

---

Theses and Dissertations

---

2016

**Mindfulness in the workplace: an analysis and plan for improving corporate wellness in a multi-national food and beverage company**

Ingrid S. Greene

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>

---

**Recommended Citation**

Greene, Ingrid S., "Mindfulness in the workplace: an analysis and plan for improving corporate wellness in a multi-national food and beverage company" (2016). *Theses and Dissertations*. 909.  
<https://digitalcommons.pepperdine.edu/etd/909>

This Thesis is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact [Katrina.Gallardo@pepperdine.edu](mailto:Katrina.Gallardo@pepperdine.edu), [anna.speth@pepperdine.edu](mailto:anna.speth@pepperdine.edu), [linhgavin.do@pepperdine.edu](mailto:linhgavin.do@pepperdine.edu).

MINDFULNESS IN THE WORKPLACE: AN ANALYSIS AND PLAN FOR  
IMPROVING CORPORATE WELLNESS IN A MULTI-NATIONAL FOOD AND  
BEVERAGE COMPANY

A Graduate Project

Presented to

the Faculty of the Communication Division

Pepperdine University

In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts

by

Ingrid S. Greene

April 2016

© 2017

Ingrid S. Greene

ALL RIGHTS RESERVED

This graduate project, written by

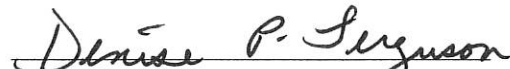
INGRID S. GREENE

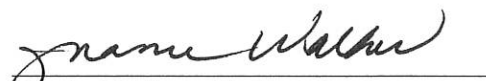
under the guidance of a faculty committee and approved by its members, has been submitted to and accepted by the graduate faculty in partial fulfillment of the requirements for the degree of

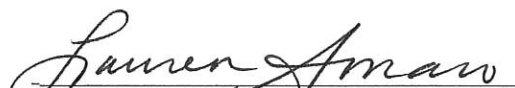
MASTER OF ARTS


April 2017

Faculty Committee

  
Denise Ferguson, Ph.D. Chairperson

  
Juanie Walker, Ph.D. Member

  
Lauren Amaro, Ph.D. Member

  
Michael E. Feltner, Ph.D. Dean

## ACKNOWLEDGEMENTS

I would like to thank my thesis committee chairperson, Dr. Denise Ferguson, for all her hard work, her guidance, and her leadership. Without her, I would have never applied to Pepperdine. I am so grateful for her patience, understanding, and professionalism. I feel confident entering the world of communication because of the time spent with her in the classroom.

I would also like to thank my committee members, Dr. Lauren Amaro and Dr. Juanie Walker. Dr. Amaro enabled me to move quickly through the thesis process due to her timely responses to my questions, her encouragement to pursue deeper studies in mindfulness, and her consistently optimistic view on my work. Dr. Walker has been a strong mentor for me when creating my lesson plans, organizing the thesis on a whole, and helping me connect the project findings with the project deliverables. When starting this project, I knew that it would be important to choose my committee members wisely, and these three women have exceeded my expectations.

I would also like to thank my dad for his reliably wise advice, his support, and his guidance in this process. His retirement and move to Southern California could not have been better timed for this project. Our weekly meetings to discuss the latest feedback from my committee or the overall direction of the project were invaluable. I am honored to be walking in his footsteps with a passion for organizational behavior and communication.

To my husband, who did not complain when he was home alone with the dog on nights or weekends because I needed to be at school. I am grateful for his unswerving support to pursue this second Master's when many people questioned the value. I began this program only six months after our wedding and I am grateful that he allowed me the time to pursue this dream during our newlywed days.

I would also like to thank my mother and other friends who have encouraged me to complete the degree. The list is long, but I do not want to forget longtime friends of our family, Jonna DiBlasio, Jamie Greene, and my uncle Fred Von Burg. My friends with advanced degrees in the social sciences were also very appreciated during this journey such as Dr. Valerie Woodward, Dr. Mary Bugbee, Professor Debbie Wideroe, Bonnie Efird, and Randi Dressler.

Finally, I am grateful to my little dog, Maggie, for understanding when I had to bring her to doggy daycare. She has made this process always a little smoother, a little happier, and a lot more joyful.

## TABLE OF CONTENTS

|   | Page |
|---|------|
| ABSTRACT.....                                       | vi   |
| CHAPTER   |      |
| 1. Introduction.....                                | 1    |
| 2. Project Rationale.....                           | 6    |
| Problems in the Workplace.....                      | 6    |
| Mindfulness as a Solution.....                      | 9    |
| 3. Theoretical Foundation.....                      | 19   |
| Stress Process Model.....                           | 20   |
| Diffusion Theory.....                               | 25   |
| 4. Methods.....                                     | 33   |
| Current Program Assessment.....                     | 33   |
| Measurement.....                                    | 35   |
| 5. Study Results.....                               | 37   |
| 6. Recommendations.....                             | 58   |
| 7. Strengths and Weaknesses of the Study.....       | 63   |
| 8. Conclusion.....                                  | 65   |
| Appendices  |      |
| 1. Informed Consent Form.....                       | 68   |
| 2. Codes, Definitions, and Exemplars.....           | 71   |
| 3. Employee Survey.....                             | 73   |
| 4. Email to Employees Informing Them of Survey..... | 75   |

|   |    |
|---|----|
| 5. Email to Employees Informing Them of Changes to Program Based on Survey Results..... | 76 |
| 6. Photo of Green Plastic Wristbands for Yoga Participants .....                        | 77 |
| References.....   | 78 |

MINDFULNESS IN THE WORKPLACE: AN ANALYSIS AND PLAN FOR  
IMPROVING CORPORATE WELLNESS IN A MULTI-NATIONAL FOOD AND  
BEVERAGE COMPANY

by

Ingrid S. Greene

April 2017

Dr. Denise Ferguson, Chairperson

ABSTRACT

Research has linked improved mindfulness to increased work engagement. According to Dr. Jon Kabat-Zinn, founder of the Mindfulness-Based Stress Reduction Program, mindfulness is maintaining moment by moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. In the workplace, the program's function includes the reduction of absenteeism, and the increasing of productivity during days at work. Over the last 20 years, mindfulness has been linked to a term developed in 1964 by Michael Beldoch called emotional intelligence. In 1995, Daniel Goleman published a book titled *Emotional Intelligence*, which popularized the topic and further discussed the benefits of improving one's mindfulness in the workplace. This project is a practical theory training program developed in response to a request by JuiceCo (name has been changed to protect confidentiality), a progressive company in Los Angeles, to better understand its current mindfulness program, identify what employees they would like to see in a future program, and what deliverables can follow from those requests.

This paper reviews the proposed concept, explains the theoretical foundation and contribution of this project, analyzes current programs via quantitative measurements, and provides a rationale for the proposed new training modules in mindfulness. The following research questions guided this project: (a) What is the level of mindful communication in the current program curriculum?, (b) How satisfied are employees with the current program?, and (c) What kind of training at JuiceCo could increase knowledge and behaviors of workplace mindfulness based on the theory and feedback for the current program?



## CHAPTER ONE

### Introduction

A Gallup report released in 2015 showed that a mere 30% of all workers feel truly engaged in their daily activities (Adkins, 2016). These results are consistent with other Gallup surveys from previous years, in which over 80,000 U.S. workers were interviewed for ratings of key workplace elements, such as having an opportunity to do what they do best each day, having someone at work who encourages their development, and believing their opinions count at work (Adkins, 2016). Gallup's research shows that employee engagement is strongly connected to business outcomes and is very important to an organization's financial prosperity, as it influences key elements for its success, such as productivity, profitability and customer engagement. Engaged employees support the innovation, the growth, and the revenue that their companies require to win business and compete in the marketplace (Adkins, 2016).

For many years, research has linked improved mindfulness to increased work engagement and performance. A recent 2015 study confirmed that mindfulness predicts work engagement and includes hope, optimism, resiliency, and self-efficacy as key psychological factors in work engagement (Malinowski & Lim, 2015).

The idea of mindfulness in the workplace is surging (Good et al., 2016). Organizations around the world have started to incorporate in-house mindfulness programs to allow employees reach greater levels of empathy, become easier to work with, lower stress levels, and improve relationships. Google, Aetna, Mayo Clinic, and the U.S. Army are just a few organizations that use mindfulness training to improve workplace functioning. This improvement in workplace functioning includes reducing absenteeism and increasing productivity during days at work. An individual's work engagement can then increase team production, lower costs associated with

pricey substitute labor, or help an organization avoid penalties for output shortfalls (Jha et al., 2015; Tan, 2012; West et al., 2014; Wolever et al., 2012).

Over the last twenty years, mindfulness has been linked to a term developed by Michael Beldoch in 1964 called emotional intelligence (Tan, 2012; Beldoch, 1964). While there are many positive workplace outcomes that result from emotional intelligence training, one of the most common outcomes is the capacity to identify and understand the impact one's own feelings have on thoughts, decisions, behavior, and performance at work. This allows employees to better manage, lead, and understand the goals of the organization. Other workplace outcomes include enhanced decision-making, where more information is considered and greater buy-in is obtained from others into decisions that is made (Palmer, Stough, Harmer, & Gignac, 2009).

In 1995, Daniel Goleman published a book titled *Emotional Intelligence*, which popularized the topic and further discussed the benefits of improving one's mindfulness in the workplace. Emotional intelligence (EI) has four main constructs: self-awareness, self-management, social awareness, and relationship management. Mindfulness training can foster the development of these behaviors (Chaskalson, 2011). These concepts spurred a rapid growth in mindfulness programs and continue to do so.

This project is a practical theory training program developed in response to a request by JuiceCo (name has been changed to protect confidentiality), a progressive food and beverage company in Los Angeles, to better understand their current mindfulness curriculum and identify what employees would like to see in a future instance of the program, as well as establishing what deliverables could ideally follow from those requests. JuiceCo is comprised of nine major brands to include products such as juice, water, nuts, wine, and fruit.

This paper will review the proposed concept, explain its theoretical foundation and its contribution of this project, analyze current programs via quantitative measurements, and provide a rationale for the proposed new training modules in mindfulness.

This project was guided by the following research questions: (a) What is the level of mindful communication in the current program curriculum? (b) How satisfied are employees with the current program? (c) What kind of training at JuiceCo could increase knowledge and behaviors of workplace mindfulness based on insights from both theory and current program feedback?

### *Qualifications*

This project demonstrates the techniques and competencies gained within the Strategic Skills concentration of Pepperdine's Master of Arts in Strategic Communication, which includes organizational communication as a core topic. This project also presents an opportunity to learn and apply additional quantitative skills such as coding and survey analysis. Furthermore, the Collaborative Institutional Training Initiative Program (CITI), offered by Pepperdine University's IRB (Institutional Review Board), increased the necessary knowledge and skills about the correct and ethical ways to implement surveys and focus groups. Understanding the needs of the participants and ensuring all participants are voluntarily included in the study are important components to the ethical execution of research projects.

Along with Pepperdine-acquired skills and knowledge, the researcher submits past experience working within organizations and as a contractor for more than 14 years, and a quantitative background with a B.S. in engineering and MBA in international management as qualifications to conduct this study. Overall, the researcher has gained insights from working in the corporate environment and has significant first-hand experience in project management,

including the management of mindfulness programs.

The present project extends the researcher's experience to a traditional quantitative research project. By following the guidelines of the IRB (Institutional Review Board), globally regarded as the pillars of human subject research, she was able to apply the professional instructions required to implement a quantitative research project and will also submit the results of the research to Pepperdine University, professional journals, and the general public.

This project aligns with Pepperdine's commitment to purpose and leadership, and to the researcher's own moral values. As a Christian University, Pepperdine continually strives to implement ideas of empathy, expert listening skills, and the understanding of one's neighbor. The components of mindfulness programs align with the teachings of the school. Quiet meditation is also a key pillar of Christian teachings. Connecting with God is often done in quiet, and this new program will help people be able to quiet their minds.

It is intended for this project to be an excellent example and quantitative study of ethical organizational communication and corporate strategy. It reflects a commitment to moral values, showcases skills for quantitative analysis, and highlights strategic planning and communication skills. The researcher anticipates that this project will open further conversation about the value of health and mindfulness programs within organizations.

This project may also show how it is possible to create a valuable mindfulness program with limited investment. By creating a curriculum that employees choose and believe in, the program has a better chance for success. It is believed that this initiative can be an agent for positive social change through strategic communication. The researcher's main interest is in the

intersection of organizational development, business management, and mindfulness programs. This project combines research, interests and skills in a program that will contribute to the knowledge and practices of the mindfulness movement.

#### *Relevance to Career Plan*

The project was designed to be a convergence of research interests and career aspirations. The intersection of organizational communication and mindfulness prompted the researcher's coming to graduate school at Pepperdine, and thus her goal is to explore how her passion for yoga, mindfulness in general as a social construct, and mindfulness as a praxis in the workplace can best support employee engagement. As it will be demonstrated in this project, mindfulness can come in a variety of different forms. Stretching, breathing, and meditating are just a few of the practices involved. This study at JuiceCo plans to serve as an Alpha project and it is anticipated that other organizations will add mindfulness to their in-house training programs.

## CHAPTER TWO

### Project Rationale

This initiative aims to make the teachings and learnings from traditional mindfulness programs more accessible to organizations and their employees. While traditional mindfulness courses last three to four days in length and are most often administered to senior management (Tan, 2012), the courses planned for JuiceCo will be available to employees of all levels, and will be available for attendance and download according to each employee's schedule. Examples of full-length courses include the Google's *Search Inside Yourself* curriculum or Jon Kabat Zinn's MBSR for the workplace environment.

Problems in the workplace, such as high-risk employees and lack of work engagement, will be discussed throughout this work. Mindfulness as a solution, including a history of emotional intelligence, contributions from Daniel Goleman, Mindfulness-Based Stress Reduction, other leading corporate mindfulness programs such as Search Inside Yourself, and other general positive outcomes of mindfulness, will then be explained.

#### *Problems In The Workplace*

There is a growing need for a better work-life balance (Howe & Strauss, 2000). People are voicing their opinions loud and strong that there needs to be support from organizations to help overworked employees (Lewis, 2015). These voices have resulted in many on-site daycare centers, longer paid maternity leave, and more flexible work-from-home schedules. Mindfulness programs are just one of the requests from employees today (Cook, 2012).

### *High-Risk Employees*

Mindfulness programs are often targeted to “high-risk” individuals. At JuiceCo, these are millennials. The millennial generation of workers is not loyal to their employers and is happy to move to other organizations for better working conditions (Lewis, 2015). Millennials are looking for a very healthy work-life balance (Lewis, 2015) and are thought to job-hop if not engaged (Alsop, 2008; Hartman & McCambridge, 2011). Of the four generations studied in North America, the Boomers emerged as the most engaged at work (39%), followed by GenXers at 35%, millennials at half the amount of Boomers at 16%, and the Silent Generation at a mere 10% (BlessingWhite, Inc., 2011).

With the growing prevalence of millennials in the workplace, it is believed this group of “high-risk” individuals will grow even larger as workers from previous generations retire (Asghar, 2014). By 2020, 40 percent of the workforce will be comprised of millennials (Asghar, 2014) and, by 2025, members who make up 75 percent of the workforce across the globe will call themselves the millennial generation (Winograd & Hais, 2014). The four generations currently in the workplace include the Silent Generation, also known as Traditionalists (1925-1945); Baby Boomers (1946-1964); Generation X or GenX (1965-1981); and the Millennials (1982-1999). The latter are also known as Net Gen, Gen Y, GenerationMe, Gen Net, and Digital Natives (Schullery, 2013).

The forecast is that young workers will demand that employers adjust to the needs of workers who wish to build careers and families at the same time and to lead lower-stress lives than their parents did (Howe & Strauss, 2000). A desire for “balance” is frequently raised when referring to millennials at work (Howe & Strauss, 2000). Millennials want to understand how their work fits into the big picture of the company, and how the company serves the social goals

they value (Lambert, 2009). In addition, millennials want and expect deep personal and communal relationships in their work (Lambert, 2009) as mindfulness develops. Millennials are also socially minded, with almost 70 percent saying that being civically engaged is one of their highest priorities (Buchanan, 2010). Mindfulness contains strong components of empathy and helps to better understand people around us (Tan, 2012).

### *Work Engagement*

A lack of employee engagement was shown to jeopardize firms' performance in 2009, via total shareholder return, to 44% below average (BlessingWhite, Inc., 2011). A popular definition by experienced academic professionals Macey, Schneider, Barbera, and Young (2009), is that work engagement is whereby employees *choose* to work harder than they would if they were not engaged. Supporting this idea is the definition that engaged employees "are more likely to work harder through increased levels of discretionary effort" (Bakker, 2011, p. 265). Practitioners' definitions vary by organization (BlessingWhite, Inc., 2011); however, the commonality is that employers strive to increase employee engagement because it has been shown to have multiple, far-reaching benefits (Kumar & Sia, 2012; Sahoo & Sahu, 2009). Quantifiable benefits include increased net revenue (22%), improved earnings before taxes (43%), reduced team member turnover (19%), and lower workers' compensation claims (27%) (Williams, 2010). Hewitt Associates found "high engagement firms" reported a 19% higher total shareholder return than average in 2009 (BlessingWhite, Inc., 2011). As often discussed, high engagement has been linked with improved employee retention, product quality, and improved customer service, resulting in increased customer satisfaction and loyalty. The benefits have further payoff with increased employee loyalty and advocacy on the firm's behalf (Kumar & Sia, 2012).



Millennials are interested in training policies that provide for their growth and development; they expect to be in a workplace that nurtures their well-being and fitness (Catano & Hines, 2015).

### *Mindfulness As A Solution*

In order to fully justify the proposed project and undertake the execution of it, it is important to consider the research that has informed the project and its purpose. Background and further studies on Emotional Intelligence (EI) will be discussed. First, a brief history of EI will be discussed, and then *Emotional Intelligence* by Daniel Goleman (2006) will be reviewed to represent the breakthrough in popularity of organizational mindfulness curriculum in 1995 (Schwabel, 2011). In addition, further emotional intelligence studies will be reviewed, including leading organizational mindfulness initiatives such as Jon Kabat-Zinn's Mindful Based Stress Reduction (MBSR) applications in the workplace and Google's *Search Inside Yourself*. General positive results of mindfulness will also be addressed.

#### *History of EI*

The concept of emotional intelligence began with early studies in the 1920s (Bar-On & Parker, 2000). In the early 1980s, several scholars, such as Gardner (1983) and Steiner (1984), began to thoroughly conceptualize the idea of emotional intelligence; this then became what Salovey and Mayer (1989) first termed as emotional intelligence. Bar-On et al. (2000) viewed emotional intelligence as a "non-cognitive intelligence, which is defined as an array of emotional, personal, and social abilities and skills that influence an individual's ability to cope effectively with environmental demands and pressures" (p. 1108). Later, Salovey and Mayer (1989) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and

to use this information to guide one's thinking and actions" (p. 189). Later, they refined the term and defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey, 1997, p. 5).

A key concept in their definition that needs an explanation is that of "emotion" itself. Salovey and Mayer (1989) argued that there is a set of three related mental processes that lead to higher EI. First one is appraising and expressing emotions in the self and others, where individuals who accurately appraise and express (i.e. perceive and respond to) their emotions are likely to be better understood by the people they work with. They also have the potential to better lead and manage people because they are able to perceive the emotions of people around them. Second mental process is regulating emotion in the self and others. People differ in their ability to manage (i.e. monitor, evaluate, and adjust to changing moods) their own emotions as well as in their ability to regulate and alter the affective reactions of others (Salovey & Mayer, 1989). Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally astute people can induce a positive affect in others that results in a powerful social influence known as charisma, which is an important component of leadership (Wasielewski, 1985). The third mental process consists of using emotions in adaptive ways, and it is important where individuals can differ in the ways in which they utilize their emotions, that is, whether they use them in a functional or a dysfunctional manner. Emotions can help in generating multiple future plans, resulting in better and more flexible planning; they can improve the decision-making process due to a better understanding of one's emotional reaction, leading to stronger creative thinking; and they can facilitate cognitive processes such as creativity on the

one hand and punctuality on the other hand through mood redirected attention; as well as enhancing persistence regarding challenging tasks (motivating emotions) (Salovey & Mayer, 1989). Mayor and Salovey (2001) validated the claim that emotional intelligence (EI) meets traditional standards for intelligence, and that there are correct answers to questions on tests purporting to measure EI as a set of abilities. They view EI as an ability, indicate that correct answers exist, and summarize recent data suggesting that such measures are, indeed, reliable (Mayer, Salovey, Caruso, & Sitarenios, 2001). One of the most well-known EI tests is created by Genos International. Two of the tests by Genos will be used when evaluating employees at JuiceCo after an EI training. These tests measure how often individuals display emotionally intelligent workplace behavior according to a taxonomic seven-factor model of emotional intelligence (The Genos Emotional Intelligence Inventory, n.d.).

One of the initial studies in the workplace took place at Johnson and Johnson, where the importance of EI in leadership success was reviewed across the J&J Consumer Companies (Carmeli, 2003). Kathleen Cavallo and Dottie Brienza conducted a study on a sample of a randomly selected 358 managers. It found a strong relationship between superior performing leaders and emotional competence, whereby leaders who received performance ratings of 4.1 or greater (on a 5-point scale) were rated significantly higher than other participants in all four of the emotional intelligence dimensions of self-awareness, self-management, social awareness, and social skills, by both supervisors and subordinates.

#### *EI by Daniel Goleman*

In 1995, Daniel Goleman, PhD., published a book that further developed ideas about the measurement of intelligence. He studied the idea that one's knowledge and IQ score are as important as how aware one is of one's own and other people's emotions (Goleman, 1995).

Goleman went on to write multiple books on the topic that identified four main pillars of being emotionally intelligent: self-awareness, self-management, empathy, and skilled relationship management (Goleman, 2012). The original book, *Emotional Intelligence: Why It Can Matter More Than IQ*, has spurred hundreds of studies, articles, and further publications that reinforce the importance of meditation, getting to know one's self, and the benefit of improving one's listening skills. Most recently, Goleman has written a book titled "Focus: The Hidden Driver of Excellence" in which he further discusses the importance of getting rid of distracting thoughts while performing important tasks. For example, he says that the human mind wanders on average 50 percent of the time, making this an epidemic at work.

Mind wandering happens when we are driving, completing routine tasks, or conducting a variety of different activities, but, according to a Harvard study (Goleman, 2013a), a lack of focus occurs most often when we are at the office. In addition, these thoughts are typically negative ones. The study also showed that they are making us unhappy (Killingsworth & Gilbert, 2010). Practicing mindfulness is a recommended solution to decreasing the amount of time minds wander (Goleman, 2013a). Goleman says that, with focus, we are able to come up with better solutions, able to be more efficient, and to be more well-liked by our colleagues (Goleman, 2013a). Studies have also shown that managers who show higher levels of EI are also more effective in their role (Gardner & Stough, 2002).

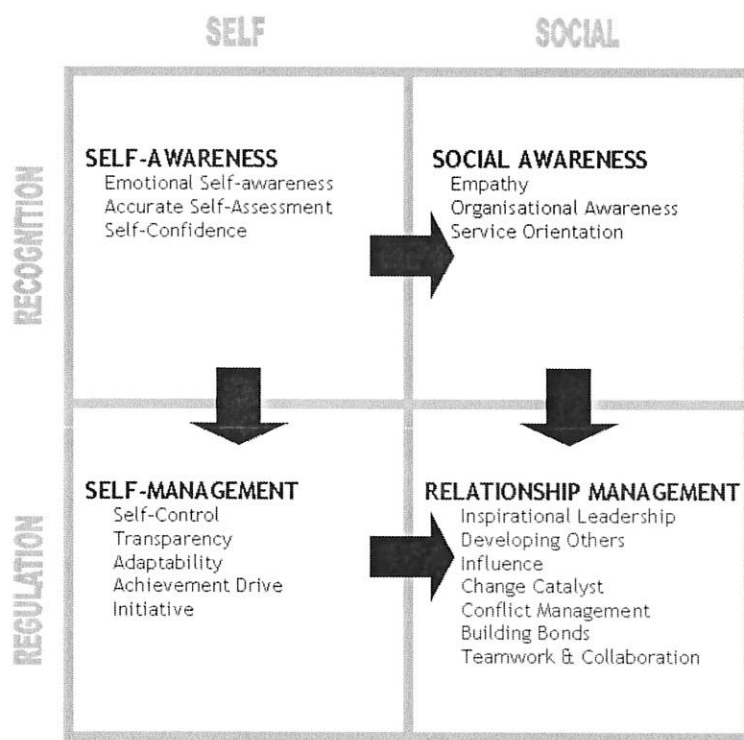


Fig. 1 – Daniel Goleman’s Components of Social Intelligence (2009, February 1). Retrieved from [https://www.sonoma.edu/users/s/swijtink/teaching/philosophy\\_101/paper1/goleman.htm](https://www.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm)

In Fig. 1, the key components of Goleman’s social intelligence model are illustrated. Self-awareness yields social awareness and self-management, which then yield better relationship management. Each of the major four components of social intelligence are represented by key traits and attributes. For example, relationship management consists of more inspiring leadership, the ability to develop others, greater influence, and increased teamwork. Self-awareness starts with accurate self-assessment and increased self-confidence. The independent variables grow from self to social while the dependent variables move from recognition to regulation. This diagram illustrates how leadership and team management improve based on the development of the leader. Goleman believes that working through this process of self-awareness will help leaders determine how their emotional leadership is driving the moods

and actions of their organizations, and how they can control their actions in order to better guide their teams (Goleman, Boyatkis, & McKee, 2001).

#### *Mindfulness-Based Stress Reduction (MBSR)*

Developed in 1979 by Jon Kabat-Zinn at the University of Massachusetts Medical Center's outpatient stress reduction clinic, this program has been used as a model for other medical centers and settings as a stress reduction intervention (Kabat-Zinn, 2003). Mindfulness meditation teaches nonjudgmental awareness of sensation, emotion, cognition, and perception, and provides a method of observing the mind's filtering of both internal and external experience. Mindfulness encourages a state of mind where one distances from one's own mental "noise." It allows for a new awareness of mind that permits focused attention on releasing stressful constructions and a more relaxed awareness and movement (Klatt, Buckworth, & Malarkey, 2008). Awareness of one's emotional response to external events is presented as the crucial piece to changing one's internal experience of stress. As later discussed with the stress process model, everyone experiences stress, but how it is processed differs from person to person.

Both controlled and uncontrolled studies of MBSR (Grossman, Niemann, Schmidt, & Walach, 2004) show improvements in mental health processes, including quality of life scales, depression, anxiety, coping style, social functioning (Reibel, Greeson, Brainard, & Rosenzweig, 2001), and other dimensions of disability, all of which affect workers' ability to function in the workplace (Klatt et al., 2008).

In a recent 2009 study, the results yielded a significant increase in MAAS (Mindful Attention Awareness Scale) scores for the intervention but not the control group. MAAS (Brown & Ryan, 2003) determines the frequency of mindful states over time, specifically the presence or absence of attention to, and awareness of, what is occurring in the present. In addition, scores on

the Perceived Stress Scale decreased significantly for the intervention but not for the control group. The Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983) measures the degree to which situations in life are appraised as stressful. Items are designed to evaluate how overloaded, unpredictable, and uncontrollable one finds one's life. It also queries current levels of experienced stress (Klatt et al., 2008).

The Pittsburgh Sleep Quality Index (Buysse, Reynolds, Monk, Berman, & Kupfer, 1989) measured sleep quality and disturbances during a one-month period (pretest) and the subsequent six weeks (posttest). The global measure of sleep from the Pittsburgh Sleep Quality Index improved significantly for both the MBSR-led group and the control group. However, three of the seven components of sleep quality showed significant improvement for the intervention group to include sleep quality, sleep latency, sleep disturbances, and daytime dysfunction as significantly better at the end of the intervention, compared to the pretest (Klatt et al., 2008).

### *Search Inside Yourself*

The following research will review the success of a mindfulness program developed at Google, where there is currently a 5,000-person waitlist to attend the mindfulness-training course. Employees are eligible to take time away from work to take part in the *Search Inside Yourself* (SIY) program, which long-time Google engineer Chade-Meng Tan started in 2007 (Falk, 2016). As Tan says, “the foundation of emotional intelligence is attention training, which allows you to be calm and clear on demand. The way to train your mind to do what is called mindfulness, is defined as paying attention moment to moment, non-judgmentally” (“Google’s Chade-Meng,” 2012).

Tan has created a curriculum that includes three steps. The first is to train attention in a way that allows one to make the mind calm and clear on demand. Step two is creating self-

mastery, whereby self-awareness improves over time. The third step is to develop good mental habits such as kindness. Once this is practiced, mindfulness comes naturally (“Google’s Chade-Meng,” 2012). Tan has taken much of his inspiration for his course from the work of Daniel Goleman. In Tan’s first book, Goleman wrote a forward and discussed their close relationship working together (Tan, 2014). In Tan’s second book, both Jon Kabat-Zinn and Daniel Goleman contributed forewords (Tan, 2016). Tan also references multiple studies that highlight positive results from meditation and mindfulness programs. For example, he speaks about a study from Antoine Lutz that focuses on long-term meditators. These meditators exhibit higher gamma-band activity, even at baseline, when they are not meditating, suggesting that meditation training can change your brain at rest (Tan, 2014; Lutz, Greischar, Rawlings, Ricard, & Davidson, 2004).

#### *Positive Outcomes of Mindfulness*

There is strong evidence that work-site programs focusing on managing stress, anxiety, and developing coping skills can significantly reduce illness and health care utilization (Rahe et al., 2002). In addition, Gallup’s poll to measure engagement showed that, when employees are fully involved and enthusiastic, businesses benefit (Wagner & Harter, 2006). Businesses with less engagement suffer 31% more turnover, and engaged employees average 27% less absenteeism.

MBSR and other mindfulness programs currently have substantial research-based evidence for their efficacy in a variety of work-site settings (Kabat-Zinn, 2003). They have been found to be useful for a variety of symptoms and illnesses, including anxiety, binge eating disorders, depression, cancer, coronary artery disease, chronic pain, and psychiatric disorders, as mentioned in the previous section.



### *Yoga As A Complementary Treatment*

Yoga is a method for managing stress with a long history in non-Western cultures. It has grown in popularity as a complementary treatment for several physical and mental diseases (Raub, 2002). There is evidence that the regular practice of yoga is also effective as a stress management technique (Baldwin, 1999), and yoga in the workplace has been shown to be a practical strategy for relieving tension and job stress (Gura, 2002). Because workplace yoga is always a group activity, there also seem to be benefits of social support related to the community. A recent study (Oginska-Bulik, 2005) has confirmed the critical role of personal and social resources and perceived social support in reducing job stress and preventing negative health outcomes for workers. In addition, positive psychosocial work features, such as social support, have been associated with fewer sleep disruptions (Williams et al., 2006). After the implementation of his mindfulness program, Mark Bertolini, CEO of Aetna Insurance, said: “Employees report a 28 percent decrease in stress levels, a 20 percent improvement in sleep quality, and 19 percent reduction in pain” (“How Aetna CEO,” 2015).

### The Engagement Problem and Mindfulness Solution

As discussed, the problems in the workplace dealt with in this study include the need to address high-risk employees, such as millennials, and to increase work engagement. Mindfulness, as a solution to these problems, was then detailed to include a history of EI, Daniel Goleman’s adaptation of EI, MSBR, SIY, and other positive outcomes of mindfulness. Next, this paper will review the theoretical foundation to justify the recommended solution of mindfulness. As mentioned, the intersection of strategic communication and mindfulness in the workplace is the basis for this study. The project rationale is grounded in finding ways to make the teachings

and learnings from traditional mindfulness programs more accessible to both organizations and their employees.

## CHAPTER THREE

### Theoretical Foundation

Strategic communication provides an umbrella for organizations to integrate their distinct messaging efforts to a variety of audiences. By implementing a strategic plan for communication, the organization is able to communicate with better coherence among all messages, and it is hoped that the messages are better understood in order to reinforce a continual and consistent corporate message (Grigorescu, 2015; Scandeliu & Cohen, 2015; Kotler, Burton, Deans, Brown, & Armstrong, 2013). This attempts to prevent contradictory messaging to different groups within the organization, as well as maintaining professional communication. Furthermore, there is a risk of misallocating efforts without the implementation of a strategic communication plan. Clear goals must be identified and all team members must be on-board with them. Some key components of strategic communication include strategic planning, talking to key stakeholders, developing objectives, developing and prioritizing tactics, and creating a timeline for implementation with corresponding responsible parties (Grigorescu, 2015; Scandeliu & Cohen, 2015; Kotler et al., 2013).

Two key theories will be discussed in support of strategic communication for mindfulness programs. First, the stress process model will outline the detriments of stress in employees in order to create a foundation of understanding of the workplace issue. Second, diffusion theory will be reviewed to include the development of the theory, its stages, and its typical characteristics. These theories will each include a section on how they inform the method and answer each of the research questions.

### *Stress Process Model*

Stress refers to a life event that disrupts a person's psychological equilibrium and can potentially lead to the development of a disorder (Ingram & Luxton, 2005). Depression, anxiety, or schizophrenia can be typical health concerns ("Diathesis stress models," n.d.). Multiple factors, including mindfulness techniques, can mitigate or provide a buffer against the effects of major stressors by providing an individual with channels to effectively deal with stress (Gazelle & Ladd, 2003). An individual's threshold for processing stress is determined by one's individual vulnerabilities, which are combinations of genetic, psychological, biological, and situational influences (Sigelman & Rider, 2009). This section will further detail the theory of the stress process model and how it relates to mindfulness.

### *History of the Stress Process Model*

In 1981, Leonard Pearlin led a group of sociologists in a study about how various components of stress are connected to form a process (Pearlin, Menaghan, Lieberman & Mullan, 1981). Stressors refer to circumstances and experiences to which it is difficult to adjust and that can impose damaging effects on emotions, cognitions, behavior, physiological functioning, and well-being (Pearlin & Bierman, 2013). Previously, stress was studied in distinctive parts, such as life events and chronic life strains in relation to sources, mediators, and manifestations of stress, but all these components were never thought to be part of a larger process (Pearlin et al., 1981). Pearlin and his team at the National Institute of Mental Health speculated about a broad array of social and psychological conditions that combined over time to create stress. Since then, this has become the dominant model employed in research on social structure and mental health (Aneshensel & Avison, 2015).

*Impact of the Stress Process Model*

The most commonly researched job stressors are considered chronic, for example, role conflict and role ambiguity (Beehr, Jex, Stacy, & Murray, 2000). Pearlin helped define the topic of a chronic stressor in the workplace and emphasized that people are deeply invested in their roles at work (Beehr, et al., 2000). This emotional investment makes the stress more severe than if found in other contexts outside of the workplace (Pearlin, 1983). He reasoned that problems arising in the worker role might well extend over lengthy time intervals, may have considerable meaning to the person, and therefore can evoke substantial psychological distress (Aneshensal & Avison, 2015). Equally important, Pearlin (1983) identified the idea that stressors are not necessarily isolated, independent occurrences, such as divorce and natural disaster, but often are interconnected and dependent on people's status hierarchies (e.g., divorce and economic hardship among people of low socioeconomic status) (Aneshensal & Avison, 2015).

Furthermore, chronic stressors, rather than life events, were found to be of primary importance in explaining the social distribution of depressive symptoms and major depression. The stress process model reviews how stressors exert their detrimental effects on mental health and why these effects are stronger for some people than for others (Aneshensal & Avison, 2015).

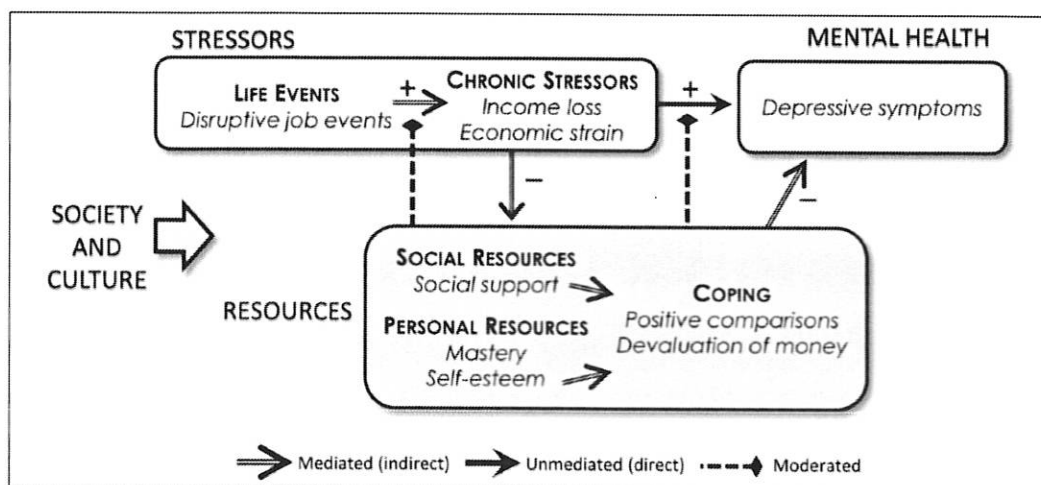


Fig. 4 - The original stress process model (Pearlin et al., 1981)

Pearlin (as cited in Aneshensal & Avison, 2015) made it clear that it was not enough to know whether traumatic life events, chronic strains, and other stressful experiences damage health, but that it was important to know how and why (Aneshensal & Avison, 2015). Pearlin (as cited in Aneshensal & Avison, 2015) believed that the stress process associates the sources of people's difficulties with the surrounding social conditions in which they live (Pearlin & Bierman, 2013). There are also different types of coping resources, as well as differences between coping resources and coping behaviors. Furthermore, life-changing events or chronic stress did not always equal stress (Wheaton, 2010). In addition, social support did not always equal coping, nor do specific coping behaviors equal coping (Pearlin, 1983). Pearlin brought to light that stress is a complex process and is unique to an individual's circumstances (Wheaton, 2010).

The most recent version of the Stress Process Model includes anticipatory stressors—events and circumstances that have not occurred yet but hover on the horizon as ominous possibilities (Pearlin & Bierman, 2013). Anticipated stressors do not exist as realities, but are

viewed as having the potential to become ones. For example, this happens often when people fear being a victim of crime after incidents occur in one's social network. Stressors can also occur with fluctuations in the economic conditions in which people will start to feel anxiety and apprehension from the media or from hearing about hardships from relatives, friends, or coworkers.

Another type of new stress in society is due to innovations and changes that arise as part of everyday life. One example describes an emergent source of stress fueled in large part by innovations in communication technologies (Glavin, Schieman, and Reid, 2011). These authors refer to this emergent source of stress as *role-blurring*, which occurs when roles that are usually segregated in time and space become intertwined. Their study underscores how technological changes in communication undermine the separation of roles. Through increased access to and penetration by new forms of communication, work demands are more easily projected into the family domain. This study further found that women more than men are likely to be affected by the blurring of work and household roles, illustrating how the emergence of stressful change may be entangled with social statuses (Pearlin & Bierman, 2013).

The stress process model identifies stressors and resources that affect the mental health of employees in the workplace. The following section describes how mindfulness messages can best be adopted by the organization in hopes of helping employees cope with their perceived stress.

#### *How Theory Informs Method: Stress Process Model*

As mentioned, Leonard Pearlin was a key navigator of this model and brought attention to the needs of the office worker when it comes to coping with stress. For this reason, teaching employees how to deal with their stress is of great importance and will be a key component of

the JuiceCo's mindfulness program. According to Pearlin (1983), work stress can be detrimental because it can extend over lengthy time intervals, have considerable meaning to the person, and therefore evoke substantial psychological harm, such as depression. The mindfulness training curriculum will incorporate techniques to help employees reduce their stress by using tested exercises and methods, such as the MBSR (Mindfulness-Based Stress Reduction).

One of the key components of the stress process model is anticipatory stressors, with events and circumstances that have not occurred hovering on the horizon as threatening possibilities (Pearlin & Bierman, 2013). Coincidentally, one of the key premises of mindfulness meditations and thinking are strengthening the ability to stay in the present moment (Kabat-Zinn, 2003). When we begin to focus on the many options and "if this were to happen" statements, our mind starts to worry and create large amounts of concern (Kabat-Zinn, 2013). The mindfulness curriculum will include subject matter that encourages participants to focus on their breath and what is happening exactly at this moment. It will provide techniques to stop the mind from imagining what might happen in the future. Breathing techniques and listening to the sounds around us are typical methods used when helping people focus on the reality in front of them as opposed to future possibilities (Kabat-Zinn, 2003). Anticipatory stressors from Pearlin's process model aim to be addressed with the new curriculum.

As mentioned previously, there are also different types of coping resources and each individual needs to find a resource that works best for them. Pearlin was confident that a particular type of resource, such as social support, would provide the necessary coping skills (Pearlin, Menaghan, Lieberman & Mullan, 1981). Pearlin brought to light that stress is a complex process and is unique to an individual's circumstances (Wheaton, 2010). For this reason, the curriculum at JuiceCo will provide options of various types of coping resources. Not



only will different instructors be available for different points of view on mindfulness techniques, but employees also will be able to experience different types of mindfulness techniques. For example, body scans, box-breathing, and visualizations are just a few of the suggested techniques. Fortunately, mindfulness subject material lends itself to various forms of learning styles.

As discussed, through increased access to and penetration by new forms of communication, work demands are more easily projected into the family domain. Studies found that women are more likely to be affected by the blurring of work and household roles (Glavin, Scheiman, & Reid, 2011). Seeing this, the mindfulness program at JuiceCo will be designed with a curriculum that addresses this issue of *role-blurring* (Pearlin & Bierman, 2013). Meditations and instruction are created to address ways to mentally separate the roles despite being consistently connected via technology at all times. Furthermore, techniques that have employees focus more on the present moment and task, which can be useful when performing household roles, can be taught in order to further strengthen each role separately. While at home, the stress of role-blurring can be reduced by keeping the mind in the present moment and focused on the task at hand.

### *Diffusion Theory*

A popular theory in innovation of products, ideas, and processes, diffusion theory, articulates stages for adoption. Mindfulness in the workplace programs will be the initiative that will be used to exemplify the theory and stages of diffusion.

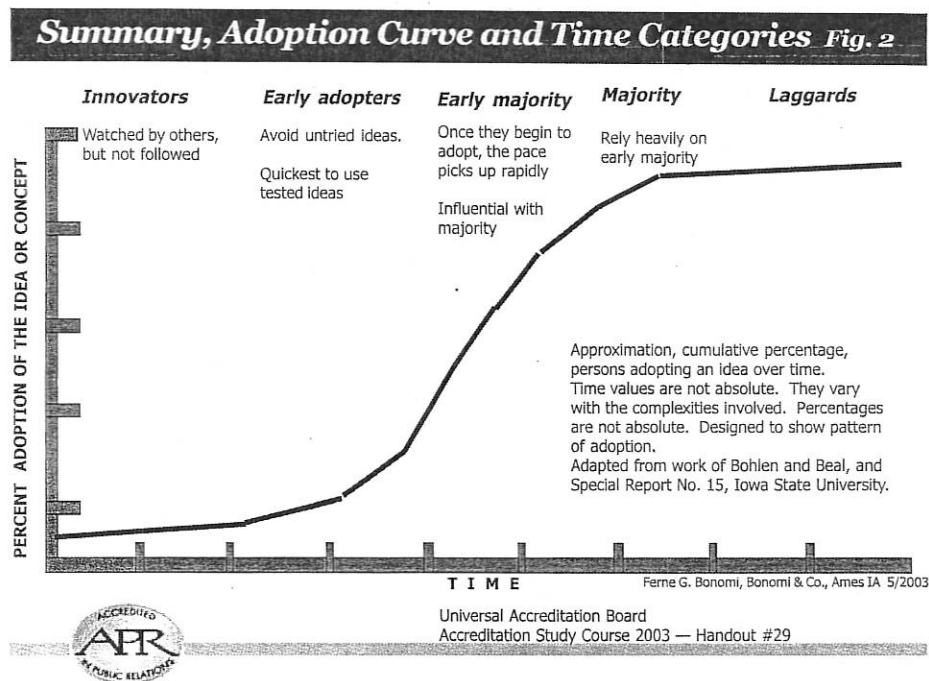
### *Background on Diffusion Theory*

This theory helps to explain how, why, and at what rate new ideas and initiatives spread. Everett Rogers, a professor of communication studies at the University of New Mexico,

popularized the theory in his book *Diffusion of Innovations* in 1962. Rogers claims that diffusion is the process by which an initiative is communicated over time among the participants. The origins of the diffusion of innovations theory are varied and span multiple industries (Rogers, 1962).

### *The Dominant Paradigm of Diffusion Theory*

It is believed that there are five essential groups of adopters that create the basic patterns and foundation to predict the probability for success in organizations (Rogers, Singhal, & Quinlan, 2009). By identifying the current stage of adoption, project stakeholders are best able to identify how much or how little of market share remains for potential adoption. As will be discussed, it only takes a small group of people to adopt a product in order to get it off the ground, but it will require a larger group in order to make the product successful. Below are the adopter categories of diffusion theory and their current application to mindfulness programs.



Note: This table is adapted from The Universal Accreditation Board Accreditation Study Course 2003. Fig. 2. Summary, Adoption Curve, and Time Categories. Reprinted from Universal Accreditation Board (Handout #29) by Ferne G. Bonomi, 2003, Ames: Bonomi & Co. 2003.

1. Innovators: Employees in this category are visionaries, willing to take risks and have close contact with other visionaries (Rogers et al., 2009).
2. Early Adopters: These employees have the highest degree of opinion leadership and are more socially forward than the next category of Early Majority (Rogers et al., 2009).
3. Early Majority: These employees adopt an innovation after a varying degree of time that is significantly longer than the innovators and early adopters (Rogers et al., 2009).
4. Late Majority: These employees approach a new invention with a high degree of skepticism and join after the majority of society has adopted the innovation. They offer little opinion leadership (Rogers et al., 2009).
5. Laggards: Unlike some of the previous categories, employees in this category show little to no opinion leadership when speaking about mindfulness programs. Laggards typically tend to be focused on "traditions." (Rogers et al., 2009)..


### *Stages of Diffusion Theory*

The following steps are experienced for each employee that interfaces with components of an improvement program (Rogers et al., 2009). Each stage is outlined as a part of the diffusion and applied to workplace mindfulness.

1. Awareness: Typically, mass media and social media are most employed for communication of messages for this stage.
2. Interest: From Awareness, employees need to discover a curiosity (Rogers et al., 2009).

3. Evaluation: This stage relies heavily on interpersonal communication, but doesn't necessarily have to be in-person (Rogers et al., 2009). Through video, an employee shares his or her perspective on using the in-house corporate mindfulness program that can be a positive persuasion tool of these goals: [https://youtu.be/GOYbeW1UE\\_k](https://youtu.be/GOYbeW1UE_k). He speaks about how the program has greatly benefited his physical strength and general well-being.
4. Trial: In this stage the employee can try the program and modify it for success. They can access the components of the program and identify if it will be a good fit for their use.
5. Adoption: Lastly, this stage includes review of the program.

Fig. 1 outlines the five stages of diffusion theory and includes the sources of information that most people said were important when they were in the various stages of the adoption.

| <b>The Adoption Process and Sources of Information</b>   |   |   |  |  |
|--|---|---|--|--|
| <b>Awareness</b>   | <b>Interest</b>   | <b>Evaluation</b>   | <b>Trial</b>                                       | <b>Adoption</b>                                |
| <i>Has heard of the idea; lacks details</i>  | <i>Develops interest; gathers general information and facts</i> | <i>Can I do it? Mental trial; application to personal situation</i> | <i>How to do it? Small-scale, experimental use</i> | <i>Satisfaction; large-scale continued use</i> |
| 1. Mass media: Radio, TV, newspapers, magazines  | 1. Mass media   | 1. Neighbors, friends, colleagues                                   | 1. Neighbors, friends, colleagues                  | 1. Neighbors, friends, colleagues              |
| 2. Agencies and experts  | 2. Agencies and experts   | 2. Agencies and experts   | 2. Agencies and experts                            | 2. Agencies and experts                        |
| 3. Neighbors, friends, colleagues  | 3. Neighbors, friends, colleagues                               | 3. Mass media   | 3. Mass media                                      | 3. Mass media                                  |
| 4. Salesmen, dealers   | 4. Salesmen, dealers  | 4. Salesmen, dealers  | 4. Salesmen, dealers                               | 4. Salesmen, dealers                           |
| <p><i>These are the sources of information most people said were important when they were in the various stages of the adoption process, ranked in order of mention. All sources were mentioned in each stage. Note the stages in which one-way communication is effective, and the points at which two-way communication takes over. Remember that people may reject the idea at any stage.</i></p> |   |   |  |  |
| Adapted from work of Bohlen and Beal and Special Report No. 15, Iowa State University  |   | Ferre G. Bonomi, Bonomi & Co., Ames IA 5/2003                       |  |  |
|   |   |   |  |  |
| Universal Accreditation Board<br>Accreditation Study Course 2003 — Handout #27   |   |   |  |  |

Note: This table is from The Universal Accreditation Board Accreditation Study Course 2003.

Fig. 1. The Adoption Process and Sources of Information. Reprinted from the Universal Accreditation Board (Handout #29) by Ferne G. Bonomi, 2003, Ames: Bonomi & Co. 2003.

*Identifying typical characteristics of diffusion within mindfulness programs*

When considering if mindfulness programs have worthy potential to be adopted, the following typical characteristics of transformation can be identified (Rogers, 1962):

1. **Relative Advantage:** Is the program better than its predecessor? The predecessor of mindfulness programs is providing discounts for gym memberships and health insurance (Anderson et al., 2009).
2. **Compatibility:** Is the initiative consistent with the needs, the values, and experiences of the organization? Currently, individual health in the U.S. is declining while obesity is increasing (Tavernise, 2015). At JuiceCo, there is a consistent emphasis on healthy living and healthy eating. Because the products of this organization are centered on natural and farm-grown items such as pistachios, almonds, and clementines, there is a theme of healthy living as a main value.
3. **Complexity:** Is it easy to use? Clear communication about the times for the yoga or mindfulness classes, who is teaching, and where to find the studio, is important.
4. **Trialability:** Mindfulness programs are a great fit for potential success, according to diffusion theory, because employees are able to test programs without any cost to themselves.
5. **Observability:** Are the results of the program valuable for the organization? Nationally, 80% of employees report that work is their biggest source of stress. The consequence is decreased physical and mental health (Farrell & Geist-Martin, 2005). The evaluation component of the new curriculum plans on measuring the results.

### *Influence of Mass Media vs. Personal Communication*

One of the reasons that diffusion theory was chosen for this study's theoretical foundation is because it focuses on attitude change, decision-making, and implementation, which are highly relevant to the implementation of this initiative (Sutherland, 2003). Diffusion theory focuses heavily on interpersonal communication, whereas mass media or traditional company-wide corporate communication is used primarily to create awareness and interest. At JuiceCo, the internal corporate communication messages will function as mass media, since the audience is exclusively within the organization, and corporate-wide communication will be considered the initial channel of communication (Rogers, Singhal, & Quinlan, 2009). Although there are current traditional mass media messages created on workplace mindfulness, corporate communication will be considered the primary awareness tool.

Internal corporate communication is best used to make employees aware of the available mindfulness programs during the first phases of diffusion; however, the success lies in hearing co-workers' experiences with these programs in the remaining three stages, and where the diffusion quickly accelerates (as seen in Figure 2). As mentioned, personal endorsement can come from management, leaders, or employees. At JuiceCo, employees share experiences with colleagues about the organization's yoga teachers, the time spent in meditation, and the different styles of classes. In addition, corporate-wide newsletters are sent from the leader of the yoga program to all employees. Participants rely on the endorsement of people they directly know and admire. As is seen with highly successful implementations of diffusion theory, such as San Francisco's STOP AIDS Program (McNeil, 2015), respected leaders within the community are involved in implementation. It is clear that trusted, credible, and well-respected leaders are necessary for successful implementation.

*How Theory Informs Method: Diffusion Theory*

This theory can be applied to the mindfulness program at JuiceCo via the essential groups of adoption, typical stages of diffusion theory, and typical characteristics. The new idea, in the case of this project, is that mindfulness in the workplace helps individuals to become better leaders, managers, and colleagues. The program constitutes a new idea due to its innovative functions and purpose of making further mindfulness coursework available and more easily accessible for employees at JuiceCo.

First, the awareness stage of diffusion will be accomplished by sending multiple corporate newsletters that serve to inform the employees about the new program. While Rogers (1962) typically spoke of mass media such as radio, television, and newspapers, as best used in this stage, this program will consider corporate-wide emails as a preferred substitute. In order for people to adopt the program, and for employees to work more mindfully, it will be important to target opinion leaders within the organization in hopes that they will adopt the program message and curriculum early so as to be a central point of influence to diffusion (Rogers, 1962). Strategically, the project hopes to utilize highly influential employees, such as managers and proponents of the existing yoga program. According to diffusion theory, these influencers, as opinion leaders, should help the rate of diffusion of the new mindfulness program reach and stay at an optimal level. Also, according to this theory, it is key that the program messages and ideas are well suited to the target audience's values and needs in order to encourage diffusion, which emphasizes the importance of the survey. The methodology section of this thesis discusses the research methods utilized to gather information from the intended target audience in order to ensure the highest rate of diffusion possible, based on Rogers' (1962) framework.

Since the program will be free to employees, this fulfills the trialability requirement Rogers (1962) suggests. This theory suggests that the target audience for the mindfulness program during this stage should primarily be made up of innovators and early adopters who are comfortable with new technology and are on the forefront of trends; this will make the new mindfulness program most successful in terms of the rate of diffusion. Furthermore, the complexity of the program will be minimal, whereby employees can access the courses conveniently in their office building. Employees rate the convenience factor as one of the top advantages of the current yoga program.

#### *Conclusion of Theoretical Foundation*

As discussed throughout this chapter, the stress process model and diffusion theory were analyzed in relation to the current and new program on mindfulness at JuiceCo. The research questions will be answered using the methodology below: (1) the level of present mindfulness communication in the current program, (2) satisfaction of the employees with the current program, and (3) the new types of training that could be developed to increase knowledge and behavior of workplace mindfulness.



## CHAPTER FOUR

### Methods

The following methods section will cover the current program assessment, including the measurement strategies, as well as the training plan methodology.

#### *Current Program Assessment*

JuiceCo, located in Los Angeles, CA, is a leader in corporate mindfulness programs. The organization has a thirteen-year history of a yoga program that is hosted within the corporate offices. Currently, the program consists of six yoga classes per week, with 158 employees registered from a total number of 575 employees in the building.

The method was implemented in two parts:

- A. Coding method to identify how the yoga trainers communicate ideas of mindfulness by looking for terms that are main pillars of mindfulness programs. The correlated factor for mindfulness is the communicative aspect represented by the use of words such as “present moment,” “relax,” “body scan,” “breath,” and others as used by the leading organizational mindfulness expert, Daniel Goleman. Appendix B outlines the codes, definitions, and exemplars. Each teacher signed a document of informed consent (see Appendix A). There are currently four yoga teachers on staff.
- B. Simultaneously, the researcher distributed surveys to participants and non-participants in the yoga program to collect information on employee opinions, in particular to satisfaction with program communication, mindfulness learning opportunities, and behaviors in the current program (Appendix D). Participants for the survey were recruited via a company-wide email from the Wellness team at JuiceCo (see Appendix D). In addition, the surveys were distributed via Google Forms.

The population for the survey was all 575 employees in the Los Angeles office. The researcher collected 87 valid survey responses, which was a large enough sample size to evaluate and draw conclusions from the data that will help shape the project's results. Questions centered on the convenience of the time for the program, the preference for the teaching styles, and suggestions for different methods of classes. The first question in the survey asked if the employee had participated in the yoga program. Unique surveys were distributed to attendees vs. non-attendees. This allowed for feedback about the current program and a way to better understand why employees don't participate in the program.

In order to encourage participation, the Wellness team entered names into a raffle for a \$25 Amazon gift card. The surveys collected were anonymous and names collected for the raffle were from a unique form that was not connected to the employee survey. The survey was used to gather information about when and how the employees prefer to participate in the yoga program.

This survey helped inform future developments for the yoga program and was hosted online using Google Forms. The survey was distributed to participants via email in a monthly newsletter that gets distributed to all employees in the Los Angeles headquarters.

Survey responses were vetted by the qualifying question: "Have you attended yoga classes at JuiceCo?" All "noes" were asked to proceed to a section specifically for non-attendees. All "yesses" were directed to a section with questions specifically created for current yoga program attendees. At the beginning of the survey, participants were informed that their responses were completely anonymous and voluntary.

As mentioned, this project is a response to a request by JuiceCo to better understand their current program, what employees would like to see in a future program, and what deliverables

can follow from those requests. The coding part of the study will allow the researcher to better understand how mindfulness is presently communicated at JuiceCo.

### *Measurement*

This section describes how the project results were measured. Results were collected from the coding of the yoga classes and the employee survey.

#### *Coding of the Yoga Classes*

Counting the number of times a keyword is communicated during an audio recording of the yoga classes yielded quantitative data. Important values to review include the number of occurrences of each of the 25 keywords, which keywords were used more than others, and how the teachers illustrated these concepts via examples. The keywords were derived from Daniel Goleman's work in EI to include his suggested mindfulness techniques, such as *Breathing Buddies*, and his books, *Focus* and *Emotional Intelligence*. Examples include "keep the breath moving in the body" and "bring in awareness as to how to bring in nourishment." See Appendix C for full list.

#### *Survey*

The researcher and the Director of Wellness and Benefits at JuiceCo, as well as her subordinate, reviewed the survey results. In addition to the yoga program in Los Angeles, they oversee health programs in other offices for JuiceCo such as Portland, Oregon and Milwaukee, Wisconsin. Furthermore, they implement other wellness programs such as Weight Watchers support groups and subsidized gym memberships. The survey items asked how pleased the current attendees are with the current program and inquired about suggestions for future enhancements to the program. For non-program attendees, the questions centered around understanding why employees don't attend the current program and if there were adjustments

that could be made to the program that would encourage them to come. All questions were either multiple choice, open paragraphs, or used the Likert scale. There were 15 questions for the current attendees of the program and 11 questions for the non-attendees.

## CHAPTER FIVE

### Study Results

The following project materials are detailed to include coding analysis, survey results, and lesson plans that contain new course material. These materials are designed to answer the formal research questions: (1) What is the level of mindful communication in the current program? (2) How satisfied are employees with the current program? (3) What kind of training at JuiceCo could increase knowledge and behaviors of workplace mindfulness?

#### *Coding Analysis*

In order to answer research question number one, Table 1 shows the results of the recording of four yoga classes and coding for 25 keywords chosen from Daniel Goleman's book, *Emotional Intelligence*. Mindful key terms were mentioned 377 times during the four hours of class. A full description of the codes, definitions, and exemplars can be found in Appendix B.

As can be seen from the table below, the number of times the word "breath" or "breathing" occurred far exceeded any other term from the list (268 occurrences). Other common terms included "awareness," "feel," "confidence," and "stretch." Examples of sentences using these terms include "keep the breath moving in the body," and "bring in awareness as to how to bring in nourishment."

Table I. Terms from Daniel Goleman's *Emotional Intelligence* and Number of Occurrences

| Terms                          | No. of Occurrences |
|--------------------------------|--------------------|
| Breathe/Breathing              | 268                |
| Calm/Peace                     | 5                  |
| Aware/Awareness/Self-Awareness | 19                 |
| Empathy/Caring/Understanding   | 0                  |
| Feel/Feelings                  | 13                 |

|                              |     |
|------------------------------|-----|
| Confidence/Trust/Heart       | 13  |
| Integrity/Truth              | 2   |
| Optimism                     | 2   |
| Commitment/Duty              | 0   |
| Sensitivity/Sensitive        | 1   |
| Emotions                     | 4   |
| Energy/Strength              | 9   |
| Mood                         | 2   |
| Relationship                 | 5   |
| Control/Self-Control         | 2   |
| Listen                       | 2   |
| Silence/Quiet                | 5   |
| New Ideas/Idea               | 1   |
| Attention                    | 8   |
| Be in the moment/Be here now | 3   |
| Gratitude                    | 0   |
| Open                         | 0   |
| Stretch                      | 11  |
| Meditation                   | 2   |
| Non-judgment                 | 0   |
| Total                        | 377 |

The coding definition of “breath/breathing” as found in Goleman’s 2013 article in *Psychology Today* is the ability to find focus, strengthen the brain’s circuits for attention, calm the body from stress arousal, and recover more quickly from upsetting emotions.

As referenced in the training plans below, Goleman (1986) stresses that the mindfulness teachings do not try to change sensations that arise in the body and mind, but it is simply important to note them precisely, with a neutral awareness. He believes that the simple exercise of conscious breathing strengthens the brain’s circuits for attention (Goleman, 2013b). The prefrontal circuitry that focuses the mind using these breathing techniques calms the body from stress arousal (Goleman, 2013b). Breathing techniques are a key premise to Goleman’s

theories, thus, it is not surprising that the yoga classes articulate this term much more than other keywords.

Goleman (2013c) further explains the importance of breath and breathing exercises from his review of a school with students who undergo extreme stress outside of the classroom. He states that Emotional Intelligence refers to two different kinds of focus.

First: an inward awareness of our thoughts and our feelings, and applying that in managing our upsets and focus on our goals. Second: a focus on others, to empathize and understand them, and on the basis of this to have effective interactions and relationships. The essential and basic skills of attention, or focus, are vital in building these two skills (para. 6).

The second largest occurrence from the EI terminology was awareness/awareness/self-awareness” in which Goleman identifies awareness as the ability to tune into inner signals; recognize how feelings affect another person and their job performance; integrate guiding values into their work; deduce the best course of action; seeing the big picture; and recognizing one’s emotions as well as their effects. During one yoga session, Megan, the teacher, used the phrase “bring in awareness as to how to bring in nourishment,” as an example of this term.

Goleman emphasizes the relationship between awareness and leadership potential in a corporate setting. During his research at Harvard with more than 200 organizations, he saw that emotional self-awareness is a leadership competency that shows up in model after model (Goleman, 2015). According to Goleman, these are the leaders attuned to their inner signals, recognizing how their feelings affect them and their job performance. They integrate their guiding values into their work. They can deduce the best course of action. They see the big picture and they’re genuine.

Goleman also identifies that self-awareness is a learnable skill (Goleman, 2015). While “awareness” was not mentioned as frequently as “breathing,” it is still important to recognize that teaching this skill is highly valuable in the workplace. In the lesson plans below, more emphasis will be given to this and other terms identified by Goleman as important to mindfulness learning. Concepts to highlight in the new curriculum will include a larger focus on self-awareness, empathy and caring, optimism, trusting one’s intuition, and further awareness of our relationship with others.

### *Survey Results*

The second research question (How satisfied employees are with the current program) was best answered via the survey (see Appendix D). The survey was based on the previous experience of the director of the yoga program and the Wellness team at JuiceCo. The survey was similar to a tool used in previous years at JuiceCo when employees were invited to provide feedback on the program. This current survey incorporated recent changes to the program and trends seen by the director and Wellness team. The emailed request for participation yielded completed surveys from 87 employees, ages 21 to 70. Of the employees surveyed, 50% were in the 31-40 age group. Female participants totaled 74, male participants totaled 11, and two people preferred not to say. 57 of the employees had participated in the yoga program, while 30 employees had not.

For the employees surveyed that attended the yoga program, 40.4% of them had attended 1-5 yoga classes over the previous 12 months. 29.8% had attended class 5-30 times per month over the previous 12 months. This is interesting, because, even though a large number of people attended yoga class, the level of participation could have been much higher. The feedback from



this group is greatly valuable, since it is possible to better understand why they don't attend more regularly.

As can be seen in Table II, the results from the attendees of the yoga program yielded a highly favorable response. For the following four questions, all responses from the attendees were highly favorable: "I greatly enjoy the teachers in the program" ( $M = 5.91$ ;  $SD = 1.08$ ), "I love the convenience of the studio" ( $M = 6.63$ ;  $SD = 0.80$ ), "I enjoy the opportunity for physical activity during the workday" ( $M = 6.73$ ;  $SD = 0.71$ ), and "I enjoy the frame of mind encouraged by yoga." Over 90% of the employees greatly agreed.

For the questions, "The lunchtime time slots are perfect for me (12-1p.m., M-F)" ( $M = 5.35$ ;  $SD = 2.09$ ), "I am greatly satisfied with the yoga classes," and "I am greatly satisfied with this program," these responses were also favorable, with almost 80% in agreement. The only question for the program attendees that was not as favorable was about the timeslot of the evening class, "The evening time slot is perfect for me (6-7p.m., Tuesdays)" ( $M = 3.79$ ;  $SD = 2.10$ ). Here, 22.7% strongly disagreed and only 16.7% strongly agreed. For this reason, the evening time slot will be reviewed with the wellness team and yoga teachers.

As for the non-yoga program attendees, almost 90% of the survey respondents disagreed with the statement, "I don't like yoga" ( $M = 1.89$ ;  $SD = 1.43$ ). This infers that the reason employees are not participating has little to do with the fact that they simply don't like this type of activity. They also disagreed with the statements, "There is something about the teachers that I don't like" ( $M = 1.81$ ;  $SD = 1.23$ ), "I don't like to sweat during the day," "I'm just not interested in working out during lunchtime or in the evening" ( $M = 1.88$ ;  $SD = 1.39$ ), and "I don't feel the need to participate in the program in addition to my existing workout routine." The one statement that collected a variety of responses was "I don't have time during the workday" ( $M = 4.73$ ;

SD=2.00). This statement resulted in 15.6% choosing one to signify that they strongly disagree. 1.6% chose two, 6.3% chose three, 14.1% chose four, 17.2% chose five, 23.4% chose six, and 21.9% seven to signify that they strongly agreed.

Table II. Survey Results for Attendees of Yoga Program

|   | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|----------------|
| I greatly enjoy the teachers in the program.                      | 3.00    | 7.00    | 5.91 | 1.08           |
| I love the convenience of the studio.                             | 3.00    | 7.00    | 6.63 | 0.80           |
| The lunchtime class times are perfect for me (12-1p.m., M-F).     | 1.00    | 7.00    | 5.35 | 2.09           |
| The evening class time is perfect for me (6-7p.m., Tuesdays).     | 1.00    | 7.00    | 3.79 | 2.10           |
| I enjoy the opportunity for physical activity during the workday. | 4.00    | 7.00    | 6.73 | 0.71           |
| I enjoy the frame of mind encouraged by yoga.                     | 4.00    | 7.00    | 6.68 | .74            |
| I am greatly satisfied with the yoga classes.                     | 3.00    | 6.00    | 5.12 | 1.03           |
| I am greatly satisfied with this program.                         | 3.00    | 6.00    | 5.22 | 1.01           |

Likewise, an analysis of the standard deviation reveals that the employees were in agreement. With a deviation of approximately 1.0, the teaching staff, the convenience of the studio, and an opportunity for physical activity during the workday shared the same opinion. The standard deviation (SD) showed greater amounts of differentiation for questions that included details about the time of day for the classes (2.06 for the lunchtime classes and 2.10 for the evening class time).

Comments were in alignment with these quantitative results. Employees were quoted as

saying, “I like that each teacher has a different style and goal for their classes,” “I love having an option in the building for some exercise during the day,” and “45 mins vs. an hour so there is time to get there/back and grab food while not being away from my desk for such a long period of time.”

Table III. Survey Results for Non-Attendees of Yoga Program

|   | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|----------------|
| I don't like yoga.  | 1.00    | 7.00    | 1.89 | 1.43           |
| I don't have time during the workday.   | 1.00    | 7.00    | 4.73 | 2.00           |
| There is something about the teachers that I don't like.  | 1.00    | 5.00    | 1.81 | 1.23           |
| I don't like to sweat during the day.   | 1.00    | 7.00    | 3.32 | 2.03           |
| I'm just not interested in working out during lunchtime or in the evening.                      | 1.00    | 7.00    | 1.88 | 1.39           |
| I don't feel the need to participate in the program in addition to my existing workout routine. | 1.00    | 7.00    | 1.97 | 1.54           |

Comments included “I miss the Pilates element to the classes,” “I wish the class was about 45-50 minutes just so I can squeeze a class in during lunch but also give myself time to have a quick bite,” and “45 mins vs an hour so there is time to get there/back and grab food while not being away from my desk for such a long period of time.”

The current program assessment, including coding and survey analysis, revealed the current high level of satisfaction that the employees have with the current yoga program. At the same time, the coding analysis revealed a gap in the variety of keywords necessary to communicate mindfulness. For example, the keyword “breath,” was used 268 times across the

four classes, while words like “optimism” and “commitment” were not used once. For the following section, lesson plans and new course material was created to allow further access to the employees of the current yoga program and to close the gaps in strategic communication about mindfulness.

### *Lesson Plans and New Course Material*

Lesson plans and new course material will focus on teaching new mindfulness behaviors at JuiceCo. The lesson plans identify the following objectives: (1) decrease stress due to emotional fatigue, (2) improve mindfulness, (3) decrease stress through breathing, (4) improve self-awareness, and (5) improve self-confidence and increase optimism.

The five training plans are based on Steven Beebe’s Needs-Centered Model of Training (Beebe, Mottet, & Roach, 2004). This model follows the belief that the primary purpose of any training program is to respond to the learning needs of the trainee.

The Needs-Centered Training Model will be applied at JuiceCo in which six classes of yoga are taught each week to 50-100 employees. January is often the most popular month of the year with 80+ employees participating in the program. December and the summer months have classes that are less full, and which is consistent with other health-related programs. According to a 2013 report by the International Health, Racquet, and Sportsclub Association (IHRSA), 12 percent of gym members join in January, compared to an average of 8.3 percent per month for the full year.

Certain business teams within JuiceCo also participate in yoga programs more or less frequently based on their business calendar. Yoyoflora (name has been changed for confidentiality) is one of the 20 brands within the organizational umbrella of JuiceCo. For example, Yoyoflora gets very busy in February due to the Valentine’s Day holiday and sees a

dramatic increase in flower sales. Employees in this group will often not participate in the yoga program during this time due to their limited time constraints. After the holiday, it has been seen that the employees return to the program.

The following training plans are also designed to aid employees through the grieving process. During the execution of this study, an employee of JuiceCo for almost 30 years suddenly passed away causing stress, grief, and a need for compassion within the organization. The owners of JuiceCo held a corporate-wide memorial for this employee where colleagues could meet and support each other. Many participants of the yoga program found solace and help from the community of instructors and fellow students. A 2009 study has shown that the therapeutic process of yoga creates a safe and sacred space for processing sensations, thoughts, and emotions (Philbin, 2009). It was found that grieving adults who participated in the yoga therapy intervention showed significant improvements in vitality and positive states and a trend toward improved satisfaction with life.

The following training plans are designed to further support these trends and events within the organization.



Fig. 4 – Needs-Centered Training Model (Beebe, Mottet & Roach, 2004)

*Long Working Hours and Emotional Fatigue.* The survey results from this thesis articulated to JuiceCo that employees suffer from long working hours and not having enough time to attend the yoga classes during the workday. The survey was distributed to all 575 employees in the JuiceCo headquarters in Los Angeles and 87 employees participated. At that time, 57 employees had attended at least one yoga class in the corporate yoga program and 30 employees had never participated.

According to the survey results, when employees who do not participate in the program were asked about their feelings about yoga, they strongly disagreed that it is their lack of interest in yoga that keeps them away from classes ( $M=1.81$ ;  $SD=1.23$ ). When asked to agree or disagree with the statement, "I don't have time during the workday," respondents averaged a high score of 4.73 on a scale of 7.0, which indicates that employees highly agree with this statement. This survey question yielded a standard deviation of 2.0, which means that employees were in agreement with each other. Employees stated, "I often work until 7:30p.m. and through lunch" and "I feel guilty about being away from my desk for too long." Training Plan I will focus on the value of stress reduction, basic breathing techniques to reduce stress, and simple visualization exercises that can be done throughout the day. This training plan is designed to teach behaviors that can be done on one's own and do not require employees to attend the lunchtime yoga classes in order to receive the benefits of stress reduction.

*Preparing for intense situations.* One hundred percent of the employees surveyed who participate in the program agreed that they enjoy the frame of mind encouraged by yoga. During the coding phase of this project, it was revealed that words and key phrases about mindfulness are referenced 125+ times per one-hour class, which contributes to the idea that the yoga program trains employees on principles of mindfulness. Like Dr. Kabat-Zinn's Mindfulness-

Based Stress Reduction method, these teachings do not try to change sensations that arise in the body and mind, but simply to note them precisely, with a neutral awareness (Goleman, 1986). Adding imagery enhances the effect. Research done by Dr. Mary Jasnoski, a Harvard psychologist, reported findings at a meeting of the Society of Behavioral Medicine to demonstrate that there were increased defenses against upper respiratory infections after using these mindfulness techniques (Goleman, 1986).

Training Plan II will implement mindfulness training by extending this mindset to a business context. This curriculum will teach the trainee to perform three stress-reduction techniques that would help them prepare for a taxing situation such as a presentation.

*Lack of time during the workday.* While over 90% of the employees who participate in the program are satisfied with the existing schedule and almost 80% enjoy the lunchtime classes, many comments were received asking for more evening classes and other class times during the day. In addition, 62.5% of all the employees who do not presently participate in the yoga program agreed that they do not have any time to participate in yoga during the workday. Presently, only two or three employees participate in the evening class that is currently offered. It is not justifiable to offer more classes. Furthermore, evening class times that are convenient for a large group of people are hard to find due to traffic and flexible working times. As a result, an audio recording of the yoga classes will be provided for the employees of the yoga class so that they can listen to the instruction at their convenience. Training Plan III outlines the curriculum for these classes.

*Millennials and handling difficult situations.* Curriculum is designed to help employees improve their self-awareness and mindfulness. According to the Juice Co employee survey, 78.8% of the survey respondents are millennials (ages 21-40) and, from earlier research, it was

seen that millennials want to have a good relationship with their manager. Training Plan IV will provide curriculum to help this high-risk employees approach difficult conversations with ease and mindfulness. The curriculum is based on Fred Kofman's work as the director of the Conscious Business Center at Universidad Francisco Marroquín and president of the academic board of Axialent. Kofman's book, *Conscious Business*, identifies that effective conversations go through seven basic steps: listening, asking, summarizing, validating, expressing, negotiating, and commitment (2013). He also suggests using powerful questions such as "What do you think?" (general interpretation), "What leads you to think what you think?" (facts and reasoning), "What would you like to accomplish?" (goal), "What is the most important thing to you?" (concern), and "What do you suggest we do?" (proposal for concrete actions).

*Improve self-confidence and increase optimism.* Millennials are interested in training policies that provide for their growth and development; they expect to be in a workplace that is nurturing with regard to their well-being and fitness (Catano & Hines, 2015). While all the training plans accomplish goals in well-being and fitness, Training Plan V will particularly focus on behaviors that improve everyday happiness, self-confidence, and awareness. The Subjective Happiness Scale will be used to measure happiness pre and post-course (Lyubomirsky, n.d.). The curriculum focuses on gratitude for those around us, which has been shown to improve one's outlook and understanding of the world. Grateful people report higher levels of positive emotions, life satisfaction, vitality, optimism and lower levels of depression and stress (Emmons & McCullough, 2003). The disposition toward gratitude appears to enhance pleasant feeling states more than it diminishes unpleasant emotions. Grateful people do not deny or ignore the negative aspects of life (Emmons & McCullough, 2003). Training Plan V will provide tools to help foster these feelings in daily life.

---



## Training Plans

**Training Plan I:** Daniel Goleman's *Emotional Intelligence* and Jon Kabat-Zinn's MBSR.

**Goal:** Diffuse stress and decrease emotional fatigue.

**Objective:** At the end of the session, trainees should be able to measure lower levels of perceived stress on a five-point self-report scale in order to analyze his/her improved emotional fatigue.

**Logistics:** Deliver training at JuiceCo headquarters in Los Angeles in a training room on the 7<sup>th</sup> Floor. Rooms are often used as part of other learning initiatives such as JuiceCo University. Class size is estimated to be 20-30 students. Employees can be from any division or department within JuiceCo. Traditional style seating will be used in order to allow the most privacy for each attendee. This lecture will also be recorded in audio format only. It will later be available for download to a computer or handheld device.

### **Lecture/Discussion [20 minutes]**

1. Review the role of stress in our lives.
  - a. Information on tension in the workplace, including time spent out of the office to compensate for stress.
  - b. Background on millennials, new values in today's working environment, and the growing popularity of work/life balance
  - c. Explain different types of stressors
  - d. Review the importance of social support
  - e. Explain 'role-blurring' and how work demands are more easily projected into the family domain, especially for women

2. Articulate that the training method is based on Daniel Goleman's *Emotional Intelligence* and Jon Kabat-Zinn's MBSR (Mindfulness-Based Stress Reduction).
  - a. These methods focus on relieving stress and improving emotional intelligence in employees in the workplace.
  - b. The breathing and relaxation techniques help people better focus and require only limited time (20-30 mins).
3. Identify the three types of techniques to be taught: body scan, box-breathing, and success visualization. Tell them that the notes/instructions will be available so there is no need to write them down or commit them to memory.
4. Administer a five-point self-report scale to analyze their current emotional fatigue (pre-test).

**Demonstration [30 minutes]**

1. Find a comfortable place to sit or lie down
2. Body scan
3. Listen to the sounds around you
4. Focus on the breath: start to notice your inhale and exhale.
5. Box breathing
6. Imagine the situation that is causing you anxiety.
7. Slowly start to open your eyes or start to easily look around

**Individual Activity [10 minutes]:** Ask participants to individually write down the feelings and thoughts that come to mind after these exercises. Was there one exercise that worked better for them than another? Did they have a different type of awareness after the exercises were

complete? Do they think that it is realistic that they would practice these exercises at home or at work?

**Group Activity [15 minutes]:** Place participants in groups of three or four people to share their experiences and reflections on the above questions.

**Instructor Feedback [10 minutes]:** Following the group activity, the instructor can ask for questions, potential disagreements resulting from the group activity, and offer suggestions for making the mindfulness activities more accessible.

**Measurement:** Administer a five-point self-report scale to analyze their improved emotional fatigue after the training. Provide ten minutes to observe employees performing box-breathing techniques to review the technique.

**Training Feedback:** Distribute survey to attendees to request feedback on training to include the following five questions on a Likert scale where 1 = Strongly Disagree and 7 = Strongly Agree: 1) I gained new behaviors from attending this training, 2) I would recommend this training to a colleague, 3) I will enroll in a future mindfulness training at JuiceCo, 4) The classroom set-up and environment was comfortable, and 5) I greatly enjoyed the instructor. At the end of the survey there will be an option to offer additional feedback. All surveys will be anonymous.

---

### **Training Plan II:** *Search Inside Yourself*

**Goal:** To improve mindfulness.

**Objective:** At the end of the session, trainees should be able to perform three stress-reduction techniques that would help them prepare for a taxing situation. They will also be asked to partake

in an emotional intelligence assessment, the Genos Emotionally Intelligent Workplace Behaviour Self Report.

**Logistics:** Deliver training at JuiceCo headquarters in Los Angeles in a training room on the 7<sup>th</sup> Floor. Rooms are often used as part of other learning initiatives such as JuiceCo University.

Class size is estimated to be 20-30 students. Employees can be from any division or department within JuiceCo. Traditional style seating will be used in order to allow the most privacy for each attendee.

**Lecture [20 minutes]**

1. Ask participants about their feelings before making a presentation.
2. Teach them about being more self-aware of their emotions and feelings:
  - a. Instead of running or fighting, which just creates more resistance and angst, simply observe those instincts and get comfortable with the idea that discomfort is part of the game.
  - b. See the stressful situation as an opportunity and something that matters in our lives.
  - c. Note any nervous habits such as shallow breath, sweating, etc.; come back to the techniques explained earlier – deep breathing, body scan, awareness of sounds and environment.
  - d. Identify this fear as something outside of ourselves and not something that defines who we are; imagine this anxiety as a big black ball sitting next to us as opposed to within our heart, chest, or head.
  - e. Focus on strengths and skills that you bring to the presentation.

3. Prepare the morning before – get sleep, drink limited caffeine, and eat something nutritious.
4. Practice standing with arms on hips and feet square (Wonder Woman pose).
5. Start by saying something positive or unexpected to set the tone.

**Audio [5 minutes]:** Play excerpt from Chade Meng Tan’s audiobook, *Search Inside Yourself*. As the founder of Google’s mindfulness program, Meng provides an example of calming himself at the World Peace Festival in Berlin (Chapter 7; start at 13 minutes, 50 seconds).

**Instructor Feedback and Closure [10 minutes]:** Following the audio demonstration, the instructor can ask for questions and offer suggestions for making the mindfulness activities more accessible.

**Measurement:** Have the employees identify and demonstrate three stress-reduction techniques. Provide ten minutes for the attendee to demonstrate the task. Have employees complete the Genos Emotionally Intelligent Workplace Behaviour Self Report, found at <https://www.genosinternational.com/emotional-intelligence/assessments>.

**Training Feedback:** Distribute survey to attendees to request feedback on training to include the following five questions on a Likert scale where 1 = Strongly Disagree and 7 – Strongly Agree:  
1) I gained new behaviors from attending this training, 2) I would recommend this training to a colleague, 3) I will enroll in a future mindfulness training at JuiceCo, 4) The classroom set-up and environment was comfortable, and 5) I greatly enjoyed the instructor. At the end of the survey there will be an option to offer additional feedback. All surveys will be anonymous.

---

**Training Plan III:** Accommodating employee schedule and stress process theory.

**Goal:** Decreasing stress through breathing techniques.

**Objective:** At the end of the session, the participant should be able to demonstrate three examples of how to move with the breath. This breathing technique is a main pillar of both Daniel Goleman and Jon Kabat-Zinn's work.

**Logistics:** Create three audio files that can be downloaded to the employee's computer or handheld device.

**Lecture [60 minutes]:** Provide audio recording of yoga classes. Typically, mindfulness keywords are mentioned 125+ times per hour. Reference to the breath occurs 85+ times. This helps train the employees on how to move with the breath and instill mindfulness. Keywords are based on Daniel Goleman's book, *Emotional Intelligence*.

**Measurement:** Employees demonstrate how to inhale with one movement and exhale within a second. Provide ten minutes for each attendee to perform a demonstration.

**Training Feedback:** Distribute survey to attendees via the app to request feedback on training to include the following five questions on a Likert scale where 1 = Strongly Disagree and 7 = Strongly Agree: 1) I gained new behaviors from attending this training, 2) I would recommend this training to a colleague, 3) I will enroll in a future mindfulness training at JuiceCo, 4) The audio quality was perfect, 5) I greatly enjoyed the yoga teacher. The end of the survey will give them the option to write-in additional feedback. All surveys will be anonymous.

---

**Training Plan IV:** Creating more self-awareness using Daniel Goleman's *Emotional Intelligence* and Fred Kofman's, *Conscious Business*.

**Goal:** Decreasing anxiety associated with difficult conversations.

**Objective:** At the end of the session, the participant should be able to identify the seven basic steps to ease conversations. They should also take the Genos Emotionally Intelligent Leadership Self Report.

**Logistics:** Create audio files that can be downloaded to the employee's computer or handheld device.

**Lecture [30 minutes]:**

1. Speak about research: Through brain scans we know that if one focuses attention on breathing for a certain amount of time, the prefrontal cortex becomes stronger. That is the part of the brain that has to do with attention and executive thinking and decision-making.
2. Identify seven basic steps to ease conversations: listen, ask, summarize, validate, express, negotiate, commit, following Fred Kofman's book, *Conscious Business*.
3. Consider using powerful questions such as "What do you think?" or "What is the most important thing to you?"
4. Afterwards, reflect on what went well and how you may improve next time.

**Journal [10 minutes]:**

1. Recall a difficult conversation that you had recently. What went well? What didn't?
2. Analyze the conversation with: "How did you feel about how you communicated and handled the situation?" "How did you relate to your counterpart?" and "Did you accomplish your goals?"
3. Think about what you normally do before a difficult conversation (blame your counterpart, blame yourself, avoid the conversation).
4. What are you most afraid of when you approach having a difficult conversation?

5. Out of the seven steps to ease conversations, do you find one of them very difficult?

Which one?

6. If you know of any upcoming difficult conversation, think of it now and imagine yourself moving through the seven steps

**Measurement:** Employees are able to identify the seven basic steps to ease conversations.

Provide ten minutes for each attendee to identify the steps.

They also take the Genos Emotionally Intelligent Leadership Self Report, found here:

<https://www.genosinternational.com/emotional-intelligence/assessments>

**Training Feedback:** Distribute survey to attendees to request feedback on training to include the following five questions on a Likert scale where 1 = Strongly Disagree and 7 = Strongly Agree:

1) I gained new behaviors from attending this training, 2) I would recommend this training to a colleague, 3) I will enroll in a future mindfulness training at JuiceCo, 4) The classroom set-up and environment was comfortable, 5) I greatly enjoyed the instructor. At the end of the survey there will be an option to offer additional feedback. All surveys will be anonymous.

---

**Training Plan V: Jon Kabat Zinn's Attitude of Mindfulness**

**Goal:** Improving self-confidence and increasing optimism

**Objective:** At the end of the session, trainees should be able to measure higher levels of happiness on a five-point self-report scale in order to analyze his/her improved optimism.

**Logistics:** Create one audio file that can be downloaded to the employee's computer or handheld device.



**Lecture [10 minutes]:** Speak about the benefits of taking a few minutes every day to reflect on gratitude. Discuss research that has shown how happiness, self-confidence, and optimism are linked to gratitude. Grateful people report higher levels of positive emotions, life satisfaction, vitality, optimism and lower levels of depression and stress. The disposition toward gratitude appears to enhance pleasant feeling states more than it diminishes unpleasant emotions.

Gratitude is one of Jon Kabat Zinn's nine attitudes of mindfulness.

**Demonstration [10 minutes]:**

1. Ask participants to find a comfortable place to sit and close their eyes
2. Ask them to think of one person for whom they feel grateful
3. Watch them and make eye contact with the envisioned
4. Create an environment of gratitude

**Measurement:** Administer the University of Pennsylvania Subjective Happiness Scale to analyze their improved happiness after the training.

**Training Feedback:** Distribute survey to attendees to request feedback on training to include the following five questions on a Likert scale where 1 = Strongly Disagree and 7 = Strongly Agree:

1) I gained new behaviors from attending this training, 2) I would recommend this training to a colleague, 3) I will enroll in a future mindfulness training at JuiceCo, 4) The classroom set-up and environment was comfortable, 5) I greatly enjoyed the instructor. At the end of the survey there will be an option to offer additional feedback. All surveys will be anonymous.

## CHAPTER SIX

### Recommendations

The following section will review recommendations for future mindfulness programs at JuiceCo, with specific correlation to health messaging, the importance of gratitude in mindfulness, structural and organizational development suggestions, and future/applied research.

#### *Health Messaging*

Effective messaging in the area of health and wellness has unique characteristics and evolution. The intention of the messaging is to inform employees about the program in an on-going way. Like traditional public relations campaigns, successful health campaigns require a thorough situational analysis, a strategic plan, and placement of messages based on effective media campaign practices (Atkin, 2000). Typically, organizations expect to see a behavior change occur among 7-10% of people reached in a campaign (Atkin & Silk, 2009). The objective for the training developed for JuiceCo is to increase knowledge and improve behaviors of workplace mindfulness. This third research question will be most influenced by Charles Atkin's (2000) work.

Persuasion theory has five strategies for converting a person to a campaign: fear appeals, one-sided vs. two-sided messages, source featured in a message, realism and personalization, and attractiveness and vividness (Atkin and Silk, 2009). First, incentive appeals can cover economic, social, or psychological applications (Atkin and Silk, 2009). It will be suggested to the JuiceCo Wellness team that corporate-wide newsletters will emphasize the value of the program as a way to work out with one's fellow employees, as an opportunity to participate in a class that is paid for by the organization, and as a way to lose weight or feel better. Second, one-sided vs. two-sided messages will be included as part of the new curriculum when addressing reasons for not

participating. Examples include explaining not just reasons to attend the program (one-sided), but articulating the reasons for why employees would not attend the classes. The two sided-messages could include how people are often tired outside of work hours or are not interested in working out during the workday. The third persuasion principle suggested for future employee communications is source featured in a message, which is defined as adding quality to a message by imparting trust via performers or experts (Atkin and Silk, 2009). New curriculum will be delivered by the head of the current yoga program who is well known for her expertise in the mindfulness subject. Fourth, realism and personalization strategy encourages using examples in the courses that employees can easily relate to (Atkin and Silk, 2009). Subjects related to the challenges faced in lives that are over-scheduled, traffic congestion, or bad weather are some suggested topics for teaching new curriculum. Lastly, Atkin and Silk (2009) suggest that attractiveness and vividness in a message can be enhanced by humor and entertaining styles. Mirroring the approach by Google's leader in mindfulness, Chade-Meng Tan, all messages could be delivered with a hint of wittiness. Besides persuasion messaging, another recommendation would be to further incorporate the idea of gratitude in the mindfulness teachings.

#### *Gratitude as a Tool for Improving Everyday Happiness*

In 2013, Jon Kabat-Zinn created a list of nine attitudes of mindfulness that help people incorporate mindfulness into every moment (Kabat-Zinn, 2013). One of these attitudes is the ability to have gratitude for the present moment. Gratitude allows people to not take things for granted and Zinn believes that this creates a tool for mindful living (Kabat-Zinn, 2013). Gratitude also enhances our interconnectedness with one another, which is a key idea of mindfulness (Kabat-Zinn, 2013). In an experimental comparison, subjects who kept gratitude journals on a weekly basis exercised more regularly, reported fewer physical symptoms, felt

better about their lives as a whole, and were more optimistic about the upcoming week compared to those who recorded hassles or neutral life events (Emmons & McCullough, 2003). As previously reviewed, optimism leads to a more productive work environment and increased work engagement. In addition, participants who kept gratitude lists were more likely to have made progress toward important personal goals (academic, interpersonal and health-based) over a two-month period compared to subjects in the other experimental conditions (Emmons & McCullough, 2003). A daily gratitude intervention (self-guided exercises) with young adults resulted in higher reported levels of the positive states of alertness, enthusiasm, determination, attentiveness and energy compared to a focus on hassles or a downward social comparison (ways in which participants thought they were better off than others). Furthermore, participants in the daily gratitude condition were more likely to report having helped someone with a personal problem or having offered emotional support to another, relative to the hassles or social comparison condition. Compassion is a key idea of mindfulness, and gratitude is seen as a tool to help foster these behaviors. In a sample of adults with neuromuscular disease, a 21-day gratitude intervention resulted in greater amounts of high-energy positive moods, a greater sense of feeling connected to others, more optimistic ratings of one's life, and better sleep duration and sleep quality, relative to a control group (Emmons & McCullough, 2003).

#### *Structural and Organizational Development*

Another recommendation would be to evaluate the structural and organizational development at JuiceCo to include such topics as reviewing why employees feel like they are overworked and unable to take a break during lunchtime for yoga. The organization could be reexamined to better understand if there are not enough employees for the work that needs to be accomplished or if strategy needs correcting in areas such as managerial spans of control and

management leadership. To determine answers to these questions, an auditing team would need to be brought on board to review the amount of work required in man-hours. This would involve a detailed analysis of each team member's activities per workday. The total employee-hours would then be compared with the number of employees hired to perform the work.

This same auditing team could also identify how many subordinates is optimal for each manager. Otherwise known as the span of control, this review allows the organization to identify if too few or too many managers are required. The optimal span of control depends on the work performed and daily tasks of the employees. For example, employees who have more repetitive tasks such as factory line workers do not require many managers for a large team of employees. Typically, these situations will have 30-50 employees per manager. Employees with decision-making skills, on the other hand, typically require one manager per eight employees.

For the teams where the employees are not overworked or the span of control is correct, it may be necessary to train management on how to send better messages to the employees. It may be required for leaders to better understand the benefits of the mindfulness program and to encourage their subordinates in this work. Basic management training courses can potentially be useful in helping managers better understand and support the employees.

#### *Future and Applied Research*

As the popularity of workplace wellness programs continues to rise, issues of how to effectively implement and communicate programs will remain relevant. One way for strategic communication professionals to stay abreast of these tactics is to conduct thorough research with employees about what they want to see in these programs and what motivates them to participate in such programs in the workplace.

To extend the current study, further research that could be implemented would be copy testing or message testing on the company-wide communications to see if the messages are clear and effective for the intended target audience. Additionally, it may be helpful to obtain more answered surveys from the employees and offer more incentives to complete the survey to see if additional perspectives may add new value to the insights collected from this research.

A focus group or personal interviews with employees could also be implemented to dig deeper into the results of the survey. It could be useful in a future study to better understand the corporate culture as to why employees feel pressured to work through their lunch hour. It is possible that there may be some cultural messages about the program that are subliminal, in that they are not spoken about, but occur daily in the interactions among workers. A detailed focus group or personal interviews with a sample of employees could potentially yield more understanding of the lack of involvement in the present program.

Following the changes in the current program, it would be interesting to re-run the study to see whether or not the changes were able to elicit any new opinions of the yoga program and increase employee involvement. If no changes were demonstrated, further research could examine how program strategies and messages can more effectively elicit involvement from a larger proportion of staff. It would also be valuable to study the top several wellness campaigns across organizations with similar programs and conduct studies on their messaging to measure which components of the program are well received, and what aspects may need improvement. As the development of mindfulness programs in the workplace evolve, it will be important for corporate communication professionals, wellness teams, and business leaders to stay informed on mindfulness programs to ensure the success and positive change that their work may bring about.

## CHAPTER SEVEN

### Strengths and Weaknesses of the Study

The current project has merit for strategic communication professionals, scholars and mindfulness professionals. However, it has several limitations, which will be acknowledged and discussed below.

There are several benefits to conducting surveys online, including the convenience for participants and the low budget. Participants were able to complete the surveys in the comfort of their own desk if they wished, and at a leisurely pace. Utilizing the Google forms service was beneficial to the researcher as it was completely free of charge and customizable. It is important to note that the surveys were not administered in a controlled lab setting; participants could complete them at their convenience wherever Internet was available to them.

Due to the nature of online surveys, the researcher had little control over who took the survey other than by using the qualifying question in the survey. In future surveys, it is recommended to recruit a sample of an equally-sized group of attendees and non-attendees. Another limitation to this type of research that involves personal perspectives and opinions is the issue of bias in self-reporting. Some participants may not have been completely honest about their opinions of themselves and the topics addressed due to shyness, or could perhaps have felt tempted to give answers they thought the researcher wanted rather than giving true answers. As convenience sampling was used for recruiting for both the surveys, this could provide a slight bias in the sample.

Some of the strengths of this study included the ability to conduct a survey with a large representation of the employees at JuiceCo. The researcher was fortunate to have been given permission to administer the survey. The opinions of the employees strongly directed the study

results and training plans. In addition, the researcher had access to the recording of the yoga classes and easily was able to decipher the code for mindfulness keywords. This allowed the study to reveal how many of Daniel Goleman's keywords are being used in the program today, which keywords are being used the most, and where there are gaps in references to mindfulness principles.



## CHAPTER EIGHT

### Conclusion

Gallup's research showed that employee engagement is strongly connected to business outcomes that are important to an organization's financial success, such as productivity, profitability and customer engagement. Engaged employees support the innovation, growth and revenue that their companies require to win business and to compete in the marketplace (Adkins, 2016). Improved mindfulness leads to increased work engagement and the movement towards mindfulness in the workplace is surging (Good et al., 2016). JuiceCo is pleased to be joining the ranks of other organizations that sponsor mindfulness programs for their staff members, like Google, Aetna, Mayo Clinic, and the U.S. Army (Jha et al., 2015; Tan, 2012; West et al., 2014; Wolever et al., 2012).

Daniel Goleman's books discussed the benefits of improving one's mindfulness in the workplace in both *Emotional Intelligence* and *Focus*. As reviewed, Emotional Intelligence has four main constructs: self-awareness, self-management, social awareness, and relationship management, and mindfulness training can develop these behaviors (Chaskalson, 2011). This thesis details the background of the stress process model, diffusion theory, and how theory informs the method with a review of the research questions.

As was seen, the stress process model outlined the detriments of stress in employees. Key ideas that informed the method included the theory that 80% of employees see work as their largest source of stress and that employees find work-related stress particularly difficult because of their emotional involvement to the work. Secondly, diffusion theory was reviewed to include the development of the theory, stages of diffusion theory, and typical characteristics. As

explained, mass communication is valuable to initially inform the key public about the program, but interpersonal communication has greater influence on the adoption of the program.

This project was a response to a request by JuiceCo to better understand the current yoga program within its organization, as well as identifying what employees would like to see in a future mindfulness program and what deliverables can follow from those findings. This project therefore reviewed the proposed concept, explained the theoretical foundation and contribution of this project, provided a rationale for the proposed new training modules in mindfulness, and analyzed current programs via quantitative measurements with the following research questions: (1) What is the level of mindful communication in the current program? (2) How satisfied are employees with the current program? (3) What kind of training at JuiceCo could increase knowledge and behaviors of workplace mindfulness?

Based on the results of the research, a new lunchtime class was recommended and accepted by the Benefits and Wellness group at JuiceCo and created at a different class time. A new evening time was discussed, but the students who currently attend the class were consulted and they all preferred keeping the 6 p.m. start time. Because their opinions are highly valued, the class time will not be changed going forward. In addition, all classes were changed from 60 minutes to 50 minutes. The start time begins at five minutes after the hour and will end at five minutes before the hour to allow extra time to walk to the studio. After reviewing both sets of results, it was also suggested to the wellness team that a more challenging class be added, such as Pilates. The recommendation was accepted and the new class will be taught by one of the favored instructors, Megan, according to the attendees' survey responses. All of these changes were communicated to employees on January 2, 2017 in a corporate-wide email (Appendix V). It was clarified that the changes were a result of the survey. Fortunately, there were high levels of

agreement among the employees and little disparity of opinions.

Other new additions to the program included ordering plastic green wristbands with an inspirational message for all of the yoga participants. A photo of the wristbands can be found in Appendix F. As Pearlin theorized in the stress process model (1983), the importance of social support is highly valuable in relieving symptoms of emotional fatigue. With these new bracelets, it is hoped that employees can easily identify each other in the hallways and elevators of JuiceCo. Not only by recognizing individuals, but creating an awareness of the large number of employees who do participate, it is hoped that employees will take comfort in comradery.

A last addition to the program was the identification and awards for the “yoga champions.” Because both diffusion theory and health messaging articulate the importance of interpersonal communication and the value that leaders in the community bring to an initiative, the yoga teaching staff identified 13 employees who attend the yoga classes regularly, recruit colleagues, and generally support the program with enthusiasm. The top two yoga champions will receive \$10 gift certificates to Coffee Bean and Tea Leaf. The remaining 11 employees will receive a \$5 gift certificate. All yoga champions will receive a handwritten note from the manager of the yoga program that articulates how their efforts in supporting the program are so greatly appreciated.

It is hoped that the study at JuiceCo will be one example of a thorough research project and furthering of a successful mindfulness campaign. As corporate organizations are more apt to implement mindfulness programs, this initiative is a way to make the teachings and learnings from traditional mindfulness programs more accessible. It is anticipated that JuiceCo will serve as an Alpha project and that other organizations will add mindfulness to their in-house training programs.

## Appendix A

Informed Consent Form for yoga teachers at JuiceCo who are invited to participate in research for a study on mindfulness in the workplace.

### **Principal Investigator**

Ingrid Greene

### **Institution**

Pepperdine University

### **Project Title**

Mindfulness in the Workplace

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

### **Part I: Information Sheet**

#### **Introduction**

I am Ingrid Greene, a graduate student in Pepperdine's M.A. in Strategic Communication program. I am doing research on mindfulness and employee engagement as part of my final non-thesis project. I am going to give you information and invite you to be a part of this research. You do not have to participate; it is completely voluntary. You can talk to anyone you feel comfortable with about the research before deciding if you would like to participate. This consent form may include language you are not familiar with. I am happy to clarify any information for you if you have questions or concerns.

#### **Purpose of the research**

The purpose of the study is to help justify the need for these programs in additional organizations. With more working mothers and longer working hours, it is necessary for employees to retain their time for re-energizing through physical activity and meditation. It is encouraged that more organizations implement these programs in order to both support their employees and help their bottom line.

As a participant, you are providing me with insights, opinions and perspectives. Your participation will help me illustrate how yoga programs instill ideas of mindfulness.

#### **Type of Research Intervention**

This research will involve your participation as a teacher of yoga that will take about one hour total.

#### **Participant Selection**

You are being invited to take part in this research because you are a teacher of yoga at JuiceCo.

#### **Voluntary Participation**

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. You may change your mind later and stop participating even if you agreed earlier.

**Procedures**

We are asking you to simply teach your yoga class as you normally do.

The class will take place at the yoga studio in JuiceCo, and no one else but the students and yourself will be present during the discussion. I will not be there during the discussion to avoid any bias. The entire discussion will be tape-recorded, but no one will be identified by name on the tape. The tape will be kept secure in a locked file on my laptop and external hard drive. All information is confidential, and no one but myself will have access to the recording. The recording will be destroyed upon the completion of the project in December 2016.

**Duration**

The data collection will take place during the month of September 2016, and the data analysis will take place the rest of the month and will be completed by early October. Other than this one yoga class, you have no other commitments to this study. There are no follow up classes planned. This class will last approximately one hour.

**Risks**

There is a small risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen.

**Benefits**

There will be no direct benefit to you, but your participation is likely to help the researcher build an ethical and effective campaign for furthering wellness in the workplace. This project aims to be a case study, which other communication and business scholars can use as an example of improving employee engagement via yoga and mindfulness.

**Reimbursements**

None.

**Confidentiality**

The research being done in the Pepperdine community may draw attention and if you participate you may be asked questions by other people in the community. We will not be sharing information about you to anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except the primary researcher and the moderator.

**Sharing the Results**

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results if interested. Please contact the primary researcher if you are interested in seeing the results of this study.

The knowledge attained from this class will be discussed in the final document that accompanies my final project. At the final defense, my faculty committee and other communication division faculty members will get to read about the findings from the study. These findings will have no names attached, and will simply highlight the key insights that the focus group brought to light. Following the defense, the final project will be bound and printed and kept at Pepperdine University. It is possible that the research may be published in the future to help other scholars in communication learn from the research.

### **Right to Refuse or Withdraw**

You do not have to take part in this research if you do not wish to do so, and choosing to participate will have no consequence to you in any way. You may stop participating in the discussion at any time that you wish without consequence.

### **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact any of the following: Ingrid Greene, 310 382 6942/igreene@pepperdine.edu.

You can ask me any more questions about any part of the research study, if you wish to. Do you have any questions?

### **Part II: Certificate of Consent**

**I have been invited to participate in research about mindfulness in the workplace. I have read the foregoing information, or it has been read to me.**

**I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.**

**I consent voluntarily to be a participant in this study.**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_ **Date** \_\_\_\_\_

**Statement by the researcher/person taking consent:**

**I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:**

## Appendix B

## Codes, Definitions, and Exemplars

| Terms                            | Definition   | Exemplar  |
|----------------------------------|--|---|
| 1 Breathe/Breathing              | Ability to find focus, strengthens the brain's circuits for attention, calms body from stress arousal, recover more quickly from upsetting emotions; an amount of air that you take into your lungs  | "Find your breath", "breathe deep", "pay attention to your breath"  |
| 2 Calm/Peace                     | a state of tranquillity  | "The peace and tranquillity lies within", "Listen to the calm around you"   |
| 3 Aware/Awareness/Self-Awareness | attune to inner signals, recognize how feelings affect a person and their job performance; integrate guiding values into their work, deduce the best course of action. See the big picture and be genuine. Recognizing one's emotions and their effects. | "Move your body with awareness and grace", "Be aware of your body", "Yoga increases our self-awareness"   |
| 4 Empathy/Caring/Understanding   | Understanding people's perspective the world. Sensing others' feelings and perspectives, and taking an active interest in their concerns.  | "With clarity comes better understanding", "Empathy allows us to best communicate with others", "Good leaders are caring"                                     |
| 5 Feel/Feelings                  | Emotionally adapt domain in life; an awareness by your body of something in it or on it; an emotional state or reaction  | "Feel your body", "What are your true feelings?", "Feel the stretch"  |
| 6 Confidence/Trust/Heart         | A strong sense of one's self-worth and capabilities.   | "Have confidence in who you are today", ""Trust your intuition", "Feel your heart space"  |
| 7 Integrity/Truth                | Trustworthiness; the quality of being honest and fair  | "the integrity of the pose", "what is the truth here really?"   |
| 8 Optimism                       | Persistence in pursuing goals despite obstacles and setbacks   | "Yoga opens us up to be more optimistic", "Clarity allows us to get rid of the cobwebs in our brain", "After a yoga practice, the world doesn't look so dark" |
| 9 Commitment/Duty                | An engagement or obligation, aligning with the goals of the group of organization  | "It is our duty to be our true selves", "Commit to just ten minutes a day",   |
| 10 Sensitivity/Sensitive         | insightful and intelligent enough both to recognize and comprehend own emotions  | "Be sensitive to those around you", "Understand any sensitivities and where they are coming from"   |
| 11 Emotions                      | impulses, articulation of feelings   | "Observe your emotions", "Yoga allows us to regulate our emotions"  |
| 12 Energy/Strength               | the emotional or mental qualities necessary in dealing with situations or events that are distressing or difficult; the quality that allows someone to deal with problems in a determined and effective way, staying unphased by opposition              | "Feel the energy in your body", "Feel the strenght of your tummy muscles", "Understand the energy you have within"  |

## Appendix B

## Codes, Definitions, and Exemplars (continued)

|    | Terms                        | Definition  | Exemplar  |
|----|------------------------------|---|---|
| 13 | Mood                         | a receptive state of mind predisposing to action; a prevailing attitude; a conscious state of mind or predominant emotion; a feeling                            | "Bad moods and good moods will come and go", "Were you in a bad mood or did you have a bad day? What did you do?"   |
| 14 | Relationship                 | the way in which two or more people or things are connected   | "Understand the relationship between self love and loving others", "When you go home and have relationships...."  |
| 15 | Control/Self-Control         | keeping disruptive emotions and impulses in check   | "Move your arm with control", "Do you find yourself wanting to control?", "Creating self-control outside of the yoga studio"                              |
| 16 | Listen                       | to pay attention to someone or something in order to hear what is being said; connection, empathy, and open communication                                       | "Listen to the sound of your breath", "How often do we speak when we should be listening?", "Do you typically think when you should be listening?"        |
| 17 | Silence/Quiet                | a lack of sound or noise; taking time out to do nothing; doing something that opens our minds to a deeper sensibility   | "Can you hear the silence?", "Quiet doesn't happen very often", Understand the value of silence   |
| 18 | New Ideas/Idea               | something that you imagine or picture in your mind; fresh perspectives; risks in thinking; original connections and patterns that others overlook; originality; | "New ideas very often are the result of time spent resting", "If thoughts or ideas from this morning or later today, come back into your mind, let it go" |
| 19 | Attention                    | notice, interest, or awareness; precious resource; keep in mind whatever information is salient   | "Pay attention to your breath and body", "Hold your attention in the present moment"  |
| 20 | Be in the moment/Be here now | the present time; orientation not in future or in the past  | "Bring your mind back into the room", "If thoughts or ideas from this morning or later today, come back into your mind, let it go"                        |
| 21 | Gratitude                    | a feeling of appreciation or thanks; recognizing what we have   | "consider one thing that went well today and the person who caused that", "thank yourself for coming today", "consider someone you're thankful for"       |
| 22 | Open                         | feel emotions never felt before   | "Be open to new experiences", "Open your heart space", "Open your legs, arms, etc"  |
| 23 | Stretch                      | increase capability and confidence  | "Stretch your body"   |
| 24 | Meditation                   | relaxation method, intervention in stress reactivity, stress buffer   | "Meditation has power", "Let's sit in quiet meditation for a few minutes"   |
| 25 | Non-judgement                | not too critical of other people  | "If your body is less flexible today, there is no need for judgement"; "Non-judging allow us to be open to new perspectives and ideas"                    |



## Appendix C

## Employee Survey

Thank you for taking the time to complete this survey. At the end of the 4-minute survey, you may fill out a separate contact form to be entered into a raffle for an Amazon gift card in exchange for your participation. Please know that the contact form is unique from your survey and all of your answers will remain anonymous.

## \* Required

1. Age *Mark only one oval.*

15-20

21-30

31-40

41-50

51-60

61-70

70+

I prefer not to answer

2. Gender

*Check all that apply.*

Female

Male

Prefer not to say

3. Have you attended yoga classes at JuiceCo? \* *Mark only one oval.*

Yes *Skip to question 4.*

No *Skip to question 15.*

Program Feedback - Current Attendees

Tell us about your experience with the yoga program at JuiceCo.

4. How many classes have you attended over the last 12 months?

*Mark only one oval.*

1-5 (rarely do I make it to class)

5-30 (avg 1-2 times per month)

30-50 (avg once a week)

50-150 (avg 1-2 times per week)

150+ (avg 3-4 times per week)

On a Likert Scale: 1 = Disagree; 7 = Agree

I greatly enjoy the teachers in the program.

I love the convenience of the studio.

The lunchtime time slots are perfect for me (12-1p.m., M-F).

The evening time slot is perfect for me (6-7p.m., Tuesdays).

I enjoy the opportunity for physical activity during the workday.

I enjoy the frame of mind encouraged by yoga.

I am greatly satisfied with the yoga classes.  
I am greatly satisfied with this program.

Write-In

If there is something about the program that you greatly enjoy and that we haven't already mentioned, please tell us about it.

If there is something about the program that you could change, please tell us about it.

#### Program Feedback - Non-Attendees

Tell us more about why you haven't attended the yoga program at JuiceCo.

On a Likert Scale: 1 = Disagree; 7 = Agree

I don't like yoga.

I don't have time during the workday.

There is something about the teachers that I don't like.

I don't like to sweat during the day.

I'm just not interested in working out during lunchtime or in the evening.

I don't feel the need to participate in the program in addition to my existing workout routine.

Write-In:

If there is another reason that stops you from participating in the yoga program, please write it in below.

If there was something that could encourage you to participate in the yoga program (e.g. another time slot, another teacher, etc.), please write it in below.

## Appendix D

## Email to Employees Informing Them of The Survey

December 2016

Dear Employees,

This month, the wellness team is looking to collect your thoughts on the current yoga program, including parts of the program that you like and parts that you think could be improved.

We invite you to complete a brief online survey, which takes about 1 minute to complete. The results are used in our ongoing efforts to improve our wellness offerings and services. The survey will be available for the next seven days and all answers will be anonymous. At the end of the survey, you are invited to fill out a unique form that enters you into a raffle for an Amazon gift card valued at \$25.

Please click <https://goo.gl/forms/khTTMH78DSOvZpee2> to begin your survey.



We hope you have a wonderful, safe, and happy holiday season. Below is the updated teaching schedule to account for everyone's time out of the office.

Kind regards,

Ingrid S. Greene  
Coordinator of Yoga Program  
JuiceCo  
[Ingrid.s.greene@gmail.com](mailto:Ingrid.s.greene@gmail.com)

## Appendix E

## Email to Employees Informing Them of Changes to Program Based on Survey Results

January 2017

Dear Employees,

Thank you to the 87 employees who filled out our survey last month. **We are very grateful!** We heard from both participants and non-participants of the yoga program and we will be rolling out some improvements because of your voices.

First, we will be adding a class on Monday mornings that incorporate more pilates-based principles. Over the last few months, Megan has been teaching a class at Playlist Yoga in West Hollywood that focuses greatly on the core, gluteus, and thigh muscle areas. We hope you will enjoy this new addition and which will leave you a few calories lighter after each class. **The timeslot for 'Yogalates' will be 11:35am-12:25p.m. on Mondays.** Megan will teach her regular yoga class immediately after (12:35pm-1:35p.m.), so now you will have two opportunities to get fit at the beginning of the week!

Next, we would like to address the slowness of the elevators and the request to grab some lunch before or after class, while still not being away from your desk for too long. For these reasons, **all lunchtime classes will now be 50 minutes in length.** They will start at five minutes after the hour (or half-hour) and end at five minutes before the hour (or half-hour). For the revised time schedule, please see below.

Lastly, as many of you know, the building maintenance staff has opened up the stairwells to allow employees to move smoother throughout the building. **The stairs are also open via the outdoor alley into the basement.** If you have a hard time finding the way, please ask Luis at the security desk to direct you. It's not a simple path, but safe and effective for finding the yoga room.

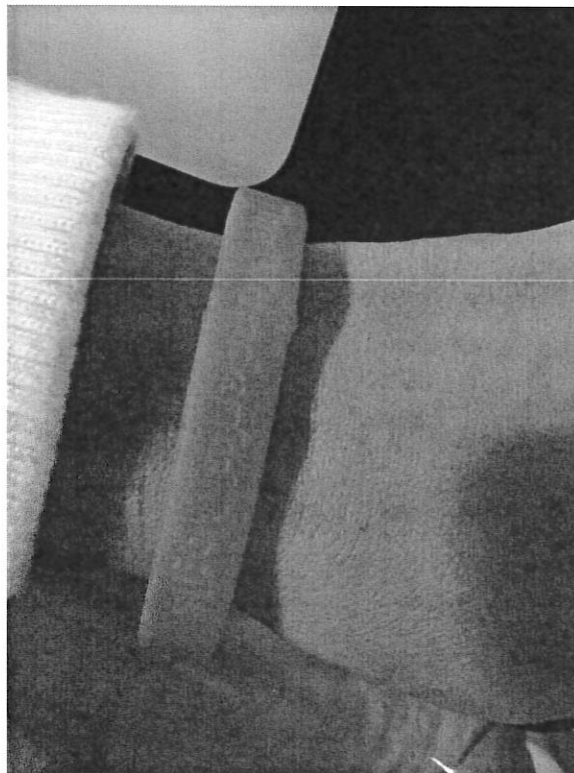


Kind Regards,

Ingrid S. Greene  
Coordinator of Yoga Program  
JuiceCo  
Ingrid.s.greene@gmail.com

Appendix F

Photo of Green Plastic Wristbands for Yoga Participants



## References

- Adkins, A. (2016, January 13). *Employee engagement in U.S. stagnant in 2015*. Retrieved from <http://www.gallup.com/poll/188144/employee-engagement-stagnant-2015.aspx>
- Alsop, R. (2008). *The Trophy Kids Grow Up: How the Millennial Generation is Shaking Up the Workplace*. San Francisco, CA: Jossey-Bass.
- Anderson, L. M., Quinn, T. A., Glanz, K., Ramirez, G., Kahwati, L. C., Johnson, D. B...., Task Force on Community Preventive Services. (2009). The effectiveness of worksite nutrition and physical activity interventions for controlling employee overweight and obesity: a systematic review. *American Journal of Preventive Medicine*, 37(4), 340-357.
- Aneshensel, C. S. (2015). Sociological inquiry into mental health: the legacy of Leonard I. Pearlin. *Journal of Health and Social Behavior*, 56(2), 166–178. doi/10.1177/0022146515583992
- Aneshensel, C. & Avison, W. (2015). The stress process: an appreciation of Leonard I. Pearlin. *Society and Mental Health*, 5(2), 67–85. <https://doi.org/10.1177/2156869315585388>
- Asghar, R. (2014, January 13). What millennials want in the workplace (and why you should start giving it to them). *Forbes*. Retrieved from <http://www.forbes.com/sites/robashghar/2014/01/13/what-millennials-want-in-the-workplace-and-why-you-should-start-giving-it-to-them>
- Atkin, C. (2000). Theory and principle of media health campaigns. In Ronald E. Rice and Charles K. Atkin (Eds.), *Public communication campaigns* (pp. 49-68). Thousand Oaks, CA: Sage.
- Atkin, C., & Silk, K. (2009). Health communication. In Don Stacks and Michael Salwen (Ed.), *An integrated approach to communication research and theory* (489-501). New York, NY: Routledge.
- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265-269.
- Baldwin, M. C. (1999). *Psychological and physiological influences of hatha yoga training on healthy exercising adults*. Boston: Boston University.
- Bar-On, R., & Parker, J.D.A. (2000). *The handbook of emotional intelligence: theory, development, assessment, and application at home, school, and in the workplace*. San Francisco, CA: Jossey-Bass.
- Beebe, A. S., Mottet, P. T., & Roach, K. D. (2004). *Training and development: Enhancing communication and leadership skills*. United States: Pearson Education

- Beehr, T., Jex, S., Stacy, B., & Murray, M. (2000). Work stressors and coworker support as predictors of individual strain and job performance. *Journal of Organizational Behavior, 21*(4), 391-405.
- Beldoch, M. (1964). Sensitivity to expression of emotional meaning in three modes of communication. In J.R. Davitz (Ed.), *The Communication of Emotional Meaning*. New York: McGraw-Hill.
- BlessingWhite, Inc. (2011). *Beyond the numbers: A practical approach for individuals, managers and executives*. Retrieved from [http://www.blessingwhite.com/eee\\_report.asp](http://www.blessingwhite.com/eee_report.asp)
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*(4), 822-848.
- Buysse, D. J., Reynolds, C. F. 3<sup>rd</sup>., Monk, T. H., Berman, S. R., & Kupfer, D. J. (1989). The Pittsburgh Sleep Quality Index: A new instrument for psychiatric practice and research. *Psychiatry Research, 28*(2), 193-213.
- Buchanan, L. (2010, September). *Meet the millennials. Inc, 32*(7), 166.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology 18*(8), 788 – 813.
- Catano, V., & Hines, H. (2015). The influence of corporate social responsibility, psychologically healthy workplaces, and individual values in attracting millennial job applicants. *Canadian Journal of Behavioral Science, 48*(2), 142–154.
- Chaskalson, M. (2011). *The mindful workplace: Developing resilient individuals and resonant organizations with MBSR*. Malden, MA: Wiley.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*(4), 385-396.
- Cook, J. (2012, July). The benefits of workplace mindfulness programs. Retrieved from <https://www.asaecenter.org/Resources/ANowDetail.cfm?ItemNumber=182047>
- Diathesis-stress models, n.d. Retrieved from <http://www.preventionaction.org/reference/diathesis-stress-models>
- Emmons, R.A., & McCullough, M. E. (2003). Counting blessings versus burdens: Experimental studies of gratitude and subjective well-being. *Journal of Personality and Social Psychology, 84*(2), 377-389.
- Falk, T. (2016, July 22). Mindfulness at work: Keeping a clear head. Retrieved from <https://news.sap.com/keeping-a-clear-head/>

- Farrell, A., & Geist-Martin, P. (2016) Communicating Social Health. *Management Communication Quarterly*, 18(4), 543-592.
- Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences*. New York, NY: Basic Books.
- Gazelle H., & Ladd G. W. (2003). Anxious solitude and peer exclusion: A diathesis stress model of internalizing trajectories in childhood. *Child Development*, 74(1), 257–278.
- Grigorescu, A., & Lupu, M. (2015). Integrated Communication as Strategic Communication. *Review of international comparative management [Revista de Management Comparat International]*. 16(4), 479-490.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68–78.
- Glavin, P., Schieman, S., & Reid, S. (2011). Boundary spanning work demands and their consequences for guilt and psychological distress. *Journal of Health and Social Behavior*, 52(1), 43-57.
- Goleman, D. (1986, May 13). Relaxation: surprising benefits detected. Retrieved from <http://www.nytimes.com/1986/05/13/science/relaxation-surprising-benefits-detected.html?pagewanted=all>
- Goleman, D. (2006). *Emotional Intelligence: Why it can matter more than IQ*. New York: Random House.
- Goleman, D. (2012, April 23). *Daniel Goleman introduces Emotional Intelligence* [Video file]. Retrieved from <https://youtu.be/Y7m9eNoB3NU>
- Goleman, D. (2013a). *Focus*. New York: Harper Collins.
- Goleman, D. (2013b, October 7). The four basic moves to strengthen focus. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/the-brain-and-emotional-intelligence/201310/the-four-basic-moves-strengthen-focus>
- Goleman, D. (2013c, October 15). How focus changed my thinking about emotional intelligence. Retrieved from <http://www.danielgoleman.info/focus-changed-thinking-emotional-intelligence/>
- Goleman, D. (2015, October 4). How self-awareness impacts your work [Blog Post]. Retrieved from <http://www.danielgoleman.info/daniel-goleman-how-self-awareness-impacts-your-work/>



- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership. *Harvard Business Review*, 79(11), 42-51.
- Good, D., Lyddy, C., Glomb, T., Bono, T., Brown, K. W., Duffy, M., ... Lazar, S. (2016). Contemplating mindfulness at work: An integrative review. *Journal of Management*. 42(1), 114-142. doi:10.1177/0149206315617003
- Google's Chade-Meng Tan Wants You to Search Inside Yourself for Inner (and World) Peace. *Knowledge@Wharton* (2012, April 25). Retrieved from <http://knowledge.wharton.upenn.edu/article/googles-chade-meng-tan-wants-you-to-search-inside-yourself-for-inner-and-world-peace/>
- 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.
- Gura, S. T. (2002). Yoga for stress reduction and injury prevention at work. *Work*. 19(1), 3-7.
- Hartman, J. L., & McCambridge, J. (2011). Optimizing millennials' communication styles. *Business Communication Quarterly*, 74(1), 22-44.
- How Aetna CEO brings health and healing to workplace. (2015, March 26). Retrieved from <http://www.cbsnews.com/news/aetna-ceo-mark-bertolini-healthy-workplace-healing-meditation-yoga/>
- Howe, N., & Strauss, W. (2000). *Millennials rising*. Random House: New York.
- Ingram, R. E., & Luxton, D. D. (2005). Vulnerability-Stress Models. In B.L. Hankin & J. R. Z. Abela (Eds.). *Development of Psychopathology: A vulnerability stress perspective* (pp. 32-46). Thousand Oaks, CA: Sage Publications Inc.
- Jha, A. P., Morrison, A. B., Dainer-Best, J., Parker, S., Rostrup, N., & Stanley, E. A. (2015). Minds "at attention": Mindfulness training curbs attentional lapses in military cohorts. *PLoS ONE*, 10(2). doi.org/10.1371/journal.pone.0116889
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
- Kabat-Zinn, J. [Minds Unlimited / Mindfulnessgruppen]. (2013, June 23). *Jon Kabat-Zinn Mindfulness 9 attitudes - gratitude and generosity*. [Video file]. Retrieved from [https://www.youtube.com/watch?list=PLHYUdUSlvXxWE\]wvStb7MatRERfGPKIAC&v=6M-ZJLmP4b4](https://www.youtube.com/watch?list=PLHYUdUSlvXxWE]wvStb7MatRERfGPKIAC&v=6M-ZJLmP4b4)
- Klatt, M., Buckworth, J. & Malarkey, W. (2008). Effects of low-dose mindfulness-based stress reduction (MBSR-ld) on working adults. *Health Education Behavior*, 36(3), 601-614.

- Killingsworth, M., & Gilbert, T. (2010, Nov. 12) A Wandering Mind Is an Unhappy Mind. *Journal of Science*, 330(6006), 932. doi: 10.1126/science.1192439.
- Kofman, F. (2013). *Conscious Business*. Sounds True: Boulder, Colorado.
- Kotler, P., Burton, S., Deans, K., Brown, L., & Armstrong, G. (2013). *Marketing: An Introduction, 9th Edition*. New South Wales, Australia: Pearson Australia.
- Kumar, R., & Sia, S. K. (2012). Employee engagement: Explicating the contribution of work environment. *Management and Labour Studies*, 37(1), 31-43.
- Lambert, I. L. (2009). *Spirituality, Inc.: Religion in the American Workplace*. New York, US: NYU Press.
- Lewis, K. (2015, June 23). Know your millennial coworkers. Retrieved from <http://fortune.com/2015/06/23/know-your-millennial-co-workers/>
- Lutz, A., Greischar, L., Rawlings, N., Ricard, M., & Davidson, R. (2004). Long-term meditators self-induce high-amplitude gamma synchrony during mental practice *Proceedings of the National Academy of the Sciences of the United States of America*. 101(46), 16369-16373. doi:10.1073/pnas.0407401101
- Lyubomirsky, S. (n.d.). *Subjective Happiness Scale* [Measurement instrument]. Retrieved from <https://ppc.sas.upenn.edu/resources/questionnaires-researchers/subjective-happiness-scale>
- Macey, W., Schneider, B., Barbera, K., & Young, S. (2009). Employee engagement: Tools for analysis, practice, and competitive advantage. New Jersey: Wiley-Blackwell.
- 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. doi:10.1007/s12671-015-0388-5.
- Mayer, J.D., Salovey, P., Caruso, D., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*, 1(3), 232-242.
- McNeil Jr., D. (2015, October 5). San Francisco is changing face of AIDS treatment. *The New York Times*. Retrieved from [http://www.nytimes.com/2015/10/06/health/san-francisco-hiv-aids-treatment.html?\\_r=1](http://www.nytimes.com/2015/10/06/health/san-francisco-hiv-aids-treatment.html?_r=1).
- Oginska-Bulik, N. (2005). The role of personal and social resources in preventing adverse health outcomes in employees of uniformed professions. *International Journal of Occupational Medicine and Environmental Health*, 18(3), 233-240.

- One-sided message (n.d.). Retrieved from [https://www.allbusiness.com/barrons\\_dictionary/dictionary-one-sided-message-4962567-1.html](https://www.allbusiness.com/barrons_dictionary/dictionary-one-sided-message-4962567-1.html)
- Palmer, B., Stough, C., Harmer, R., & Gignac, G. (2009). The Genos emotional intelligence inventory: a measure designed specifically for workplace applications. In J. Parker, D. Saklofske, & C. Stough (Ed.), *Assessing emotional intelligence: theory, research, and applications* (pp. 103-117). US: Springer.
- Pearlin, L. I. (1983). Role strains and personal stress. In H. B. Kaplan (Ed.), *Psychosocial stress: Trends in theory and research* (pp. 3-32). New York: Academic.
- Pearlin, L. and Bierman, A. (2013). Current issues and future directions in research into the stress process. In Carol Aneshensel, Jo Phelan, and Alex Bierman (Ed.), *Handbook of the sociology of mental health*. Dordrecht, NL: Springer.
- Pearlin, L., Menaghan, E., Lieberman, M., & Mullan, J. (1981). The stress process. *Journal of Health and Social Behavior*, 22(4), 337-356.
- Philbin, K. (2009). Transpersonal integrative yoga therapy: a protocol for grief and bereavement. *International Journal of Yoga Therapy*, 19(1), 129-141.
- Rahe, R. H., Taylor, C. B., Tolles, R. L., Newhall, L. M., Veach, T. L., & Bryson, S. (2002). A novel stress and coping workplace program reduces illness and healthcare utilization. *Psychosomatic Medicine*, 64(2), 278-286.
- Raub, J. A. (2002). Psychophysiological effects of hatha yoga on musculoskeletal and cardiopulmonary function: A literature review. *Journal of alternative and complementary medicine*, 8(6), 797-812.
- Reibel, D. K., Greeson, J. M., Brainard, G. C., & Rosenzweig, S. (2001). Mindfulness-based stress reduction and health-related quality of life in a heterogeneous patient population. *General Hospital Psychiatry*, 23(4), 183-192.
- Rogers, E. M., Singhal, A., & Quinlan, M. M. (2009). Diffusion of innovations. In Don Stacks and Michael Salwen (Eds.), *An integrated approach to communication research and theory* (pp. 418-434). New York, NY: Routledge.
- Rogers, E.M. (1962). *Diffusion of innovations*. New York: Free Press of Glencoe.
- Sahoo, C. K., & Sahu, G. (2009). Effective employee engagement: The mantra of achieving organizational excellence. *Management and Labour Studies*, 34(1), 73-84.
- Salovey, P. & Mayer, J.D. (1989). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.

- Scandellius, C., & Cohen, G. (2015). Achieving collaboration with diverse stakeholders: The role of strategic ambiguity in CSR communication. *Journal of Business Research*, 69(9), 3487-3499. doi: 10.1016/j.jbusres.2016.01.037.
- Schullery, N. (2013). Workplace engagement and generational differences in values. *Business Communication Quarterly*, 76(2), 252-265.
- Schwabel, D. (2010). *Me 2.0: 4 steps to building your future*. New York: Kaplan Publishing.
- Sigelman, C. K. & Rider, E. A. (2009). *Life-span human development (6th ed.)* Belmont, CA: Wadsworth Cengage Learning.
- Steiner, C. (1984). Emotional literacy. *Transactional Analysis Journal*, 14(3), 162-73.
- Sutherland, P. J. (2003). Administrators perceptions of diffusion of courses with world-wide features. *Journalism & Mass Communication Educator*, 57(4), 384-395.
- Tan, C. M. (2014). *Search inside yourself: the unexpected path to achieving success, happiness (and world peace)*. New York: HarperOne.
- Tavernise, S. (2015, Nov 12). Obesity rises despite all efforts to fight it, U.S. health officials say. *The New York Times*. Retrieved from [http://www.nytimes.com/2015/11/12/health/obesity-rises-despite-all-efforts-to-fight-it-us-health-officials-say.html?\\_r=1](http://www.nytimes.com/2015/11/12/health/obesity-rises-despite-all-efforts-to-fight-it-us-health-officials-say.html?_r=1)
- The Genos Emotional Intelligence Inventory (n.d.). [Measurement Survey]. Retrieved from <https://www.genosinternational.com/emotional-intelligence>
- Wagner, R., & Harter, J. K. (2006). 12: The great elements of managing. Washington, D.C.: The Gallup Organization.
- Wasielewski, P.L. (1985). The emotional basis of charisma. *Symbolic Interaction*. 8(2), 207-22.
- Wheaton, B. (2010). The stress process as a successful paradigm. In W. R. Avison, C. S. Aneshensel, S. Schieman, & B. Wheaton (Eds.), *Advances in the conceptualization of the stress process: Essays in honor of Leonard I. Pearlin* (pp. 231-252). New York: Springer.
- Williams, A., Franche, R. L., Ibrahim, S., Mustard, C. A., & Layton, F. R. (2006). Examining the relationship between work-family spillover and sleep quality. *Journal of Occupational Health Psychology*, 11(1), 27-37.
- Winograd, M. & Hais, M. (2014, May). How Millennials Could Upend Wall Street and Corporate America. *Governance Studies at Brookings*. Retrieved from

[https://www.brookings.edu/wp-content/uploads/2016/06/Brookings\\_Winogradfinal.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/Brookings_Winogradfinal.pdf)

- West, C. P., Dyrbye, L. N., Rabatin, J. T., Call, T. G., Davidson, J. H., Multari, A., ... Shanafelt, T. D. (2014). Intervention to promote physician well-being, job satisfaction, and professionalism: A randomized clinical trial. *JAMA Internal Medicine*, *174*(4), 527.
- Williams, R. (2010, January 4). Employee engagement: Define it, measure it, and put it to work in your organization. *Workforce*. Retrieved from <http://www.workforce.com/article/20100104/NEWS02/301049987>
- Wolever, R. Q., Bobinet, K. J., McCabe, K., Mackenzie, E. R., Fekete, E., 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*(2), 246-258.