. & Bell, E. (2011). *Business Research Methods*, 3rd edition. Oxford: Oxford University Press.

- Bylsma, L. M., Croon, M. A., Vingerhoets, A. J., & Rottenberg, J. (2011). When and for whom does crying improve mood? A daily diary study of 1004 crying episodes. *Journal of Research in Personality*, **45**(4), 385-392.
- C. Andrews, M., Michele Kacmar, K., & Kacmar, C. (2014). The mediational effect of regulatory focus on the relationships between mindfulness and job satisfaction and turnover intentions. *Career Development International*, **19**(5), 494-507.
- Cameron, K., & Dutton, J. (Eds.). (2003). *Positive organizational scholarship: Foundations of a new discipline*. Berrett-Koehler Publishers.
- Cameron, S. & Price, D. (2009). *Business Research Methods: A Practical Approach*. London: Chartered Institute of Personnel & Development.
- Capra, F. (1993), 'A Systems Approach to the Emerging Paradigm', in M. Ray and C. A. Rinzler (eds.), TheNew Paradigm in Business (Tarcher Books, New York), pp. 230–237.
- Cardon, M., S. & Patel, P., C. (2013). Is Stress Worth it? Stress-Related Health and Wealth Trade-offs for Entrepreneurs. *Applied Psychology: An International Review*, DOI: 10.1111/apps.12021.
- Carrington, P. (1998). *The book of meditation: The complete guide to modern meditation*. Element books limited: London, UK.
- Catsouphes, C.S. (1998). An exploration of the internal experience of career-related transition at mid-life. Ph.D. Dissertation, Harvard University.
- Chalofsky, N., Daly, P., Silverhorne, J., & Turner, L. (1997).The meaning of work: A literature review. Unpublished Manuscript, George Washington University.
- Chandola, T., Brunner, E., Marmot, M. (2006). Chronic stress at work and the metabolic syndrome: prospective study.*British Medical Journal*, **332**, 521-524.
- Chang, C., Rosen, C.,C., & Levy, P.,E., (2009). The relationship between perceptions of organizational politics and employee attitudes, strain, and behaviour: a meta-analytic examination. *Academy of management journal*, **52** (4), 779-801.
- Charet, F., X. (1993). Spiritualism and the Foundations of C.G. Jung's Psychology. State University of New York Press: New York.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage.
- Cheema, A. & Bagchi, R. (2011). The Effect of Goal Visualization on Goal Pursuit: Implications for Consumers and Managers. *Journal of Marketing*, **75**, 109-123.

- Cheng, C., Kogan, A., Chio, J., H. (2012). The effectiveness of a new, coping flexibility intervention as compared with a cognitive-behavioural intervention in managing work stress. *Work & Stress*, **26**, 272-288.
- Chiesa, A., Calati, R., Serretti, A. (2011). Does mindfulness training improve cognitive abilities? A systematic review of neuropsychological findings. *Clinical Psychology Review*, **31**, 449–464.
- Cho, J., & Morris, M. W. (2015). Cultural study and problem-solving gains: Effects of study abroad, openness, and choice. *Journal of Organizational Behavior*, **36**(7), 944-966.
- Cohen, J., J. (1988). Statistical power analysis for the behavioral sciences. Erlbaum.
- Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*, 386-396.
- Cijencjun, V. (2001): *Prirodni chigun (Natural Qigong)*, Privately published, Dragan Petrović, Niš: Serbia
- Collins, K., M., T., Onwuegbuzie, A., J., Jiao, Q., G. (2007). A Mixed Methods Investigation of Mixed Methods Sampling Designs in Social and Health Science Research. *Journal of Mixed Methods*, **1**(3), 267-294.
- Colquitt, J., A. & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: a five-decade study of the academy of management journal. *Academy of Management Journal*,**50**, 1281–1303.
- Conlin, M. (2004). Meditation. *Business Week*, **3897**, 136-137.
- Connolly, J., J. & Visveswaran, C. (2000). The role of affectivity in job satisfaction: a meta-analysis. *Personality and Individual Differences*, 29, 265-281.
- Conroy, S., S., & O'Leary-Kelly, A., M. (2014). Letting go and moving on: Work-related identity loss and recovery.*Academy of Management Review*, **39**, 67–87.
- Cooper, C., L. (1998). Theories of Organizational Stress. Oxford University Press, Oxford: New York.
- Cornelius, R. R. (1986). Prescience in the pre-scientific study of weeping? In A history of weeping in the popular press from the mid-1800's to the present'' presented at the 57th annual meeting of the psychological association. New York.
- Cosley, B.,J., McCoy, S.,K., Saslow, L., R., Epel, E., S., (2010). Is compassion for others stress buffering? Consequences of compassion. *Journal of Experimental Social Psychology*, **46**, 816–823.
- Côté, S. & Miners, C. T. H. (2006). Emotional Intelligence, cognitive Intelligence, and job performance. *Administrative Science Quarterly*, **51**,1-28.
- Creswell, J. W. (1998). Qualitative *inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA:Sage.

- Creswell, J., D., Pacilio, L., E., Lindsay, K., E., Brown, K., W. (2014). Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, **44**, 1—12.
- Creswell, J., W. & Clark, V., L., P. (2007). *Designing and Conducting Mixed Methods Research*: Sage Publications, California.
- Crowther, D. & Lancaster, G. (2009). Research Methods, second edition: Elsevier Butterworth-Heinemann, Oxford, UK.
- Cryer, B., McCraty, R., Childre, D. (2003). Pull the plug on stress: Managing yourself. *Harvard Business Review*, **81**, 102-107.
- Csikszentmihalyi, M. (2002). *Flow: The classic work on how to achieve happiness*. Rider, London:UK.
- Dailey R (1980). Relationship Between Locus of Control, Task Characteristics, and Work Attitudes. *Psychological Reports*, **47**, 855-861.
- Dalai, L., & Cutler, H. C. (1998). The art of happiness: A handbook for living.
- Dalal. R., S., Bashshur, M., R., Crede, M. (2011). The Forgotten Facet: Employee Satisfaction with Management above the Level of Immediate Supervision. *Applied Psychology: An International Review*, **60**, 183-209.
- Dane, E. (2011). Paying Attention to Mindfulness and Its Effects on Task Performance in the Workplace. *Journal of Management*, **37**, 997-1018.
- Davidson, R. J. & Goleman, D. J. (1977).The role of attention in meditation and hypnosis: A psychobiological perspective on transformations of consciousness. *International Journal of Clinical and Experimental Hypnosis*, ***25***,291–308.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, **11**, 227−268.
- Deckro, G. R., Ballinger, K. M., Hoyt, M., Wilcher, M., Dusek, J., Myers, P., ... & Benson, H. (2002). The evaluation of a mind/body intervention to reduce psychological distress and perceived stress in college students. *Journal of American College Health*, ***50****(6)*, 281-287.
- De Klerk, J. J. (2005). Spirituality, meaning in life, and work wellness: A research agenda. *International Journal of Organizational Analysis*, **13**(1), 64-68.
- Delp, L., Wallace, S., P., Geiger-Brown, J., and Muntaner, C. (2010). Job Stress and Job Satisfaction: Home Care Workers in a Consumer-Directed Model of Care. *Health Services Research*, **45**, 922-940.

- Dhiman, S., & Marques, J. (2011). The role and need of offering workshops and courses on workplace spirituality. *Journal of Management Development*, **30**(9), 816-835.
- Diener, E. & Larsen, R. J. (1993). The subjective experience of emotional well-being. In M. Lewis & J. M. Haviland (Eds), *Handbook of emotions*. (pp. 405–415) New York: Guilford Press.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, **95**, 542–575.
- Dolan, S.,L. (2007). *Stress, Self-esteem, Health and Work*. Palgrave Macmillan: Basingstoke: UK.
- Dollard, M., F. & Gordon, J., A. (2014). Evaluation of a Participatory Risk Management Work Stress Intervention. *International Journal of Stress Management*, **21**, 27-42.
- Donaldson, T. (2003). Editor's comments: Taking ethics seriously—A mission now more possible. *Academy of Management Review***, 28**: 363–366.
- Donaldson, S. I., & Ko, I. (2010). Positive organizational psychology, behaviour and scholarship: A review of the emerging literature and evidence base. *The journal of positive psychology*, **5**(3), 177-191.
- Duchon, D. & Plowman, D. A. (2005). Nurturing the spirit at work: Impact on work unit performance. *The Leadership Quarterly*, **16**, 807−833.
- Dulewicz V. & Higgs M. (2000). Emotional intelligence: A review and evaluation study. *Journal of Managerial Psychology*, **15**, 341-372.
- Dunham, J. (2001). *Stress in the Workplace: Past, Present and Future*. Whurr Publishers: Philadelphia: USA.
- Dutton, J. E. (2003). Breathing life into organizational studies. *Journal of Management Inquiry*,**12**(1), 5−9.
- Dutton, J.,E., Worline, M., C., Frost, P.,J., Lilius, J., (2006). Explaining compassion organizing. *Administrative science quarterly*, **51**, 59-96.
- Ehrke, F., Berthold, A., Steffens, M., C. (2014). How diversity training can change attitudes: Increasing perceived complexity of superordinate groups to improve intergroup relations. *Journal of Experimental Social Psychology*, **53**, 193–206.
- Esterby-Smith, M., Thorpe, R., Jackson, P. (2012). *Management Research*, fourth edition: Sage Publication, London.
- Eurostat (2016). Retrieved from: http://ec.europa.eu/eurostat.
- Fairbrother, K.,& Warn, J.(2002). Workplace dimensions, stress and job satisfaction.*Journal of Managerial Psychology*, **18**, 8-21.
- Farb, N. A., Anderson, A. K., Mayberg, H., Bean, J., McKeon, D., & Segal, Z. V. (2010). Minding one's emotions: mindfulness training alters the neural expression of sadness. *Emotion*, **10**(1), 25.

- Faria, L., Santos, N. L., Takšić, V. Raty, H., Molander, B., Holmstrom, S., Jansson, J., Avsec, A., Extremera, N., Berrocal, P. F. & Toyota, H. (2006). *Cross-cultural validation of the emotionalskills and competence questionnaire*. *PSICOLOGIA*, **20**,95–127.
- Fawad, L., K., Shahid, J., Nasir, S. (2013). Association of Training Satisfaction with Employee Development aspect of Job Satisfaction.*Journal of Managerial Sciences*,**7**, 159-178.
- Feldman, G., Greeson, J., Senville, J. (2010). Differential effects of mindful breathing, progressive muscle relaxation, and loving-kindness meditation on decentering and negative reactions to repetitive thoughts. *Behaviour Research and Therapy*, **48**,1002-1011.
- Filatotchev, I. & Toms, S., (2003). Corporate governance, strategy and survival in a declining industry: A study of UK cotton textile companies, *Journal of Management Studies*, **40** (4), 895-920.
- Fineman, S. (2006). On being positive: concerns and counterpoints. *Academy of Management Review*, **31**(2), 270–291.
- Fisher, R., Ury, W.(1999). Getting to Yes, second edition. Great Britain: London. Random House Business Book.
- Fox, M. (1994).The reinvention of work. San Francisco: Harper Collins
- Fraenkel, R. and Wallen, E., (2005). *How to design and evaluate research in education*.(6th ed.) New York: McGraw-Hill.
- Fresco, D. M., Williams, N. L., & Nugent, N. R. (2006). Flexibility and negative affect: Examining the associations of explanatory flexibility and coping flexibility to each other and to depression and anxiety. *Cognitive Therapy and Research*, **30**,201-210.
- Fridrickson, B., L., Cohn, M., A., Coffey, K., A., Pek, J., Finkel, S., M. (2008). Open Hearts Build Lives: Positive Emotions, Induced Through Loving-Kindness Meditation, Build Consequential Personal Resources, *Journal of Personality and Social Psychology*, **95**(5), 1045-1062.
- Friese, M. & Hofmann, W. (2009). Control me or I will control you: Impulses, trait self-control, and the guidance of behavior. *Journal of Research in Personality*, **43**,795–805.
- Friese, M., Hofmann, W., & Wiers, R. W. (2011). On taming horses and strengthening riders: Recent developments in research on interventions to improve self-control in health behaviors. *Self and Identity*, **10**(3), 336-351.
- Friese, M., Messner, C., & Schaffner, Y. (2012). Mindfulness meditation counteracts self-control depletion. *Consciousness and cognition*, **21**(2), 1016-1022.
- Fritz, C., Yankelevich, M., Zarubin, A., & Barger, P. (2010). Happy, healthy, and productive: the role of detachment from work during nonwork time. *Journal of Applied Psychology*, **95**(5), 977.

- Frost, P., J., Dutton, J., E., Worline, M., C. and Wilson A., (2000). "Narratives of compassion in organizations." In S. Fineman (ed.). Emotion in Organizations: 25-45. London: Sage.
- Fullagar, C. J., & Kelloway, E. K. (2009). Flow at work: An experience sampling approach. *Journal of occupational and organizational psychology*, **82**(3), 595-615.
- Furnham, A., Petrides, K., V., Jackson, C., J., Cotter, T. (2002). Do personality factors predict job satisfaction? *Personality and Individual Differences*, **33**, 1325–1342.
- Gard, T., Holzel, B., K., Lazar, S., W. (2014). The potential effects of meditation on age-related cognitive decline: a systematic review. *Annals New York Academy of Sciences*, **1307**, 89-103.
- Gerald, R., F., Zinko, R., Brouer, R., L., Buckley, M., R., Harvey, M., G. (2007). Strategic bullying as a supplementary, balanced perspective on destructive leadership. *The Leadership Quarterly*, **18**, 195–206.
- Germer, C. K. (2009). *The mindful path to self-compassion: Freeing yourself from destructive thoughts and emotions*. Guilford Press.
- Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology & Psychotherapy*, **13**, 353–379.
- Gill, S., Kolt, G., S., Keating, J. (2004). Examining the multi-process theory: an investigation of the effects of two relaxation techniques on state anxiety. *Journal of Bodywork and Movement Therapies*, **8**, 288–296.
- Glomb, T. M., Duffy, M. K., Bono, J. E., & Yang, T. (2011). Mindfulness at work. *Research in personnel and human resources management*, **30**, 115.
- Goleman, D. (1998). *Working with emotional intelligence*. Bloomsbury: London, UK.
- Goleman, D. (2003). Destructive Emotions. New York: Bantam
- Goleman, D., Boyatzis, R., McKee, A., (2001). Primal leadership. *Harvard Business Review*, **79** (11), 42-51.
- Gooty, J., Gavin, M., B., Ashkanasy, N. M., Thomas, J., S. (2014). The wisdom of letting go and performance: The moderating role of emotional intelligence and discrete emotions. *Journal of Occupational and Organizational Psychology*, **87**, 392–413.
- Gray, D. E. (2014). Doing Research in the Real World. 3rd edition. Sage publication: London, UK.
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of psychosomatic research*, **57**(1), 35-43.
- Gruicic, D. & Benton, S., (2012). *Influence of meditation on emotional competencies and life satisfaction of managers.* Master thesis, London: University of Westminster.

- Gruicic, D. & Benton, S., (2015).Development of managers' emotional competencies: mind-body training implication. European Journal of Training and Development, **39**(9), 798 –814.
- Hackman, J. R. & Lawler, E. E. (1971). Employee reactions to job characteristics.*Journal of Applied Psychology*, **55**, 259-286.
- Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, **60**, 159–170.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: test of a theory. *Organizational Behavior and Human Performance*, **16**, 250-279.
- Hackman, J. R., & Oldham, G. R. (1980).Work redesign. Reading, MA: Addison- Wesley.
- Hair, J., Anderson R.E., Tatham R.L, Black W.C. (1995).Multivariate data analysis. 4th ed. New.
- Hakim, C. (1987) *Research design: strategies and choices in the design of social research.* Contemporary Social Research Series (13). Allen and Unwin, London, UK.
- Hannah, S., T., Avolio, B.,J. & May, D., R. (2011). Moral Maturation and Moral Conation: A Capacity Approach to Explaining Moral Thought and Action. *Academy of Management Review*, **36**(4), 663-685.
- Hargrove, M.,B., Nelson, D.,L., Cooper, C., L. (2013). Generating eustress by challenging employees: Helping people savor their work. *Organizational dynamics*, **42**,61-69.
- Haslam, S., A., Powell, C., Turner, J., C. (2000). Social Identity, Self-categorization, and Work Motivation: Rethinking and Contribution of the Group to Positive and Sustainable Organisational Outcomes. *Applied Psychology: An International Review*, **49**, 319-339.
- Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling.
- Hayward, M., L., A. & Hambrick, D., C., (1997). Explaining the premiums paid for large acquisitions: evidence of CEO hubris. *Administrative science quarterly*, **42**, 103-127.
- Heaphy, E. D. (2007). Bodily insights: Three lenses on positive organizational relationships. *Exploring positive relationships at work: Building a theoretical and research foundation*, 47-71.
- Hewitt, J. (1977). *The complete Yoga book*. New York: USA: Schocken books.
- Hitt, M. A., Keats, B. W., & DeMarie, S. M. 1998. Navigating in the new competitive landscape: Building strategic flexibility and competitive advantage in the 21st century. *Academy of Management Executive*, 12(4): 22-42.
- Hofmann, S., Grossman, P., Hinton, D., E. (2011). Loving-kindness and compassion meditation: Potential for psychological interventions, *Clinical Psychology Review*,**31**, 1126–1132.

- Hofstede, G. (1999). Problems Remain, But Theories Will Change: The Universal and the Specific in 21-st Century Global Management. *Organizational Dynamics*, **28**, 34-44.
- Hoge, E.,A., Chen, M., M., Orr, E., Metcalf, C., A., Fisher, L., E., Pollack, M., H., DeVivo, I., Simon, N.,M. (2013). Loving-Kindness Meditation practice associated with longer telomeres in women. *Brain, Behavior and Immunity*, **32**, 159-163.
- Holloway, I. & Todres, L. (2003). 'The status of method: Flexibility, consistency and coherence'. *Qualitative Research*, **3**, 345-357.
- Holmstrom, S., Molander, B. & Takšić, V. (2008). *Analysis of item bias in the emotional skills and competence questionnaire: A cross-cultural comparison*. XXIX International Congress in Berlin, Germany.
- Holstein, J., A. & Gubrium, J., F. (2008). Interpretive practice and social action, in N.K. Denzin and Y.S. Lincoln (eds), *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage.
- Hölzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T. & Lazar, S. W. (2011). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging*, **191**, 36–43.
- Hulsheger, U. R., Alberts, H. J. E. M., Feinholdt, A. & Lang., J. W. B. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotion exhaustion and job satisfaction. *Journal of Applied Psychology*, **98**, 310-325.
- Humphrey, R., H., (2002). The many faces of emotional leadership. *TheLeadership quarterly*, **13**, 493-504.
- Hunt, H. T. (1995). Some developmental issues in transpersonal experience. *Journal of Mind and Behavior*, **16**(2), 115-134.
- Huy, Q. N. (1999). 'Emotional capability, emotional intelligence, and radical change'. *Academy of Management Review*, **24**, 325–45.
- Huy, Q. N. (2002). 'Emotional balancing of organizational continuity and radical change: the contribution of middle managers'. *Administrative Science Quarterly*, **47**, 31–69.
- Innes, K. E., Vincent, H. K., Taylor, & A. G. (2007). Chronic stress and insulin resistance-related indices of cardiovascular disease risk, part 2: A potential role for mind-body therapies. *Alternative Therapies in Health and Medicine*, **13**, 43–51.
- Jackson, S., A. & Chikszentmihalyi M. (1999). Flowin Sports. Human Kinetics: USA. Jersey: Prentice-Hall Inc.
- Jex, M.,S. & Gudanowski, D., M. (1992). Efficacy Beliefs and Work Stress: An Exploratory Study. *Journal of Organizational Behavior*, **13**, 509-517
- Jolliffe, D. & Farrington, D. P. (2004). Empathy and offending: A systematic review and meta-analysis. *Aggression and Violent Behaviour*, **9**, 441–476.

- Jones, D. L., Tanigawa, T., & Weiss, S. M. (2003). Stress management and workplace disability in the US, Europe and Japan. *Journal of occupational health*, **45**(1), 1-7.
- Josefsson, T., Larsman, P., Broberg, A. G., & Lundh, L. (2011). Self- reported mindfulness mediates the relation between meditation experi- ence and psychological well-being. *Mindfulness, **2**,* 49 -58. doi:10.1007/ sl2671-0l l - 0042-9.
- Judge, T. A., Bono, J. E., & Locke, E. A. (2000). Personality and job satisfaction: The mediating role of job characteristics. *Journal of Applied Psychology*, **85**, 237–249.
- Judge, T., A., Piccolo, R., F., Podsakoff, N., P., Shaw, J., C., Rich, B., L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, **77**, 157–167.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: past, present, and future. *Clinical psychology: Science and practice, **10**(2)*, 144-156.
- Kafetsios, K. & Zampetakis, L., A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences*, **44**, 712–722.
- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human Relations*, **45**, 321-349.
- Karakas, F. (2010). Exploring value compasses of leaders in organizations: introducing nine spiritual anchors. *Journal of Business Ethics*, **93**(1), 73–92.
- Karakas, F. (2010). Spirituality and performance in organizations: A literature review. *Journal of business ethics*, **94**(1), 89-106.
- Karakas, F., & Sarigollu, E. (2013). The role of leadership in creating virtuous and compassionate organizations: Narratives of Benevolent leadership in an Anatolian tiger. *Journal of business ethics*, **113**(4), 663-678.
- Karakas, F., Sarigollu, E., & Kavas, M. (2015). Discourses of Collective Spirituality and Turkish Islamic Ethics: An Inquiry into Transcendence, Connectedness, and Virtuousness in Anatolian Tigers. *Journal of Business Ethics*, **129**(4), 811-822.
- Kellett, J. B., Humphrey, R. H., & Sleeth, R. G. (2002). Empathy and complex task performance: Two routes to leadership. *The Leadership Quarterly*, **13**(5), 523-544.
- Kermani, K. (1990). *Autogenic training: The effective holistic way to better health*. Souvenir press: London, UK
- Keshav, A., D. (1995). *Mudras for healing* (Mudra Vigyan a way of life). 10th Reprint Edition, New Delhi, India.

- Kochan, T.,Bezrukova,K., Ely, R. J., Jackson,S.E., Joshi, A., Jehn,K.A., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, **42**, 3–21.
- Kohn, L. & Sakade, Y. (1989). *Taoist meditation and longevity techniques*. Center for Chinese Studies. The University of Michigan: USA.
- Kolodinsky, R. W., Giacalone, R. A., & Jurkiewicz, C. L. (2008). Workplace values and outcomes: Exploring personal, organizational, and interactive workplace spirituality. *Journal of business ethics*, **81**(2), 465-480.
- Kondratyuk, N. & Morosanova V. (2014). The relationship between self-regulation, personality traits and job stress. *Personality and Individual Differences*, **60**, 75-78.
- Koole, S., L., Govorun, O., Cheng, M., C., Gallucci, M. (2009). Pulling yourself together: Meditation promotes congruence between implicit and explicit self-esteem. *Journal of Experimental Social Psychology*, **45**,1220-1226.
- Kor, Y., Y., (2003). Experience-based top management team competence and sustained growth. *Organization science*, **14**, (6), 707–719.
- Krishnakumar, S., & Neck, C. P. (2002). The "what","why" and "how" of spirituality in the workplace. *Journal of managerial psychology*, **17**(3), 153-164.
- Kumar, R. (2014). Research Methodology, fourth edition: Sage Publication, California.
- Kung, C., S., J. & Chan, C., K., Y. (2013). Differential roles of positive and negative perfectionism in predicting occupational eustress and distress. *Personality and Individual differences*, **58**, 76-81.
- Lao Tsu, (1996): *Nacela Taoa (Concepts of Tao),* Narodna knjiga Alfa, Belgrade, Serbia.
- Lane, R. D., & Schwartz, G. E. (1987). Levels of emotional awareness: A cognitive-developmental theory and its application to psychopathology. *American Journal of Psychiatry*, **144**, 133–143.
- Langelaan, S., Bakker, A., B., Doornen, L.,J., P., V., Schaufeli, W., B. (2006). Burnout and work engagement: Do individual differences make a difference? *Personality and Individual Differences*, **40**, 521–532.
- Lavretsky, H., Epel, E., S., Siddarth, P., Nazarian, N., Cyr, N., S., Khalsa, D., S., Lin, J., Blackburn, E., Irwin, M., R. (2012). A pilot study of yogic meditation for family dementia caregivers with depressive symptoms: effects on mental health, cognition, and telomerase activity. *International Journal of Geriatric Society*, **28**, 57-65.
- Lazar, S., W., Kerr, C., E., Wasserman, R., H., Gray, J., R., Greve, D., N., Treadway, M., T., McGarvey, M., Quinn, B. T., Dusek, J., A., Benson, H., Raucha, S., L., Mooreh, C., I., Bruce

Fischld (2005). Meditation experience is associated with increased cortical thickness. *Neuroreport*, **17**, 1893-1897.

- Lazar, S., W., Kerr, C., E., Wasserman, R., H., Gray, J., R., Greve, D., N., Treadway, M., T., McGarvey, M., Quinn, B., T., Dusek, J., A., Benson, H., Rauch, S., L., Moore, C., I., Fisch, B. (2005). Meditation experience is associated with increased cortical thickness.*Neuroreport*.;**16**, 1893–1897.
- Lazarus S., R. & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer Publishing Company: New York.
- Lazarus, R. S., Kanner, A. D., & Folkman, S. (1980). Emotions: A cognitive–phenomenological analysis. In R. Plutchnik, & H. Kellerman (Eds.), Theories of emotion. Emotion. Theory, research, and experience, 1. (pp. 189–217). New York: Academic.
- LePine, J. A., LePine, M. A., & Jackson, C. L. (2004). Challenge and hindrance stress: relationships with exhaustion, motivation to learn, and learning performance. *Journal of Applied Psychology*, **89**(5), 883.
- Leroy, H., Anseel, F., Dimitrova, N. G., & Sels, L. (2013). Mindfulness, authentic functioning, and work engagement: A growth modeling approach. *Journal of Vocational Behavior*, **82**(3), 238-247.
- Lester, N., Smart, L., & Baum, A. (1994). Measuring coping flexibility. *Psychology and Health*, **9**, 409-424.
- Levin, J., & Steele, L. (2005). The transcendent experience: conceptual, theoretical, and epidemiologic perspectives. *Explore: The Journal of Science and Healing*, **1**(2), 89-101.
- Lipsey, M., W. & Wilson, D., B. (1993). The efficacy of psychological, educational and behavioural treatment. Confirmation from meta-analysis. *American Psychologist*, **48**, 1181-1209.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette, Handbook of industrial and organizational psychology (pp. 1297-1350). Chicago: RandMcNally.
- Locke, E., & Latham, G. (1990). *A theory of goal setting and task performance*, Englewood Cliffs, NJ: Prentice Hall.
- Loehr J. & Schwartz T. (2005). *The power of full engagement.* New York, The Free Press.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, **18**, 132–138.
- Lubatkin, M. H., Ling, Y. & Schulze, W. S. (2007). An organizational justice-based view of self-control and agency costs in family firms. *Journal ofManagement Studies*, **44**, 955-971.

- Luders, E., Toga, A. W., Lepore, N., & Gaser, C. (2009). The underlying anatomical correlates of long-term meditation: larger hippocampal and frontal volumes of gray matter. *Neuroimage*, **45**(3), 672-678.
- Ludwig, D.S., Kabat-Zinn, J., (2008). Mindfulness in medicine. Journal. Am. Med. Association. **300**, 1350—1352.
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, **33**(3), 321-349.
- MacInnis, Deborah J. and Linda L. Price (1987), "The Role of Imagery in Information Processing: Review and Extension," *Journal of Consumer Research*, **13**, 473–91.
- Maitilis, S. & Sonenshein, S. (2010). Sensemaking in Crisis and Change: Inspiration and Insights From Weick (1988). *Journal of Management Studies*, **47,** 551-580.
- Malinowski, P., & Lim, H. J. (2015). Mindfulness at work: Positive affect, hope, and optimism mediate the relationship between dispositional mindfulness, work engagement, and well-being. *Mindfulness*, **6**(6), 1250-1262.
- Marks, M. A., Mathieu, J. E. and Zaccaro, S. J. (2001). 'A temporally based framework and taxonomy of team processes'. *Academy of Management Review*, **26**, 356–76.
- Marshall, J. C., & Fink, G. R. (2001). Spatial cognition: where we were and where we are. *Neuroimage*, **14**(1), S2-S7.
- Martin, K.A., Sinden, A.R. & Fleming , J.C. (2000). Inactivity maybe hazardous to your image: The effects of exercise participation on impression formation. *Journal of Sport and ExercisePsychology*, **22**, 283–291.
- Matsumoto, D. & Hwang, H., S. (2011). Culture and Emotion : The Integration of Biological and Cultural Contributions. *Journal of Cross-Cultural Psychology*, **43**, 91-118.
- Maxcy, S. J. (2003) Pragmatic threads in mixed methods research in the social sciences: The search for multiple modes of inquiry and the end of thephilosophy of formalism. In A.
- Tashakkori, A. Teddlie. C.(2003). *Handbook of mixed methods in social and behavioral research*, 3-51. Thousand Oaks CA: Sage.
- May, D. R., Luth, M. T., & Schwoerer, C. E. (2014). The influence of business ethics education on moral efficacy, moral meaningfulness, and moral courage: A quasi- experimental study. *Journal of Business Ethics*, **124**(1), 67-80.
- McMahon, M., Watson, M. & Bimrose, J. (2012). Career adaptability: A qualitative understanding from the stories of older women. *Journal of Vocational Behavior*, **80**, 762–768.

- Mcmillan, T., Robertson, I. H., Brock, D., & Chorlton, L. (2002). Brief mindfulness training for attentional problems after traumatic brain injury: A randomised control treatment trial. *Neuropsychological Rehabilitation*, **12**, 117−125.
- Milliman, J., A. J. Czaplewski and J. Ferguson (2003). 'Workplace Spirituality and Employee Work Attitudes: An Exploratory Empirical Assessment', *Journal of Organizational Change Management*, **16**(4), 426–447.
- Minssen, H., (2006). Challenges of Teamwork in Production: Demands of Communication. *Organization Studies*, **27**, 103-124.
- Mirams, L., Poliakoff, E., Brown, R., L., Lloyd, D.,M. (2013). Brief body-scan meditation practice improves somatosensory perceptual decision making, *Consciousness and Cognition*, **22**, 348-359.
- Morina, N., Wicherts, J., M., Lobbrecht, J., Priebe, S. (2014). Remission from post-traumatic stress disorder in adults: A systematic review and meta-analysis of long term outcome studies. *Clinical Psychology Review*, **34**, 249–255.
- Morrow, P., C., McElroy, J., C., Scheibe, K., P. (2012). Influencing organizational commitment through office redesign. *Journal of Vocational Behavior,***81**, 99–111.
- Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 220-235). Thousand Oaks, CA: Sage.
- Murata, T., Koshino, Y.& Ormari, M. (1994). Quantitative EEG study on Zen meditation (zazen). *Japanese Journal of Psychiatry and Neurology*, **48**, 881–890.
- Naidoo, L., J., Kohari, N., E., Lord, R., G., DuBois, D., A. (2010). "Seeing" is retrieving: Recovering emotional content in leadership ratings through visualization. *The Leadership Quarterly*, **21**, 886–900.
- Nardi, I. (2009). Re-evaluating the Role of Text in Indian Art: Towards a Shastric Analysis ofthe Image of Shri Nathji in Nathdvara Miniature Painting. *South Asia Research*, **29**, 99-126.
- Neff, K. D. (2003). 'Self-compassion: an alternative conceptualization of a healthy attitude toward oneself '. *Self and Identity*, **2**, 85–102.
- Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of research in personality*, **41**(1), 139-154.
- Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence:(How) is it possible?. *Personality and Individual Differences*, **47**(1), 36-41.
- Nemeck,F.K.,&Coombs,M.T.(1992).Called by god: A theology of vocation and lifelong commitment. Collegevillle, MN: Liturgical Press.

- Nezlek, J. B. (2001). Multilevel random coefficient analysis of event- and interval-contingent data in social and personality psychology research. *Personality and Social Psychology Bulletin*, **27**, 771-785.
- Norman, G., Monteiro, S., Salama, S. (2012). Sample size calculations: should the emperor's clothes be off the peg or mad to measure?,*BMJ*, 345, *doi: http://dx.doi.org/10.1136/bmj.e5278.*
- O'Connor, K., M, Arnold, J.,A., Maurizio, A.,M. (2010). The prospect of negotiating: Stress, cognitive appraisal, and performance. *Journal of Experimental Social Psychology*, **46**, 729–735.
- Onciul, J., V. (1996). Stress at Work. British Medical Journal, **313**, 745-748.
- Onwuegbuzie, A., J., & Collins, K., M (2007). A Typology of Mixed Methods Sampling Designs in Social Science Research. *The Qualitative Report*, **12**(2), 281-316.
- Onwuegbuzie, A., J., & Leech, N., L. (2007). Sampling Designs in Qualitative Research: Making the Sampling Process More Public. *The Qualitative Report*, **12**(2), 238-254.
- Onwuegbuzie, A., J., Johnson, R., B., Collins, K., M. (2009). Call for Mixed Analysis: A Philosophical Framework for Combining Qualitative and Quantitative Approaches. *International Journal of Multiple Research Approaches*, **3** (2), 114-139.
- Orme-Johnson, D. W., Alexander, C. N., & Hawkins, M. A. (2005). Critique of the national research council's report on meditation. (Special issue). *Journal of Social Behavior and Personality*, Applications of Maharishi Vedic Science, **17**, 383–414.
- Osborn, R. N., & Hunt, J. G. J. (2007). Leadership and the choice of order: Complexity and hierarchical perspectives near the edge of chaos. *The Leadership Quarterly*, **18**(4), 319-340.
- Osborn, R. N., Hunt, J. G., & Jauch, L. R. (2002). Toward a contextual theory of leadership. *The Leadership Quarterly*,**13** (6), 797−837.
- Pallant, J. (2010). SPSS survival manual: A step by step guide to data analysis using.
- Parameshwar, S. (2006). Inventing higher purpose through suffering: The transformation of the transformational leader. *The Leadership Quarterly*, **17**(5), 454-474.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA:Sage.
- Paul, E., P. & Phua, S., K. (2011). Lecturers' job satisfaction in a public tertiary institution in Singapore: ambivalent and non-ambivalent relationships between job satisfaction and demographic variables. *Journal of Higher Education Policy and Management*, **33**, 141–151.
- Pearsall, M. J. and Ellis, A. P. J. (2006). 'The effects of critical team member assertiveness on team performance and satisfaction'. *Journal of Management*, **32**, 575–94.

- Peter, M., Vingerhoets, A. J., & Van Heck, G. L. (2001). Personality, gender, and crying. *European Journal of Personality*, **15**(1), 19-28.
- Pfeffer, J. (1998). *The human equation: Building profits by putting people first*. Boston: Harvard Business School.
- Pfeifer, C., Schulz, A., Schachinger, H., Baumann, N., Antoni, C., H. (2014). The relation of flow-experience and physiological arousal under stress — Can u shape it? *Journal of Experimental Social Psychology,* **53**, 62–69.
- Phipps, K. A. (2012). Spirituality and strategic leadership: The influence of spiritual beliefs on strategic decision making. *Journal of business ethics*, **106**(2), 177-189.
- Pink, D., H. (2005). The whole new mind. Riverhead Books, New York.
- Podsakoff, N.,P., Le Pine, J.,A., and Le Pine, M., A, (2007). Differential challenge stressor–hindrance stressor relationships with job attitudes, turnover intentions, turnover, and withdrawal behavior: A meta-analysis. *Journal of Applied Psychology*, **92** (2), 438–454.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. & Podsakoff, N. P. (2003). Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies.*Journal of Applied Psychology*, **88**, 879-903.
- Prentice, R. L. (1988). "Correlated Binary Regression with Covariates Specific to Each Binary Observation." *Biometrics,* **44**(4), 1033-1048.
- Proudfoot, J., G., Corr, P., J., Guest, D., E., Dunn, G. (2009). Cognitive-behavioural training to change attributional style improves employee well-being, job satisfaction, productivity, and turnover. *Personality and Individual Differences,* **46,** 147-153.
- Quinn, R. W. (2005). Flow in Knowledge Work: High Performance Experience in the Design of National Security Technology. *Administrative Science Quarterly*, **50**, 610-641.
- Rapee, R. M. (1985). A case of panic disorder treated with breathing retraining. *Journal of Behavior Therapy and Experimental Psychiatry*, **16**, 63-65.
- Reave, L. (2005). Spiritual values and practices related to leadership effectiveness. *The leadership quarterly*, **16**(5), 655-687.
- Rees, D.W. (1995). Work-related stress in health service employees. *Journal of Managerial Psychology*, **10**, 4-11.
- Reich, W., T., (1989). "Speaking of suffering: A moral account of compassion," *Soundings,* **72**, 83-108.
- Reichard, J. R. & Johnson, S. K. (2011). *Leader self-development as organizational strategy.The Leadership Quarterly*, **22,** 33–42.
- Richardson, K., M., & Rothstein, H., R. (2008). Effects of Occupational Stress Management Intervention Programs: A Meta-Analysis. *Journal of Occupational Health Psychology,* **13**, 69-93.

- Rinpoche, M.,Y. (2007). *Radost življenja* (The joy of living). Leo commerce,Beograd.
- Ritchie, L. & Dale,B. G., (2000). Self-assessment using the business excellence model: A study of practice and process. *International Journal Production Economics*, **66,**241–254.
- Roberti, J., W., Harrington, L.,N., Storch, E.,A. (2006). Further Psychometric Support for the 10-item Version of the Perceived Stress Scale. *Journal of College Counseling*, **9**, 135-147.
- Robinson, M. D. (2007). Gassing, braking, and self-regulating: Error self-regulation, well-being, and goal-related processes. *Journal of Experimental Social Psychology*, **43**(1), 1-16.
- Rosabeth, K. (1991). Globalism/Localism: A New Human Resources Agenda. *Harvard Business Review*, **69**, 9-10.
- Ruedy, N. E., & Schweitzer, M. E. (2010). In the moment: The effect of mindfulness on ethical decision making. *Journal of Business Ethics*, **95**(1), 73-87.
- Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, **9**, 185–211.
- Salzberg, S., 1995. Loving-Kindness: the Revolutionary art of Happiness. Shambhala, Publications, Inc., Boston.
- Sanchez, J., I. & Brock, P. (1996). Outcomes of perceived discrimination among Hispanic employees: Is diversity management a luxury or a necessity? *Academy of Management Journal*, **39**, 704−719.
- Sanchez-Burks, J. & Huy, Q., N., (2009). Emotional aperture and strategic change: The accurate recognition of collective emotions. *Organization Science*, **20** (1),22-34.
- Santiago-Brown, I., Jerram, C.,Metcalfe, A., Collins, C. (2014). What Does Sustainability Means? Knowledge Gleaned from Applying Mixed Methods Research to Wine Grape Growing. Journal of Mixed Methods Research, DOI: 10.1177/1558689814534919,1-20.
- Satow, T., Usui, K., Matsuhashi, M.,Yamamoto, J., Begum, T., Shibasaki, H. (2003). Mirth and laughter arising from human temporal cortex. *Journal of Neurology, Neurosurgery and Psychiatry*, **74**, 1003-1007.
- Sauer, S., Walach, H., & Kohls, N. (2011). Gray's behavioural inhibition system as a mediator of mindfulness towards well-being. *Personality and Individual Differences*, **50**, 506 -511. doi:10.1016/ j.paid.2010.11.019
- Savickas, M. L. (1997). Career adaptability: An integrative concept for Life-Span, Life-Space Theory. *The Career Development Quarterly*, **45**, 247–259.
- Schaufeli, W., & Salanova, M. (2007). Work engagement. *Managing social and ethical issues in organizations*, 135-177.

- Schmidt, N., B., Woolaway-Bickel, K., Trakowski, J., Santiago, H., Storey, J., Koselka, M., Cook, J. (2000). Dismantling cognitive–behavioral treatment for panic disorder: Questioning the utility of breathing retraining.*Journal of Consulting and Clinical Psychology*, **68**,417-424.
- Schmidt, S., W. (2007). The Relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly*,**18**,481-498.
- Schmidt-Wilk, J., Alexander, C. N., & Swanson, G. C. (1996). Developing consciousness in organizations: The transcendental meditation program in business. *Journal of Business and Psychology*, **10**, 429-444.
- Schunk, D. H., & Ertmer, P. A. (2000). Self-regulation and academic learning: Self- efficacy enhancing interventions.
- Schutte, N. S., Malouff, J. M., & Thorsteinsson, E. B. (2013). Increasing emotional intelligence through training: Current status and future directions. *International Journal of Emotional Education*, **5**(1), 56.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., & Golden, C. J. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, **25** (2), 167–177.
- Sears, S., & Kraus, S. (2009). I think therefore I om: Cognitive distortions and coping style as mediators for the effects of mindfulness meditation on anxiety, positive and negative affect, and hope. *Journal of Clinical Psychology*, **65**, 561-573. doi: 10.1002/jclp.20543
- Sedlmeier, P., Eberth, J., Schwarz, M., Zimmermann, D., Haarig, F., Jaeger, S., & Kunze, S. (2012). The psychological effects of meditation: A meta-analysis. *Psychological Bulletin*, **138**, 1139–1171.
- Selye, H. A. (1936). Syndrome produced by diverse nocuous agents. *Nature*, **138**: 32.
- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: results from a randomized trial. *International Journal of Stress Management*, **12**(2), 164.
- Sherman, K. J., Cherkin, D. C., Erro, J., Miglioretti, D. L., & Deyo, R. A. (2005). Comparing yoga, exercise, and a self-care book for chronic low back pain: A randomized, controlled trial. *Annals of Internal Medicine, **143**,* 849–856.
- Shiba, K., Nishimoto, M., Sugimoto, M., & Ishikawa, Y. (2015). The Association between Meditation Practice and Job Performance: A Cross-Sectional Study. *PloS one, **10***(5), e0128287.
- Shipman, A., S. & Mumford, M., D., (2011). When confidence is detrimental: Influence of overconfidence on leadership effectiveness. *The Leadership Quarterly*, **22**, 649-665.

- Silvers, J., A. & Haidt, J. (2008). Moral Elevation Can Include Nursing, *Emotion*, **8**, 291-295.
- Simons, J., S. & Gaher, R., M. (2005). The Distress Tolerance Scale: Development and Validation of a Self-Report Measure. *Motivation and Emotion*, **29**, 83-102.
- Singh, P., A., & Dubey, K., A. (2011). Role of Stress and Locus of Control in Job Satisfaction Among Middle Managers. *The IUP Journal of Organizational Behavior*, **10**,42-56.
- Sitzmann, T. & Johnson, S.,K. (2012). When is ignorance bliss? The effects of inaccurate self-assessments of knowledge on learning and attrition. *Organizational Behavior and Human Decision Processes*, **117**, 192–207.
- Slagter, H., A., Lutz, A., Greischar, L., L., Francis, A., D., Nieuwenhuis, S., Davis, J., M., Davidson, R., J. (2007). Mental Training Affects Distribution of Limited Brain Resources. *Plosbiology*, **6**, 1228-1235.
- Slaski, M., & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health and performance. *Stress and health*, **19**(4), 233-239.
- Smallwood, J., Ruby, F., J., M., Singer, T. (2013). Letting go of the present: Mind-wandering is associated with reduced delay discounting. *Consciousness and Cognition*, **22**, 1-7.
- Spector, P., E. (2012). *Industrial and Organizational Psychology*, 6th Edition. Joh Willey & Sons: Singapore.
- Spector, P.E. (1985). 'Measurement of human service staff satisfaction: development of the job satisfaction survey'. *American Journal of Community Psychology*, **13**, 693–713.
- Srivastava, S. (2013). Job Satisfaction and Organizational Commitment Relationship: Effect of Personality Variables. *Vision*, **17**, 159-167.
- Stahl, B. & Goldstein, E. (2010). *A Minfulness Based Stress Reduction Workbook*. New Harbinger Publications, Oakland: Canada.
- Staw, B. M., & Ross, J. (1985). Stability in the midst of change: a dispositional approach to job attitudes. *Journal of Applied Psychology*, **70**, 469-480.
- Stroppa , C. & Spiess, E. (2011). International assignments: The role of social support and personal initiative. *International Journal of Intercultural Relations*, **35**, 234–245.
- Sun W.Y., Dosch M., Gilmore G.D., Pemberton W. & Scarseth T.(1996). Effects of a Tai Chi Chuan Program on Hmong American older. *Educ Gerontol*, **22**,161−7.
- Szalma, J., L. (2009). Individual differences in performance, workload, and stress in sustained attention: Optimism and pessimism. *Personality and Individual Differences*, **47**, 444–451.
- Szczygieł, D., Buczny, J., & Bazińska, R. (2012). Emotion regulation and emotional information processing: The moderating effect of emotional awareness. *Personality and Individual differences*, **52**(3), 433-437.

- Takšić, V. (2000). Convergent and divergent validity of the Emotional Skills and Competence Questionnaire. Paper presented at the XII Days of Psychology, Zadar, Croatia.
- Takšić, V., Tkalčić, M., & Brajković, S. (2001). *Emotional intelligence: An empirical validation of the construct.* Poster presented at the VIIth European Congress of Psychology, London.
- Tamwatin, T. (2012). *Impact of meditation on emotional intelligence and self-perception of leadership skills*. (Doctoral dissertation, University of Westminster, London, UK). Retrived from: http://westminsterresearch.wmin.ac.uk/12203/1/Tanmika_TAMWATIN.pdf.
- Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of personality*, *72*(2), 271-324.
- Tashakkori, A. & Creswell, J., W. (2007). The New Era of Mixed Methods. *Journal of Mixed Methods Research*, **1**, 3-7.
- Teddlie, C. & Yu, G. (2007). Mixed Methods Sampling: A Typology With Examples. *Journal of Mixed Methods*, **1** (1), 77-100.
- Tetrick, L., E., LaRocco, J., M., (1987). Understanding, Prediction, and Control as Moderators of the Relationships Between Perceived Stress, Satisfaction, and Psychological Weil-Being. *Journal of Applied Psychology*, **72**, 538-543.
- Thaler, R. H. and Shefrin, H. M. (1981). 'An economic theory of self-control'. *Journal of Political Economy*, **89**, 392–406.
- Thera, N. (2004). The Dhammapada. Whitefish, MT: Kessinger Publications.
- Thompson, W. D. (2000). 'Can You Train People to be Spiritual?',*Training and Development* , **54**(12), 18–19.
- and workplace performance: Definitions, models and ideas for research. *Journal of Managerial psychology*, **17**(3), 203-218.
- Tischler, L., Biberman, J., & McKeage, R. (2002). Linking emotional intelligence, spirituality
- Tolle, E. (1997). The power of now: A guide to spiritual enlightenment. Namaste Publishing, Canada.
- Torbert, W. R. (1987). *Managing the corporate dream: Restructuring for long term success*. Homewood, IL: Dow Jones-Irwin
- Torrington, D., Hall, L. & Taylor, S. (2008). *Human resource management*: Seventh edition. Prentice Hall: Essex, UK.

- Travis, F., Arenander, A., & DuBois, D. (2004). Psychological and physiological characteristics of a proposed object-referral/self-referral continuum of self-awareness. *Consciousness and cognition*, **13**(2), 401-420.
- Travis, F., D. A. Haaga, J. Hagelin, M. Tanner, S. Nidich, C. Gaylord-King, S. Grosswald, M. Rainforth and R. H. Schneider (2009). "Effects of Transcendental Meditation practice on brain functioning and stress reactivity in college students." Int J Psychophysiol, **71**(2): 170-6.
- Tsay, C. H. H., Lin, T. C., Yoon, J., & Huang, C. C. (2014). Knowledge withholding intentions in teams: The roles of normative conformity, affective bonding, rational choice and social cognition. *Decision Support Systems*, *67*, 53-65.
- Tuominena, M., Rajalab, A. & Moller, K. (2004). How does adaptability drive firm innovativeness? *Journal of Business Research*,**57**, 495–506.
- Tzouramani, E. (2008). Spirituality and identity at work (doctoral dissertation). Nottingham Trent University, UK.
- Upson, J., W., Ketchen, D., J., Ireland, R., D. (2007). Managing Employee Stress:A Key to the Effectiveness of Strategic Supply Chain Management. *Organizational Dynamics*, **36**, 78-92.
- Uy, M., A., Foo, M., Aguinis, H. (2010). Using Experience Sampling Methodology to Advance Entrepreneurship Theory and Research. *Organizational Research Methods*, **13**(1), 31-54.
- Van den Hurk, P. M., Wingens, T., Giommi, F., Barendregt, H. P., Speckens, A., M., & van Schie, H. T. (2011). On the relationship between the practice of mindfulness meditation and personality: An exploratory analysis of the mediating role of mindfulness skills. *Mindfulness*, **2**, 194-200. doi:10.1007/s12671-011-0060-7
- Vianello, M., Galliani, E., M. & Haidt, J. (2010). Elevation at work: The effects of leaders' moral excellence, *The Journal of Applied Psychology*, **5**, 390-411.
- Vogeley, K., Kurthen, M., Falkai, P., & Maier, W. (1999). Essential functions of the human self model are implemented in the prefrontal cortex. *Consciousness and cognition*, **8**(3), 343-363.
- Vohs , K., D., Baumeister, R.,F., Schmeichel, B.,J., (2012). Motivation, personal beliefs, and limited resources all contribute to self-control. *Journal of Experimental Social Psychology*, **48**, 943–947.
- Walsh, R. & Shapiro, S., L. (2006). The Meeting of Meditative Disciplines and Western Psychology. *American Psychologist*, **61**, 227-239.
- Wang,W.C., Zhang, A. L., Rasmussen,B., Lin,L.W., Dunning,T., Kang,S.W., Park,B.J. & Lo, S.K.(2009).The Effect of Tai Chi on Psychosocial Well-being: A Systematic Review of Randomized Controlled Trials. *Acupunct Meridian Study*, **2,** 171−181.

- Wang, Y., & Kong, F. (2014). The role of emotional intelligence in the impact of mindfulness on life satisfaction and mental distress. *Social indicators research*, **116**(3), 843-852.
- Warr, P. (2002). *Psychology at Work*, 5th Edition. Penguin Books, London: UK.
- Watson, D. & Clark, L., A. (1984). Negative affectivity: The disposition to experience aversive emotional states. *Psychological Bulletin*, **96**, 465-490.
- Watson, W. (1990). Types of pluralism. *The Monist, 73*(3), 350–367.
- Watts, A. (1989). *The way of Zen*. Vintage spiritual classics: New York, USA.
- Weick, K. E. & Sutcliffe, K. M. (2006). Mindfulness and the Quality of Organizational Attention. *Organization Science* ,**17**, 514–524.
- Weinroth, J. (1979). Nation and race: Two destructive concepts. *World Futures*, **16**, 67-86.
- Whiteside, S. P., & Lynam, D. R. (2001). The five factor model and impulsivity: Using a structural model of personality to understand impulsivity. *Personality and individual differences*, **30**(4), 669-689.
- Whitley, R. (2007). *Business systems and organisational capabilities: The institutional structuring of competitive competences*. Oxford University press: New York.
- Wigginton, B., & Lee, C. (2014). "But I am not one to judge her actions": Thematic and discursive approaches to University students' responses to 'women who smoke while pregnant'. *Qualitative Research in Psychology*, **11**(3), 265-276.doi:10.1080/14780887.2014.902523
- Wilkinson, R. (2000). Minds and Bodies: An introduction with readings. Routledge, Fransis and Taylor Group: London and New York.
- Williams, B., Brown, T., & Onsman, A. (2012). Exploratory factor analysis: A five-step guide for novices. *Australasian Journal of Paramedicine, 8*(3), 1.
- Williams, S. and Cooper, L. (2002). *Managing Workplace Stress*. Chichester: John Wiley.
- Wolever, R., Q., McCabe, K., Fekete, E.,Bobinet, K., J., Mackenzie, E., R., Kusnick, C., A., Baime, M. (2012). Effective and Viable Mind-Body Stress Reduction in the Workplace: A Randomized Controlled Trial. *Journal of Occupational Health Psychology*, **17**, 246-258.
- Wong, A., Tjosvold, D. & Liu, C., (2009). Innovation by Teams in Shanghai, China:Cooperative Goals for Group Confidence and Persistence. *British Journal of Management*, **20**, 238–251.
- Wong, E. (1997). *The Shambhala guide to Taoism.* Boston: Shambhala.
- Wright T., A., & Cropanzano, R. (2004). The Role of Psychological Well-Being in Job Performance: A Fresh Look at an Age-Old Quest. *Organizational Dynamics*, **33**, 338–351.
- Wrzesniewski, A. (2001). Crafting a job: Revisioning employees as active crafters of their work. Academy of Management Review, **26**(2), 179−202.

- Yammarino, F., J., Dionne,S., D., Schriesheim, C., A., Dansereau, F., (2008). Authentic leadership and positive organizational behavior: A meso, multi-level perspective. *The Leadership Quarterly,* **19,** 693–707.
- Young, K.M. and Cooper, C.L. (1995). Occupational stress in the ambulance service: a diagnostic study. *Journal of Managerial Psychology*, **10**, 29-36.
- Yuasa, Y. (1993). *The Body, Self-Cultivation, Ki-energy*, Albany, NY: State University of New York Press.
- Zhang, X., Cao, Q. and Tjosvold,D., (2011). Linking transformational leadership and team performance: A conflict management approach..*Journal of Management Studies,* **48**(7), 1586-1611.
- Zhao, M., Hoeffler, S., Dahl, D., W. (2009). The Role of Imagination-Focused Visualization on New Product Evaluation. *Journal of Marketing Research*, **46**, 46-55.

APPENDICES

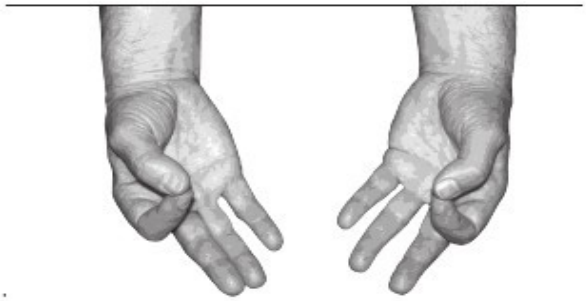
Appendix 1 – mind-body programme

MIND-BODY PROGRAMME

1. Affirmation: "May my nervous system be optimised."

Time: 10 min.
Visualisation: brain (without details)

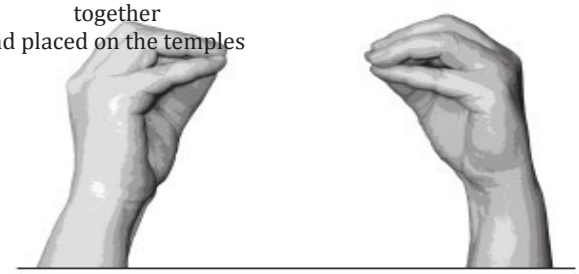
Mudra: strengthening the nervous system
– back of hands are placed on thighs, while sitting



2. Affirmation: "May my destructive emotions be eliminated from amygdale."

Time: 10 min.
Visualisation: amygdale

Mudra: the temples' mudras (mucula) on both sides
– fingers of each hand are pressed together
and placed on the temples



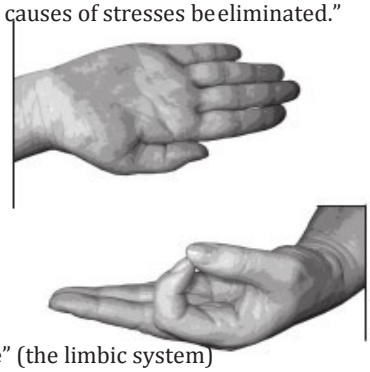
Mudra: allfingers areput together (mucula) leaned on "third eye"

Notice: in case of fatigue, feel free to change hands

3. Affirmation: "May my destructive concepts be eliminated."

Time: 10 min.
Visualisation: third eye

4. Affirmation: "May the causes of stresses be eliminated."



Time: 10 min.
Visualisation: "third eye" (the limbic system)

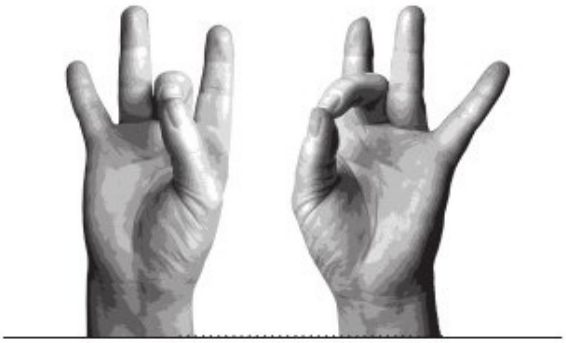
Mudra:
– left hand is placed on the lower Dan Tien (Tan Tien), the thumb and index finger connected
– the right hand is placed on the forehead with the palm facing straight ahead, away from the body, the thumb is bent slightly and the fingers are straight and held together, eyes closed

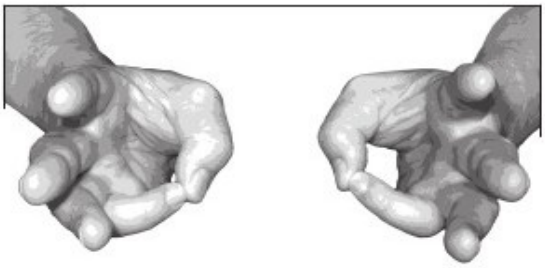
MIND-BODY PROGRAMME

5. Affirmation: “May my limbic system mature (be optimised).”

Time: 10 min.
Visualisation: the limbic system / brain

Mudra (both hands the same):
– thumb and middle finger

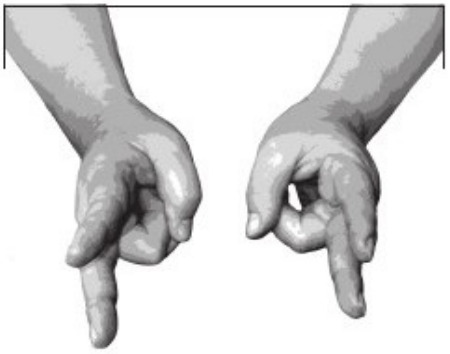




6. Affirmation: “May love towards myself be optimised (increased).”

Time: 10 min.
Visualisation: rib cage (heart and soul)

Mudra (both hands the same):
– thumb and little finger



7. Affirmation: “May my centre for happiness mature.”

Time: 10 min.
Visualisation: interbrain (diencephalon), brain

Mudra (both hands the same):
– fold the ring finger and little finger onto the palm and “cover” them with the thumb (so it is resting on top of the two), the other fingers are kept straight

Note:
1. Limbic system (instincts, emotions, behaviour):
the highest sensory centre
epiphysis (pineal gland)
hypophysis (pituitary gland)
emotions
sexuality
sleep…

2. Interbrain:
hippocampus (memory)
hypothalamus (hormones)
amygdale (the “store room” of emotional energy)
neocortex (“thinking” brain)
substantia nigra (involved in regulating hormones, primarilydopamine)

Appendix 2a– semi structured interviews

This is just a discussion after these eight weeks, there is no right/wrong answer. Every answer is good, so please feel free to say what you think or how you feel.

1. Can you please describe how you feel after these eight weeks?

2. Please describe how you felt from the beginning of the programme until the end. Please describe this process - what was happening?

3. Please describe if you found anything particularly difficult while doing this programme and if this changed as time passed.

4. Can you describe how you felt during meditation?

a) Did you have any sensations (physical, emotional, mental)? Did you have any different sensations in the beginning and at the end?

b) Did you notice anything new about yourself, or had any particular insights? Do you feel somehow different than before?

5. Please describe what do you think about this method of meditation, why is it beneficial or if not why is not?

6. Do you think that this meditation had a practical impact on you, regarding workplace? – operating with people, stress levels, satisfaction. How? What do you mean?

Have you developed any particular skills in dealing with people? (Your manager/subordinates).

7. (If yes to 6) please describe some example or any situation where you have seen these effects?

8. How do you describe the importance of time spent in meditation practice weekly?

9. Would you do a similar programme again? Would you recommend it to others? Why?

Appendix 2b – second set of interviews

1. What are your thoughts about work when you go to work?
2. What are your thoughts about work when you come back home after work? What is happening in between?
3. Please describe an example of a stressful situation at work. Explain how have you dealt with these kind of situations at the workplace over the last year?
4. Please describe your emotional reactions during stressful situations at the workplace. Please give some examples. What about daily routine? How do you feel about that?
5. Are you satisfied with your job? Why? How?
6. Have you developed any particular skills at the workplace (tasks)? If yes, please give some examples
7. Have you developed any particular skills at the workplace, regarding operating with people? (Your manager/subordinates).
8. (If yes to 8) please describe some example or any situation where you have seen these effects?
9. How much are you practicing M-B programme now (hours a week)?
10. If you continued with meditation:
    a) Have you had any sensations (physical, emotional, mental)?
    b) Have you noticed anything new about yourself, or had any particular insights? Do you feel somehow different than before?
11. How do you describe the importance of time spent in meditation practice weekly now after this much time?
12. Please describe what do you think about this method of meditation now after this much time, why is it beneficial or if not why is not?
13. What do you think about the long-term impact of this meditation on you? If there is some – how does that reflect on your workplace? How? What do you mean?
14. Over the last year have you noticed any changes? If yes, which ones? If not, why?
15. Do you think these changes are because of the programme?

16. Would you go through a similar process again? Would you recommend it to others? Why?

Appendix 3a – information letter

a) experimental group

PARTICIPANT INFORMATION SHEET

This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras). The whole program will be in sitting position.

In this project there will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling questionnaires would take around 25 minutes and exercise (meditation) would take around one hour. You will be asked to participate in meditation sessions ones a week during this 8 week program. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature would not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data would not be published. After the research your data will be destroyed.

Thank you for your cooperation

b) control group

PARTICIPANT INFORMATION SHEET

This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras). The whole program will be in sitting position.

In this project you will be a control group. There will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling questionnaires would take around 25 minutes. You wouldn't not practice the programme; you would only be tested before and after. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature would not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data would not be published. After the research your data will be destroyed.

Thank you for your cooperation

Appendix 3b – letter to participant

a) Swiss sample experimental group

LETTER TO PARTICIPANT

UNIVERSITY of GREENWICH

Dear Participant,

I would like to ask you to participate in the research which is part of my doctoral dissertation. I would be very grateful if you are willing to back up this project, which is of course free of charge. This project will take place in Neuchatel aikido dojo. It will start on 2nd September. This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras). The whole program will be in sitting position.

In this project there will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling out the questionnaires would take around 25 minutes and exercise (meditation) would take around one hour. You will be asked to participate in meditation sessions once a week during this 8 week program. You can exit this research at any time. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in a participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature will not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data will not be published. After the research your data will be destroyed.

Thank you for your cooperation

Kindest regards

Dusan Gruicic

PhD student at University of Greenwich, London, United Kingdom.

Phone number: +442083318657 – Dr Wim Vandekerckhove

Postal address: Old Royal Naval College, Park Row, London SE10 9LS

b) Swiss sample control group

UNIVERSITY of GREENWICH

LETTER TO PARTICIPANT

Dear Participant,

I would like to ask you to participate in the research which is part of my doctoral dissertation. I would be very grateful if you are willing to back up this project, which is of course free of charge. This project will take place in Neuchatel aikido dojo. It will start on 2nd September. This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras).

In this project you will be a part of control group. There will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling out the questionnaires would take around 25 minutes. You would not practice the programme; you would only be tested before and after. You can exit this research at any time. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in a participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature will not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data will not be published. After the research your data will be destroyed.

Thank you for your cooperation

Kindest regards

Dusan Gruicic

PhD student at University of Greenwich, London, United Kingdom.

Phone number: +442083318657 – Dr Wim Vandekerckhove

Postal address: Old Royal Naval College, Park Row, London SE10 9LS

c) Serbian sample experimental group

LETTER TO PARTICIPANT

Dear Participant,

I would like to ask you to participate in the research which is part of my doctoral dissertation. I would be very grateful if you are willing to back up this project, which is of course free of charge. This project will take place in Illumina agency, Novi Sad. It will start on 9th December. This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras). The whole program will be in sitting position.

In this project there will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling out the questionnaires would take around 25 minutes and exercise (meditation) would take around one hour. You will be asked to participate in meditation sessions once a week during this 8 week program. You can exit this research at any time. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in a participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature will not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data will not be published. After the research your data will be destroyed.

Thank you for your cooperation

Kindest regards

Dusan Gruicic

PhD student at University of Greenwich, London, United Kingdom.

Phone number: +442083318657 – Dr Wim Vandekerckhove

Postal address: Old Royal Naval College, Park Row, London SE10 9LS

d) Serbian sample control group

UNIVERSITY of GREENWICH

LETTER TO PARTICIPANT

Dear Participant,

I would like to ask you to participate in the research which is part of my doctoral dissertation. I would be very grateful if you are willing to back up this project, which is of course free of charge. This project will take place in Illumina agency, Novi Sad. It will start on 9th December. This project is about implementing mind-body exercise (meditation) in the population of employees. Mind-body exercise (meditation) implies breathing exercises, visualisations and affirmations combined with specific position of hands (mudras).

In this project you will be a part of control group. There will be no physical contact, only verbal instructions by a researcher. It will be asked from you to fill in questionnaires about emotional competencies, stress reduction and job satisfaction prior to this program and after 8 weeks. Filling out the questionnaires would take around 25 minutes. You would not practice the programme; you would only be tested before and after. You can exit this research at any time. Upon request I will debrief you about your results at tests, before program implementation and after.

For any inquires, contact me by email (gd74@gre.ac.uk) – Dusan Gruicic.

This research is completely voluntary and you can withdraw at any time.

You will be asked to fill in a participant consent form. Your personal data will be coded and written in my diary and no one except you can have access to these data. Your name and signature will not be on questionnaires sheets, ONLY in consent form.

Your data will be used strictly for research purposes; your personal data will not be published. After the research your data will be destroyed.

Thank you for your cooperation

Kindest regards

Dusan Gruicic

PhD student at University of Greenwich, London, United Kingdom.

Phone number: +442083318657 – Dr Wim Vandekerckhove

Postal address: Old Royal Naval College, Park Row, London SE10 9LS

Appendix 4 - questionnaires

The questions in this scale ask you about your feelings and thoughts **during the last two months**. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

0=Never 1=Almost never 2=Sometimes 3=Fairly often 4=Very often

1. In the last two months, how often have you been upset because of something that happened unexpectedly?.....	0	1	2	3	4
2. In the last two months, how often have you felt that you were unable to control the important things in your life?.....	0	1	2	3	4
3. In the last two months, how often have you felt nervous and "stressed"?	0	1	2	3	4
4. In the last two months, how often have you felt confident about your ability to handle your personal problems?.....	0	1	2	3	4
5. In the last two months, how often have you felt that things were going your way?.....	0	1	2	3	4
6. In the last two months, how often have you found that you could not cope with all the things that you had to do?.....	0	1	2	3	4
7. In the last two months, how often have you been able to control irritations in your life?.....	0	1	2	3	4
8. In the last two months, how often have you felt that you were on top of things?	0	1	2	3	4
9. In the last two months, how often have you been angered because of things that were outside of your control?.....	0	1	2	3	4
10. In the last two months, how often have you felt difficulties, were piling up so high that you couldn't overcome them?.....	0	1	2	3	4

Mind Garden, Inc.
1690 Woodside Road, Suite #202
Redwood City, CA 94061 USA
Phone: (650) 261-3500 Fax:
(650) 261-3505 e-mail:
mindgarden@msn.com
www.mindgarden.com

EMOTIONAL SKILLS & COMPETENCE QUESTIONNAIRE

ESCQ-45

Author: Vladimir Takšić Ph.D., Associate Professor, Department of Psychology, Faculty of Philosophy, University of Rijeka, Croatia

This is not a test to examine your knowledge; therefore there is no wrong answer. We are interested in how you usually feel and think. Answer the questions immediately without thinking too much about them. Answer how much the given claims are relevant to you by circling one of the following numbers:

1 - Never
2 - Seldom
3 - Occasionally
4 - Usually
5 - Always

Claim	Evaluation				
1. I am able to maintain a good mood even if something bad happens.	1	2	3	4	5
2. Putting my feelings and emotions into words comes easily to me.	1	2	3	4	5
3. I can maintain a good mood, even when the people around me are in the bad mood.	1	2	3	4	5
4. Unpleasant experiences teach me how not to act in the future.	1	2	3	4	5
5. When somebody praises me, I work with more enthusiasm.	1	2	3	4	5
6. When something doesn't suit me, I show this immediately.	1	2	3	4	5
7. When I don't like a person, I find ways to let him/her know.	1	2	3	4	5
8. When I am in a good mood, it is difficult to bring my mood down.	1	2	3	4	5
9. When I am in a good mood, every problem seems soluble.	1	2	3	4	5
10. When I am with a person who thinks highly of me I am careful how I behave.	1	2	3	4	5
11. I study and learn best, when I am in a good mood and happy.	1	2	3	4	5
12. If I really want to, I will solve a problem that may seem insoluble.	1	2	3	4	5
13. When I meet an acquaintance, I immediately notice his/her mood.	1	2	3	4	5
14. When I see how someone feels, I usually know what has happened to him.	1	2	3	4	5
15. I am able to tell the difference if my friend is said or disappointed.	1	2	3	4	5
16. I can easily think of a way to approach a person I like.	1	2	3	4	5
17. I am capable to list the emotions that I am currently experiencing.	1	2	3	4	5
18. I am able to detect my friend's mood changes.	1	2	3	4	5
19. I can easily think of a way to make my friend happy on his/her birthday.	1	2	3	4	5
20. I do not have difficulty to persuade a friend that there is no reason to worry.	1	2	3	4	5

Please, continue to work on the next page →

1 - Never; **2** - Seldom; **3** - Occasionally; **4** - Usually; **5** - Always

Claim	Evaluation				
21. I am able to express my emotions well.	1	2	3	4	5
22. I can recognize most of my feelings.	1	2	3	4	5
23. I am capable to describe my present emotional state.	1	2	3	4	5
24. I can say that I know a lot about my emotional state.	1	2	3	4	5
25. If I observe a person in the presence of others, I can determine precisely his/her emotions.	1	2	3	4	5
26. I do not have difficulty to notice when somebody feels helpless.	1	2	3	4	5
27. My behavior is a reflection of my inner feelings.	1	2	3	4	5
28. People can tell what mood I am in.	1	2	3	4	5
29. I try to control unpleasant emotions, and strengthen positive ones.	1	2	3	4	5
30. There is nothing wrong with how I usually feel.	1	2	3	4	5
31. I do my duties and assignments as soon as possible, rather than think about them.	1	2	3	4	5
32. I usually understand why I feel bad.	1	2	3	4	5
33. I try to keep up a good mood.	1	2	3	4	5
34. I am able to tell somebody's feelings by the expression on his/her face.	1	2	3	4	5
35. I can detect my friends' concealed jealousy.	1	2	3	4	5
36. I notice when somebody tries to hide his/her bad mood.	1	2	3	4	5
37. I notice when somebody feels guilty.	1	2	3	4	5
38. I notice when somebody tries to hide his/her real feelings.	1	2	3	4	5
39. I notice when somebody feels down.	1	2	3	4	5
40. As far as I am concerned, it is normal to feel the way I am feeling now.	1	2	3	4	5
41. I have found it easy to display fondness for a person of the opposite sex.	1	2	3	4	5
42. I notice when somebody's behavior varies considerably from his/her mood.	1	2	3	4	5
43. I can easily name most of my feelings.	1	2	3	4	5
44. I am able to express how I feel.	1	2	3	4	5
45. I know how to pleasantly surprise each of my friends.	1	2	3	4	5

Gender M F

Age _____

Education level _____

Thank you for your cooperation and honesty!

Job satisfaction was measured using items from a scale developed by Hackman and Lawler (1971).

Please tell me how satisfied or dissatisfied are you with the following aspects of your own job at this organisation:

1 Very dissatisfied	2 Dissatisfied	3 Not sure	4 Satisfied	5 Very satisfied

1. What you earn.	1	2	3	4	5
2. Doing work that helps other people.	1	2	3	4	5
3. The recognition you get from the organisation (awards, praise etc)	1	2	3	4	5
4. Your job security.	1	2	3	4	5
5. Your career prospects at this organisation.	1	2	3	4	5
6. A good feeling about yourself as a result of your work.	1	2	3	4	5
7. Making decisions and exerting an important influence on the organisation.	1	2	3	4	5
8. Training and development of your abilities and skills at work.	1	2	3	4	5
9. The autonomy you have at your job.	1	2	3	4	5

Appendix 5 -consent forms

PARTICIPANT CONSENT FORM - questionnaires

To be completed by the participant. If the participant is under 18, to be completed by the parent / guardian / person acting *in loco parentis*.

- I have read the information sheet about this study
- I have had an opportunity to ask questions and discuss this study
- I have received satisfactory answers to all my questions
- I have received enough information about this study
- I understand that I am / the participant is free to withdraw from this study:
    - At any time (until such date as this will no longer be possible, which I have been told)

○ Without giving a reason for withdrawing • I agree to take part in this study ☐

Name in block letters	Date
Signed (participant)	
Name in block letters	
Signature of researcher	Date
This project is supervised by: Dr Wim Vandekerckhove /W.Vandekerckhove@greenwich.ac.uk/ Senior lecturer at University of Greenwich, London, UK.	
Researcher's contact details (including telephone number and e-mail address): +442083318657 – Dr Wim Vandekerckhove Gd74@gre.ac.uk	

PARTICIPANT CONSENT FORM - interviews

To be completed by the participant. If the participant is under 18, to be completed by the parent / guardian / person acting *in loco parentis*.

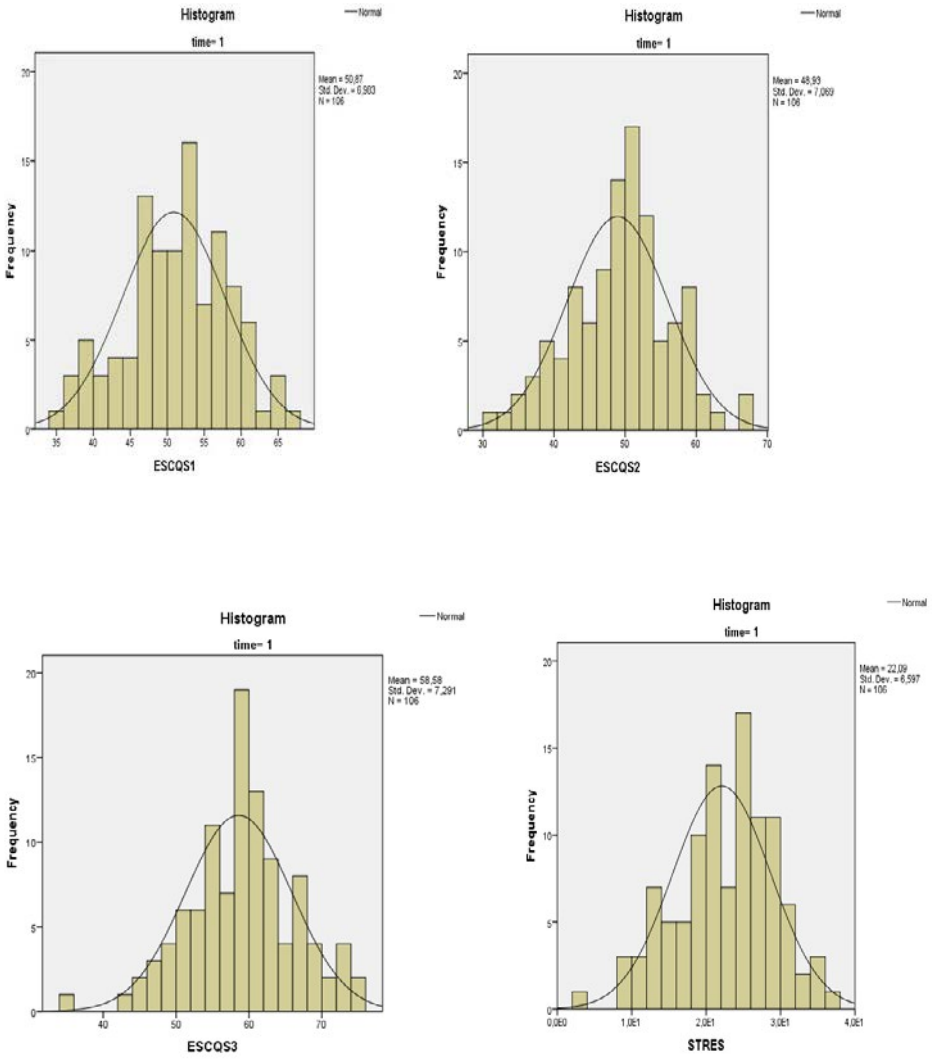
- I have read the information sheet about this study
- I have had an opportunity to ask questions and discuss this study
- I have received satisfactory answers to all my questions
- I have received enough information about this study
- I understand that I am / the participant is free to withdraw from this study:
  - At any time (until such date as this will no longer be possible, which I have been told)
  - Without giving a reason for withdrawing
- I agree to take part in this study ☐
- I agree to do the interview
- I agree for this interview to be audio recorded
- I understand I will have the opportunity to add, delete, or change anything in the transcript of the interview.

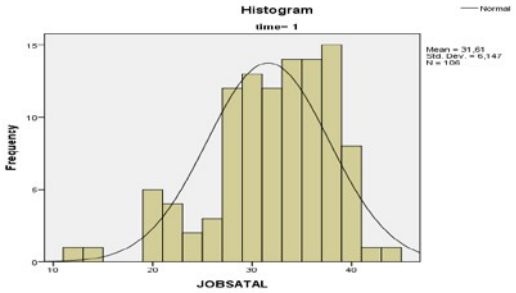
Name in block letters	Date
Signed (participant)	
Name in block letters	

Signature of researcher	Date
This project is supervised by: Dr Wim Vandekerckhove /W.Vandekerckhove@greenwich.ac.uk/ Senior lecturer at University of Greenwich, London, UK.	
Researcher's contact details (including telephone number and e-mail address): +442083318657 – Dr Wim Vandekerckhove Gd74@gre.ac.uk – Dusan Gruicic	

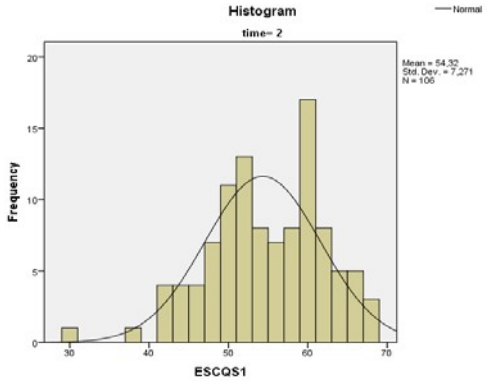
Appendix 6 – distribution

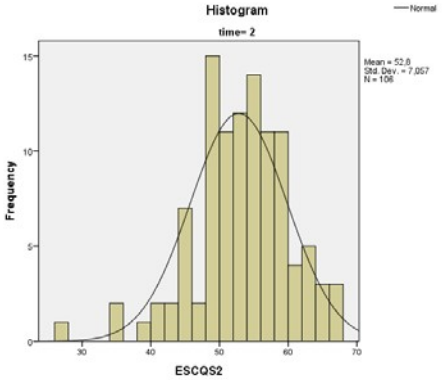
a) Time 1

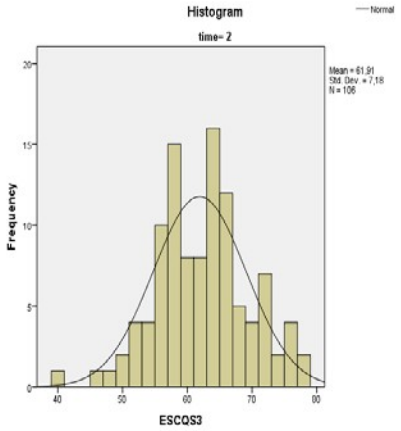


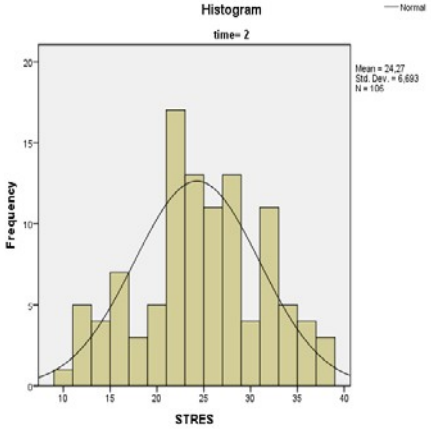

Histogram
time= 1
Normal
Mean = 31,61
Std. Dev. = 6,147
N = 106
Frequency
JOBSATAL

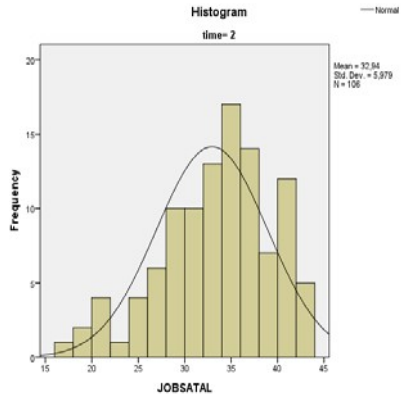
b) Time 2


Histogram
time= 2
Normal
Mean = 54,32
Std. Dev. = 7,271
N = 106
Frequency
ESCQS1


Histogram
time= 2
Normal
Mean = 52,8
Std. Dev. = 7,057
N = 106
Frequency
ESCQS2


Histogram
time= 2
Normal
Mean = 61,91
Std. Dev. = 7,18
N = 106
Frequency
ESCQS3


Histogram
time= 2
Normal
Mean = 24,27
Std. Dev. = 6,693
N = 106
Frequency
STRES



Appendix 7 – scheme (summary) of qualitative data

Construct	Concept (sub-heading)	Source	Quote
Feedback about the training programme	**General impressions** (point when change appeared)	Luke	*It took 3-4 weeks for people to identify their progress and I noticed some emotional relief*
		Joana	*No 5 weeks passed, something like that*
		Fatima	*after the 4 week*
		Xenia	*After 5th week*
	(Self-help Tool)	Nathan	"…if they want to change something, meditation is a very good tool... in my opinion the best way to help oneself and the people around oneself is through meditation."
		Fatima	"it helped me just to become more self-aware, especially to find calmness and also maybe the feeling to have a resource like I know, even if I am very stressed or unhappy, I know that I have a possibility just to sit down and to meditate."
		Luke	I think this is a very good system, because I feel that as a way of reprogramming yourself, reprogramming your life and at the same time calming down many things.
	(Open to everyone, the effect depends on participant)	Joana	*so there are different kinds of us, simply it is so much open and simple, which gives an opportunity to every man to try this and very fast one can, if I can conditionally say experience changes*
		Xenia	*Somehow a lot of things depend on you, if you really want to and you work on yourself following using these methods, you could surely come to some results*
		Hellen	I think it is quite practical, in a sense that is accessible to each person, it is easy to understand...it is connecting both East and West approach, very spiritual and very practical
		Fatima	everybody has its' own needs, but I think this maybe useful for a lot of people, because what it brings to you can be maybe useful for everybody.

	(safety)	Nathan	*It wouldn't harm, it can improve, I recommend to others because it helped me*
	Training programme limitations (short- term)	Charlie	In this system there is no such a thing, I want to emphasize security, people forget about this, I would say absolutely secure technique.
		Luke	*I feel I started to touch something in me which is very deep and I started to open up but it is not short-term, the process would need some more time*"... "*I also feel it is not finished and I should continue to do with meditations a bit more…*"
	(Need for preparation**)**	Xenia	*Insights and knowing myself... is a life-time process*
		Charlie	*That entrance to the programme, I would need maybe some small preparation*
	(holding mudras-hand positions)	Fatima	*Another difficulty was that I needed some preparation for meditation like slowing down or calming*
		Xenia	but what the people who are not aware what they want to change you need somehow to get to them...maybe they need some other technique, just to be aware of what we want to change in our life.
		George	*In the beginning the meditation was hard because of the mudras... it is quite difficult to keep your concentration and not to think of your muscles…later it goes away*
	(keeping visualisations)	Charlie	*Keeping mudra was sometimes hard to keep whole 10 minutes per meditation.*
		Luke	*Some of the mudra are really difficult to keep for 10 min this one (eliminating negative emotions...and stress)*
		Peter	*It is hard particularly in the beginning, later on it was a bit easier, it is hard to keep focus on some visualisation, sometimes my thoughts roam*
	Suggestions how to improve(add preparation)	Xenia	*sometimes those can limit because we don't know our potential...probably some people cannot easily visualize*
		Fatima	*happiness is something in my brain and I don't really agree with this, because I think it is something really more general*
		Luke	*it would be good if I could also have some meditation on maturing or developing the lower tantien or centre*
	Focus on visualisations	Charlie	*I would need to do something prior to this programme, maybe physical exercises that I can enter faster into that relaxed state*
		Fatima	*staying calm or quiet to prepare myself for the meditations*
		Charlie	…maybe it should be done is preparing people to accept things in some way...but more accepting when they enter into technique and not to think not about effects or anything else just let go straightaway.
		Xenia	*It can help in terms of concrete meditations like destructive emotions, but when it comes to happiness and love towards yourself then better to let things happen...*

		Luke	*Visualisations may improve the quality of meditation in terms of concentration and the process can be much easier, "...stronger help was clear visualisation, so if I can really concentrate on the centre of happiness..."*
		Joana	*it helped me to imagine energy streaming from the feet until the head.... when I wanted to protect myself from stressful situations, then I just imagine that release from stress like some aura is creating around me*
	(use mudras correctly)	Fatima	*It was really interesting to work with mudras, it was really good sensation I could feel, sometimes I was with the mudra then I had to put the hands down, because it was hurting, when I put it back I really felt the difference*
		Charlie	*It is very good because it prevents novice to make some mistakes about sleeping... you are somehow relaxed but still in some kind of focus, that position is somehow obligatory, not obligatory but reminds you about the task*
		Nathan	*Mudras helped me it worked well, automatically I felt better, but I think it needs time...*
	Regularity of practice	George	*The more you do it the more it will go fine*
		Hellen	*1 hour is like going deep inside rather than 20 minutes that is touching slightly*
		Charlie	*It is individual I have some inside measure*
		Xenia	"so maximum 1 hour a day and minimum half an hour a day....approximately 1 hour per day
		Joana	Every day, 45 min approximately daily.
		Peter	Around 1 hour, or 75 minutes
		Hellen	6-7 hours (weekly)
		George	There are no exact hours... somehow I am in meditative state of mind, or that state is always in the background.
		Luke	I like to mediate in the back side of my brain, it takes a lot, in mean I do maybe 1 hour meditation per week, where I will really go stopping and sitting...
	Physical sensations during the practice	Luke	*More rested after this... dramatic increase of sexual energy...you feel it's like a body need...you feel some hormones being stimulated*
		Fatima	*Here in the stomach, it was not hurting that was just not a good feeling…*
		Hellen	*Like a bit pressure in the head the brain waves going down...I felt pressure in the place of amygdalae and in the place of "third eye"... I didn't feel so much my body, it doesn't matter in which position*
		Peter	*"I fell healthy... Then I feel some energy in the place of forehead, sometimes I had strongly or less strong...sometimes even when I sleep, like someone is doing a massage, I cannot explain it is not a pressure, it is not unpleasant or painful, but unusual tape around my head."*

	(warmness)	Joana	*I feel energy streaming, from the bottom and up, but mostly on hands and very often numbing, but it is hands, feet, legs, arms and sometimes feeling in chest is strengthen… I feel the whole body,*
		Peter	"*when I finished with meditation my hands are warm...circulation is improving when I meditated*
		Joana	*Fingers and palms I felt waves of warmness or numbness which goes to losing feeling about single fingers like hands are in some energetic glove… throat is dry when inhaling*
		Charlie	I have noticed that I am progressing, I feel better, I enter in the meditative state faster and easier. I used to feel warmness in my feet and hands and trebling, separately, but now it is in my whole body. Feeling of bliss, comfort, nice, relaxed.
		George	like warm feeling in the total body in some kind of place not only the head, but if you are thinking about healing power I can feel warm in the hands. I can feel not only warm but some kind of trembling
	(Relax - drop of tension)	Luke	*Also I had many times very pleasant feeling like some kind of relaxation of the brain let's say*
		Xenia	*Physical sensations like weightless feeling, like there is another me in me that shakes... over the last three four weeks more intensively, it happens when I am relaxed more*
		Hellen	globally I feel like returning home, I am here and everything is very good. Its' really cool, if I am doing meditation myself I feel really relaxed
		Fatima	Yes, what often happens is that suddenly I feel tension, which releases especially in the back or in the shoulder or in the neck or I feel the body is coming to a better position for itself, also can happen I feel that energy is accumulating in one part of the body (stomach and heart level)
	(Pain relief)	Luke	Yes usually it is relaxing physically, and if you have pains of any kinds in your body, there is a tendency to feel them less or lose them
		Xenia	when I am working with headache or pain, then I concentrate to ease the pain, you know to do something like that.
		Peter	If I would have some pain, it will disappear, pain in my head, or leg etc. it will disappear quite fast.
	Other sensations (Flow)	Peter	*Often it happens to me that flow state, I entered in that when I don't see anyone I see only that job and nothing else...that I didn't experience earlier, that enabled me to easier do my job.*
		George	*I was really not without emotion but really calm and like in a flow,...after the meditation the more it was going on the process during these 8 weeks the more it was this flow state*

		Charlie	Now I don't have much, but that meditative flow is more stable, continuous... under my flat they are building quite often... now I can hear them, very strong voices, but it all passes by, it doesn't confuse me or affect me…
		Luke	When you are really in the flow of meditation, it is like you lose the sensation of time, you are like floating or flying, you less fell your body.
		George	Because I like to create challenges for myself and to overcome them, so I don't like routine. In fact I am searching for a flow in every activity. Even if I am good at my work I will try to find something new, initiative or some innovation...
Mental Skills	**Distance taking**	Luke	*I could reach some security distance at my work with the content and the people and everything at my job*
		George	*Capacity of taking distance it's really the thing that it came from these 8 weeks, distance that I can take during discussion or during aikido practice or during doesn't matter what, but this kind of distance yeah to see thing and analyse and see things above.*
		Hellen	*Now I am a little bit more calm and I can see things from some distance when I am speaking about it*
		Joana	*I am recognising like I am distanced, not like it doesn't happen to me, but like I observe the problem from some other distance in which I found myself or which concretely bothers me*
		Nathan	*now I am just calm, and stupid things don't bother me anymore, you shouldn't allow stupidities to shake you, which are not related to you*
		Joana	So the reality of injustice hasn't changed but, but simply that doesn't affect me anymore, like I have some kind of invisible filter that protects me, so I am there but I don't go deep inside that…
		Peter	I was very attached to the company... now it doesn't touch me, many bad things are happening in the company but it doesn't touch me, I am aware it is like that in the life, there are good and bad moments, if I would suffer for every moment, what will be one day, I try to add my contribution maximally and to reduce tensions somehow. Generally this detachment brings me a kind of peace.
		Fatima	I start to think about something and then I am realizing how much I am attached to something or the think that I was concentrating was important but it is not so much, movement of detachment.
		Hellen	There is no so much attachment to it, there is a sort of game, pleasure, I can play with it
		Luke	I prefer to think about it quietly and to come back later with my decision about the problem…(example)…

			Sometimes on the spot I don't see the solution...In general this attitude gives me time to see the wider picture, more objectively, more completely with more parameters to decide.
	(decision making)	Luke	*If you have some distance in your head also from what you do, generally you make better decisions*
		George	*With this distance I can really analyse the situation and really find the way, the better way to go with*
		Joana	I try to do my best, I am more decisive what needs to be done, like it is more clear, make decisions easier, I used to be indecisive by my nature, so now I listen myself more.
		Nathan	So the biggest advantage I have gained is that I am not listening other people's opinions as definite truth, I listen to myself and then behave in this or that way and make decisions.
		Luke	to be ready to make decision you must have, to take an important decision that you think will change your life you must first get some clearness in you head. That this is now the decision to be met and you just take it as long as it is foggy in your head it is not possible to take the decision...the clearness in your mind you can get by meditating.
	(self-analysis, self-reflection)	Nathan	*It is easier to see my limitations than before, and the most important is that I can understand why these limitations are limitations, why they appear, and then it is easier to correct them by time*
		George	*"I feel a bit more distant I can I think that I can see the things from more distance...I can see myself above, yes ok what you can do now in this situation to improve to not go bad to really I see myself above and then I got to analyse the situation from another point of view not taking it with emotion"*
		Xenia	I like to analyze the event and through my own perspective process how that looked like and whether I managed to cover everything that I was intended to do in a given moment, did I miss something
		Nathan	Generally it is a kind of self-questioning, so if mistake or issue or something happens that wasn't done correctly then this appears. I am looking for the best way to lead my shift to do everything correctly not to have some pitfalls
		Hellen	I generally feel nervous, and ask myself a question is it good to answer or not to answer, how to deal with it.
		Fatima	what is specific to meditation is that it's focused on self-awareness and that you have a deeper reflection, deeper work on emotions,
		Luke	Mostly I think about the people about what I have felt during the training, what I have said, what have been told, I

			like to do some debriefing for myself. If I have seen different reactions during the training or during the class and I have solved them in this and that way, sometimes I am not satisfied with how it went or not completely satisfied and debriefing how I could make it better if I could reply the game.
	(being objective, not judging others)	Peter	The biggest difference is my relation towards other people, because I used to think that other people are guilty for something bad that happens to me, other people are not guilty, that is only the fact of my perception or observation of some event, if I don't see some event as negative, it is not negative.
		Nathan	now I give people a chance to show themselves, don't judge people based on someone's opinion no need for that.
		Hellen	so accepting her as she is without putting words, without judging,
		George	to try to listen to everyone, to understand why such people act so and not judge, maybe capacity of not judging other people, and accepting them as they are.
		Joana	But I consider, that you accept the situation not passively or giving up of things, being aware and objective. I have what I have, what is offering to me I can take I try to enjoy in to and to give myself in something in order to progress.
	Order in consciousness (focus)	Fatima	*Generally meditation for me is a way to learn to be really in one thing to do really one thing, not to think about a lot of things at the same time*
		Peter	*I am more focused, let go, not obsessed by the things around me, more concentrated, I would much easier solve the problem. "What I realised is that I can concentrate easier and much easier earlier I had really issues, because I had issues with following someone's talk or discussion, I felt easier to concentrate on the job."*
		Charlie	*but now that focus is sharper in dialog, and there is no such dispersion, there is no, periods of imagining are shorter*
		Charlie	now I can see improvement there, one thing starts, ends, and really ends without reconstructing, he said this or that, but in fact it should… I am already in something else and I need to think about something else, so how to define it… maybe some order in my consciousness, that became the way of functioning
		Xenia	every time when I was following meditation as a technique my focus and concentration were better and for short time I could absorb a lot of information and to remember them... just two-three days of intensive meditations are giving me a fantastic results

		Joana	So I am not focused on that at all, earlier I would think about that like: "O when that is going to start , is it going to start etc.", now I let it go, and I focus on something that depends on me...I am not enslaved there, I am not stuck there anymore.
		Peter	I have increased concentration, I can do some things, that I had issues to do earlier, so now, so I cannot fully concentrate, but when I concentrate then it is much much easier and come easier to some ideas how to solve some issue, and something that I think that I may not resolve, I resolve it without any problems..."
		Hellen	I have increased concentration and that is really due to meditation and on training I have no problem with that, I can be a few hours on training without losing concentration, listening, catching information, I can really easily focus on things that I can do in present moment with one person or a few persons.
		George	So I can isolate myself and focus on the task in front of me. "so doing one thing now and not thinking about something else that I will have to do or I have done, really that focus is a skill that I have developed."
		Luke	There is some kind of concentration that I have extremely improved, it is like concentration on my life in general what I want, everything I do during the day has a link which is far or not far from what I really want and almost nothing can out me out of that way, if some person or things scare me, something in me stronger than all this.
	(communication-general)	Peter	*My communication with colleagues is a bit easier… now it is much easier to communicate to people and I am very grateful for that, because it represented some load, it doesn't go easy, but there is an elevating trend*
		Charlie	what is important in communication, generally in contact with people who are close and with whom I am attached, that relations are richer especially privately and then at the workplace. ...so all that is more spontaneous and there is no such heaviness and it is resolving very fast…
		Xenia	diplomatic skills or to find the good way to talk to people, that would be the most that I have achieved.
		Peter	My communication is much easier, especially with my managers, earlier I was a kind of afraid or something like that, now I don't have that, I just communicate with them, it is much easier with everyone, with less words I can describe what is needed.
	(communication - listening)	Joana	Maybe I am better in listening, because I like to talk I have learned to listen to people and think about what they have said and that's it….

		Charlie	Just to add, I think that listening became more attentive and without prejudice. Earlier I was like someone starts to talk something, those are clients that I already now, I just after two sentences take some conclusion without listening until the end…
		Hellen	I can be a few hours on training without losing concentration, listening, catching information, I can really easily focus on things that I can do in present moment with one person or a few persons.
		George	I am able to listen other and that helps me being focused, that is listening with whole the sense, it is important to know how to react and be conscious with your environment
		Luke	I have also learned to listen to people telling me advices, before...I had more tendency to think that I know what is the best for me and how I want things to be, know I also listen to what people say.
	(finding solutions at the workplace)	Fatima	*I am really concentrated on what I do, and I feel that I can think better in the sense that I have better ideas, that I can find a solution when there is a problem*
		Peter	*Often during meditation I got answer about which I was thinking during the day, finding solution for something in my job, I get solution how to do something easily, that was the most interesting*
		Xenia	It was about my approach to this client in this meditation I have got the answer, which was very inspiring for my future work. Information what to say and what to do with this client, it appeared suddenly like a solution, an idea came to my mind.
	(tendency towards well organised work)	Peter	I started to be more systematic, I used to be chaotic let's say, now I am slowly introducing some system, my system of working, because company doesn't have any regulation how I should work, so I document everything I do, I make some themes of work. There are thematic areas that I work out, earlier it was more chaotic. In this way it is easier to overcome issues, to resolve, I can recall easier what I have done
		Charlie	Yes in terms of time management I am much better, it was a mess, extended, diffused, I was adopting to everyone, and to satisfy everybody and that wasn't enough for their and mine happiness. Now, it is not like I am determining the rules, some authoritative attitude nothing in that sense, but simply more precision, more self-respect and better organization of time, more concise approach
		Nathan	I have ideas about my job during meditation, what I have to do, to write down some schedule, my thoughts, that should

			be done like that etc... in meditation I think and get an idea how that can be satisfactorily, and what can be the best.
		Fatima	Yes it often happens that thoughts are coming to me, generally it is related with something that occupies my mind at this time. I don't know how to explain, like some words, information. Sometimes even I get really good ideas regarding my work. Because information is getting in its' own order, like without effort of my part.
	(Overcoming negative concepts)	Luke	*I often nerve myself when I drive on the road…they always re-do, re-new the roads, always even if the road is completely perfect, they completely destroy and put the new one, and I always nerve myself because I think it is the wasting of money etc. For example this is the reflex I have and it is a negative concept in fact… First I could not stop them but I realized I am again entering in some scheme and after a maybe a bit more time I felt like I could even stop them, so I have got really impression of some cleaning process starting to take place in myself*
		Nathan	*Simply they are not aware that problem is a bit bigger than they think it is, they think you just don't need to be nervous, but it should be practiced and one should meditate to clean that mechanism behind in order to reach that level not to get nervous. If you say I don't want to get nervous it is really hard, without entering in those things really*
		Joana	I see the world and surrounding a little bit different. I don't expend myself on things that I don't need, some things that used to nerve me don't touch me anymore and I enjoy on that work on myself and to see results and it excites me that there is a huge area for research to work on yourself.
		Peter	I am not thinking anything negative about anyone. Earlier I had an issue if there is a person who doesn't fit my physical ideals, and I had negative emotion because I considered that is catastrophe. I haven't eliminated that, but it is much less and I tend towards it...
		Luke	Before I had often some stories concerning me or others or being in my mind for weeks and hard to put out. Some programs that you cannot stop...I feel I have less of this and more in peace...
Emotional Skills	**Ability to perceive and understand emotions** (Empathy)	Luke	*When you are more and more able to put yourself in the place of the other person*
		Hellen	*"I can understand that s/he cannot understand and everything is that I put myself on his/her level"* *"I can say hearing their problems, listening to what they are saying*" and "*trying to listen it and by listening I saw that it was helping them just by being listened to"*
		Peter	*More understanding even for people who harm you and for the world around…*

		Xenia	*I can understand particular reaction in that moment and why...why is someone provoked or what is his intention...*
		Nathan	*I can understand people better, I accept better in cases when they are bad but also I know why they are feeling bad... now I can understand, that people are different some people react in this or that way.*
		Xenia	Empathy, you need to be empathetic, you need to understand that someone is going through an emotional process
		Joana	This contact is result of that feeling, maybe I understand others better, I feel them. So nonverbal communication and empathy.
		Peter	Also, I can understand people better, it helps me to understand why a person reacted or did something, when I can understand the person then I cannot get angry, and my communication becomes easier due to that...put yourself in their shoes and think, that will lead you to his reaction and actions, and this generally leads to better relations with people.
		Nathan	it was hard to see situation from a different angle, now I can put myself in someone else's shoes and see the difference.
		Hellen	I increased quite a lot my level of empathy…That means that before I thought that people were sort of stupid and angry and nervous etc. and that was really nerving me…Now it's ok, they are like that, and I cannot change them, I am just making my perception differently, I am giving what I can and accepting what I can.
		George	Yeah I feel good how to be with people to make a good relation, my understanding of people is much better.
	(Compassion)	Nathan	*"About compassion I couldn't understand people earlier in terms of their emotions unless I felt something similar or the same...but now I can understand, that people are different..."* *"I am more emotional than I used to be, I accept more, I have more compassion"*
		Luke	*Increasing my compassion even for people going against me and this released my own pain...* *"you maybe also understand that person cannot do it in another way at that moment, because she doesn't see the exit door of that problem she has. If you can see this then you can say ok she is doing her best at that moment and so I cannot blame her for that. It is not her fault let's say, not completely then you start to develop compassion"*
		Hellen	*Compassion is similar to empathy I can say hearing their problems, listening to what they are saying and understanding and feeling what they are doing but without*

			that thing affect me…
		Charlie	*that is like creative empathy, compassion, it looks like, that love awakens, it was in me like, o yeah this is, earlier it was I love people and I want to help them… now like this principle comes to reality, like I live it now*
		Hellen	I can understand what they think, what they want and I make less judgments. Empathy means that I feel how they feel but I am not taken by it. It means "I am sad, sad"– oh you are sad, I understand, but I am not increasing that sadness, I am simply conscious that they need to go through feeling sad. That is how I try to ease their pain, it's a sort of compassion.
	Self-compassion	Xenia	"...at the time it was too much, too harsh on myself now is more balanced. One part of it is objectivity how to improve myself, I would say when it is healthy, and when I feel I can differentiate when self-criticism is productive and when is not very productive…." "…so it still exists but it is not destructive anymore, that is the good word, but it is productive..."
		Hellen	"I have some concept that I broke a bit, concept about if I am good person I will be like this and that and I am just ok, that is what I have changed…" "So I am more aware of myself and observe myself more, not judging etc."
	Ability to express and label emotions (self- confidence)	Fatima	*The way I represent myself is already better… in the past I had a really negative way of seeing myself…. Yes, maybe I am more self-confident then I speak more I make more propositions, I have more ideas and when I have ideas I can say that*
		Hellen	*First thing is self-confidence that increased, non-judgement of myself and not seeing other people as different of me in a positive meaning but with me*
		Xenia	*That is some kind of self-confidence which is not only easy to describe… there is none of that hopelessness that fear, just self-confidence and an absence of fear towards life*
		Fatima	*I talk more and I have more to say, generally I speak with people more and it's easier to tell what I think*
		Charlie	I have more respect to myself, more confidence and relying less on others opinion, in the frame of my competency I try to solve issues, I don't want to conclude apart from that. So I am open for opinion of some authority but not that one is over dominant...
		Nathan	So generally I more aware of myself and have much more confidence, some people wouldn't like that I am not relying on their opinion, because I am doing everything based on my attitudes...

		Fatima	I really think there is a long term impact of this meditation, a lot of changes happened, but it is hard to see the progress because I started before getting a job here, but a lot of changes that I noticed are linked with meditation. Now I see them as something useful in the workplace, as I'm being more aware of relationships, of what I express, how I radiate, I feel I have more self-confidence.
	(emotional openning)	Charlie	*"Yes in the sense I am more open"* *"I work with people, when you help and you see that they are happy, then that is something that awakes some pleasantness, and opens you even more. I had that earlier but for some period I closed myself somehow, and now again I am more open even more than earlier"*
		Joana	I am simply more open towards others and I think that people can feel that, I am open and simply it attracts people I felt that.
		Peter	I am more open now not much, but I can recognize the difference...yeah earlier I would be shy in communication or withdraw but now there is not much that moments, which eases my communication with other people.
		Nathan	So I am waiting for the real situation, if I have defensive attitude from the very beginning that attracts someone else's defensive attitude and it is a vicious circle, so my attitude is more open.
	(emotional self- awareness)	George	*"Each time that I meditate, each time after… each time I think, my emotions came more clear to me"* *" I think the fact that I can analyse better myself will give me a better relation with other people"*
		Peter	*I became more aware of myself, my emotions, what is general purpose of my life, more settled and probably that gave such a result in myself that I react better on my environment and external world*
		Joana	*Simply by getting to know myself, by knowing myself I know my emotions, reactions, behaviour in certain situations, reactions to different stimuli, whether those are something negative or whatever. In general I accept some things that are negative easier and with less pain; on the other hand, what makes me happy, makes me even happier than before.*
		Nathan	*I realised why I react like I shouldn't, I know that I don't react, but it is because of some circumstance or some things that influenced me and my reaction is not mine personally...it is reaction because of some experience which happened to me earlier.*
		Fatima	Yes that has changed, in the sense that I am more aware how I feel and how I react...
		George	I am more conscious of myself and I am more able to understand the how and why of those kinds of feelings, and

			why some thoughts are coming. In short, I am more conscious of myself, my emotions, thoughts, intentions and I am open to experiencing whatever is going to happen.
	Ability to manage and regulate emotions (self-control)	Fatima	*I start to reflect how I want to react and avoid some reactions or choose some other reactions and changed the feeling I have in the situation.*
		Luke	*Because if you are less eaten from the thing, your emotions are under better control, this results in better objectivity and better decisions*
		George	*"Generally my emotions do not go away, but get very small, smaller, because I think that emotion comes and if you do nothing maybe they came and eat you... I think it is good to calm this emotion to make them smaller*, and "*when emotional contact appear we should or I should....not just let impulsive things go out"*
		Hellen	*"Well there is increased level of control for myself that means that that situation with professor, he was attacking me verbally I really had one moment I wanted to react and I knew exactly what I wanted to say to him just part of me said: "no calm it's not the way", like you have a possibility to break you see few steps like in chess in advance"* and "*I am not reacting the first ball I am not directly going into it but you have time for yourself and you say ok like you you see not what he is saying but you see what is behind what he is saying"*
		Peter	*Earlier I would lose control over myself and used to tell things that I shouldn't and that I was burning feeling like that, now I only have some blinks in my stomach…*
		Xenia	*I can see progress in that moment when you stop a bit, because I used to react, some kind of self-control in those potentially conflicting situations.…it helped me in controlling my temper*
		Nathan	*I am accepting situation better, you cannot peace me off, I cannot explain that, I really noticed that every next reaction on the same thing is more and more soft, it depends of course how that was strong or though, in any case that kind of things I can notice*
		Xenia	… before there was no counting that I would do and give the answer that would not be acceptable for that, so working with meditation on self-control...if that happened before like with that women I would have probably the immediate reaction, impulsive reaction, so this was very enlightening…
		Joana	Somehow I managed to channel my impulses. Regarding some reactions I don't put it off for later, there is no procrastination for later, to empty myself or that will reach me, it is not like that, but literally like these impulses distribute and disappear

		George	I take a deep breath and it goes away, I don't know to explain but I make it like that. Somehow I put my emotions under control and I can focus on what I am doing.
	(Emotional stability)	Luke	*Emotional state became more stable... These meditations made me take some decisions about how to cope with things and how I don't want anymore to be nerved with some things or not be touched anymore with some things*
		Hellen	*Well I feel a lot of stability in a way I am reacting with other people...before I would react easily or just get angry easily. Now I am a little bit more calm*
		Joana	*Much better, more stable, simply that energy is somehow balanced, feeling it during meditation and after, beautifully balanced, during meditation I feel numbing in whole body, arms, in the chest area etc. and warmness and that feeling stays with me later on, I have the feeling, since I've started to meditate, that some things that earlier would emotionally touch me more or put me out of balance or whatever, generally I react less intensely to them*
		Joana	"...simply I feel nice, there are no those amplitudes, no that oscillations, so somehow I wait for it to pass, that is…" "…so simply those extreme emotions I haven't experienced over the last year. "
		Charlie	Earlier I used to experience everything with a lot of outburst and very deep, haven't shown it very much of course, now it is very superficial just touches a little bit...
		Peter	I would get really upset before, because of his negative attitude directed towards me and I did what was required from me and I did the right thing, but now I am not upset, I manage to maintain that mental stability regardless of external factors. Of course I feel these influences, it would be more pleasant if they weren't there, but I am not nervous, it doesn't affect me, even though I can feel it
		George	I am some kind of calm boy and I do not have some picks of happiness or picks of sadness... of course I have this kind of emotion, but it is not a big mountain, there are not many extremes.
		Luke	I would like to add something that I am emotionally more stable, I don't know if this is due to more experience, but I feel that my emotional state is less easy to influence it.
	(Emotional relief)	Fatima	*After 5 minutes I began to cry and then during one hour there were tears, I was not really sad, but the tears came during that hour, then after this hour it stopped and it was ok.*
		Peter	*I happen to react strongly, tears come and run out intensely, I see it as a kind of relief…*
		Joana	*It happened once or twice, that I cried, simply tears went down my cheek, I cannot remember what meditation was,*

			but once I finished, that feeling passed, I stopped crying like some opening or discharge happened
		Xenia	*Ones only it was with some visualisations , that was the first time when tears went out, but more like a bliss, that was fascinating feeling.*
		Nathan	*Very good, unburdened. Only thing I can explain is that some recall or something that happened has less influence on me, on my present feeling, not completely but a lot of things don't have influence on me and I feel relief…"Especially 10 days ago I felt relief... Mudras helped me, it worked well, automatically I felt better, but I think it needs time, sometimes only closing eyes and relaxing is useful and with meditation it is even better"*
		Joana	Even sometimes I cried not as sadness but as relief or joy. But yes the state of bliss... I was meditating I didn't have negative emotions. This crying was not heavy, no stiffness in my chest pure relief and happiness.
		Peter	It can appear after meditation as well, some tears may come out, something initiates those moments of memories... it can be normally some purification, because I am becoming aware of negative things and putting them out.
		Nathan	it is more like purification, I put out my anger and nervousness through the process of meditation...Sometimes it takes one hour, sometimes a bit more a day and when I throw that out then I am relieved, and feel good.
		Fatima	Yes several times, but less and less now. After crying I feel better it is a sort of relief.
	(emotional resilience – fast recovery)	Xenia	*Now I feel good, differently, I had ups and downs but now it is much better compared to the beginning. From the start here was that enthusiasm and motivation, but then in some moments it there would be a drop of enthusiasm and slowing down with meditation. Now I can say that I am much better, in the sense that periods of coming back to normal state are shorter, still I have oscillations but those are shorter or we can say that those periods are shorter or that I am coming back faster to, let's say balance… I am better, much better*
		Peter	If that happened earlier I would be upset for days, I have never been like someone who would argue or make conflict, but those situations affected me to be very nervous, which disturbed my dream, now there is no such a thing, the intensity is much lower and for that I am very grateful to meditations that brought to me this new attitude towards life.

		Nathan	I try to calm myself that is my progress, because earlier when something happens to me I am not calm for two– three days or a week, but now I am not allowing that, probably it is overcome issue. Why nerving yourself for stupid things, small things it is a waste of time, even if I am mistaken what can I do, I cannot change I can only concentrate on the next time not to repeat that.
		Charlie	That intensity has failed it is minimal, like some stabbing, it used to be bees' stab, now it is like mosquito, so that is not that and it doesn't last longer, it doesn't remain, after that I just forget it very fast. That recovery is much faster.
		Luke	I feel that my emotional state is less easy to influence it. I can be disturbed for the moment, but disturbance does not remain for too long after the problem for example. Before I had often some stories concerning me or others or being in my mind for weeks and these were hard to push out.
Spiritual Insights	**Higher purpose**	Luke	*It concerns my boss and bosses at the institution, crappy things happening, people are not always honest...it affected my motivation, finally end up with thoughts...why would I really invest myself for producing things which will be for the benefit of this institution...even if your contribution is positive you come to the point why you would do it...*
		Peter	*For the first time I found some meaning in existence, meaning of life, only that fact, for me this is immense happiness. I am not unusual, there is a reason why I exist, I am happier, especially when I finish with meditation" , "I am not bonded to my job...I hope that something else would be purpose of my life."*
		Nathan	*Higher purpose is that with meditation you can improve something with all other businesses which you would do it only to survive*
		Luke	With my job I bring something positive to the humanity. I feel that I am accomplishing some mission that has been given to me. So I feel that the higher purpose is the main goal and the general route, but the way to go there has some problems and some difficulties, this is part of the game.
		George	so there is so higher meaning that I have found in meditation.
	Self-awareness- identity	Fatima	*During meditation by having time for me, to listen to me to observe myself, I can see some things I would not have time to see in other situations*
		Peter	*Earlier if I would ask myself, like who I am, I would say I am (Name and Surname) end of story and why is that strange and today I don't answer like that anymore, if I would ask myself that question, I cannot explain, I think I don't have answer on that, I didn't have that answer and*

			today I don't have it, that what is in my Being I cannot explain in this moment. I realize that this world is not like I was thought that is and what we consider with our senses is not like that
		Hellen	*You cannot really describe it or say it what was that part when you were there it just can't only prove you were there I was conscious I thought I meditated few minutes and you see it's not like that it was so much time and there was something you cannot catch it.*
		Joana	*Meditation leads me in contact with myself...getting to know myself. By knowing myself, I know my emotions, reactions, behaviour in certain situations…since I meditated literally I start to awaken, the changes I started to feel and to be conscious.*"
		Joana	I feel myself better, like it goes wide, somehow I am in better contact with myself. So simply in better contact with myself.
		Charlie	I know myself more, and inner feeling is sharper, in particular meditations there are some different insights but I cannot explain by words, the feeling is different.
		Fatima	So the way I perceive myself is different, there are really moments where I ask myself...what is going on for me or for the others and between us and I think this movement of getting out was new and came with meditation and aikido.
	(awareness of one's potential)	Xenia	*When you understand your capacity and what you can do and which traits of your character and intensity of those traits you would like to diminish, then which traits you would like to improve, and you cannot do that if you don't know where are you, once you know where you are you can do it.*
		Nathan	*Knowledge about myself I have insights about my limitations and so called good things, it is easier to see my limitations than before, and the most important is that I can understand why these limitations are limitations why those appeared, and then it is easier to correct them in time…When you understand yourself you can automatically understand all around you*
		Peter	It helps me to have an honest attitude towards myself, the worst thing in my opinion is to deceive oneself.
	Spiritual experience (freedom and absence of fear)	Luke	*I had a true feeling like I am here and now, like I am I don't need anything and this a feeling like something pure, you know, and I remembered at the same time that last time that I felt like this when I was a child maybe 10 years old and you have moments when you just want to go to play… this is the state I have to look for… in that state you can be completely free, you don't need your boss, don't need your job, your house, you don't need anything you are just here.*

		Xenia	*At the end of the day I know that nothing catastrophic will happen, that everything is fine and that my life will not be usual. That is some kind of self-confidence which is not easy to describe, I cannot fully verbalise it… it is one feeling that I will always find a way that my life gets purpose even if in some moment it doesn't make sense… it is normal that you have ups and downs, all-over I am good, there is no that hopelessness that fear*
		Xenia	It is a sort of freedom, you are not attached to anything else except yourself, there is no any other affection except with you. Outside meditation it is hard to achieve that freedom because of obligations (bills, family, etc.).
		Charlie	It is a feeling of detachment, when you need nothing, it is that feeling.
		Peter	I am less attached...it helps me in sense concretely at the workplace many colleagues are suffering, how others are treating their work …I used to suffer as well, but feeling of non selfishness and detachment... that is the aim.
		Nathan	Earlier I would be weak on others opinions and that used to be a kind of uncertainty, now I trust myself more and more, so there is much less fear.
		Hellen	It is a vision of my life, like light in front of me, it is beautiful in front of me, there is no fear, for me it is really until the end of my life, whenever it comes, it's light... meditation give me that.
		Luke	So finally I found that strength and I did it and of course it is like what was not letting me do it is fears and different catastrophic scenarios... so finally you decide to throw yourself in the new situation, so put out the job and like by miracle things arrange that again you survive.
	(Happiness)	Hellen	*You are just happy if you are alive, happy that everything is in order like it is a puzzle that came into the pieces, you don't need any more to search you just know that it is as it is and it's perfect as it is.*
		George	*Feeling happiness coming and just life is good, everything will go fine, you know and sometimes it's more than no thinking about it, you really are present and you don't think, what can I eat tonight? Or will I pass my exams?…nothing can stop me…*
		Hellen	I have calm happiness, like you know that life is good, it is ok as it is, shit happens but it is also ok with that and when I think about some point in future, next one, two three months in front of me, I have some excitement about projects, kids, job that will involve everything
	(High plateau)	Charlie	*like you rise above the world and look at that world, like you have that complete peripheral view… you can see everything at once and you comprehend everything… you*

			don't want that to cease and in that moment you really don't think at all…you know that you didn't think, you heard him, you were conscious, but simply that there, but different to that state that state is more like something leads you in some pleasantness, on the edge of some dream, but here more clear, regarding emotions status is the same, there are no emotions, feeling is more clear.
	Meditation part of life	Xenia	My meditations don't need to last, now I need shorter time for meditation. It became somehow part of my life, it is my routine, for me it is now like I drink water...
		Charlie	Meditation somehow become part of my life. There was a bigger difference during meditation and after, earlier it was like awaking from some deep dream. However now, it seems to me when I finish meditation that gap is smaller, that transfer is much smaller.
		Hellen	I don't sit to meditate, for example I just now want to make just 1 minute without taking really position I can directly go in the state... I don't need that time for preparation, meditation can come instantly in the present moment without organizing myself, it is a part of daily life
		George	It has become part of my daily life and routine, it is always at the back of my mind. So there are no exact hours that I can stick to them, somehow I am in meditative state of mind.
Stress	**Staying detached**	Luke	*I have received many times remark telling me that it seems that I changed that I am less eaten by stories and happenings*
		Fatima	*When I am stressed in a situation it is easier for me now just taking a few seconds for me and breathe a bit and then just take the time to say to myself okay, it will be okay then I can start to work efficiently*
		George	*Yeah I can say that I have got an exam on Monday and I am not stressed now, maybe it's because I am ready to go for this exam, but maybe it's also because I can take this distance and say ok these are exams but these are not death, it will be ok… I think again that this stance can have an impact on the stress.*
		Hellen	*Well I feel a lot of stability in the way I am reacting with other people, particularly in stress situations… now I am a little bit calmer and I can see things from some distance when I am speaking about it*
		George	"I breathe in once deeply and say "ok it is not so bad", and yeah just put away the stress a bit and focus on the objective. So it is related with taking distance as I told you last time, it is not always to see things above, but I really try to put away this stress." "When I was alone with the patient the stress was coming,

			but I could isolate myself from stressing thoughts I can do the same like isolating myself from other people around me to isolate my thoughts and be focused on my task.”
	(not reacting)	Joana	*I surprised myself that I didn’t react when something happened, earlier on I would react with more and longer sadness, anger, simply... I am distanced, not like it doesn’t happen to me but like I observe the problem from some other distance*
		Nathan	*I am not stressed any more that much, especially in a way that when someone makes me angry, nervous, now I don’t have that rage or strong anger, only some small moments of anger and very soft…*”,
		Charlie	*Sometimes starts but I overcome it, like those receptors cannot receive enough energy, those register everything, but sometimes I surprise myself that I didn’t register something as insult, or irritation, but it is still there*
		Xenia	“I don’t go there and give it attention, what she wanted was attention, she felt frustration, maybe she was angry, she felt angry, maybe these are the topics and themes that are touching her and that somehow were stressful. But still, the meditation was helpful, my work with meditation was helpful, because before there was no counting that I would do and I’d give an answer that would not be acceptable for that situation. So working with meditation on self-control, on focus, on concentration, because I gave that support to myself through meditation…Before, in a similar situation, if that happened before like with that woman I would have probably had immediate reaction, impulsive reaction, so this was very enlightening, that I found myself dealing with stressful situations in a good way“
		Charlie	Now, maybe my energy has changed and as a consequence my reaction, there is no that something, some inner unpleasantness why this happens to me,... but it is more like: we will solve as we can, what can I do now, those are some stressful situations at the workplace.
		Peter	There were situations when people were dissatisfied with what I did, and I did that by the order of my manager, so unfortunately I couldn’t do anything about that, I understood their dissatisfaction but if order was like that, it will be done in that manner, there is no question about that, I didn’t react much with outburst or impulsivity, or raised my voice against others, I just carried on with my job.
	Perception of stress	Charlie	*What I recognised compared to perception of those stress situations, I cannot say that something doesn’t touch me or excite me, because I am that type maybe too sensitive, but that is amortised and it lasts shorter, there is no big process*

			post-stress
		Peter	*I can see that those are situations where I was passing through earlier and those were stressful for me, but now it is not anymore like that…it is more unconscious reaction until certain level I can control when I feel that blinks from people I can react consciously that I don't say anything impolite or bad and to express some beautiful calming sentence, let's say it is more resistance to some stress*
		Charlie	In the meantime some stressful situations have happened, like serious diseases in my family, around me, my closest ones etc..., it was difficult, but if this would happen two years ago, I don't know what would happen, how I would manage that, there would be many psychosomatic issues. Somehow all of that very elegantly was sorted out.
		Peter	There is much less stress, even if it happens it is much easier than it used to be, then I have much less negative thoughts about anyone. That is maybe one of the most important things, that I am not thinking anything negative about anyone.
		Nathan	Generally, I don't have much stress, someone can unnerve me but I don't see it as stressful. I try to calm myself down, that is my progress, because earlier when something happens to me I am not calm for two–three days or a week, but now I am not allowing for that, probably it is an overcome issue
	(Tool for overcoming stress)	Hellen	*I really appreciate, this is guiding me concerning stress and concerning my emotion in the way that I clean it, no stress and I build it with positive emotion…*
		Joana	*Visualisation was useful also in case I wanted to protect myself from stressful situations, then I just imagine that release from stress like some aura is creating around me and that somehow protects me from external influences…*
		Fatima	also maybe the feeling to have a resource like I know, even if I am very stressed or unhappy, I know that I have a possibility just to sit down and to meditate and that this will bring me some calmness and it will work…
		George	I think it is beautiful that being able to be happy in the routine...when you are stressed, this kind of routine it is not so comfortable. So this meditation allows me to be good, just good in fact.
	(positive stress)	Fatima	Yes, certainly it is, like a positive stress maybe, for example in June I had this conference, where I had to do a presentation and I was really really stressed, and because I was stressed I prepared it really well and after that I think I did the presentation, and people who were there also told me that it was good, that was a stress that had a good

			impact on my work.
JOB SATISFACTI ON	**Job awareness** (take the best)	Joana	I experience that very relieving, regardless of having a lot of factors that maybe I don't like, but simply I am satisfied with what I do. I have taken the best from what was offered to me, and I have taken the best and that makes me satisfied.
	(Detached from conditions – no impact)	Luke	*meditations made me take some decisions about how to cope with things and how I don't want anymore to be nerved with some things or not be touched anymore with some things or I got some how to say reached more capacity to keep distance with things which could nerve me at job, or with the people at job or with the content of job itself etc. I felt released somehow*
		Xenia	*In terms of my personal satisfaction at the workplace, I was thinking about that, when I am in focus my job develops very well and very fast and this helps somehow in that way.*
		Charlie	I have never been dissatisfied, but I was dissatisfied with the way something works and the working conditions, so, if I can say, I become independent from these conditions. So it is not important if I would work with someone in tandem or alone, I don't have any conditions or demands now, if it is going to be like this or like that, or if it's going to be good or nonsense. Simply, whatever is it going to be I will still love my work.
		Peter	I am satisfied but it can be better...I see possibilities for improvement, but I am not dissatisfied, accept the things that I cannot change, because for many things I don't have influence. I can influence only my performance.
		Nathan	I feel good at work, and feel matured for that, earlier I was thinking that my job is a waste of time just for money, but now it more like I accept my job as it is and feel better about that. It is not my life purpose but fine, I found a place for it.
	Express oneself – need for self- realization	Peter	I think what I am going to do, I don't think that is something bad, that is good and place where I can express myself. That is very simple, I enjoy that work, I love what I do.
		Fatima	I think I am satisfied because I could take this opportunity, and it's like I choose it because it is what I like to do and not because I have no choice or other possibility. I can express myself fully.
		Xenia	The difficulties are to have as much as possible harmonious relationships between the people or the people that you are working with, so that can be difficult because of variety of tempers and personalities and everything but it is also challenge, so all my needs are fulfilled in this job.

	Good conditions (Autonomy and freedom)	Fatima	I can choose my topics, I can choose what I want to teach. I am also quite free with my organization, days and the weeks, and I am also quite happy with people I work with, have quite good atmosphere, it is nice to exchange.
		Nathan	Honestly it is a nice job, for me personally, I like to have some dept at work, you will learn what needs to be learned and that's it, the end, you know your job and that's it. It is a nice job, I couldn't choose something better.
		George	I have some good colleagues, we have got a good atmosphere.... So on the one hand are people, my colleagues and on the other hand is job itself, I do something that I really love to do.
	Self-development (innovative)	Fatima	It is connected with well-being, more happy, satisfied and it helps the work, and also by doing research if you want to bring something which is the goal, you have to do something that you like or something that you have an interest... you can try to bring something new
		Hellen	I am more than satisfied to be honest. I do what I love, have a combination of physical, emotional and spiritual level, when I am dealing with people, I have an opportunity each day to face myself, my problems my ego and to overcome them. It's like sort of a tool to mature myself while I am doing my job… it's never boring each time with different people, each time it brings me something new…
		Luke	Yes, because it is complete it relates with whole my being physically, mentally, emotionally, spiritually, socially, it covers all the levels and I can feel my job fully. With my job I bring something positive to the humanity.

Note: Times New Roman, Italic refer to TIME 1, Calibri NOT Italic refer to TIME 2

Appendix 8 – Open-ended question

Swiss Comments-qualitative

1. Light, inside peace, relaxation in the body with possibility of falling in deep sleep but conscious (with present awareness)

2. Pleasant, relaxing I enjoyed it

3. The meditations for eliminating destructive thoughts/emotions/concepts sometimes provoked some light pressure in head and turbulent dreams when I did them in the evening. I am convinced that this program was very good for me and cleaned a part of my inner self. It is wonderful! I think I will go on!

4. In state of peace… light, the tension disappears and I like to stay in that state, it is like if the physical body disappears

5. Harmonised and “energised” but at the same time desire to fall asleep.

6. In the beginning issues with concentration. Then during meditation feeling of stress which lowers, at the end feeling of well-being.

7. Very peacefully, but in the beginning a little issue with concentration. I had uncommon dreams, twice after meditations.

8. I have felt an inner peace, some tranquility.

9. Enthusiasm and confidence

10. Heavy and difficult in the beginning of meditation, and after easy and happy during last 3 meditations. Need to meditate more and more.

11. Difficult to dedicate myself doing the first minutes. At the end, more relaxed and peaceful, physical well-being.

12. Very good, time was passing fast; if I wouldn’t meditate in the morning I would feel the lack of it. Happier, lighter and more free after meditation.

13. Calm, in the state of flow

14. Calm, relaxed, tranquil

15. Generally sometimes I put more effort to stay concentrated. When I meditated, I had less thoughts breathing more calm. After 3 weeks I felt more relieved. I often was thinking about the whole design of the research (questionnaires, methodology etc.), type of meditation, goals of meditations during meditating, and I think this reduced my concentration a bit. One or two times emotions came out during meditation…

The first two weeks I felt a bit unusual, which I can’t explain, especially during meditation “eliminating destructive emotions”. Generally, meditation was especially easier and I felt better during the last two weeks.

16. At the beginning, I feel a little bit guilty because I am still a little bit a procrastinator (much less than before). Then emotions surface and sometimes can really disturb my meditation, I have to mention again the subject of the current meditation moment. After the emotion disturbance have gone, then the actual and past facts of my live surfaces. Then I enter in comfortable and enjoyable meditation status. Globally after a meditation session I feel peaceful and confident.

17. Relax, calm, beautiful, specific, full of love, pleasant, fulfillment.

18. I feel calm down, light. Some reactions and behaviours that I had during the day are clearer. Some problems are solved. The important thing is running inside of my head with different meanings. When I meditate, I “Separate” from the world which is around me, and I concentrate more on me, and what is good for me around me.

19. Relaxed, absence of time, big, bliss.

20. Not peaceful at the beginning, the during the meditation, I relax and before the end of the meditation I sleep in.

21. I hope that solutions will come by the time.

Serbia comments

1. Relaxed, sometimes thoughts are roaming, later on better concentration, healthier

2. Focus, satisfaction, purposeful

3. No pressure, without fear when I meditate, mentally and emotionally free

4. Calmed, peaceful, optimistic, relief

5. Relax, beautiful, specific, full of love, pleasant, fulfillment.

6. Relaxed, calmed, sensations: colours, trembling, introspective

7. Relaxed, feeling of peace, fulfilled, mood becomes better, worries disappear. I feel energy, warmness in hands etc.

8. I feel very pleasant, relaxed, sometimes weightless, I feel trembling and warmness, very beautiful

9. Relaxed, self-insight, warmness, light, fulfillment

10. Very relaxed, sometimes with deep insight into Reality. Sometimes with physical sensations(especially head). Sometimes with pictures in the way of “flashes”

11. Relaxed, periods of warmness, directing thoughts, trembling of hands

12. In the beginning with a lot of thoughts, later on relaxed, light, heaviness of hands and legs, pressure in the head, calmness, clear view, experience of spreading.

13. Relaxation, warmness, emphasized feelings, inspiration, relief, energy charge, awareness

14. Relief, hopeful, better see reality around me

15. Relaxed, pleasant, feeling for insight and sensation of all senses (color, temperature, experience of cleanness, light)

16. Relaxed, relieved, calming of spirit and thoughts, light, warmness, experience of spreading

17. Maximal relaxation, peace, touch with inner Self

18. Relax, calm, flow state, strong energy flow, emptiness.

19. Blessed, quite, and confident

20. Pleasant feeling of relaxation and letting go, calmness

21. Relaxed, feeling of warmness and trembling, calmness, relief

22. Calming, powerful, like there is nothing I can't do

23. Calmed, relaxed, feeling of electricity through body, light in front of eyes – white, feeling of weightless

24. Full of energy

25. At the beginning confused, then relaxed, calm , experience of spreading and light, one with Universe.

26. Pleasant, not heavy, relieved, wholeness, peaceful, light of body, I am that.

27. Relaxed, concentrated, warm, light, one after the other

28. Relaxed, calmed, connected with the world, light, presence, absence of time

29. In the beginning confused, later on calmed. Warmness, light, relaxation. Timelessness, spacelessness.

30. Relaxed and calmed, Sometimes lonely, part of wholeness.

31. Calmed, relaxed, timeless, bodiless pulsating, warmness, pressure in chest, compassion with the world.