

HOW TRAIT MINDFULNESS IS RELATED TO JOB PERFORMANCE AND
JOB SATISFACTION: SELF-REGULATION AS A POTENTIAL MEDIATOR

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ABSTRACT

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The aim of the current study was to investigate whether trait mindfulness is related to job performance (i.e., task performance, OCB, CWB) and job satisfaction. Self-regulation was expected to emerge as a mediating mechanism through which mindfulness affects performance variables. Participants consisted of working adults ($N = 213$) who filled out a questionnaire package including measures of mindfulness, self-regulation, task performance, OCB, CWB, and job satisfaction. The supervisors ($N = 39$) of the employees who gave approval ($N = 108$) also participated in the study and evaluated job performance of their subordinates. Although no significant relationships were found between mindfulness and performance measures when the performance evaluations were made by the supervisors, these relationships achieved significance when self-report performance measures were used. Mindfulness was also found to be significantly related to job satisfaction as anticipated. As expected, self-regulation emerged as the mechanism through which mindfulness exerts its effects on self-report task performance and OCB, but not CWB. Exploratory analyses revealed that mindfulness comprised of three components, which were named as awareness, nonreactivity, and nonjudging and hypothesis testing was repeated with each component to examine their differential effects on outcome variables of interest. When all findings were incorporated for a full model testing, job satisfaction emerged as the second mediating mechanism in trait mindfulness -

performance outcomes relationships. The findings and contributions of the study, the implications and future research directions were further discussed.

Keywords: Mindfulness, Self-regulation, Job Performance, Job Satisfaction

ÖZ

BİLİNÇLİ FARKINDALIĞIN İŞ PERFORMANSI VE İŞ DOYUMU İLE İLİŞKİSİ: ÖZ-DÜZENLEMENİN ARACI DEĞİŞKEN OLARAK ROLÜ

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Bu çalışmanın amacı, bir kişilik özelliği olarak bilinçli farkındalığın, iş performansı (görev performansı, örgütsel vatandaşlık davranışı, üretkenlik karşıtı iş davranışı) ve iş doyumunu ile ilişkisini incelemektir. Bilinçli farkındalığın, öz-düzenleme aracılığıyla performans çıktılarını etkilemesi beklenmektedir. Çalışmaya 213 çalışan yetişkin katılmıştır. Bu katılımcılar, bilinçli farkındalık, öz-düzenleme, görev performansı, örgütsel vatandaşlık davranışı, üretkenlik karşıtı iş davranışı ve iş doyumunu ölçümlerini içeren bir anket paketini doldurmuşlardır. Onayları alınan 108 çalışanın yöneticileri ($N = 39$) de çalışmaya katılmış ve astlarının iş performanslarını değerlendirmişlerdir. Performans ölçümleri yöneticilerden alındığında, çalışanların bilinçli farkındalık ve performans çıktıları arasında anlamlı bir ilişki bulunamamış, ancak kişilerin kendileri performanslarını değerlendirdiklerinde bu ilişkiler istatistiksel olarak anlamlı bulunmuştur. Beklenmeye uygun olarak, bilinçli farkındalığın kişilerin iş doyumları ile anlamlı bir ilişkisi olduğu ortaya konmuştur. Hipotezleri destekleyen bir başka bulgu ise öz-düzenlemenin, bilinçli farkındalık – görev performansı ve bilinçli farkındalık - örgütsel vatandaşlık davranışı ilişkilerinde aracı değişken olarak ortaya çıkmasıdır. Bilinçli farkındalığın üretkenlik karşıtı iş davranışını direkt olarak etkilediği bulunmuş, fakat bu ilişkide öz-düzenlemenin

aracı rolü doğrulanmamıştır. Keşif amaçlı yapılan ek analizlerin sonuçları bilinçli farkındalığın üç bileşenden (farkındalık, tepkisizlik, yargılamama) oluştuğunu göstermiştir. Hipotezler, her bir bileşen için tekrar test edilmiş ve bu bileşenlerin farklı bağımlı değişkenler üzerine etkileri araştırılmıştır. Tüm bulgular tek bir modelde test edildiğinde, iş doyumu, bilinçli farkındalık – performans çıktıları ilişkilerinde ikinci bir aracı değişken olarak ortaya çıkmıştır. Çalışmanın bulguları ve bu bulguların mevcut yazına etkisi tartışılmış ve gelecek çalışmalar için önerilerde bulunulmuştur.

Anahtar kelimeler: Bilinçli Farkındalık, Öz-düzenleme, İş Performansı, İş Doyumu

To My Family & Deniz

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CHAPTER 1

INTRODUCTION

1.1. Overview

The concept of mindfulness has been receiving increased research attention, with findings drawing attention to positive outcomes associated with being mindful such as enhanced emotional, psychological, and social well-being (Howell, Digdon, & Buro, 2010; Weinstein, Brown, & Ryan, 2009) and decreased psychological distress symptoms (Bowlin & Baer, 2012; Kiken & Shook, 2012). However, this research interest in mindfulness is mostly limited to the field of clinical psychology (e.g., Bowlin & Baer, 2012; Kiken & Shook, 2012). Although there are some established mindfulness – work outcomes relationships (e.g., Reb, Narayanan, & Chaturvedi, 2014; Roche, Haar, & Luthans, 2014), research in workplace regarding this concept is quite limited. The present study attempts to explore the effects of trait mindfulness at work by focusing on critical outcome variables in Industrial Organizational (I/O) Psychology.

Job satisfaction and job performance are probably the two most critical work outcomes for organizations (Bono & Judge, 2003; Dormann & Zapf, 2001). In this study, in order to see whether mindfulness is truly worthy of consideration for organizations, its effects on job satisfaction and three job performance dimensions namely, task performance, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB) were examined. Considering the positive cognitive and attitudinal outcomes associated with being mindful (e.g., Bowlin & Baer, 2012; Thompson & Waltz, 2008), dispositional mindfulness of the employees was expected to be positively associated with their job satisfaction, task performance, and OCB. As for their engagement in CWBs, a negative association with trait mindfulness was expected.

As previously noted, mindfulness research in I/O Psychology is quite limited and the existing literature lacks an understanding concerning the mechanisms that explain how mindfulness operates in work settings. That is the reason why the

mechanism through which mindfulness exerts its positive effects was also investigated in this study. Taking the already established mindfulness and self-regulation relationship into account (Hölzel et al., 2011a) and considering the conceptual relevance of these two constructs, self-regulation was expected to mediate the relationship between mindfulness and behavioral work outcomes of interest (i.e., task performance, OCB, and CWB). Assessing the mechanism through which mindfulness operates was expected to contribute to the development of a theoretical framework, which might tell how and why mindfulness impacts critical work outcomes.

Although most mindfulness definitions in the academic literature are conceptually consistent, there is a disagreement on the components constituting mindfulness. Independent of the definition of mindfulness adopted, in most studies mindfulness is conceptualized as a single factor. In the present study, a comprehensive definition of mindfulness was adopted in order to investigate its different components' effects on work outcomes of interest in an exploratory fashion. In order to do so, two widely used measures of mindfulness (i.e., Mindful Attention Awareness Scale (MAAS) by Brown & Ryan, 2003; Five Facet Mindfulness Questionnaire (FFMQ) by Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) were combined. After the new mindfulness assessment was generated, it was administered to the participants and a couple of exploratory factor analyses were conducted to find out the emerging components of mindfulness. Later on, these components' differential effects on job satisfaction, task performance, OCB, and CWB were investigated. Distinguishing the components of mindfulness was expected to contribute to both the academic literature for the development of a more detailed framework of mindfulness and the practitioners for them to be able to focus on the most effective components.

In the following sections of the introduction, a conceptual overview of mindfulness, its relationships to other variables, an overview of the mediating variable (i.e., self-regulation) and dependent variables (i.e., job satisfaction, and job performance) as well as the purpose of the current study are presented. The proposed model is presented in Figure 1.

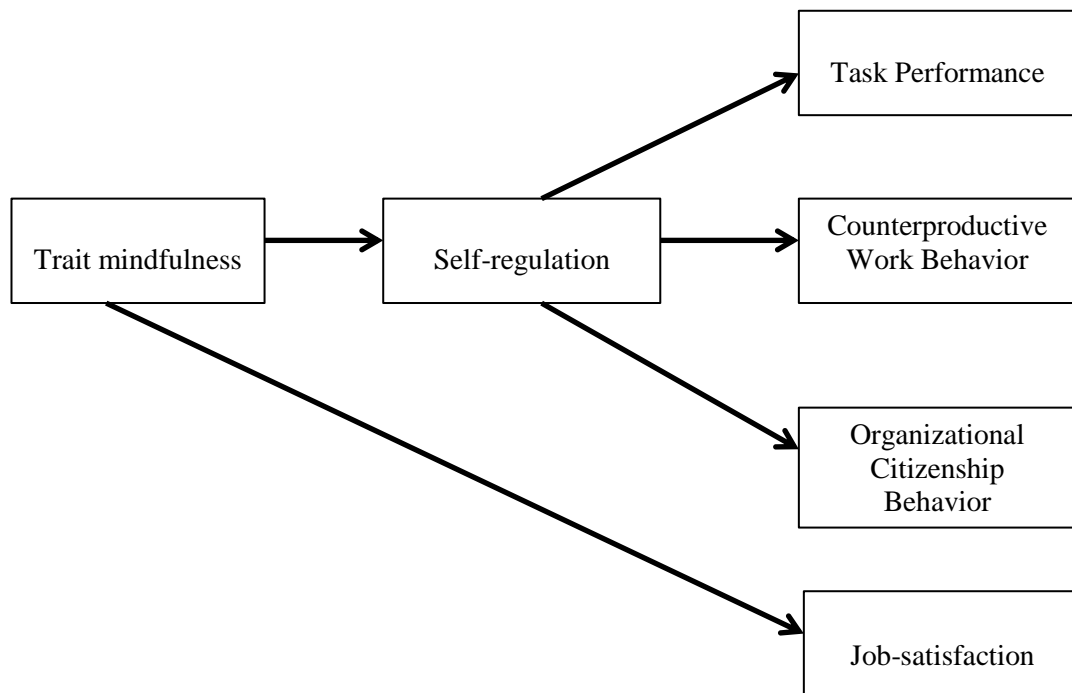


Figure 1. The proposed model

1.2. Mindfulness: Definition and Measurement

Current popularity of mindfulness should not be misleading since the construct takes its roots from Buddhist tradition (Brown & Ryan, 2003). Buddhism considers mind as the focal point and the Buddhist doctrine teaches people to know, shape, and free the mind. That is why mindfulness is considered as the master key, or the “heart,” of Buddhist meditation (Thera, 1962). Although this concept takes its roots from Buddhist tradition, it is practically still a new and fertile research area for academicians and practitioners.

Jon Kabat-Zinn (2003), the founder of Mindfulness-Based Stress Reduction (MBSR) technique, defines mindfulness as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (p.145). Brown, Kasser, Ryan, Linley, and Orzech (2009) on the other hand, leave out the “non-judgmental” component and define mindfulness as “receptive attention to present events and experience” (p.728). Similarly, Langer and Moldoveanu (2000) does not include this component and define mindfulness as “a heightened state of involvement and wakefulness or

being in the present” (p.2). However, since mindfulness has its roots from Buddhist meditation, in this study, mindfulness was assumed to include a self-compassion component thus, it was considered to have *non-judging of one’s experiences* in its definition. Therefore, an overall brief definition of mindfulness was made as the non-judgmental awareness and acceptance of the present moment.

How mindfulness is defined in each study is important because it reveals what components are examined and measured as a part of this concept. Whether mindfulness should be investigated as a single-faceted or a multi-faceted construct is also a controversial issue. There are some scales yielding a global mindfulness score (e.g., MAAS by Brown & Ryan, 2003; Cognitive and Affective Mindfulness Scale-Revised (CAMS-R) by Feldman, Hayes, Greeson, & Laurenceau, 2007) as well as scales composed of a number of subscales (e.g., The Philadelphia Mindfulness Scale (PHLMS) by Cardaciotto, Herbert, Forman, Moitra, & Farrow, 2008; FFMQ by Baer et al., 2006). In addition to these structural differences among different mindfulness scales, there are also controversies regarding the factor structure of certain scales. One example is the Freiburg Mindfulness Inventory (FMI) (Walach, Buchheld, Butenmuller, Kleinknecht, & Schmidt, 2006), which consists of 14 items that are added up to get one summary score. However, a study conducted by Baer et al. (2006) revealed that the items of FMI fall under three factors namely *nonreactivity to inner experience, observing, and acting with awareness*. In another study, Kohls, Sauer, and Walach (2009), suggested that a two-factor solution consisting of *presence* and *acceptance* subscales yielded a better fit to data.

Overall, while some studies investigating mindfulness measures suggest presence of a single factor (e.g., Siegling & Petrides, 2014), other studies suggest that mindfulness is a multifaceted construct, and examining it that way would help us understand how it is related to other variables (e.g., Baer et al., 2006; Leary & Tate, 2007). Since one of the purposes of this study was to understand how mindfulness relates to different work outcomes (i.e., job satisfaction, task performance, OCB, CWB), latter perspective was adopted and a decision was made to treat mindfulness as a multifaceted construct. Evaluating different definitions of mindfulness and items from different scales, it was predicted that the most distinguishable components of mindfulness would be *awareness (attention, presence)* and *acceptance (being non-judgmental)*. The component structure of

mindfulness and the relationships of different components of mindfulness to work outcomes of interest (i.e., job satisfaction, task performance, OCB, CWB) were further explored on an exploratory basis in this study.

1.2.1. Trait and State Mindfulness: Their Relationships to Other Variables

Studies show that mindfulness displays between-person variation such that people exert dispositional differences in mindfulness (e.g., Brown & Ryan, 2003; Frewen et al., 2010). Therefore, mindfulness is considered as a personality trait. An increasing amount of research has been investigating positive effects of trait mindfulness and its relationships to other variables. These relations and benefits could be examined under three categories, namely, psychological benefits, physical benefits, and cognitive benefits.

In terms of its psychological benefits, trait mindfulness was found to be positively related to self-esteem (Heppner & Kernis, 2007; Pepping, O'Donovana, & Davisa, 2013; Rasmussen & Pidgeon, 2011), positive emotions and perceived mood regulation ability (Jimenez, Niles, & Park, 2010), unconditional self-acceptance (Thompson & Waltz, 2008), self-compassion (Hollis-Walker & Colosimo, 2011), general self-efficacy, internal locus of control (St. Charles, 2010), heightened self-knowledge, behavioral regulation, coherence between implicit and explicit emotional state (Brown & Ryan, 2003), dispositional self-control (Fetterman, Robinson, Ode, & Gordon, 2010), authenticity (Lakey, Kernis, Heppner, & Lance, 2008), life satisfaction (Schutte & Malouff, 2011), romantic relationship satisfaction, constructive responses to relationship stress (Barnes, Brown, Krusemark, Campbell, & Rogge, 2007), emotional, psychological, and social well-being (Howell et al., 2010; Weinstein et al., 2009). Moreover, it was reported to be negatively associated with general psychological distress symptoms including depression, anxiety, and stress (Bowlin & Baer, 2012; Kiken & Shook, 2012), social anxiety (Rasmussen & Pidgeon, 2011), trait anxiety, attachment anxiety (Walsh, Balint, Smolira SJ, Fredericksen, & Madsen, 2009), neuroticism (Hollis-Walker & Colosimo, 2011; Latzman & Masuda, 2013), negative affect (Giluk, 2009; Schutte & Malouff, 2011), self-reported aggressiveness and hostile attribution bias (Heppner et al., 2008), pathological gambling (Lakey, Campbell, Brown, & Goodie, 2007), alcohol

preoccupation (Ostafin, Kassman, & Wessel, 2013), dispositional impulsivity (Fetterman et al., 2010), and verbal defensiveness (Lakey et al., 2008).

As for its physical benefits, trait mindfulness is positively related to healthy eating practices, physical health (Murphy, Mermelstein, Edwards, & Gidycz, 2012), more adaptive sleep functioning and sleep quality, (Howell et al., 2010), vitality (Allen & Kiburz, 2012), whereas it is negatively related to substance use behaviors (Karyadi, VanderVeen, & Cyders, 2014).

Lastly, its cognitive benefits include increased attentional control (Walsh et al., 2009), increased self-control (Bowlin & Baer, 2012), higher emotional intelligence (Schutte & Malouff, 2011), more benign stress appraisals and more frequent use of approach coping strategies in addition to less frequent use of avoidant coping strategies (Weinstein et al., 2009), less negative automatic thinking (Frewen, Evans, Maraj, Dozois, & Patridge, 2008), and less motivated perception indicating a perspective of greater objectivity (Adair & Fredrickson, 2015).

In addition to being treated as a dispositional variable, mindfulness is believed to be induced and cultivated by training and practice (e.g., Brown & Ryan, 2003; Kabat-Zinn, 2003). Although the outcome of such practices is mostly a state of mindfulness, research indicates that enhancing state mindfulness by meditating repeatedly, also contributes to trait mindfulness such that these people are inclined to become more dispositionally mindful and less distressed (Kiken, Garland, Bluth, Palsson, & Gaylord, 2015). Similar to trait mindfulness, state mindfulness has also been investigated in terms of its relations to other variables and benefits. The findings can be examined under two categories, including the psychological benefits and cognitive benefits of state mindfulness.

Beginning with the psychological benefits of state mindfulness, research revealed that state mindfulness was positively associated with state self-esteem (Pepping et al., 2013), positive affect (Jha, Stanley, Kiyonaga, Wong, & Gelfand, 2010), subjective well-being, improved behavioral regulation (Keng, Smoski, & Robins, 2011), better communication quality (Barnes et al., 2007), enhanced coping with distress, disability, and disorders (Grossman, Niemann, Schmidt, & Walach, 2004), psychological functioning (Virgili, 2013), and emotion regulation (Farb, Anderson, Mayberg, Bean, McKeon, & Segal, 2010; Teper, Segal, & Inzlicht, 2013). In addition, it was found to be negatively related to perceived stress, anxiety,

depression (Cavanagh et al., 2013; Khoury et al., 2013), display of aggressive behavior (Heppner et al., 2008), negative affect (Jha et al., 2010), and poor eating habits (Bahl, Milne, Ross, & Chan, 2013).

In terms of its cognitive benefits, state mindfulness was found to enhance cognitive functions (Chiesa, Calati, & Serretti, 2011), working memory capacity (Chambers, Lo, & Allen, 2008; Jha et al., 2010), cognitive flexibility (Moore & Malinowski, 2009), functioning of certain subsystems of attention (Jha, Krompinger, & Baime, 2007), sustained attention (Chambers et al., 2008; Zeidan, Johnson, Diamond, David, & Goolkasian, 2010), executive control (Teper et al., 2013), and self-regulation (Hölzel et al., 2011a). Furthermore, it was found to be negatively related to rumination (Chambers et al., 2008). There are also neurocognitive research findings which suggest that mindfulness practice is related to activity or increase in concentration of certain brain regions which are associated with learning, memory, emotion regulation, perspective taking, self-referential processing (Hölzel et al., 2011b) and negative affect (Creswell, Baldwin, Eisenberger, & Lieberman, 2007).

In the present study I focused on trait mindfulness as a critical dispositional personality variable, and considering the established relationships between other personality characteristics and performance (e.g., Motowidlo, Borman, & Schmit, 1997) and personality and job satisfaction (e.g., Judge, Heller, & Mount, 2002), I examined the relationships between mindfulness and job-related outcome variables.

1.2.2. Mindfulness and its Relationship to Work Outcomes

As opposed to its popularity in the clinical settings, mindfulness research in work settings is quite limited. The existing studies in this area can be examined under two categories; the ones that are conducted with actual employees in real-life organizations and the studies with non-work related samples (e.g., students) yet with critical practical implications for workplace. To begin with the studies in actual work settings, Allen and Kiburz (2012) reported a positive association between trait mindfulness and work-family balance, which was mediated by sleep quality and vitality, that is the “conscious experience of feeling alive and alert” (p. 374). Hülshager, Feinholdt, and Nübold (2015) replicated the findings for mindfulness and sleep quality relationship. More specifically, they found that a 10-day self-guided daily mindfulness intervention enhanced employees’ mindfulness levels at work,

their sleep quality, and sleep duration over the course of the intervention. Long and Christian (2015) examined employee responses to workplace injustice and retaliation in their study and found that mindfulness served as a buffer to injustice in the sense that it decreased rumination and negative emotions and consistently reduced retaliation.

Some researchers examined the effects of mindfulness interventions at workplace. Frank, Reibel, Broderick, Cantrell, and Metz (2015), investigated the effects of a Mindfulness-Based Stress Reduction (MBSR) program that was adapted for teachers. In addition to replicating the findings for mindfulness and sleep quality relationship, the authors found that the teachers who attended this 8-week mindfulness program gained mindfulness-related skills (i.e., observation, nonjudgment, nonreacting), self-regulation skills, and self-compassion. In another study, both trait and state mindfulness, induced by a mindfulness self-training intervention, were found to be related to less emotional exhaustion and more job satisfaction among employees from various service jobs. These relationships were mediated by decreased surface acting (Hülshager, Alberts, Feinholdt, & Lang, 2013). Gregoire and Lachance (2015), introduced a new mindfulness-based intervention designed for call center employees. In their study they assessed the effects of this intervention and found that as mindfulness levels of the employees increased, their stress, anxiety, fatigue, and negative affect decreased. Moreover, the customer satisfaction of those employees significantly increased over time.

A study regarding well-being of leaders revealed that trait mindfulness was negatively associated with negative affect, anxiety, and depression among junior managers, middle managers, and senior managers whereas it was negatively related to emotional exhaustion and cynicism (i.e., burnout) among entrepreneurs. The relationship between mindfulness and these dysfunctional outcomes was found to be mediated by psychological capital of the managers and entrepreneurs (Roche et al., 2014). It seems that dispositional mindfulness of the leaders positively affects not only the leaders themselves, but also their subordinates. Reb et al. (2014) found that the leader's trait mindfulness was positively related to employee work-life balance and overall job performance whereas it was negatively related to emotional exhaustion and deviance of the employees. In a study on working adults, Reb, Narayanan, and Ho, (2013) found that mindfulness was positively related to job

satisfaction, task performance, OCB in addition to its negative association with emotional exhaustion and deviance of the employees.

In their study with control room operators and field operators in a nuclear energy corporation, Zhang, Ding, Li, and Wu (2013) investigated how two facets of mindfulness (i.e., presence and acceptance) were related to task and safety performance. Findings indicated that task complexity moderated the relationship between presence factor of trait mindfulness and performance. That is, when the task was highly complex, the presence factor was positively associated with both task and safety performance whereas for low complexity tasks, it had no influence on safety performance and it had negative influence on task performance. Acceptance factor had no effect on the outcome variables.

Dane and Brummel (2014) came up with the concept of *workplace mindfulness*, which they defined as “the degree to which people are mindful in their work settings” (p.108) and examined its relationship to job performance and turnover intentions of restaurant servers. They found that workplace mindfulness and job performance were positively associated even after controlling for work engagement of the servers. Although they found a negative association between workplace mindfulness and turnover intentions of the servers, this association lost its significance when work engagement was accounted for.

The second group of mindfulness studies involve student or unemployed people samples. These studies are worth mentioning here since they are likely to have practical implications for work settings. One such study was conducted by Ostafin and Kassman (2012) who found that both trait mindfulness and practicing mindfulness were related with improvements in insight problem solving. As its name implies, insight problem solving is related to “Aha! experience” Since mindfulness is related to increased awareness, reduced automatic responding, enhanced attentional functions, and increased cognitive flexibility (Moore & Malinowski, 2009), the finding regarding its relation to insight problem solving makes sense both theoretically and practically. In terms of the practical implications of these findings, one might suggest that mindfulness would enhance problem solving and improve performance on creative tasks in real-life organizations.

Studies investigating mindfulness in academic settings are also important in the sense that their findings may have implications for real life organizations. For

instance, findings related to academic performance might be useful to understand underlying mechanisms of job performance. In a study conducted by Shao and Skarlicki (2009) with MBA students, trait mindfulness interacted with gender to predict academic performance such that, it was positively associated with performance for female students. A striking finding for the mindfulness and academic performance relationship is that mindfulness practice significantly improved social skills and academic performance of adolescents with learning disabilities and decreased state and trait anxiety levels (Beauchemin, Hutchins, & Patterson, 2008). Another mindfulness and performance relationship examination study was conducted by Cleirigh and Greaney (2015). The authors found that students who participated in a brief mindfulness intervention scored significantly higher on their group task compared to the ones who did not take part in the intervention. In another study conducted with students, Ruedy and Schweitzer (2010) found that higher levels of mindfulness were positively associated with ethical decision-making. More specifically, individuals who were high in dispositional mindfulness reported greater ethical standards and intentions, less ethical violations, and they cheated less than individuals who were low in dispositional mindfulness.

There are also studies suggesting that mindfulness may affect critical work outcomes through some intervening variables. For instance Evans, Baer, and Segerstorm (2009) reported that dispositional mindfulness was related to increased persistence on a given anagram test. Persistence in turn might be associated with enhanced task performance in real work settings. Moreover, aforementioned benefits of mindfulness, such as enhanced self-esteem, higher internal locus of control, or increased use of approach coping strategies rather than avoidant coping strategies, can mediate the relationship of mindfulness with some work outcomes. Supporting this argument, Kutanis, Mesci, and Ovdur (2011) reported higher, more proactive, and effective learning performance for students with high internal locus of control. Similar findings could be expected with job performance of employees with high internal locus of control. Similarly, conscientiousness has consistently been found to predict overall job performance across different studies (e.g., Ones, Dilchert, Viswesvaran, & Judge, 2007). Given the established positive correlation of dispositional mindfulness and conscientiousness (Giluk, 2009; Hollis-Walker &

Colosimo, 2011; Latzman & Masuda, 2013), one might expect that mindfulness would also be positively related to similar work outcomes.

As for the positive effects of mindfulness for unemployed people, Jong, Hommes, Brouwers, and Tomic (2013) found that, unemployed people who had participated in Mindfulness-Based Stress Reduction (MBSR) program experienced reduced stress symptoms, increased focus on everyday activities, and increased confidence in finding a new job. Considering the relatively high unemployment rate (10.5% of the labor force) in Turkey (Türkiye İstatistik Kurumu, 2016), even if such programs may not directly help people in finding jobs, they may help people to cope better with the stress and anxiety accompanying unemployment.

Despite the fact that the studies relating mindfulness to workplace are limited, one thing is for certain: mindfulness at work is a worth studying topic. Further exploration and identification of work-related outcomes associated with mindfulness could encourage employers to build “mindful workplaces.” Considering all the benefits that are mentioned, as Chaskalson (2011) notes, such a workplace would be expected to be characterized by lower levels of stress, illness-related absenteeism, conflict, and turnover, in addition to, higher levels of employee engagement, productivity, job satisfaction, creativity, and innovation. Keeping these in mind, in order to fill the gaps in the literature and investigate whether mindfulness truly benefits critical work outcomes, in this study, its relationships to job satisfaction, task performance, OCB, and CWB of real life employees were investigated.

Another limitation of mindfulness research in I/O Psychology is the lack of an understanding concerning the mechanisms through which mindfulness may be operating at work settings. The present study aimed to contribute filling this gap in the literature by investigating the potential role of self-regulation in mindfulness – performance outcomes relationships. Examination of this mediation would be a substantial step for the development of a theoretical framework that explains how mindfulness exerts its effects on work outcomes. How mindfulness and self-regulation are related, and why self-regulation might be the mechanism through which mindfulness exerts its positive effects on job satisfaction, task performance, OCB, and CWB are further explained in the following section.

1.3. Self-regulation: A Potential Mechanism through Which Mindfulness Would Operate in Work Settings

Baumeister and Vohs (2003) have defined self as an active and responsive entity, which modifies one's states, emotions, or behaviors, so to adapt to a given environment or situation. Accordingly, self filters the received information in order to eliminate the irrelevant ones, selects appropriate responses, and initiates action. This executive function of the self is accompanied by a control and regulation mechanism. Inhibiting certain behaviors, suppressing undesired thoughts, delaying gratification, or resisting temptations all require this control and regulation mechanism, namely, self-regulation. The term self-control is also used interchangeably with self-regulation and it is defined as the process people engage in to produce a better fit between themselves and their standards (Baumeister & Alquist, 2009).

Forgas, Baumeister, and Tice (2009) mention three main components of self-regulation. The first one is *commitment to a standard*. People engage in self-regulation so to bring their self in line with a given standard. Motivational strength of this standard is important for effective self-regulation, especially when there are multiple conflicting standards. The second component of self-regulation is *monitoring*, which refers to paying attention to the behavior, cognition, or emotion one wishes to control or alter. Accordingly, anything that impairs self-awareness would undermine self-regulation. The third component is the *capacity for change*. This capacity refers to some inner strength, will power, cognitive strategies, and some other mechanisms people use to regulate their behavior in accordance with their standards and goals.

The adaptive nature of self-regulation is obviously unquestionable. As previously noted, self-regulation is a specific type of change aiming to bring one's cognitions and behaviors into accord with a given standard, norm, goal, or ideal. These standards or goals can be prescribed by either the people themselves or the social environment they interact with. Forgas et al. (2009) note that people could not easily adapt to the demands of modern society, complex social relationships, and social life in general without self-regulation. Similarly, Baumeister and Alquist (2009) describe self-regulation as both conscious and unconscious forms of

monitored adaptation by the self. They note that people with higher self-regulation ability override their dysfunctional impulses and respond to their environment in more beneficial and adaptive ways.

For self-regulation to take place, first, one should be aware of one's own states and experiences, in other words, one should have self-awareness. As noted, one of the components of self-regulation is *monitoring* (Forgas et al., 2009). This monitoring process requires paying attention to the inner and outer experiences of oneself. Rueda, Posner, and Rothbart (2011) suggested that attentional mechanisms affect different brain regions, which allow people to regulate their affects, cognitions, and behaviors. Since mindfulness is related to enhanced attentiveness and awareness, I suggest that higher mindfulness levels would be associated with better self-regulation ability. Literature findings also promote these two constructs' relevance and reveal that mindfulness enhances self-regulation (Hölzel et al., 2011a), executive control (Teper et al., 2013), dispositional self-control (Fetterman et al., 2010), and behavioral regulation (Keng et al., 2011). Moreover, mindfulness was found to promote emotion regulation (Hölzel et al., 2011b) and perceived mood regulation ability (Jimenez et al., 2010), all of which are different forms of self-regulation. Consistently, in this study, it was expected that people with higher mindfulness levels would display higher capacity for self-regulation, which in turn would lead to positive behavioral outcomes.

1.3.1. Self-regulation Related Outcomes

Perhaps one of the most impressive findings in self-regulation literature comes from the study conducted by Mischel, Shoda, and Peake (1988), who reported that children who were able to delay gratification when they were 4 or 5 years old, were more likely to demonstrate academic and social competence and ability to deal with frustration and stress during their adolescence. Thus, self-regulation could be considered as a relatively stable ability, which has long-term beneficial consequences.

Although a substantial portion of the studies on the effects of self-regulation has been conducted on college samples (e.g., Duru, Duru, & Balkis, 2014; Kitsantas, 2002; Tangney, Baumeister, & Boone, 2004), self-regulation can be expected to have similar effects on work outcomes. Making long-term plans and maintaining

them, preparing for possible events (Baumeister & Vohs, 2003), task persistence in the face of failure (Baumeister, 2000), goal setting, goal attainment strategies, prioritization techniques, and time management (Leach, Liu, & Johnston, 2005) all require self-regulation skills. Self-regulation is also critical for learning (Cohen, 2012), negatively associated with procrastination (Strunk & Steele, 2011), and positively related to goal orientation and performance (Cellar et al., 2011), all of which would have positive consequences in work life. Kadiravan and Suresh (2008) identified eight mechanisms through which self-regulation would operate effectively in work settings, namely, self-esteem, self-monitoring, self-evaluation, personal control, task preparation, task goal orientation, coping with failure, and problem solving ability. These mechanisms are especially expected to be related to job performance. Consistently, self-regulation research conducted in work context reveals certain benefits of this capability in terms of work outcomes. Research findings of Leach et al. (2005) asserted that enhancing self-regulation skills of salesperson through training decreases role ambiguity and facilitates sales performance. Another finding displaying self-regulation's importance in work life, has revealed its indirect relationship to being a successful designer through self-efficacy and more importantly, its direct relation to being a successful businessperson (Beefink, van Eerde, Rutte, & Bertrand, 2011). In a longitudinal field experiment, Yeow and Martin (2013) examined the effects of a leader self-regulation intervention. Results indicated that self-regulation intervention was associated with higher leader performance in terms of team members' satisfaction with the way the leader works, leader effectiveness, and leader extra effort. In addition, these leaders' teams also displayed better performance in terms of financial outcomes.

Since mindfulness comes with a greater awareness of the present moment and a sense of acceptance (being nonjudgmental), one could expect that it is more likely to be directly related to cognitive and/or attitudinal outcomes like job satisfaction, whereas behavioral outcomes like job performance should require an additional control mechanism like self-regulation. With increased attentiveness and awareness, people with higher dispositional mindfulness were expected to exert higher self-regulation capacity and this capability was expected to emerge as the mechanism through which mindfulness exerts its positive effects in work settings.

1.4. Work Outcomes as Consequences of Mindfulness

Job satisfaction and job performance are probably the two most critical and popular work outcomes for organizations and have been extensively investigated as outcome variables in I/O Psychology literature (Bono & Judge, 2003; Dormann & Zapf, 2001). Because of these variables' importance for both academicians and practitioners in the field, they were chosen as the outcome variables of this study and the effects of mindfulness on job satisfaction and three job performance dimensions namely, task performance, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB) were examined.

As indicated above, trait mindfulness has been associated with many positive cognitive and psychological outcomes. Taking these effects into account, in this study, dispositional mindfulness level of the employees was expected to be positively related to their job satisfaction, task performance, and OCB. As for their engagement in CWBs, a negative association with trait mindfulness was expected. Due to the attitudinal nature of job satisfaction, employees' mindfulness levels were expected to be directly related to their job satisfaction. On the other hand, performance outcomes being behavioral in nature, an attentive and positive mindset (that is assumed to come with mindfulness) was not expected to be sufficient to directly affect those outcomes, but rather an extra regulatory mechanism, namely, self-regulation, was expected to work as the mechanism through which mindfulness would exert its effects on job performance. Why these variables are expected to be associated with one another is explained in detail in the following sections.

1.4.1. Job Satisfaction

Job satisfaction, sometimes used interchangeably with employee satisfaction, is an appraisal of and an affective reaction to one's job (Vatsa, 2013) indicating contentment with elements and aspects of one's work and work context (Jonsson, 2012). Perhaps the reason behind its popularity in I/O Psychology is that job satisfaction is associated with critical individual and organizational outcomes. To specify, job satisfaction is a significant correlate of employee psychological well-being (Rathi & Rastogi, 2008), organizational commitment (Folami, Asare,

Kwesiga, & Bline, 2014), motivation (Scheers & Botha, 2014), integrity (Othman et al., 2014), job performance (Judge, Thoresen, Bono, & Patton, 2001), OCB (LePine, Erez, & Johnson, 2002), job burnout (Ali & Ali, 2014), absenteeism (Chen & Spector, 1992; Ybema, Smulders, & Bongers, 2010; Scott & Taylor, 1985), turnover intentions (Chen & Spector, 1992; Gunluk, Ozer, & Ozcan, 2013), and CWBs such as theft or sabotage (Chen & Spector, 1992). When these associations are taken into account, it is clear why job satisfaction is also a critical variable for practitioners in organizations in addition to researchers.

Empirical evidence suggests that job satisfaction is at least partially dispositional and is associated with some other dispositional attributes. Dispositional approach to job satisfaction posits that, independent of the job or the organization, employees are inclined to be satisfied or dissatisfied with their jobs (Jex & Britt, 2008). Acknowledging the possible incremental effect of job enrichment, Bouchard Jr., Arvey, Keller, and Segal (1992) suggested that a considerable portion of the variance in job satisfaction is genetically determined. Consistently, within-person job satisfaction levels were found to be relatively stable over time indicating a dispositional tendency (Dormann & Zapf, 2001). In addition to core self-evaluations (self-esteem, locus of control, emotional stability, generalized self-efficacy) (Judge & Bono, 2001), Big Five traits (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism) (Judge et al., 2002), and dysfunctional thought processes (Judge & Locke, 1993), trait mindfulness appears to be another dispositional attribute associated with job satisfaction (Reb et al. 2013).

Mindfulness provides an individual with the ability to decouple one's self-worth, self-concept, and ego from the inner and outer experiences, creating an objective meta-awareness (Glomb, Duffy, Bono, and Yang, 2011). Since ego and self-worth are decoupled from the events, negative inner or outer experiences are less likely to threaten the individual's self-view. This could explain the already established relationships between mindfulness and decreased rumination (Chambers et al., 2008), decreased negative affect (Creswell et al., 2007), decreased emotional exhaustion (Hülshager et al., 2013), higher self-esteem (Pepping et al., 2013), higher general self-efficacy (St. Charles, 2010), enhanced general well-being (Howell et al., 2010), and engagement in more benign stress appraisals (Weinstein et al., 2009). Since job satisfaction is an attitudinal work outcome, it is very much likely to be

affected by these emotional, attitudinal, and personality variables. Consistently, literature reports a positive association between mindfulness and job satisfaction in service sector (Hülshager et al., 2013). Taking these associations into consideration, in the present study, it was expected that trait mindfulness would be directly related to increased job satisfaction.

1.4.2. Job Performance

Job performance is one of the most critical outcome variables in both research and practice of I/O Psychology. It is most often conceptualized as a multi-dimensional construct (e.g., Murphy & Shiarella, 1997; Sonnentag & Frese, 2002; Sonnentag, Volmer, & Spychala, 2008). Most popular and frequently examined dimensions of job performance are task performance, OCB, and CWB (e.g., Hoffman, Blair, Meriac, & Woehr, 2007; Rotundo & Sackett, 2002; Spector & Fox, 2010), which were also the outcome variables of interest in the present study.

1.4.2.1. Task Performance

Task performance is related to execution and maintenance of technical processes in an organization such that it includes activities of raw material transformation into goods and services or activities of service and maintenance (Motowidlo et al., 1997). Examples for such activities are teaching in a school, operating a production machine, distributing finished products, or providing supervision. In-role performance is also used interchangeably with task performance to refer to an employee's performance on the technical aspects of a job (Jex & Britt, 2008). This type of performance is particularly important for organizations since it is an assessment of how well employees perform the tasks that are already defined in their job descriptions.

In order to execute goal-directed behavior, mental resources should be effectively allocated, and in order to do so, cognitive control is needed (Mackie, Van Dam, & Fan, 2013). When performing a task, people require different cognitive control components such as executive control, executive attention, and working memory (Butler, Arrington, & Weydadt, 2011). As previously noted, mindfulness was found to enhance these cognitive mechanisms and attentional resources (Teper et al., 2013; Walsh et al., 2009; Zeidan et al., 2010). In addition, literature suggests

an association between mindfulness and intention-behavior, such that, increased attention and awareness to present moment can help intentions effectively translating into actions (Chatzisarantis & Hagger, 2007). That association could also be related to accomplishment of goals. Mindfulness was also reported to reduce automatic responding, enhance attentional functions, increase cognitive flexibility (Moore & Malinowski, 2009), and increase persistence (Evans et al., 2009), which all in turn could affect task performance positively. Consistently, it was suggested that individuals with higher trait mindfulness would display better task performance. This positive association was expected to operate through enhanced self-regulation capability. As previously noted, mindfulness was found to enhance self-regulation (Hölzel et al., 2011a) and dispositional self-control (Fetterman et al., 2010). Positive correlations between self-regulation and job performance were also established (Gol & Royaei, 2013; Porath & Bateman, 2006). Self-regulation is also considered as a mechanism to translate intentions into actions via planning and goal striving (Gollwitzer & Oettingen, 2011). Consistently, in the present study, it was assumed that trait mindfulness would be related to increased self-monitoring, which should be associated with better self-regulation ability, and better self-regulation ability was, in turn, expected to be related to higher task performance. A conceptually similar model was tested by Joseph and Newman (2010) in their meta-analysis. These researchers found support for a cascading model of emotional intelligence where emotion perception precedes emotion understanding, which in turn predicts emotion regulation (which is a form of self-regulation), eventually leading to increased job performance. Given the already established relationships and supportive findings from the literature, in this study, the effects of trait mindfulness on task performance was expected to be mediated by self-regulation.

1.4.2.2. Organizational Citizenship Behavior

Unlike task performance, organizational citizenship behaviors (OCBs), go beyond employees' job descriptions. They are defined as "individual contributions in the workplace that go beyond role requirements and contractually rewarded job achievements" (Organ & Ryan, 1995, p.775). Examples of such behaviors include helping others and cooperating with them, following even personally inconvenient organizational procedures and rules, and defending organizational objectives

(Borman & Motowidlo, 1993). The terms extra-role performance and contextual performance are used interchangeably with OCB. OCB was found to contribute to organizational effectiveness via its effects on individual-level outcomes (e.g., absenteeism, turnover intentions, and actual turnover) and organizational-level outcomes (e.g., reduced costs, efficiency, productivity, customer satisfaction) (Podsakoff, Whiting, Podsakoff, & Blume, 2009; Yen & Niehoff, 2004). Although OCB and task performance are highly related, OCB emerges as a distinct variable (Hoffman et al., 2007) and it contributes to overall performance independently from task performance (Conway, 1999; Motowidlo & Van Scotter, 1994).

Glomb et al. (2011) suggested that mindfulness could lead to OCB as a function of increased empathy. It is reasonable to assume that mindfulness would be related to engagement in OCBs since it is related to an overall positive state and OCB is more likely a function of attitudes and social processes. Mindfulness is associated with better communication quality (Barnes et al., 2007), positive affect (Jha et al., 2010), increased perspective taking (Hölzel et al., 2011b), and more frequent use of approach coping strategies (Weinstein et al., 2009), all of which could in turn increase engagement in OCB in work settings. Consistently, a positive relationship between trait mindfulness and OCB was expected in the present study. Taking a self-regulation approach to understanding OCB in organizations, Bolino, Harvey, and Bachrach (2012) noted that employees go through some phases of self-regulation when engaging in OCBs. Accordingly, employees first set goals reflecting their self-concept and their organizational citizenship motives. When making these plans, their information processing is shaped by their self-concept. In the next phase, they act on their plans and engage in OCBs. In the last phase, employees make evaluations regarding the goals they had set and try to decide on whether to continue, stop, or change their behavior. In brief, since employees would have to regulate their behaviors in order to better adapt and beneficially respond to their work environment by engaging in OCBs, the positive association between mindfulness and OCB was expected to be mediated by self-regulation capacity of the employees.

1.4.2.3. Counterproductive Work Behavior

In contrast to task performance and OCB, counterproductive work behavior (CWB) is a negative form of performance. CWBs are “volitional acts that harm or

intend to harm organizations and their stakeholders” (Spector & Fox, 2005, p.220). An important key feature of CWBs is that the actions are intentional rather than accidental. As their definition implies, an employee either aims to cause harm and behaves accordingly or engages in a purposeful action that, even if unintentionally, brings harm. These behaviors could either target the organization or the individuals within the organization (Berry, Ones, & Sackett, 2007; Mount, Ilies, & Johnson, 2006). CWBs are categorized under five dimensions, namely, abuse against others, production deviance, sabotage, withdrawal (e.g., lateness, absence, turnover), and theft (Spector et al., 2006). Actions falling under these categories might have devastating consequences for organizations. Concepts closely related to CWB, some of which are often used interchangeably with CWB and some of which are categorized under CWBs, are noncompliant behaviors (Puffer, 1987), deviant workplace behaviors (Robinson & Bennett, 1995), employee deviance (Warren, 2003), organizational misbehavior (Vardi & Wiener, 1996), organizational retaliation behavior (Skarlicki & Folger, 1997), and insidious workplace behavior (Edwards & Greenberg, 2010). Despite convergence between OCB and CWB, researchers suggest that one should be cautious before considering these constructs as opposite poles of one single dimension (Sackett, 2002; Sackett, Berry, & Laczko, 2006) and should not assume that circumstances that prevent a person from engaging in CWB would necessarily promote OCB (Puffer, 1987). Hafidz, Hoesni, and Fatimah (2012) reported moderate negative correlations (ranging from -.14 to -.35) between OCB and CWB dimensions indicating that they are related but distinct constructs.

As previously noted, mindful individuals were found to report higher ethical standards and engagement in less ethical violations (Ruedy & Schweitzer, 2010). In addition, mindfulness was found to be negatively related to a couple of variables that can lead to CWBs or themselves are CWBs. The following variables that are negatively associated with mindfulness can be categorized as CWBs: substance use behaviors (Karyadi et al., 2014), pathological gambling (Lakey et al., 2008), alcohol preoccupation (Ostafin et al., 2013), and employee deviance (Reb et al., 2013). The variables that are negatively associated with mindfulness and can lead to CWBs include dispositional impulsivity (Fetterman et al., 2010), self-reported aggressiveness, (Heppner et al., 2008), and verbal defensiveness (Lakey et al., 2008)

all of which could be avoided by effective self-regulation. Self-regulation itself was also found to be negatively related to CWB (Kuster et al., 2013). Consistently, in the present study, it was expected that employees who are high on trait mindfulness would be less likely to engage in CWBs, and this relationship would be mediated by the self-regulation ability of these individuals.

To sum up, as a personality trait, mindfulness was expected to demonstrate associations with task performance, OCB, and CWB in this study. Self-regulation was proposed as the mediating mechanism since it was assumed that behavioral outcomes would require a control mechanism in addition to an attentive, aware, and nonjudging mindset.

1.5. Purpose of the Present Study and the Research Hypotheses

The main purpose of the present study was to investigate whether trait mindfulness is related to certain work outcomes and the mechanism through which it operates in work settings. Different components of job performance as behavioral outcomes and job satisfaction as an attitudinal outcome were the work-related outcomes of interest. In the present study, three critical components of job performance, namely, task performance, OCB, CWB, were focused. Specifically, self-regulation was suggested and investigated as a potential mechanism that would mediate the relationship between trait mindfulness and the outcome variables of job performance.

As reviewed in detail in the above sections, trait mindfulness has been associated with an overall positive state in addition to many positive cognitive and psychological outcomes. Considering the established literature findings and previously explained potential associations between variables of interest, in this study, dispositional mindfulness level of the employees was expected to be positively related to their job satisfaction, task performance, and OCB whereas it was expected to be negatively associated with their CWB. Since job satisfaction is an attitudinal outcome variable, employees' mindfulness levels were expected to directly affect their job satisfaction. On the other hand, since performance outcomes are behavioral in nature, a positive state and an attentive mind that is assumed to come with mindfulness was not expected to be adequate to directly affect

employees' task performance, OCB and CWB, but rather an extra control mechanism, namely, self-regulation, was expected to work as the mechanism through which mindfulness would exert its effects on job performance. Consistently, the following hypotheses were tested:

H1: Trait mindfulness would be positively related to job satisfaction.

H2: Positive effects of trait mindfulness on task performance would be mediated by self-regulation.

H3: Positive effects of trait mindfulness on OCB would be mediated by self-regulation.

H4: Negative effects of trait mindfulness on CWB would be mediated by self-regulation.

Most mindfulness definitions in academic literature are conceptually consistent. Still, there is a disagreement regarding the component structure of mindfulness scales. Regardless of how mindfulness is defined, mostly, mindfulness is studied as a single factor. However, a detailed examination of the relevant scales and the literature suggests existence of at least two mindfulness factors, namely *awareness* and *acceptance*. Consistently, in the present study, two widely used measures of mindfulness (i.e., Mindful Attention Awareness Scale (MAAS) by Brown & Ryan, 2003; Five Facet Mindfulness Questionnaire (FFMQ) by Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) were combined. As its name implies, MAAS is a single factor scale measuring mindful attention and awareness. On the other hand, FFMQ comprises of five subscales namely, *observing*, *acting with awareness*, *describing*, *nonjudging of inner experience*, and *nonreactivity to inner experience*. Since the former three subscales of FFMQ and the items of MAAS conceptually overlap, the questions from *nonjudging of inner experience* and *nonreactivity to inner experience* subscales of FFMQ were added to the questions of MAAS to form the new mindfulness assessment. The examination of *nonjudging* and *nonreactivity* subscales revealed that the items were conceptually quite similar. That is why, the items constituting these two subscales were expected to merge to form an *acceptance* factor whereas since the items of MAAS were all measuring mindful attention and present awareness, they were expected to form an *awareness*

factor. This expected two-factor structure of trait mindfulness was tested in an exploratory basis in this study. Moreover, again in an exploratory fashion, the pattern of the relationships between the expected mindfulness factors and the outcome variables of job satisfaction, task performance, OCB, and CWB were explored. Consistently, the following research questions were investigated:

Q1: Does the generated comprehensive mindfulness assessment break down into two components, namely, *awareness* and *acceptance*?

Q2: Given the emergence of two underlying mindfulness factors, does each component of mindfulness have a differential relationship with the outcome variables of interest? (i.e., job satisfaction, task performance, OCB, CWB)

To sum up, this study was expected to contribute to the I/O Psychology literature via assessing the role of trait mindfulness in predicting some critical work-related outcomes and testing one of the potential mechanism through which mindfulness operates to predict those outcomes (See Figure 1 for the proposed model). In addition, on an exploratory basis, this study aimed to examine a) the component structure of mindfulness and b) the differential effects of each component on work outcomes.

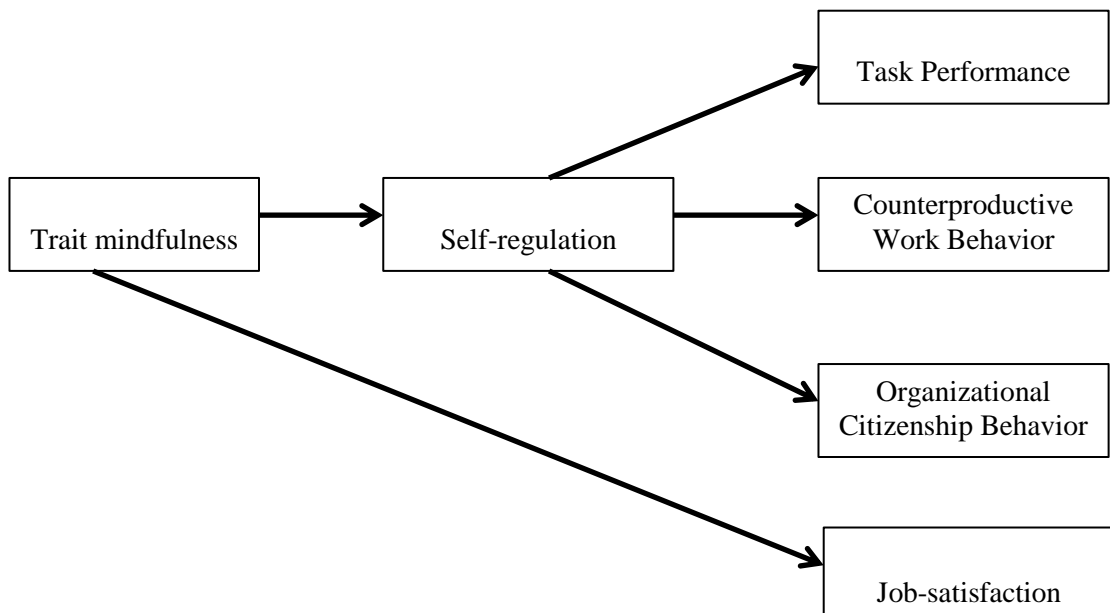


Figure 1. The proposed model

CHAPTER 2

METHOD

2.1. Overview

In this chapter, the sample, measures and procedures of the study are described in detail. The study was carried out in two phases. First, a pilot study was conducted to assess the psychometric qualities of the scales that were translated into Turkish. After the completion of the pilot study, the main study was conducted with the aim of testing the hypotheses. More specifically, the effects of trait mindfulness on job performance and job satisfaction were investigated on a sample of working adults. Some additional analyses were conducted to examine the factor structure of the mindfulness measure, to test the hypotheses in one full model, and to test some alternative models. Moreover, exploratory analyses were run to investigate whether different components of mindfulness would contribute to work outcomes (i.e., task performance, OCB, CWB, and job satisfaction) differently.

2.2. Pilot Study

2.2.1. Participants and procedure

Questionnaire data were gathered from 350 participants who voluntarily filled the online survey containing six sections with 74 items in total. No criterion was set for the participants who filled mindfulness and self-regulation scales except a minimum age limit of 18 ($N = 350$). For job performance and job satisfaction scales, working adults were reached ($N = 245$). All participants were gathered via convenience sampling. The ages of the participants ranged from 18 to 80 years with a mean of 35.56 and standard deviation of 13.02. Of the participants 54% were women and 45.7% were men, one participant did not specify gender. As for the education levels of the participants, 1.7% of them were primary school graduates, 6% of them were high school graduates, 18.9% were undergraduate students, 43.2% had a college degree, 14.9% were graduate students, 15.2% had a graduate degree,

and one participant did not provide education level information. Seventy percent of the participants were employed at the moment.

Data collection was started after receiving the approval of the Institutional Review Board of the University. Participants were first asked to read the informed consent form and to provide their consent to participate in the study. For those participants who gave their consent to participate, an online questionnaire package was made available. The first part in this online package was a demographic information form requesting information regarding participant's gender, age, education status, and employment status. Following the demographic information form, the trait mindfulness scale, the SSRQ, the CWB-C, and the job satisfaction scale were administered (See Appendix A for the online questionnaire package). The online questionnaire was developed and administered using Qualtrics program (Qualtrics Labs, Provo, USA). Participation in the study was on a voluntary basis. The CWB and job satisfaction scales were administered to the employed participants only.

After the data were collected, psychometric qualities of the translated scales were assessed and they were all found to be satisfactory to be used in the main study.

2.2.2. Measures

Trait mindfulness. Two scales, one of which is Mindful Attention Awareness Scale (MAAS) by Brown and Ryan (2003) and the other is Five Facet Mindfulness Questionnaire (FFMQ) constructed by Baer et al. (2006), were used to assess the participants' dispositional mindfulness.

The MAAS is a 15-item, self-report, single-factor scale measuring day-to-day experiences of being attentive and aware of the present moment. The items are rated on a 6-point scale (1 = *Almost always*; 5 = *Almost never*). Internal consistency estimate of the MAAS was reported to be .82 by Brown and Ryan (2003). In the pilot study, alpha coefficient of the scale was .85. A sample item is "I rush through activities without being really attentive to them."

The FFMQ is a 39-item, self-report, multi-faceted scale developed by factor-analyzing previously published mindfulness scales. The items are originally rated on a 5-point scale (1 = *Never or very rarely true*; 5 = *Very often or always true*). The scale consists of five subscales namely, *observing, describing, acting with*

awareness, nonjudging of inner experience, and nonreactivity to inner experience. The original alpha coefficients reported for these subscales were .83, .91, .87, .87, and .75, respectively (Baer et al., 2006). Only two of these subscales, *nonjudging of inner experience* and *nonreactivity to inner experience*, were used in this study. In the present study, internal consistency estimates of these two subscales were .85 and .75, respectively. A sample item from the former subscale is “I criticize myself for having irrational or inappropriate emotions” whereas a sample item from the latter one is “I perceive my feelings and emotions without having to react to them.”

Items of the MAAS (15) and the two subscales (i.e., *nonjudging of inner experience* and *nonreactivity to inner experience*) of the FFMQ (15) were translated to Turkish first. This translation aimed to assure conceptual equivalence of the English and the Turkish version of the items. More specifically, two advanced English speakers translated the scales independent from one another, and then, one bilingual speaker compared the two translations and the original item, and chose the translation that best reflected the original item meaning-wise. In cases where neither of the translations reflected the conceptual meaning of the original item, the bilingual expert provided her own translation. In the pilot study, internal consistency estimate of the combined measure was found to be .84. Although the MAAS and the FFMQ are normally rated on different Likert-type of scales, since they were combined into a single scale in this study, they were rated on a common five-point scale ranging from 1 = *Almost always* to 5 = *Almost never*. After recoding the reverse items, the average of 30 items was computed in order to derive a mindfulness score for each participant. See Appendix B for the combined measure of trait mindfulness.

Self-regulation. Participants’ self-regulation capacity was measured by the short version of the Self-Regulation Questionnaire (SSRQ; Carey, Neal, & Collins, 2004). This short version is composed of 31 items selected from the original version of the Self-Regulation Questionnaire (SRQ; Brown, Miller, & Lawendowski, 1999 as cited in Carey et al., 2004), which originally consists of 63 items rated on a 5-point scale (1 = *Strongly disagree*; 5 = *Strongly agree*). The original coefficient alpha reported for the SSRQ was .92 (Carey et al., 2004). In the present pilot study, internal consistency score was found to be .94. A sample item from SSRQ is “I set goals for myself and keep track of my progress.” The SSRQ was translated to Turkish using the procedure used for translating the mindfulness scales. After

recoding the reverse items, the average of 31 items was calculated in order to determine the self-regulation score of each participant. See Appendix C for the Turkish version of self-regulation scale.

CWB. To assess the probability of each employee engaging in CWBs, they were asked to fill the 10-item Short Version of the Counterproductive Work Behavior Checklist (CWB-C) (Spector, Bauer, & Fox, 2010) rated on a 5-point scale ranging from 1 = *Never* to 5 = *Everyday*. The CWB-C was administered to the employed participants only. The original internal consistency score reported for the scale was .78 for employee forms and .89 for supervisor forms (Spector et al., 2010). Cronbach's alpha reported for the employee form was .71 in the pilot study. The scale was translated to Turkish using a procedure similar to the one used in the translation of the other scales described above. Starting with a general question of "How often have you done each of the following things on your present job?" a sample item from the scale is "Purposely wasted your employer's materials/supplies." An average score was calculated for the 10 items in order to derive a CWB score for each participant. See Appendix D for the Turkish version of the CWB-C.

Job satisfaction. Three items that were adapted to Turkish by Bilgic (1999) from the global job satisfaction subscale of the Job Diagnostic Survey (Hackman & Oldham, 1975) were used in order to assess the job satisfaction of the employees. Items were rated on a 5-point scale ranging from 1 = *Strongly disagree* to 5 = *Strongly agree*. Job satisfaction questions were only displayed to the employed participants. In the pilot study, Cronbach's alpha reported for the job satisfaction scale was .86. A sample item from this scale is "In general, I am satisfied with my job." The average of the three items were calculated in order to determine the job satisfaction score of each participant. See Appendix E for the job satisfaction measure.

2.3. Main Study

2.3.1. Participants

The sample consisted of 213 working adults and the supervisors of 108 of them. In total, 39 supervisors participated in the study. Participation to the study was

completely voluntary for both the employees and the supervisors. Employees from a variety of jobs (e.g., psychologist, computer engineer, lawyer, biologist, human resources specialist, flight attendant) in different organizations and sectors were reached using a convenience sampling approach. The ages of the employees ranged from 22 to 59 years ($M = 35.30$; $SD = 9.31$), whereas the age range of the supervisors was between 26 and 60 years ($M = 45.34$, $SD = 9.55$). Of the employee and supervisor participants, 49.8% ($N = 106$) and 55.6% ($N = 60$) were women, respectively. With regard to education level, 6.6% of the employees were high school graduates, 7% of them were undergraduate students, 52.1% had a college degree, 18.8% were graduate students, and 15% had a graduate degree, and one respondent did not indicate education level. Of the supervisors, 0.9% of had a high school degree, 1.9% were undergraduate students, 66.6% had a college degree, and 30.6% had a graduate degree. Total job tenure of the employees ranged from 6 to 720 months ($M = 143.01$, $SD = 120.57$), whereas it ranged from 72 to 578 months for the supervisors ($M = 282.89$, $SD = 144.55$).

2.3.2. Measures

Trait mindfulness. In order the measure dispositional mindfulness levels of the employees, the combined measure of trait mindfulness that had been translated to Turkish in the pilot study was used in the main study (See Appendix B). Internal consistency estimate for the MAAS (Brown & Ryan, 2003) was .85, whereas for the FFMQ (Baer et al., 2006) it was .80 for the *nonjudging of inner experience* subscale and .75 for the *nonreactivity to inner experience* subscale. For the overall mindfulness scale, an alpha coefficient of .83 was reported.

Self-regulation. To assess self-regulation capacities of the employees, the SSRQ (Carey et al., 2004) that was translated to Turkish in the pilot study was used (See Appendix C). Cronbach's alpha reported for this scale was .92 in the main study.

Task performance and OCB. Two dimensions of performance that were assessed in this study were task performance and OCB. The 11-item scale that measures both of these dimensions was developed by Karakurum (2005) and was rated on a five-point scale ranging from 1 = *Does not reflect me/(him/her) at all* to 5 = *Completely reflects me/(him/her)*. The task performance measure included four

items from Beffort and Hattrup's (2003) scale and two items developed by Karakurum herself. The contextual performance measure included five items developed by Karakurum, and these five items correspond to five dimensions of contextual performance as defined by Borman and Motowidlo (1993). Although Karakurum developed the items in self-report format, since the performance measures of employees in this study were provided by both the employees themselves and their supervisors, the wording of the items were changed accordingly in order to create an additional supervisory form. The author did not report a coefficient alpha value for this scale. The coefficient alpha reported in the present study for task performance measure was .83 for the self-report form and .90 for the supervisory form. For the OCB measure, the internal consistency scores were .67 and .88 for the self-report form and the supervisory form, respectively. A sample item for the task performance measure is "Proficiently completes all duties central to the job." A sample item for the OCB measure is "Volunteers to carry out task activities that are not formally a part of the job." Average of the respective items were calculated to obtain task performance and OCB scores. See Appendix F for the self-report performance measure and Appendix G for the supervisory form of employee job performance assessment.

CWB. To assess the probability of each employee engaging in CWBs, the CWB-C (Spector et al., 2010) that was translated to Turkish in the pilot study was used in the main study (See Appendix D). Although the original scale is in self-report format, since the performance measures of employees were also provided by their supervisors in this study, the wording of the items were changed accordingly in order to create an additional supervisory form (See Appendix H). Like self-report forms, supervisory forms were also rated on a 5-point scale ranging from 1 = *Never* to 5 = *Everyday*. To prevent lenient answers from the supervisors, not the current behavior of the employees, but the supervisors' expectations regarding their subordinates' behaviors were asked in the supervisory form. Cronbach's alpha reported for the employee form was .76 in the main study, whereas it was .88 for the supervisory form. Starting with a question of "How often would you expect your subordinate to engage in the following behavior?" a sample item from the supervisory form is "Complaining about insignificant things at work." An average score was calculated for the 10 items to derive a CWB score for each participant.

Job satisfaction. Job satisfaction of the employees was assessed by the three items that were adapted to Turkish by Bilgic (1999) from the global job satisfaction subscale of the Job Diagnostic Survey (Hackman & Oldham, 1975) and revised in the pilot study (See Appendix E). Cronbach's alpha was found to be .88 for this scale in the main study.

In addition to these three items, Kunin's (1955) one-item Faces Scale was used. The employees were asked to indicate the facial impression that best reflected their satisfaction with their job on a 7-point scale (After the scores were reverse coded; $M = 5.35$, $SD = 1.24$). See Appendix I for this job satisfaction measure.

Given the high correlation between Job Diagnostic Survey and Kunin's Faces Scale ($r = .73$, $p < .01$), the two scales were combined to compute an overall score for job satisfaction. In order to do so, Kunin's Faces Scale scoring was reversed and an average score on the two satisfaction scales was calculated for each participant. The scores for this overall job satisfaction measure ranged from 1 to 6 with higher scores indicating higher job satisfaction.

2.3.3. Procedure

After receiving the approval of the Institutional Review Board, two questionnaire packages, one for employees and the other for supervisors, were prepared. The employee questionnaire package was prepared in both online format and in paper-and-pencil format. The online form was made available to the participants who read the informed consent form and gave their consent for participation. The form consisted of the demographic information form, the trait mindfulness scale, the SSRQ, the task performance and OCB scales, the CWB-C, and the job satisfaction measures (See Appendix J). The online form was administered using Qualtrics program (Qualtrics Labs, Provo, USA). For the paper-and-pencil version, the questionnaire package was administered after the participants signed the informed consent form. In both versions, the demographic information part included a question asking for the permission of the employees for supervisory data collection. Supervisory data were collected from supervisors for whom the employee consent was obtained.

Data collection from supervisors were also done using two medium: online and paper-and-pencil format. See Appendix K for the questionnaire package for the supervisors.

CHAPTER 3

RESULTS

3.1. Overview of the Analyses

After the data were collected, data screening and assumption testing were carried out first. Then, descriptive analyses were conducted. Following these analyses, hypotheses of the study were tested. Before testing the hypothesized mediations, direct relationships between the study variables were assessed. In order to identify the demographic variables that needed to be controlled for in hypothesis testing, a series of multiple regression analyses had been conducted beforehand. In cases where none of the demographic variables had significant effects on the dependent variable of interest, the effect of mindfulness on that outcome variable was tested by conducting simple linear regression analyses. The hypothesized mediations were tested using Preacher and Hayes (2008) Multiple Mediation Procedure.

After the hypotheses were tested, some additional analyses were conducted. In order to test all hypotheses by one model, a path analysis was conducted using LISREL 8.8 (Joreskog & Sorbom, 2006). Taking the modification suggestions into account, an alternative model was also tested. The fits of these models were assessed and revisions were made when convenient.

Analyses were also conducted in order to examine the factor structure of the mindfulness scale, and to test for the fit of a two-factor model for mindfulness. To this end, a principal component analysis and a confirmatory factor analysis were conducted. After identifying the components of mindfulness, an exploratory analysis was conducted to investigate whether these components had differential effects on the dependent variables of the study by using multiple regression analyses and Preacher and Hayes (2008) Multiple Mediation Procedure.

3.2. Data Screening

As described in the Method section, the questionnaire package was administered in both online format and in paper-and-pencil format. Out of 75 paper-and-pencil version returned, 24 were excluded for mainly two different reasons. In 22 cases, the survey package was either completely empty or only partially filled such that the respondents did not fill out at least one scale making the missing values non-random. Tabachnick and Fidell (2012) argue that non-randomly missing values distort the generalizability of the findings, thus, these cases were also deleted. In addition, two cases were deleted because their respondents were found to engage in random responding such that they selected the same rating point on the scales for all items in a given page. As for the online surveys, 163 responses were recorded. On this version, since participants were not allowed to skip items without responding, there were no missing data.

Concerning supervisory ratings, although 119 respondents gave permission for their performance measures to be obtained from their supervisors ($N = 42$), 109 of these measures could be taken since in 10 cases, supervisors ($N = 3$), failed to respond. In total, the final data set included 214 cases, 109 of which had matched supervisor ratings of job performance.

Normality of the study variables was assessed using histograms. The histograms revealed that all study variables, except counterproductive work behavior, were normally distributed. As expected, both self-report and supervisory ratings of counterproductive work behavior were positively skewed. In order to assess the univariate outliers, data regarding variables of interest were transformed into standardized z scores. Four cases were found to be potential outliers in counterproductive work behavior variable as their standardized values were higher than the critical value of 3.29 ($p < .001$, two-tailed test). However, based on the suggestions made by Tabachnick and Fidell (2012), a decision was made to retain these four cases in the data because of the expected non-normal nature of the distribution of counterproductive work behaviors.

In order to detect multivariate outliers, Mahalanobis distance was used, which revealed one outlier. This case was removed from the data set, decreasing the sample to 213 cases, 108 of which had matched supervisor ratings of job performance.

3.3. Descriptive Statistics

Descriptive statistics concerning demographic variables and variables of interest (i.e., trait mindfulness, self-regulation capacity, job satisfaction, task performance, OCB, and CWB) are presented in Table 1.

Bivariate correlations among the study variables are presented in Table 2. To begin with the intercorrelations among demographic variables, age was found to be significantly and negatively correlated ($r = -.16, p < .05$) with education level of employees. As expected, employees' age was significantly and positively correlated with their tenure in their current position ($r = .52, p < .01$), tenure in their current organization ($r = .60, p < .01$), and their tenure in total ($r = .85, p < .01$). Education level of the employees was found to be significantly and negatively correlated with their tenure in their current position ($r = -.17, p < .05$) and their tenure in total ($r = -.19, p < .01$). Since supervisors were not the primary sample of this study, supervisor demographics were only assessed in terms of their relationship with variables of interest.

The relationship between demographic variables and variables of interest were also examined. Employee gender was found to be significantly and positively correlated with mindfulness ($r = .16, p < .05$) indicating a higher mindfulness level among men compared to women. Age of the employees was significantly and positively correlated with job satisfaction ($r = .16, p < .05$), indicating an enhancement in job satisfaction with increasing age. Job satisfaction was also found to be significantly related to education level of the employees but this correlation was negative ($r = -.20, p < .01$), implying a decrease in satisfaction with one's job, as one's education level gets higher. Employees' tenure in their current position was significantly and positively correlated with their job satisfaction ($r = .21, p < .01$), task performance as reported by themselves ($r = .19, p < .01$), and again their self-report OCB ($r = .20, p < .01$). Similarly, employees' tenure in their current organization was also significantly and positively correlated with their job satisfaction ($r = .14, p < .05$), self-report task performance ($r = .16, p < .05$), and self-report OCB ($r = .14, p < .05$). Their total tenure on the other hand, was found to be significantly and positively correlated with trait mindfulness ($r = .15, p < .05$), their job satisfaction ($r = .19, p < .01$) and self-report OCB ($r = .16, p < .05$).

Table 1.*Means, standard deviations, minimum and maximum values of the study variables*

Variable	Mean	Std. dev.	Min.	Max.
Age	35.3	9.31	22	59
Tenure in current position	83.08	98.19	1	720
Tenure in current organization	96.28	106.47	2	720
Total tenure	143.01	120.57	6	720
Supervisor's age	45.34	9.55	26	60
Supervisor's tenure in current position	133.96	104.47	6	420
Supervisor's tenure in current organization	249.71	163.15	7	578
Supervisor's total tenure	282.89	144.55	72	578
Ω Trait mindfulness	3.43	.4	2.33	4.57
Self-regulation capacity	3.78	.51	1.74	4.97
Job satisfaction	4.54	.98	1	6
Task performance (Self-report)	4.03	.55	2.33	5
OCB (Self-report)	3.92	.6	2.4	5
CWB (Self-report)	1.35	.38	1	3.3
Task performance (Supervisory rating)	3.9	.68	1.83	5
OCB (Supervisory rating)	3.96	.75	1.6	5
CWB (Supervisory rating)	1.27	.4	1	3.1

Note. OCB = Organizational citizenship behavior, CWB = Counterproductive work behavior. Tenure is calculated in months. Trait mindfulness, self-regulation capacity, task performance, OCB, and CWB are rated on a 5-point scale with higher scores indicating higher levels of the variable. Job satisfaction is rated in two scales, which are combined to have an overall satisfaction measure with values ranging from 1-6, with higher scores indicating more satisfaction with one's job.

Table 2*Intercorrelations among the study variables*

	1	2	3	4	5	6	7	8	9	10
1. Gender	–									
2. Age	.05	–								
3. Education level	-.06	-.16*	–							
4. Tenure (position)	-.08	.52**	-.17*	–						
5. Tenure (organization)	-.07	.60**	-.10	.71**	–					
6. Total tenure	.05	.85**	-.19**	.70**	.76**	–				
7. Supervisor's (SV) gender	.52**	-.15	.01	-.01	-.12	-.15	–			
8. SV age	-.43**	.36**	.06	.23*	.30**	.31**	-.44**	–		
9. SV education level	.29**	.08	.05	.24*	.20*	.11	.43**	-.18	–	
10. SV tenure (position)	-.43**	.27**	-.08	.23*	.19*	.18	-.33**	.70**	-.23*	–

Note. * $p < .05$, ** $p < .01$, OCB = Organizational citizenship behavior, CWB = Counterproductive work behavior, gender codings: 0 = female, 1 = male. Internal consistency reliability estimates (i.e., alpha values) for the scales are presented in bold at the diagonal.

Table 2 (cont'd)*Intercorrelations among the study variables*

	1	2	3	4	5	6	7	8	9	10
11. SV tenure (organization)	-.51**	.21*	.04	.18	.21*	.18	-.53**	.85**	-.24*	.70**
12. SV total tenure	-.48**	.27**	.06	.16	.20*	.20*	-.50**	.92**	-.25**	.67**
13. Trait mindfulness	.16*	.11	.13	.01	.05	.15*	.05	.09	.20*	-.10
14. Self-regulation capacity	.09	.08	.09	.08	.10	.13	.20*	.01	.16	-.09
15. Job satisfaction	.12	.16*	-.20**	.21**	.14*	.19**	.23*	-.25*	.23*	-.30**
37 16. Task performance (self-report)	-.05	.06	.07	.19**	.16*	.13	-.05	.03	.11	.00
17. OCB (self-report)	.03	.06	-.08	.20**	.14*	.16*	.12	-.21*	.34**	-.11
18. CWB (self-report)	-.08	-.07	.08	.04	.04	-.03	-.05	.07	-.11	.06
19. Task performance (SV rating)	-.12	.02	.14	.09	.01	.07	-.06	-.03	-.01	.03
20. OCB (SV rating)	-.02	-.10	.07	.06	-.04	.00	.08	-.16	.09	-.06
21. CWB (SV rating)	.04	.14	-.17	.02	.10	.09	.01	.07	-.16	-.12

Note. * $p < .05$, ** $p < .01$, OCB = Organizational citizenship behavior, CWB = Counterproductive work behavior, gender codings: 0 = female, 1 = male. Internal consistency reliability estimates (i.e., alpha values) for the scales are presented in bold at the diagonal.

Table 2 (cont'd)

Intercorrelations among the study variables

	11	12	13	14	15	16	17	18	19	20	21
11. SV tenure (organization)	–										
12. SV total tenure	.93**	–									
13. Trait mindfulness	.03	.03	.83								
14. Self-regulation capacity	-.05	-.01	.46**	.92							
15. Job satisfaction	-.32**	-.26**	.29**	.26**	.89						
16. Task performance (self-report)	.05	.05	.27**	.43**	.27**	.83					
17. OCB (self-report)	-.19	-.23*	.24**	.31**	.50**	.49**	.67				
∞ 18. CWB (self-report)	.07	.04	-.27**	-.22**	-.35**	-.11	-.33**	.76			
19. Task performance (SV rating)	.02	-.01	-.12	-.06	.00	.16	.07	-.03	.90		
20. OCB (SV rating)	-.13	-.14	-.03	.07	.12	.06	.17	-.14	.77**	.88	
21. CWB (SV rating)	-.04	.03	-.03	-.01	.01	-.06	-.12	.33**	-.53**	-.61**	.88

Note. * $p < .05$, ** $p < .01$, OCB = Organizational citizenship behavior, CWB = Counterproductive work behavior, gender codings: 0 = female, 1 = male. Internal consistency reliability estimates (i.e., alpha values) for the scales are presented in bold at the diagonal.

An examination of the relationship between supervisor demographics and variables of interest revealed a positive significant correlation between supervisor gender and employee job satisfaction ($r = .23, p < .05$), indicating higher job satisfaction among subordinates of male supervisors compared to the subordinates of female supervisors. Supervisor's age was a significant and negative correlate of job satisfaction ($r = -.25, p < .05$) and self-report OCB of the employees ($r = -.21, p < .05$). Supervisor's education level was significantly and positively related to job satisfaction ($r = .23, p < .05$) and self-report OCB of the employees ($r = .34, p < .01$).

Assessment of the bivariate correlations among study variables revealed that employees' level of mindfulness was significantly and positively correlated with their self-regulation capacity ($r = .46, p < .01$), job satisfaction ($r = .29, p < .01$), self-report task performance ($r = .28, p < .01$), and self-report OCB ($r = .24, p < .01$). In addition, it was significantly and negatively correlated with employees' self-report CWB ($r = -.27, p < .01$). Employees' self-regulation capacity was significantly and positively correlated with their job satisfaction ($r = .26, p < .01$), self-report task performance ($r = .43, p < .01$), and self-report OCB ($r = .31, p < .01$), whereas it was significantly and negatively correlated with their self-report CWB ($r = -.22, p < .01$). Unlike, the positive correlation between self-report CWB and supervisory rated CWB of the employees ($r = .33, p < .01$), no significant correlations were reported neither between self-rated task performance and supervisory-rated task performance nor between self-rated OCB and supervisory-rated OCB.

3.4. Hypothesis Testing

The main purpose of this study was to investigate whether trait mindfulness is related to crucial work outcomes namely, job performance and job satisfaction, and to test self-regulation as a mechanism through which trait mindfulness operates in work settings. In order to control for the common method bias, performance measures were gathered from immediate supervisors of the employee participants. Out of 213 participants, 108 gave permission for the collection of performance data from their supervisors. Specifically, supervisors of these 108 employees rated task performance, OCB, and CWB of the participants. In addition to the supervisory ratings, self-report measures of job performance were also collected.

In order to control for the demographic variables that could have an effect on the dependent variables of the study (i.e., task performance, OCB, CWB, and job satisfaction) while testing for the direct effects of mindfulness on them, a multiple regression analysis was conducted for each dependent variable first, and the demographic variables that appeared to explain a significant portion of the variance in the dependent variable of interest were controlled for in hypothesis testing (i.e., in the following hierarchical regression analysis). Mediating role of self-regulation was tested using Preacher and Hayes (2008) Multiple Mediation Procedure.

Hypotheses of the study were tested using two sets of data. The first set was from 108 employees for whom the supervisory ratings of task performance, OCB, and CWB were available. The second data set consisted of 213 employees for whom self-report measures of both independent and dependent variables were available.

3.4.1. Hypothesis Testing Using Supervisory Ratings of Performance

Before testing the hypotheses, the demographic variables were examined to check whether there were any that needed to be controlled for. Since none of the demographic variables had significant correlations with self-regulation capacity and supervisor reports of task performance, OCB, and CWB, the effects of trait mindfulness on these variables were tested without controlling for any of the demographic variables.

Hypothesis 1 was not tested with this data set, as it involved the relationship between trait mindfulness and job satisfaction.

Hypothesis 2 stated that self-regulation would mediate the relationship between trait mindfulness and task performance. Hypothesis 3 stated that self-regulation would mediate the relationship between trait mindfulness and OCB. Lastly, Hypothesis 4 stated that self-regulation would mediate the relationship between trait mindfulness and CWB. Results of the simple linear regression analyses revealed that trait mindfulness accounts for a significant variance in self-regulation capacity, $F(1, 108) = 56.48, p < .001, R^2 = .21$. However, no significant relationships were found between trait mindfulness and performance measures (i.e., task performance, OCB, and CWB) gathered from the supervisors. Therefore, further mediation analyses were not conducted for these variables and second, third, and fourth hypotheses were rejected for this data set.

3.4.2. Hypothesis Testing Using Self-Ratings of Performance and Job Satisfaction

The dependent variables assessed for this data set were self-report measures of job satisfaction, task performance, OCB, and CWB. Since all the measures were gathered from the employees themselves, using LISREL 8.8 (Joreskog & Sorbom, 2006), a confirmatory factor analysis was conducted first to be able to eliminate the possibility of common method bias. All 86 items of the six study variables (i.e. trait mindfulness, self-regulation capacity, job satisfaction, self-report task performance, self-report OCB, and self-report CWB) were included in the analyses. Considering the large number of indicators, parceling technique was used for mindfulness, self-regulation, and CWB scales consisting of 30, 31, and 10 items respectively. Mindfulness and self-regulation items were each aggregated into four parcels, whereas CWB items were aggregated into three parcels. As a result, total indicator number was decreased from 86 to 26, making it more appropriate for the given sample size ($N = 213$). Firstly, a one-factor solution was tested where all indicators loaded on a single factor, $\chi^2(299, N = 213) = 2701.87, p < .001$. Then, a six-factor solution was tested where all indicators loaded onto their own factor, $\chi^2(284, N = 213) = 645.70, p < .001$. The six-factor solution showed better fit to the data. In order to test whether this fit difference was significant, the differences in the chi-squares of the two models were tested. The results indicated that the difference was significant, $\Delta\chi^2(15, N = 213) = 2056.17, p < .001$, meaning that the six-factor model was a significantly better fitting one than the single-factor solution, extenuating the concerns related to potential common method bias.

3.4.2.1. Control variables

In order to control for the demographic variables that could have an effect on the dependent variables (i.e., task performance, OCB, CWB, and job satisfaction) while testing for the direct effects of mindfulness on them, a multiple regression analysis was conducted for each dependent variable first, and the demographic variables that appeared to explain a significant portion of the variance in the dependent variable of interest were controlled for in hypothesis testing (i.e., in the following hierarchical regression analysis). Since none of the demographic variables had significant correlations with self-regulation and CWB, no control variables were used

when testing the effects of trait mindfulness on these variables. A multiple regression analysis was conducted, regressing task performance on the two demographic variables that were found to have significant correlations with it (i.e. employee tenure in current position and employee tenure in current organization). Since none of these demographic variables were found to significantly predict task performance, they were not controlled for in further analyses. Another multiple regression analysis was conducted by regressing OCB on six demographic variables that were found to have significant correlations with it (i.e. employee tenure in current position, employee tenure in current organization, total employee tenure, supervisor's age, supervisor's education level, and supervisor's tenure in organization). Since supervisor's age and education level were found to have significant effects on employees' OCB, ($\beta = -.35, t = -1.98, p < .05$ and $\beta = .25, t = 2.58, p < .05$ respectively), a hierarchical regression analysis was conducted entering these demographic variables as control variables in the first step followed by trait mindfulness in the second step. Estimations revealed that these demographics had a significant effect on OCB, $F(2, 213) = 8.50, p < .001, R^2 = .12$. Adding trait mindfulness to the model in the second step caused a 4% increase in the explained variance, indicating that mindfulness still predicts OCB after controlling for the effects of supervisor's age and education level, $F(3, 213) = 7.49, p < .001, R^2 = .16$.

3.4.2.2. Direct and indirect relationships between trait mindfulness, self-regulation, and work outcomes

Pearson correlation coefficients among trait mindfulness and other study variables of interest revealed that they are significantly related (See Table 2). However, to test whether these relationships would remain significant after controlling for the demographic variables, hierarchical regression analyses were computed.

Hypothesis 1 stated that trait mindfulness would be positively related to job satisfaction. Before testing this hypothesis, a multiple regression analysis was conducted in order to identify demographic variables that need to be controlled for. In this analysis, job satisfaction was regressed on the 11 demographic variables (i.e. age and education level of both the employees and supervisors, supervisors' gender, employee tenure in current position, employee tenure in current organization, total tenure of the employee, supervisor tenure in current position, supervisor tenure in current organization, and total tenure of the supervisor) that had significant

correlations with it. Results revealed that none of these demographic variables significantly predicted job satisfaction, thus, none of them were controlled for in further analyses and the effect of trait mindfulness on job satisfaction was assessed using simple linear regression. As a result, trait mindfulness was found to predict job satisfaction, $F(1, 213) = 19.30, p < .001, R^2 = .08$, and this relationship was found to be positive ($\beta = .29, t = 4.39, p < .001$), confirming the first hypothesis of the study using self-report measures.

Hypothesis 2 stated that the effect of trait mindfulness on task performance would be mediated by self-regulation. Before testing for this hypothesis, whether there were significant direct relationships between mindfulness and self-regulation and between mindfulness and task performance were tested on an exploratory basis. Results revealed that trait mindfulness accounted for a significant variance in self-regulation capacity, $F(1, 213) = 56.48, p < .001, R^2 = .21$ and the direction of the relationship was positive ($\beta = .46, t = 7.52, p < .001$). In addition, trait mindfulness explained a significant variance in task performance, $F(1, 213) = 16.71, p < .001, R^2 = .07$ and the relationship between the two variables was positive ($\beta = .27, t = 4.09, p < .001$). Overall, the findings revealed mindfulness is directly related to both self-regulation and task performance. In order to test for the proposed mediation, Preacher and Hayes (2008) Multiple Mediation Procedure was conducted with 5000 bootstrap replicates. By bootstrapping, thousands of different samples are derived from a given data set and the indirect effect (the mediation) is estimated in each resampled data set by using confidence intervals (CI) (Preacher & Hayes, 2008). As expected, the path from trait mindfulness to self-regulation ($b = .58, SE = .08, p < .001$), the path from self-regulation to task performance ($b = .42, SE = .08, p < .001$), and the direct path from trait mindfulness to task performance ($b = .37, SE = .09, p < .001$) were all significant (See Figure 2). However, when the mediator, self-regulation, was included in the model, the path between trait mindfulness and task performance lost its significance suggesting existence of full mediation. For a 95% CI [1330, 4118], the scores did not include zero confirming that the mediation was significant, supporting Hypothesis 2.

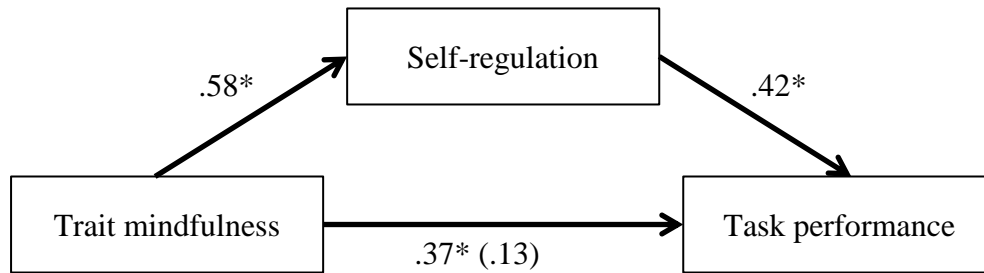


Figure 2. Self-regulation as the mediator of the trait mindfulness-task performance relationship. * $p < .001$. Unstandardized regression coefficient from trait mindfulness to task performance after controlling for self-regulation is in the parenthesis.

Hypothesis 3 stated that the effect of trait mindfulness on OCB would be mediated by self-regulation. Before testing this hypothesis, the direct relationship between mindfulness and OCB were tested on an exploratory basis. Since supervisor's age and education level were found to have significant effects on employees' OCB, they were treated as control variables and mindfulness was found to predict OCB after controlling for these variables' effects, $F(3, 213) = 7.49, p < .001, R^2 = .16$. Overall, the results revealed that trait mindfulness positively predicted OCB ($\beta = .20, t = 2.21, p < .05$). In order to test the proposed hypothesis, again Preacher and Hayes (2008) Multiple Mediation Procedure was conducted. As expected, the path from trait mindfulness to self-regulation ($b = .58, SE = .08, p < .001$), the path from self-regulation to OCB ($b = .29, SE = .09, p < .01$), and the direct path from trait mindfulness to OCB ($b = .36, SE = .10, p < .001$) were all significant (See Figure 3). However, when the mediator, self-regulation, was included in the model, the path between trait mindfulness and OCB was no longer significant, supporting presence of a full mediation effect. For a 95% CI [0770, 2878], the scores did not include zero confirming the mediation's significance and the third hypothesis.

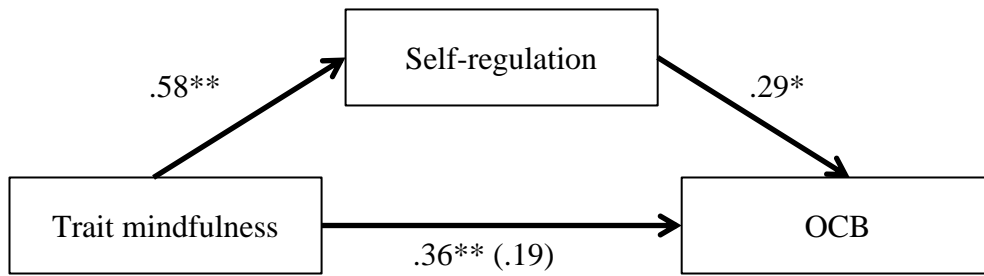


Figure 3. Self-regulation as the mediator of the trait mindfulness-OCB relationship. * $p < .01$, ** $p < .001$. Unstandardized regression coefficient from trait mindfulness to OCB after controlling for self-regulation is in the parenthesis.

Hypothesis 4 stated that the effect of trait mindfulness on CWB would be mediated by self-regulation. Before testing this hypothesis, the direct relationship between mindfulness and CWB was tested on an exploratory basis. Trait mindfulness was found to explain a significant variance in CWB, $F(1, 213) = 16.83, p < .001, R^2 = .07$ and as expected, the direction of the relationship between two variables was negative ($\beta = -.27, t = -4.10, p < .001$). In order to test for the fourth hypothesis, mediation analysis was conducted. As expected, the path from trait mindfulness to self-regulation ($b = .58, SE = .08, p < .001$) and the direct path from trait mindfulness to CWB ($b = -.26, SE = .06, p < .001$) were significant. However, contrary to expectations, the path from self-regulation to CWB failed to achieve significance. Thus, it can be concluded that trait mindfulness significantly and negatively predicted CWB but self-regulation did not mediate this relationship, failing to provide support for Hypothesis 4.

To summarize, trait mindfulness was found to be related to all four work outcomes of interest (i.e., job satisfaction, task performance, OCB, CWB) drawing attention to how valuable it might be in work settings. Moreover, two of the hypotheses suggesting mediation were confirmed indicating the potential of self-regulation as a mediating mechanism among mindfulness and performance outcomes except CWB.

3.5. Additional Analyses

A number of exploratory analyses were conducted in this study. First of all, as described in the introduction section, the factor structure of the mindfulness measure used in this study and differential relationships of the emerging components/factors with the outcome variables of interest were explored. Second, all hypotheses of the study were tested as a single model and was compared to alternative models. It is important to note that in all of these analyses self-report measures were employed.

3.5.1. Examining the factor structure of the Mindfulness Scale and differential relationships of the components with outcome variables

One of the purposes of this study was to explore the factor structure of the Mindfulness Scale used in this study, which was a combination of the MAAS and two subscales of the FFMQ (*nonjudging of inner experience* and *nonreactivity to inner experience*), and to investigate the fit of a two-factor model for this scale. It was expected that the most distinguishable components of mindfulness would be *awareness* and *acceptance*, such that the 15 items of the MAAS would load onto the factor of *awareness*, and the remaining 15 items would load onto the factor of *acceptance*.

In order to assess the factor structure of the Mindfulness Scale, first, a Principal Component Analysis was conducted. The Kaiser-Meyer-Olkin adequacy (KMO = .80) was found to be suitable for factor analysis. To decide on the number of factors, eigenvalue > 1 criterion and O'Connor's (2000) parallel analysis were taken into account. Although eigenvalue >1 criterion suggested nine factors, parallel analysis revealed that only three of these eigenvalues were statistically significant. Consistently, a varimax rotation resulted in too many cross-loadings for nine factors. Thus, the analysis was repeated by forcing to solution to three factors. Cumulative variance accounted for by these factors was 39.79%. As expected, 15 items of MAAS loaded onto the same factor, which was labeled as *awareness*. Although, 15 items of the FFMQ were expected to load onto the same factor, they decomposed into two factors, exactly as in the original scale, eight items loading onto one factor, which was labeled as *nonjudging*, and 7 items loading onto another factor, which was labeled as *nonreactivity*. For item loadings, eigenvalues, proportions of explained variance, and Cronbach's alpha reliability scores see Table 3.

Table 3.*Factor Analysis of the Mindfulness Scale Items*

Items	Loadings		
	Factor 1: Awareness	Factor 2: Nonjudging	Factor 3: Nonreactivity
1. I could be experiencing some emotion and not be conscious of it until some time later.	.504		
2. I break or spill things because of carelessness, not paying attention, or thinking of something else.	.617		
3. I find it difficult to stay focused on what's happening in the present.	.619		
4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	.433		
5. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.	.401		
6. I forget a person's name almost as soon as I've been told it for the first time.	.382		
7. It seems I am "running on automatic," without much awareness of what I'm doing.	.701		
8. I rush through activities without being really attentive to them.	.621		
9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	.449		
10. I do jobs or tasks automatically, without being aware of what I'm doing.	.669		
11. I find myself listening to someone with one ear, doing something else at the same time.	.598		
12. I drive places on 'automatic pilot' and then wonder why I went there.	.663		
13. I find myself preoccupied with the future or the past.	.485		
14. I find myself doing things without paying attention.	.732		
15. I snack without being aware that I'm eating.	.468		
16. I criticize myself for having irrational or inappropriate emotions.		.601	

Table 3 (cont'd)

Items	Factor 1: Awareness	Factor 2: Nonjudging	Factor 3: Nonreactivity
19. I tell myself I shouldn't be feeling the way I'm feeling.		.599	
20. I believe some of my thoughts are abnormal or bad and I shouldn't think that way.		.722	
21. I make judgments about whether my thoughts are good or bad.		.604	
25. I tell myself that I shouldn't be thinking the way I'm thinking.		.728	
27. I think some of my emotions are bad or inappropriate and I shouldn't feel them.		.722	
29. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.		.559	
30. I disapprove of myself when I have irrational ideas.		.460	
17. I perceive my feelings and emotions without having to react to them.			.630
18. I watch my feelings without getting lost in them.			.678
22. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.			.711
23. In difficult situations, I can pause without immediately reacting.			.684
24. When I have distressing thoughts or images, I feel calm soon after.			.603
26. When I have distressing thoughts or images, I am able just to notice them without reacting.			.549
28. When I have distressing thoughts or images, I just notice them and let them go.			.490
Cronbach's alpha	.85	.80	.75
Eigenvalue	6.22	3.41	2.31
% of variance explained	20.74	11.35	7.69
Total variance			39.79

In order to assess the fit of this three-factor structure of the Mindfulness Scale, and to test whether this fit differs significantly from the fit of the proposed two-factor structure, a number of confirmatory factor analyses were conducted using LISREL 8.8 (Joreskog & Sorbom, 2006). To assess the fit of the models, chi-square significance, chi-square to degrees of freedom (df) ratio, root mean square error of approximation (RMSEA), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), and comparative fit index (CFI) were used as criteria. For the model to be a good fit to a given data, chi-square should not be significant, chi-square to df ratio should be smaller than 3, RMSEA should be below .10, GFI should be above .90, CFI should be above .95, and AGFI should be above .85 (Tabachnick & Fidell, 2012).

First, the proposed two-factor structure for the Mindfulness Scale, in which the MAAS and the FFMQ items are expected to load onto their respective factors, was tested. The analysis revealed that this model did not provide a good fit to data, $\chi^2(404, N = 213) = 1203.64, p < .001, \chi^2/df = 2.98, RMSEA = .10, GFI = .73, AGFI = .68, CFI = .83$. The results are displayed in Figure 4.

The second model tested was a three-factor solution for the Mindfulness Scale. Consistent with the results of the previously conducted Principal Component Analysis, 15 items were expected to load onto the first factor, labeled as *awareness*; eight items onto the second factor, labeled as *nonjudging*; and seven items loading onto the third factor, labeled as *nonreactivity*. Fit of the three-factor model was acceptable, $\chi^2(402, N = 213) = 791.41, p < .001, \chi^2/df = 1.97, RMSEA = .07, GFI = .80, AGFI = .77, CFI = .89$. The results are displayed in Figure 5.

In order to test whether this fit difference was significant, the differences in the chi-squares of the two models were tested. The results indicated that the difference was significant, $\Delta\chi^2(2, N = 213) = 330.1, p < .001$, meaning that the three-factor model was a significantly better fit to data.

Another purpose of this study was to examine whether different components of mindfulness would contribute differentially to work outcomes (i.e., job performance and job satisfaction). Although two components of mindfulness were suggested at the beginning of the study, the analyses revealed that mindfulness consisted of three components (i.e., awareness, nonjudging, and nonreactivity). For the following analyses, these components were treated as the new independent variables of the study and their direct relationships to self-report job satisfaction, task performance, OCB, and CWB were investigated using multiple regression analyses. Mediating role of

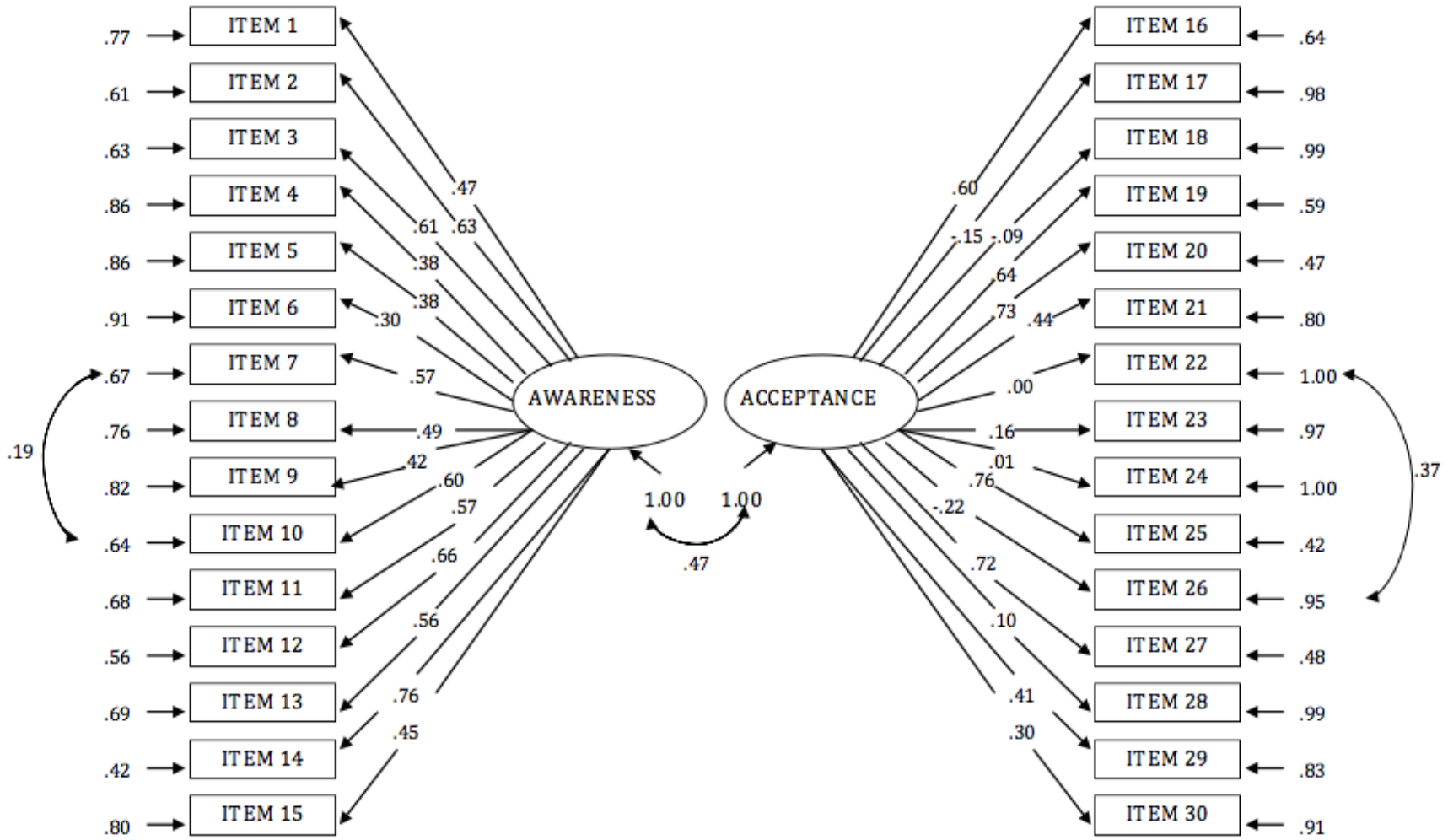


Figure 4. Standardized coefficients for the proposed two-factor model for the Mindfulness Scale

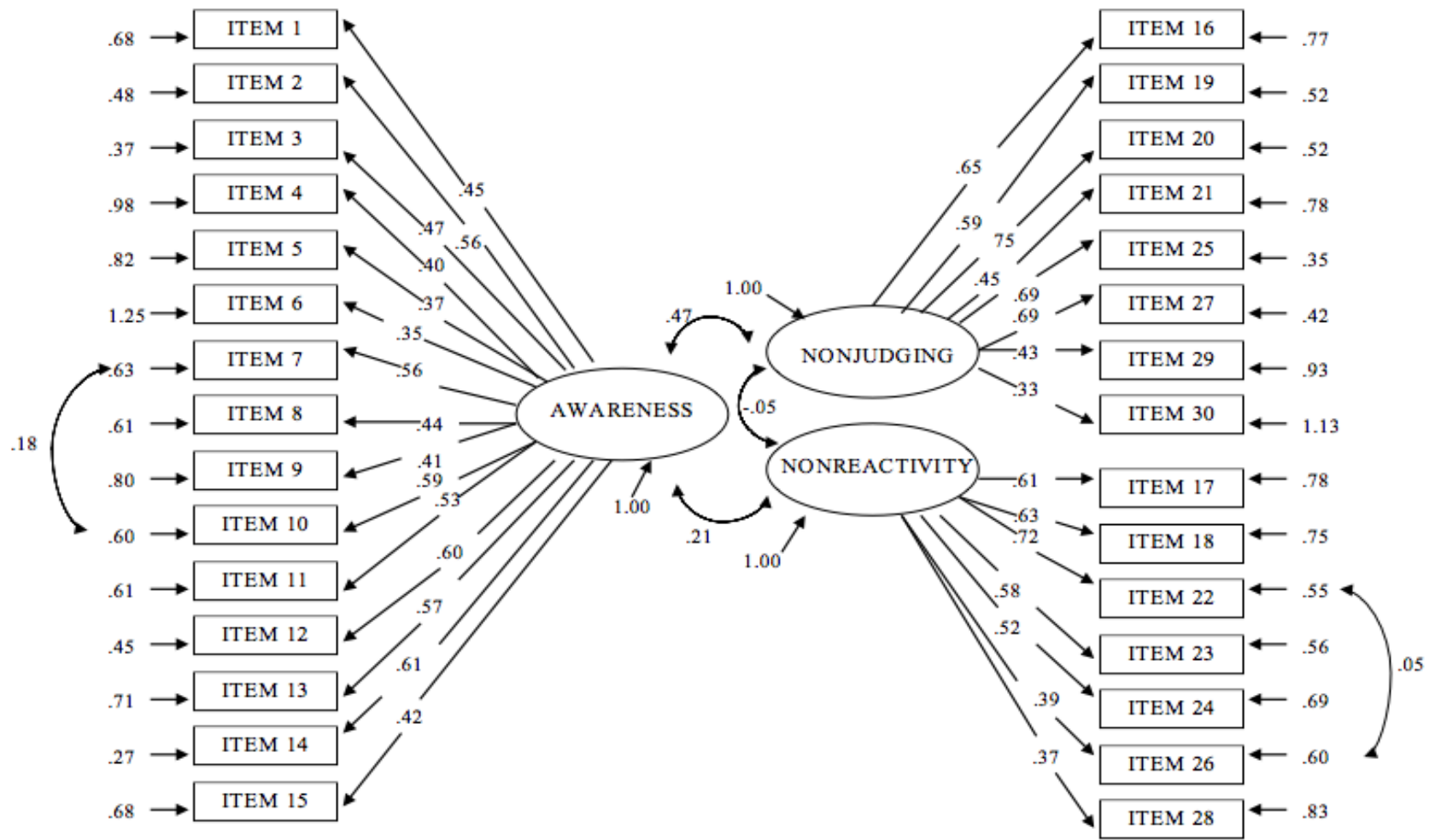


Figure 5. Standardized coefficients for the three-factor model for the Mindfulness Scale

self-regulation was also tested for these variables using Preacher and Hayes (2008) Multiple Mediation Procedure with 5000 bootstrap replicates.

The first hypothesis of the study stating that trait mindfulness would be positively related to job satisfaction was confirmed in the hypothesis testing section. When the effects of three mindfulness components were assessed by multiple regression analysis, the results revealed that both awareness and nonreactivity had significant positive relationships with job satisfaction ($\beta = .21, t = 2.96, p < .01$ and $\beta = .18, t = 2.73, p < .01$ respectively), whereas nonjudging did not have a significant effect on job satisfaction.

Hypothesis 2 stating that the effect of trait mindfulness on task performance would be mediated by self-regulation was also confirmed, and a full-mediation was concluded. In order to assess the differential effects of the three components of mindfulness, a multiple regression analysis was conducted. Results of the analysis revealed that awareness and nonreactivity predicted self-regulation ($\beta = .34, t = 5.54, p < .001$ and $\beta = .43, t = 7.49, p < .001$ respectively), whereas nonjudging failed to do so. When the direct relationships between components of mindfulness and task performance were examined, it was found that awareness had a marginally significant effect ($\beta = .15, t = 2.10, p < .05$), nonreactivity had a significant effect ($\beta = .21, t = 3.07, p < .01$ respectively), and nonjudging had no effect on task performance.

As the next step, two separate mediation analyses for awareness and nonreactivity were conducted since nonjudging failed to demonstrate any significant effects. Firstly, a mediation was tested in which self-regulation mediated the relationship between awareness and task performance. As expected, the path from awareness to self-regulation ($b = .38, SE = .06, p < .001$), the path from self-regulation to task performance ($b = .44, SE = .07, p < .001$), and the direct path from awareness to task performance ($b = .22, SE = .07, p < .01$) were all significant (See Figure 6). However, when the mediator, self-regulation, was included in the model, the path between awareness and task performance was no longer significant, suggesting a full mediation. For a 95% CI [0748, 2961], the scores did not include zero confirming the mediation's significance. The results indicated that the awareness level of the employees affected their task performance via self-regulation.

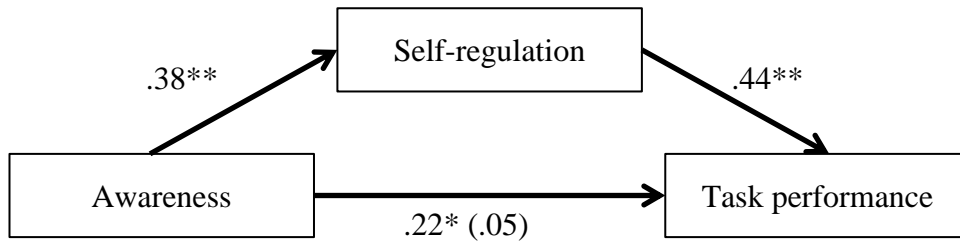


Figure 6. Self-regulation as the mediator of the awareness-task performance relationship. * $p < .01$, ** $p < .001$. Unstandardized regression coefficient from awareness to task performance after controlling for self-regulation is in the parenthesis.

In the second mediation analysis, self-regulation was tested as a mediating mechanism between nonreactivity and task performance. In accordance with the expectations, the path from nonreactivity to self-regulation ($b = .39$, $SE = .05$, $p < .001$), the path from self-regulation to task performance ($b = .45$, $SE = .08$, $p < .001$), and the direct path from nonreactivity to task performance ($b = .19$, $SE = .06$, $p < .01$) were all significant (See Figure 7). However, when the mediator, self-regulation, was included in the model, the path between nonreactivity and task performance was no longer significant, suggesting a full mediation. For a 95% CI [1089, 2695], the scores did not include zero revealing that the mediation was significant. The results indicated that employees' nonreactivity effected their task performance via self-regulation.

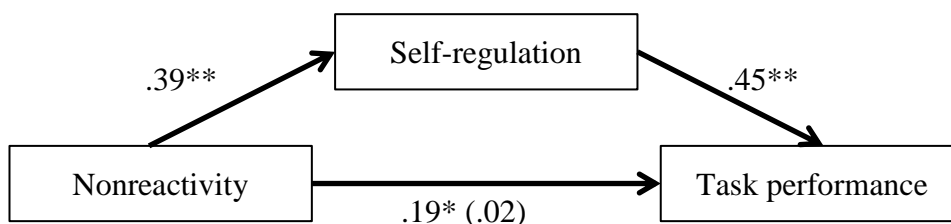


Figure 7. Self-regulation as the mediator of the nonreactivity-task performance relationship. * $p < .01$, ** $p < .001$. Unstandardized regression coefficient from nonreactivity to task performance after controlling for self-regulation is in the parenthesis.

Hypothesis 3 stating that the effect of trait mindfulness on OCB would be mediated by self-regulation was confirmed, and a full-mediation was concluded. To examine the effects of awareness, nonreactivity, and nonjudging on OCB separately, a multiple regression analysis was conducted. Results of the analysis revealed that only awareness significantly predicted OCB ($\beta = .18, t = 2.48, p < .05$), whereas nonreactivity and nonjudging failed to do so. Thus, a mediation was tested only for the awareness component, in which self-regulation mediated the relationship between awareness and OCB. As expected, the path from awareness to self-regulation ($b = .38, SE = .06, p < .001$), the path from self-regulation to OCB ($b = .31, SE = .08, p < .001$), and the direct path from awareness to OCB ($b = .24, SE = .08, p < .01$) were all significant (See Figure 8). When the self-regulation was included in the model as the mediator, the path between awareness and OCB was no longer significant, suggesting a full mediation. For a 95% CI [0551, 2072], the scores did not include zero confirming that the mediation was significant. The results indicate that the awareness level of the employees effect their engagement in OCBs via self-regulation.



Figure 8. Self-regulation as the mediator of the awareness-OCB relationship. * $p < .01$, ** $p < .001$. Unstandardized regression coefficient from awareness to OCB after controlling for self-regulation is in the parenthesis.

Hypothesis 4 stating that the effect of trait mindfulness on CWB would be mediated by self-regulation failed to find support although a direct negative relationship between CWB was confirmed. Consistently, only the direct effects of mindfulness components on CWB were tested. The results of a multiple regression analysis revealed that only awareness significantly predicted CWB ($\beta = -.30, t = -4.17, p < .001$), whereas nonreactivity and nonjudging failed to do so.

Overall, the results indicated that awareness component of mindfulness had significant effects on all dependent variables of the study (i.e., job satisfaction, task

performance, OCB, and CWB). The nonreactivity component predicted two of the work outcomes of interest (i.e., job satisfaction and task performance). The previously confirmed mediations for trait mindfulness were replicated with both awareness and nonreactivity components. However, nonjudging component of mindfulness failed to predict any of the dependent variables.

3.5.2. Full model and alternative model testing

In order to test all hypotheses by one model and to assess the fit of this proposed model to data, a path analysis was conducted using LISREL 8.8 (Joreskog & Sorbom, 2006). A necessary condition to estimate a model is the model to be identified. This means that there should be a unique numerical solution for each parameter in the model (Tabachnick & Fidell, 2012). In other words, there should be either more data points than parameters, which is the case in an overidentified model, or there should be the same number of data points as parameters, which is the case in a just identified model. The proposed model in this study involved 21 data points and 11 free parameters, making the model an overidentified one, which means that it met the criteria to proceed with the analysis (See Figure 1). Another assumption of path analysis is that exogenous variables—in this case; trait mindfulness—are measured without their errors, meaning that they are assumed to be perfectly reliable. Thus, reliability measure for these variables is important. With a considerably high coefficient alpha of .83, the mindfulness measure used in this study met this assumption as well.

To assess the fit of the model, chi-square significance, chi-square to degrees of freedom (df) ratio, root mean square error of approximation (RMSEA), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), and comparative fit index (CFI) were used as the criteria. For the model to be a good fit to a given data, chi-square should not be significant, chi-square to df ratio should be smaller than 3, RMSEA should be below .10, GFI should be above .90, CFI should be above .95, and AGFI should be above .85 (Tabachnick & Fidell, 2012).

Examination of the path analysis results revealed that the model provided a poor fit to data, $\chi^2(10, N = 213) = 130.98, p < .001, \chi^2/df = 13.10, RMSEA = .24, GFI = .83, AGFI = .64, CFI = .65$. Taking into the results of the hypothesis testing into consideration, the model was revised. Previous analyses had revealed that; 1) trait mindfulness directly predicted job satisfaction, 2) self-regulation capacity fully

mediated the relationship between trait mindfulness and task performance, 3) self-regulation capacity fully mediated the relationship between trait mindfulness and OCB, and 4) trait mindfulness directly predicted CWB and mediator role of self-regulation capacity for this relationship was not confirmed. To re-test for these findings with path analysis, direct paths from trait mindfulness to task performance, OCB, and CWB were added and the model was tested again. Consistent with the previous findings; 1) the direct path between mindfulness and job satisfaction remained significant ($\beta = .29, t = 4.39$), 2) mindfulness significantly predicted self-regulation ($\beta = .46, t = 7.52$), and self-regulation in turn significantly predicted task performance ($\beta = .38, t = 5.51$), whereas the direct path between mindfulness and task performance was not significant, confirming the full mediation, 3) mindfulness significantly predicted self-regulation ($\beta = .46, t = 7.52$), self-regulation in turn significantly predicted OCB ($\beta = .24, t = 3.34$), whereas the direct path between mindfulness and OCB was not significant, confirming the full mediation, and 4) mindfulness significantly predicted self-regulation ($\beta = .46, t = 7.52$) and it directly predicted CWB ($\beta = -.22, t = -2.93$), however, the path between self-regulation and CWB was not significant, again rejecting the mediation. Consistent with these findings, the direct path between mindfulness and task performance, the direct path between mindfulness and OCB, and the path between self-regulation and CWB were trimmed to test for a revised model.

Although the revised model was still a poor fit to data, $\chi^2(10, N = 213) = 126.1, p < .001, \chi^2/df = 12.61, RMSEA = .24, GFI = .83, AGFI = .65, CFI = .67$, the fit indices were relatively better compared to the initial model. The modification indices suggested adding an error covariance between task performance and OCB, and another one between OCB and CWB. This suggestion was highly relevant considering the sizable correlations among those variables ($r = .49, p < .01$ and $r = -.33, p < .01$ respectively). Thus, the error covariances were added and the model was tested again. Although the fit indices were still beyond acceptable levels, $\chi^2(8, N = 213) = 58.9, p < .001, \chi^2/df = 7.36, RMSEA = .17, GFI = .92, AGFI = .78, CFI = .83$, the differences in the chi-squares of the two models revealed that the modified model had a significantly better fit to the data, $\Delta\chi^2(2, N = 213) = 67.2, p < .001$. The results are displayed in Figure 9.

Overall, both the initial model and the revised versions of this model failed to provide good fit to data. The modification indices suggested adding paths from job

satisfaction to all three of the performance outcomes, making job satisfaction another mediator. This suggestion was theoretically relevant since significant associations between job satisfaction and task performance (Bagci, 2014; Edwards, Bell, Arthur Jr., & Decuir, 2008; Miao, 2011; Yvonne, Rahman, & Long, 2014), job satisfaction and OCB (Bagci, 2014; Edwards et al., 2008; Miao, 2011; Swaminathan & Jawahar, 2013; Yvonne et al., 2014), and job satisfaction and CWB (Lau, Au, & Ho, 2003; Mount et al., 2006) were confirmed by many studies. Since these relationships were not proposed, they were added to be tested in an alternative model.

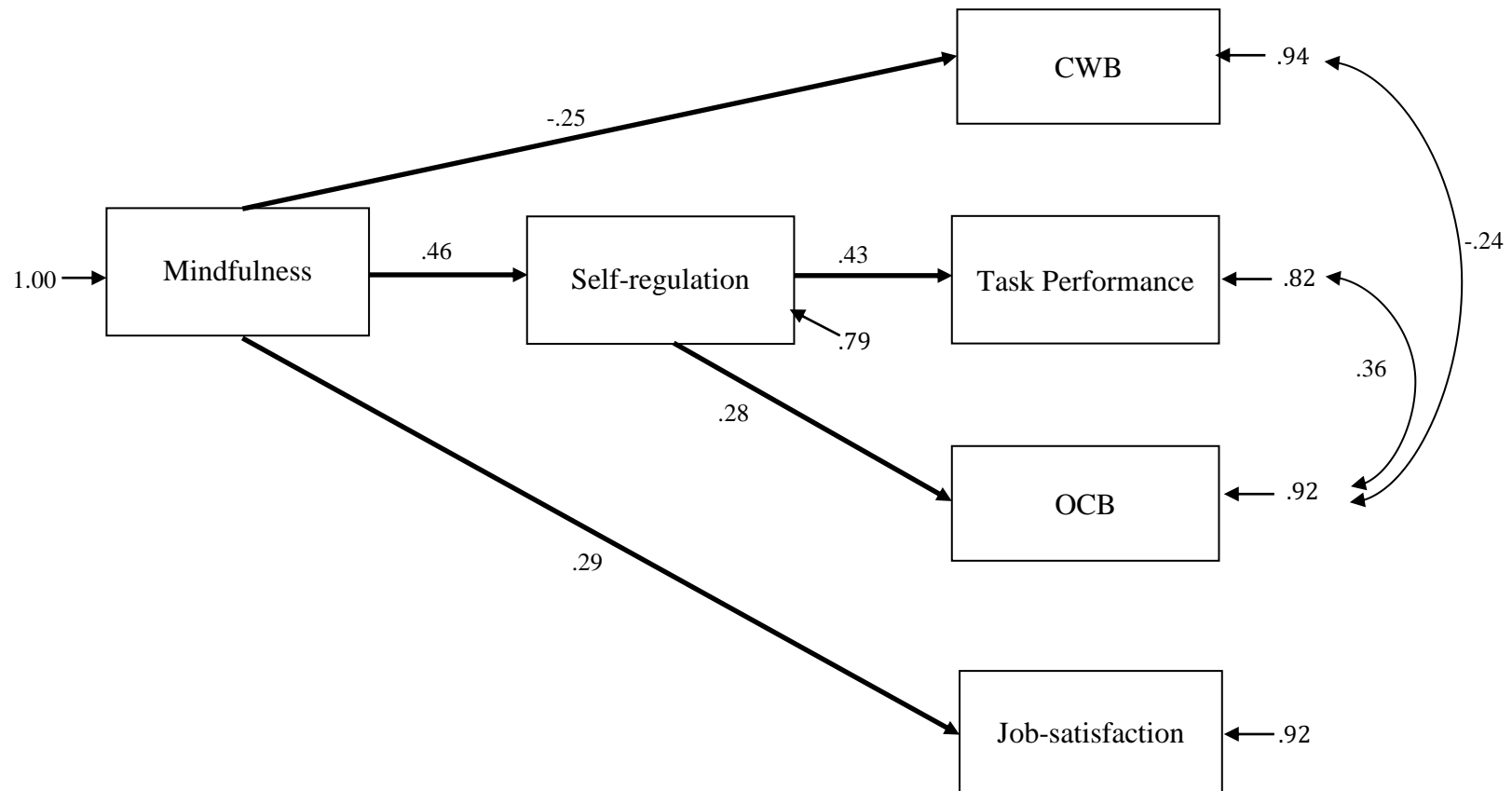


Figure 9. Standardized coefficients for the modified model

Examination of the path analysis results revealed that the model provided excellent fit to the data, $\chi^2(5, N = 213) = 7.27, p > .05, \chi^2/df = 1.45, RMSEA = .05, GFI = .99, AGFI = .95, CFI = .99$. Thus, it seems fair to conclude that there are two mediating mechanisms (i.e., self-regulation and job satisfaction) in mindfulness-job performance outcomes relationships. Standardized coefficients for the alternative model are displayed in Figure 10.

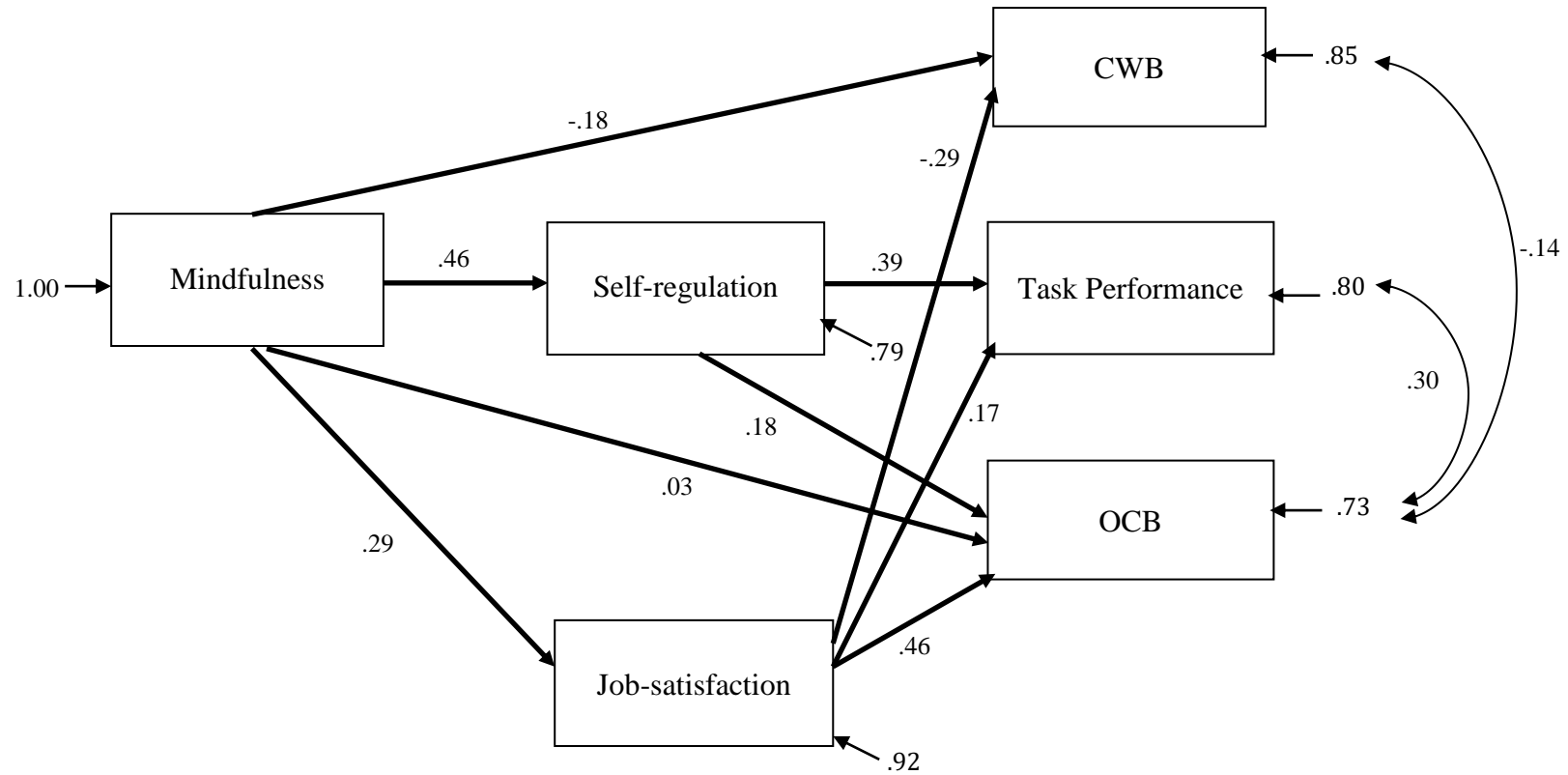


Figure 10. Standardized coefficients for the alternative model with two mediators

CHAPTER 4

DISCUSSION

4.1. Overview

Despite growing research interest especially in the clinical area, mindfulness is still a considerably novel and fertile topic for I/O Psychology. The present study aimed to contribute to this emerging literature by investigating whether trait mindfulness is related to employee task performance, OCB, CWB, and job satisfaction. Self-regulation was considered to be the mechanism through which mindfulness would affect performance outcomes and analyses were conducted to test this assumption. Exploratory analyses suggested that, in addition to self-regulation, job satisfaction might be another mediating mechanism in the mindfulness-performance relationships. Furthermore, in the present study, how different components of mindfulness (i.e., awareness, nonreactivity, nonjudging) contribute to different work outcomes was also investigated. The results of these investigations are expected to have important theoretical and practical contributions and implications.

In this chapter, first a discussion of the major findings of the study along with the relevant literature is presented. Second, practical implications of the findings are discussed. Third, potential contributions/strengths and limitations of the study are commented on. Finally, some suggestions for future research are made.

4.2. Understanding Major Findings of the Study

Findings of the present study indicated that dispositional mindfulness was related to higher self-regulation capacity and job satisfaction of the employees, a finding that is in line with previous research findings (e.g., Hölzel et al., 2011a; Frank et al., 2015; Hülshager et al., 2013, Reb et al., 2013). Although no significant relationships were found between trait mindfulness and performance measures (i.e., task performance, OCB, and CWB) when performance measures were collected from supervisors, these relationships all achieved significance when self-report

performance measures were used. The difference between these two parties' evaluations might be explained by the lack of observation opportunity of the supervisors for certain performance indicators. When especially more personal items like "Approves, supports, and defends organizational goals" (see Appendix G) are being evaluated, employees would be expected to provide more precise ratings compared to their supervisors. Although not all the supervisors that participated in the study evaluated more than one employee, most of them did so. Thus, another explanation could be that these supervisors were not able to distinguish effectively among different employees and provided lenient ratings. A different possibility is that the supervisors could have suffered from halo effect and gave biased ratings on all items of performance scales based on their overall impression of an employee.

Job performance being behavioral in nature, it apparently requires more than an attentive and positive mindset that comes with mindfulness. Consistently in the present study, self-regulation emerged as the control mechanism through which mindfulness exerts its effects on this behavioral work outcome. To be more precise, people with higher dispositional mindfulness seem to be better at regulating their emotions and behaviors, which is a finding consistent with existing literature (e.g., Hölzel et al., 2011a; Hölzel et al., 2011b; Keng et al., 2011). This better capacity to regulate one's emotions and behaviors in turn seems to be related to higher task performance and OCBs. These findings are in line with mindfulness and self-regulation literature since increased attention and awareness to present moment, which accompany mindfulness, help intentions (in this case, performance goals) to effectively translate into actions (Chatzisarantis & Hagger, 2007) and they do so by self-regulation, which works as a behavioral control mechanism in this process (Gollwitzer & Oettingen, 2011).

Considering the non-adaptive nature of CWB and its potential relationship to impulsivity, the negative relationship between trait mindfulness and CWB was expected to be mediated by effective self-regulation. However, unlike mindfulness-task performance and mindfulness-OCB relationships, which were mediated by self-regulation, CWB was found to be only directly affected by trait mindfulness. This direct association could be explained by the positive and less stressful mindset accompanying mindfulness, which would eliminate the need to regulate one's behaviors since the person might not feel the urge to engage in any kind of deviant

behaviors at all. Existing literature supports this theory since mindfulness was associated with higher ethical standards and engagement in less ethical violations (Ruedy & Schweitzer, 2010).

As previously mentioned in the introduction section, there is a disagreement on the definition of mindfulness. While Jon Kabat-Zinn (2003), includes a *non-judging* component in his definition, Brown et al. (2009) and Langer and Moldoveanu (2000) leave this component out in theirs. In this study, the broader definition was adapted in order to see a more comprehensive picture and to further investigate the differential effects of each component. Therefore, mindfulness was considered to include *non-judging of one's experiences* in its definition. Although a two-factor structure was expected to emerge for the mindfulness scale, a three-factor solution emerged, which still made sense conceptually. The distinguished factors were named as *awareness*, *nonreactivity*, and *nonjudging*. The hypothesis testing was repeated with these components separately in order to see their individual effects on outcome variables of interest. Overall, the results indicated that *awareness* component of mindfulness had significant effects on all dependent variables of the study (i.e., job satisfaction, task performance, OCB, and CWB). This finding was no surprise for job performance outcomes, since goal directed behaviors require enhanced awareness and attention (Chatzisarantis & Hagger, 2007). However, its link to job satisfaction was not expected since job satisfaction was expected to be more likely to be related to attitudinal and emotional components like the other two components of mindfulness (i.e., nonreactivity and nonjudging). As expected, the *nonreactivity* component predicted job satisfaction. It was also found to be positively related to task performance, which also made sense, since being nonreactive towards one's inner experiences helps a person not to get lost in thoughts or feelings and thus, leaves more personal resources for effective performance. Full mediations were observed for awareness-task performance, nonreactivity-task performance, and awareness-OCB relationships, for all which self-regulation was the mediator (which replicated the results of hypothesis testing). However, whether *nonjudging* component should be included when defining mindfulness or not is still open to discussion, the findings of the present study revealed that this component does not seem to have an effect on job satisfaction, task performance, OCB, and CWB. Being nonjudgmental towards one's inner and outer experiences, in other words accepting

one's emotions, thoughts and other experiences as they are without criticizing them can be assumed to be the softest component of mindfulness, which is most likely to be related to overall positivity. That is why it is surprising that it did not show any associations with an attitudinal outcome like job satisfaction, which is very much likely to be affected by positive mood.

In additional analyses, all findings were incorporated for a full model testing and findings revealed that job satisfaction emerged as the second mediating mechanism in trait mindfulness-performance outcomes relationships. More specifically, the model in which self-regulation was mediating the mindfulness-task performance and mindfulness-OCB relationships, and job satisfaction was mediating the relationship between mindfulness and all three performance outcomes (i.e., task performance, OCB, CWB) provided excellent fit to the data. These findings are critical in the sense that they provide an understanding of how and why mindfulness affects employee performance in work settings.

Although it was not hypothesized, the emergence of job satisfaction as another mediating mechanism between trait mindfulness and job performance was no surprise. The dispositional side of job satisfaction was already reported (e.g., Bouchard Jr., 1992; Dormann & Zapf, 2001). In addition, considering the attitudinal outcomes associated with being mindful such as higher general self-efficacy (St. Charles, 2010), decreased emotional exhaustion (Hülshager et al., 2013), or engagement in more benign stress appraisals (Weinstein et al., 2009), it was not surprising that mindfulness predicted job satisfaction. Higher job satisfaction, in turn predicted better employee performance in all dimensions (i.e., task performance, OCB, CWB). This finding theoretically makes sense since job satisfaction and job performance relationship has been well established by previous research (e.g., Gunavathy & Ayswarya, 2011; Judge et al., 2001; Olusola, 2011).

Why these findings are important and how they contribute to literature are further discussed in the following sections.

4.3. Practical Implications

Organizations need high performers in order to succeed in the competitive work environment, making the job performance one of the most critical work

outcomes. Employees being their most valuable resource for success, obviously another important consideration of the organizations is employees' job satisfaction. Given the established relationships between these two work outcomes and mindfulness, perhaps it is time that employers pay even more attention to this concept. Although the variable that predicted job performance and job satisfaction in this study was mindfulness as a personality trait, research indicates that enhancing state mindfulness by repeated practice contributes to trait mindfulness such that people who practice are inclined to become more dispositionally mindful (Kiken et al., 2015). This means that mindfulness interventions are not just likely to enhance employees' state mindfulness, but also to enhance their dispositional mindfulness. An example to such interventions is Jon Kabat-Zinn's Mindfulness-Based Stress Reduction (MBSR) program, which has already been proved to reduce stress symptoms, increase focus on everyday activities (Hommes et al., 2013), improve self-regulation, self-compassion, and sleep quality (Frank et al., 2015). Even a brief 10-day self-guided mindfulness intervention was found to enhance daily mindfulness levels of the employees in addition to their sleep quality and sleep duration (Hülshager et al., 2015), which could encourage the organizations to use mindfulness interventions at least as supplements to health promotion activities at work.

Given the dispositional nature of the construct, mindfulness may also be worth considering in personnel selection decisions as long as its predictive validity is well-established by further research. Apparently, trait mindfulness is associated with important work outcomes including task performance, OCB, CWB, and job satisfaction. Considering the attentiveness and awareness that comes with mindfulness and consequentially enhanced self-regulation capacity, one might suggest that mindfulness could be especially worth assessing in selection processes of the jobs that require advanced self-regulation skills and focused attention.

4.4. Potential Contributions and Limitations of the Study

An important strength of the present study was that a comprehensive definition for mindfulness was used in order to see different components' effects on work outcomes of interest (i.e., job satisfaction, task performance, OCB, CWB). In order to include different components of mindfulness in the study, two measures of

mindfulness (i.e., MAAS and FFMQ) were combined. An alpha coefficient of .83 was reported for the translated scale. Increasing the confidence in the mindfulness ratings, all items loaded onto their own factors (i.e., awareness, nonreactivity, nonjudging) exactly as in their original scales. This means that the mindfulness measure was a solid one, which is a potential contribution of this study to Turkish literature since it paves the way to future studies that may adapt this scale to Turkish culture. In addition, multidimensional approach to this mindfulness scale helped seeing the differential contributions of *awareness*, *nonreactivity*, and *nonjudging* components to job performance and job satisfaction.

The sample was another strength of the current study. Enhancing the generalizability of the findings, the sample constituted of real life employees and was not limited to a certain sector but rather consisted of employees holding a broad range of jobs from different organizations and sectors. Moreover, gender was quite balanced with a women ratio of 49.8% for the employees and 55.6% for the supervisors.

Although the positive association of mindfulness with job satisfaction, task performance, and OCB, and its negative association with employee deviance were already established (Reb et al., 2013), mechanisms explaining how mindfulness is related to those outcomes were missing in the existing literature. In the present study, the role of self-regulation as a mediating mechanism between mindfulness and performance outcomes was investigated and confirmed for two of those outcomes (i.e., task performance and OCB). Moreover, job satisfaction emerged as another mediating mechanism in mindfulness and performance outcomes relationships. Considering the scarce literature on mindfulness and related work outcomes, these findings are substantial for the development of a theoretical framework, which might tell how and why mindfulness impacts critical work outcomes such as job performance. Overall, findings of this study would contribute to both the local literature since mindfulness has not been studied much in Turkey and to the worldwide emerging mindfulness literature in the field of I-O Psychology.

Despite the mentioned strengths and potential contributions, limitations of the present study need to be acknowledged. Common method bias is a potential limitation of this study. Although performance measures were gathered from both the employees themselves and their immediate supervisors, only self-report measures of performance yielded support for the hypothesis of the study. That is, significant relationships were

found between trait mindfulness and performance measures (i.e., task performance, OCB, and CWB) only when employees evaluated their own performance. Hence, because of the use of self-report measures in both collecting predictor and criterion data, common method bias poses a threat to the validity of the reported findings. However, there seems to be evidence suggesting that common method bias may not be a threat in the present findings. First, it is important to note that supervisory ratings and corresponding self-ratings of all three measures of performance correlated positively (see Table 2) although only for CWB ratings the observed correlation reached significance ($r = .33, p < .01$). Second, results of a confirmatory factor analysis further extenuated the concerns related to common method bias problem.

4.5. Directions for Future Research

Although mindfulness training programs have been consistently proved to induce positive outcomes (e.g., Hülshager et al., 2013; Gregoire & Lachance, 2015), the efficacy of these programs for organizations in terms of time and money spent might be questioned. That is why in future studies, optimal designs and time frames for such programs could be investigated. Perhaps, mindfulness programs could be adapted to different jobs or sectors as Frank et al. (2015) did for educators in their study. In addition, sustainability of the training results should be investigated in order to be able to make a statement about the true worth of the mindfulness training programs.

In the present study, three components of mindfulness (i.e., awareness, nonreactivity, nonjudging) emerged and were examined in terms of their differential effects on self-regulation, task performance, OCB, CWB, and job satisfaction. An area for future studies could be the improvement of this mindfulness scale considering the relatively low level of variance (39.79%) explained by these three components. Moreover, further research could be conducted to examine emerging mindfulness components' effects on different critical work outcomes like organizational commitment or work engagement. Depending on the established relationships between different components and work outcomes, training programs could be tailored, by focusing specifically on some components or leaving some out, in order to achieve specific goals or outcomes. For instance, considering that *nonjudging* component of

mindfulness failed to predict task performance in this study unlike *awareness* component, when the aim is to enhance task performance, the mindfulness training could be tailored to focus on enhancing participants' awareness levels rather than trying to teach them not to judge their inner experiences.

The current study revealed self-regulation and job satisfaction as two different mechanisms through which mindfulness affects performance outcomes. Although these findings are critical, future research should both attempt to replicate the present findings and investigate other mechanisms that might underlie the mindfulness-outcome relationships.

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Appendix A: Pilot Study - Questionnaire Package

BÖLÜM 1 - GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ODTÜ Endüstri Örgüt Psikolojisi yüksek lisans öğrencisi Sıla Çatalsakal tarafından, Prof. Dr. H. Canan Sümer danışmanlığında yürütülmektedir. Yüksek lisans tezi için yürütülecek olan bir araştırmanın ön aşaması olan bu çalışmada, araştırmada kullanılmak üzere Türkçe'ye adapte edilen ölçeklerin geçerlik ve güvenilirlik analizlerinin yapılması hedeflenmektedir.

Çalışma dahilinde sizden herhangi bir kimlik bilgisi istenmemektedir. Cevaplarınız tamamen gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler anonim olarak bilimsel yayımlarda kullanılacaktır.

Anket genel olarak günlük hayatınızdaki ve iş hayatınızdaki tutum ve davranışlarınızı araştıran maddeleri içermektedir. Anket soruları arasında kişisel rahatsızlık verecek bilgiler istenmemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp, çalışmaya katılmamakta serbestsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için aşağıdaki isimlere danışabilirsiniz.

Araştırmacı: Sıla Çatalsakal (Tel: 0 536 390 38 23, E-posta: silacatalsakal@hotmail.com)

Tez Danışmanı: Prof. Dr. H. Canan Sümer (Tel: 0 312 210 31 32, E-posta: hcanan@metu.edu.tr)

Aşağıdaki "Kabul ediyorum" butonuna basarak 18 yaşından büyük olduğunuzu, bu çalışmaya gönüllü olarak katıldığınızı, istediğiniz zaman yarıda kesip çıkabileceğinizi bildiğinizi ve verdiğiniz bilgilerin bilimsel amaçlı yayımlarda kullanılabileceğini onaylıyorsunuz. Önce "Kabul ediyorum" butonuna sonra da diğer sayfaya geçiş butonuna basarak ankete başlayabilirsiniz.

Kabul ediyorum

BÖLÜM 2 - DEMOGRAFİK BİLGİ

Cinsiyetiniz

Kadın

Erkek

Diğer (Lütfen belirtiniz) _____

Yaşınız _____

Eğitim durumunuz

İlköğretim mezunu

Lise mezunu

Üniversite öğrencisi

Üniversite mezunu

Lisansüstü öğrencisi

Lisansüstü mezunu

Diğer (Lütfen belirtiniz) _____

Gelir elde ettiğiniz herhangi bir işte çalışıyor musunuz?

Evet

Hayır

BÖLÜM 3 - MAAS & FFMQ

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
1. Bir duyguyu yaşadığım ancak belli bir süre geçene kadar bu duyguyu yaşadığının farkına varmadığım olur.					
2. Özensizlikten, dikkatsizlikten veya başka bir şey düşünmekten bir şeyler kırıp dökerim.					
3. Şu anda yaşananlara odaklanmakta güçlük çekerim.					
4. Gideceğim yere varmak için, yol boyunca neler tecrübe ettiğime dikkat etmeden hızlıca yürürüm.					
5. Gerçekten dikkatimi çekene kadar fiziksel gerginliğimin ya da rahatsızlığımın farkına varmam.					
6. Bir insanın ismini neredeyse bana ilk söylendiği anda unuturum.					
7. Ne yaptığımın çok fazla farkında olmadan, 'otomatikte çalışıyormuş' gibiyim.					
8. Çok fazla dikkatimi vermeden bir aktiviteden öbürüne hızla geçerim.					
9. Ulaşmaya çalıştığım hedefe öylesine odaklanırım ki, o hedefe ulaşmak için şu an yapmakta olduğum şeylerle bağlantım kopar.					
10. İş veya görevleri ne yaptığımın farkında olmadan otomatik olarak yaparım.					
11. Kendimi, bir kişiyi yarım kulakla dinlerken aynı zamanda başka şeyler yaparken bulurum.					
12. 'Otomatik pilota' bir yerlere gider, sonra oraya neden gittiğimi merak ederim.					
13. Kendimi geçmişe veya geleceğe takılmış halde bulduğum olur.					
14. Kendimi, dikkatimi vermeden bir şeyler yaparken bulurum.					
15. Herhangi bir şey yediğimin farkında olmadan atıştırırım.					
16. Kendimi mantığa aykırı veya uygunsuz duygular yaşadığım için eleştiririm.					

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
17. Hislerimi ve duygularımı, onlara tepki vermek zorunda kalmadan algılarımla.					
18. Hislerimi, içlerinde kaybolmadan izlerim.					
19. Kendime, hissettiğim şekilde hissetmemem gerektiğini söylerim.					
20. Bazı düşüncelerimin anormal ya da kötü olduğuna ve bu şekilde düşünmemem gerektiğine inanırım.					
21. Düşüncelerimin iyi veya kötü olduğuna dair yargılara varırım.					
22. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, “bir adım geri çekilir” ve o düşünce veya imgelerin esiri olmadan, onların farkına varırım.					
23. Zor durumlarda, anında tepki vermeden önce duraksayabilirim.					
24. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, çok geçmeden kendimi sakin hissederim.					
25. Kendime, düşündüğüm şekilde düşünmemem gerektiğini söylerim.					
26. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, bunlara tepki göstermeksizin yalnızca farkındalık yaşayabilirim.					
27. Bazı duygularımın kötü veya uygunsuz olduğunu ve bunları hissetmemem gerektiğini düşünürüm.					
28. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, onların yalnızca farkına varırım ve kafama takmam.					
29. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, düşüncenin/ingenin ne olduğuna bağlı olarak kendimi iyi ya da kötü olarak değerlendiririm.					
30. Mantığa aykırı fikirlerim olduğunda kendimi onaylamam.					

BÖLÜM 4 - SSRQ

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin sizin için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katlıyorum	5= Kesinlikle katlıyorum
1. Genellikle, hedeflerime yönelik gelişimimi takip ederim.					
2. Bazı şeyler ile ilgili karar vermekte zorlanırım.					
3. Dikkatim planladıklarımın kolayca uzaklaşır.					
4. Davranışlarımların etkilerini çok geç olana kadar fark etmem.					
5. Kendim için belirlediğim hedeflere ulaşabilirim.					
6. Karar vermeyi ertelerim.					
7. Bir şeyden (örn. alkol, yemek, tatlı) yeterli miktarda tükettiğimi fark etmek benim için zordur.					
8. Eğer değişmek istersem, bunu yapabileceğim konusunda kendime güveniyorum.					
9. Konu değişim hakkında karar vermeye gelince, seçenekler karşısında bunalmış hissedirim.					
10. Bir şey yapmaya karar verdikten sonra işi takip edip tamamlamak konusunda sıkıntı yaşıyorum.					
11. Hatalarımdan ders almıyorum gibiyim.					
12. İyi işleyen bir plana sadık kalabilirim.					
13. Genelde ders çıkarmam için bir hatayı bir kez yapmam yeterlidir.					
14. Gerçekleştirmeye çalıştığım kişisel standartlarım vardır.					
15. Bir durum veya zorlu bir durumla karşılaştığım anda, olası çözümler aramaya başlarım.					

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katılıyorum	5= Kesinlikle katılıyorum
16. Kendime hedefler koymakta çok zorlanırım.					
17. İradem oldukça yüksektir.					
18. Bir şeyi değiştirmeye çalışırken nasıl ilerlediğime çok dikkat ederim.					
19. Hedeflerime ulaşmama yardımcı olacak planlar yapmakta güçlük çekerim.					
20. Ayartılmaya/baştan çıkartılmaya karşı koyabilirim.					
21. Kendim için hedefler belirler ve gelişimimi takip ederim.					
22. Çoğu zaman yaptığım işe dikkatimi vermem.					
23. İşe yaramasa da aynı şeyi yapmaya devam etme eğilimindeyimdir.					
24. Bir şeyi değiştirmek istediğimde, genelde farklı seçenekler düşünebilirim.					
25. Bir hedefim olduğunda, genellikle ona nasıl ulaşacağımı planlayabilirim.					
26. Bir şeyi değiştirmek için karar verdiğimde, nasıl ilerlediğime çok dikkat ederim.					
27. Biri dikkatimi çekene kadar ne yaptığının çoğunlukla farkında olmam.					
28. Genellikle harekete geçmeden önce düşünürüm.					
29. Hatalarımdan ders alırım.					
30. Nasıl olmak istediğimi bilirim.					
31. Çabuk pes ederim.					

BÖLÜM 5 – CWB-C

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Mevcut işinizde aşağıdakilerden her birini ne sıklıkta gerçekleştirdiniz?

	1= Asla	2= Bir veya iki defa	3= Ayda bir veya iki defa	4= Haftada bir veya iki defa	5= Her gün
1. Kasıtlı olarak işvereninizin malzemelerini/gereçlerini boşa harcamak					
2. İş yerinizdeki önemsiz şeyler hakkında şikayet etmek					
3. İş yeriniz dışındaki insanlara çalıştığınız yerin çok kötü bir yer olduğunu söylemek					
4. İzin almadan işe geç gelmek					
5. Hasta olmadığınız halde öyle olduğunuzu söylemek ve işe gitmeyip evde kalmak					
6. İş yerinizden birini iş performansı hakkında aşağılamak					
7. İş yerinizden birinin özel hayatıyla ilgili dalga geçmek					
8. İş yerinizden birinin varlığını görmezden gelmek					
9. İş yerinizden biriyle münakaşa başlatmak					
10. İş yerinizden birini aşağılamak ve onunla dalga geçmek					

BÖLÜM 6 – JS

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Hiç katılmıyorum	2= Katılmıyorum	3= Biraz katılıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
1. İşim beni tatmin ediyor.					
2. İşimde yaptığım çalışmalar beni tatmin ediyor.					
3. İşimi seviyorum.					

ÇALIŞMAYA KATILDIĞINIZ İÇİN TEŞEKKÜR EDERİZ!

Appendix B: Combined Trait Mindfulness Scale (MAAS & FFMQ)

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
1. Bir duyguyu yaşadığım ancak belli bir süre geçene kadar bu duyguyu yaşadığının farkına varmadığım olur.					
2. Özensizlikten, dikkatsizlikten veya başka bir şey düşünmekten bir şeyler kırıp dökerim.					
3. Şu anda yaşananlara odaklanmakta güçlük çekerim.					
4. Gideceğim yere varmak için, yol boyunca neler tecrübe ettiğime dikkat etmeden hızlıca yürürüm.					
5. Gerçekten dikkatimi çekene kadar fiziksel gerginliğimin ya da rahatsızlığımın farkına varmam.					
6. Bir insanın ismini neredeyse bana ilk söylediği anda unuturum.					
7. Ne yaptığının çok fazla farkında olmadan, 'otomatikte çalışıyormuş' gibiyim.					
8. Çok fazla dikkatimi vermeden bir aktiviteden öbürüne hızla geçerim.					
9. Ulaşmaya çalıştığım hedefe öylesine odaklanırım ki, o hedefe ulaşmak için şu an yapmakta olduğum şeylerle bağlantım kopar.					
10. İş veya görevleri ne yaptığının farkında olmadan otomatik olarak yaparım.					
11. Kendimi, bir kişiyi yarım kulakla dinlerken aynı zamanda başka şeyler yaparken bulurum.					

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
12. 'Otomatik pilota' bir yerlere gider, sonra oraya neden gittiğimi merak ederim.					
13. Kendimi geçmişe veya geleceğe takılmış halde bulduğum olur.					
14. Kendimi, dikkatimi vermeden bir şeyler yaparken bulurum.					
15. Herhangi bir şey yediğimin farkında olmadan atıştırırım.					
16. Kendimi mantığa aykırı veya uygunsuz duygular yaşadığım için eleştiririm.					
17. Hislerimi ve duygularımı, onlara tepki vermek zorunda kalmadan algılarım.					
18. Hislerimi, içlerinde kaybolmadan izlerim.					
19. Kendime, hissettiğim şekilde hissetmemem gerektiğini söylerim.					
20. Bazı düşüncelerimin anormal ya da kötü olduğuna ve bu şekilde düşünmemem gerektiğine inanırım.					
21. Düşüncelerimin iyi veya kötü olduğuna dair yargılara varırım.					
22. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, "bir adım geri çekilir" ve o düşünce veya imgelerin esiri olmadan, onların farkına varırım.					
23. Zor durumlarda, anında tepki vermeden önce duraksayabilirim.					
24. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, çok geçmeden kendimi sakin hissederim.					
25. Kendime, düşündüğüm şekilde düşünmemem gerektiğini söylerim.					
26. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, bunlara tepki göstermeksizin yalnızca farkındalık yaşayabilirim.					

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
27. Bazı duygularımın kötü veya uygunsuz olduğunu ve bunları hissetmemem gerektiğini düşünürüm.					
28. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, onların yalnızca farkına varırım ve kafama takmam.					
29. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, düşüncenin/imgenin ne olduğuna bağlı olarak kendimi iyi ya da kötü olarak değerlendiririm.					
30. Mantığa aykırı fikirlerim olduğunda kendimi onaylamam.					

Appendix C: SSRQ

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin sizin için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katlıyorum	5= Kesinlikle katlıyorum
1. Genellikle, hedeflerime yönelik gelişimimi takip ederim.					
2. Bazı şeyler ile ilgili karar vermekte zorlanırım.					
3. Dikkatim planladıklarımdan kolayca uzaklaşır.					
4. Davranışlarımla etkilerini çok geç olana kadar fark etmem.					
5. Kendim için belirlediğim hedeflere ulaşabilirim.					
6. Karar vermeyi ertelerim.					
7. Bir şeyden (örn. alkol, yemek, tatlı) yeterli miktarda tükettiğimi fark etmek benim için zordur.					
8. Eğer değişmek istersem, bunu yapabileceğim konusunda kendime güveniyorum.					
9. Konu değişim hakkında karar vermeye gelince, seçenekler karşısında bunalmış hissederim.					
10. Bir şey yapmaya karar verdikten sonra işi takip edip tamamlamak konusunda sıkıntı yaşarım.					
11. Hatalarımdan ders almıyor gibiyim.					
12. İyi işleyen bir plana sadık kalabilirim.					
13. Genelde ders çıkarmam için bir hatayı bir kez yapmam yeterlidir.					
14. Gerçekleştirmeye çalıştığım kişisel standartlarım vardır.					
15. Bir durum veya zorlu bir durumla karşılaştığım anda, olası çözümler aramaya başlarım.					

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katılıyorum	5= Kesinlikle katılıyorum
16. Kendime hedefler koymakta çok zorlanırım.					
17. İradem oldukça yüksektir.					
18. Bir şeyi değiştirmeye çalışırken nasıl ilerlediğime çok dikkat ederim.					
19. Hedeflerime ulaşmama yardımcı olacak planlar yapmakta güçlük çekerim.					
20. Ayartılmaya/baştan çıkartılmaya karşı koyabilirim.					
21. Kendim için hedefler belirler ve gelişimimi takip ederim.					
22. Çoğu zaman yaptığım işe dikkatimi vermem.					
23. İşe yaramasa da aynı şeyi yapmaya devam etme eğilimindeyimdir.					
24. Bir şeyi değiştirmek istediğimde, genelde farklı seçenekler düşünebilirim.					
25. Bir hedefim olduğunda, genellikle ona nasıl ulaşacağımı planlayabilirim.					
26. Bir şeyi değiştirmek için karar verdiğimde, nasıl ilerlediğime çok dikkat ederim.					
27. Biri dikkatimi çekene kadar ne yaptığının çoğunlukla farkında olmam.					
28. Genellikle harekete geçmeden önce düşünürüm.					
29. Hatalarımdan ders alırım.					
30. Nasıl olmak istediğimi bilirim.					
31. Çabuk pes ederim.					

Appendix D: Self-Report CWB-C

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Mevcut işinizde aşağıdakilerden her birini ne sıklıkta gerçekleştirdiniz?

	1= Asla	2= Bir veya iki defa	3= Ayda bir veya iki defa	4= Haftada bir veya iki defa	5= Her gün
1. Kasıtlı olarak işverenin malzemelerini/gereçlerini boşa harcamak					
2. İş yerinizdeki önemsiz şeyler hakkında şikayet etmek					
3. İş yeriniz dışındaki insanlara çalıştığınız yerin çok kötü bir yer olduğunu söylemek					
4. İzin almadan işe geç gelmek					
5. Hasta olmadığınız halde öyle olduğunuzu söylemek ve işe gitmeyip evde kalmak					
6. İş yerinizden birini iş performansı hakkında aşağılamak					
7. İş yerinizden birinin özel hayatıyla ilgili dalga geçmek					
8. İş yerinizden birinin varlığını görmezden gelmek					
9. İş yerinizden biriyle münakaşa başlatmak					
10. İş yerinizden birini aşağılamak ve onunla dalga geçmek					

Appendix E: JDS – Global Job Satisfaction Subscale

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Hiç katılmıyorum	2= Katılmıyorum	3= Biraz katılıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
1. İşim beni tatmin ediyor.					
2. İşimde yaptığım çalışmalar beni tatmin ediyor.					
3. İşimi seviyorum.					

Appendix F: Self-Report Task Performance & OCB Scale

Aşağıdaki cümleler çalıştığınız kurumda sergilediğiniz performans hakkındaki görüşlerinizi yansıtmaktadır. Aşağıda sunulan her bir ifadenin sizin performansınızı ne derece yansıttığını verilen ölçek üzerinde işaretleyiniz.

<i>Çalıştığım kurumda;</i>	1= Hiç yansıtmıyor	2= Az yansıtıyor	3= Orta derecede yansıtıyor	4= Büyük ölçüde yansıtıyor	5= Tamamen yansıtıyor
1. Yüksek kalitede iş ortaya koymaktayım.					
2. İşimin esasını oluşturan ana görevlerimi başarıyla yerine getirmekteyim.					
3. İşimi yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktayım.					
4. İşimi başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi, görevlerimi yerine getirirken etkili bir şekilde kullanabilmekteyim.					
5. Görevlerimi yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
6. Görevlerimi yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
7. Kendi işimin bir parçası olmayan işleri de yapmak için gönüllü oluyordum.					
8. Kendi işlerimi yaparken büyük bir heves ve gayret içerisindeyim.					
9. Gerektiğinde çalışma arkadaşlarıma yardım etmekte ve onlarla işbirliği içerisinde çalışmaktayım.					
10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekteyim.					
11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktayım.					

Appendix G: Task Performance & OCB Scale (Supervisory Form)

Aşağıdaki cümleler astınızın kurumunuzda sergilediği performans hakkındaki görüşlerinizi yansıtmaktadır. Aşağıda sunulan her bir ifadenin astınızın performansını ne derece yansıttığını verilen ölçek üzerinde işaretleyiniz.

<i>Yukarıda ismini belirttiğim astım;</i>	1= Hiç yansıtmıyor	2= Az yansıtıyor	3= Orta derecede yansıtıyor	4= Büyük ölçüde yansıtıyor	5= Tamamen yansıtıyor
1. Yüksek kalitede iş ortaya koymaktadır.					
2. İşinin esasını oluşturan ana görevlerini başarıyla yerine getirmektedir.					
3. İşini yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktadır.					
4. İş başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi görevlerini yerine getirirken etkili bir şekilde kullanabilmektedir.					
5. Görevlerini yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmektedir.					
6. Görevlerini yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmektedir.					
7. Kendi işinin bir parçası olmayan işleri de yapmak için gönüllü olmaktadır.					
8. Kendi işlerini yaparken büyük bir heves ve gayret içerisinde.					
9. Gerektiğinde çalışma arkadaşlarına yardım etmekte ve onlarla işbirliği içerisinde çalışmaktadır.					
10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermektedir.					
11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktadır.					

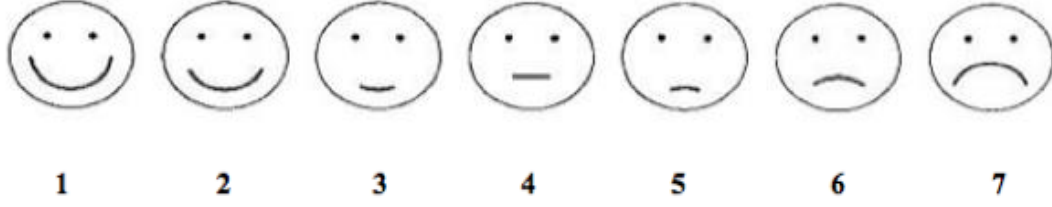
Appendix H: CWB-C (Supervisory Form)

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen maddeleri dikkatlice okuyunuz ve astınızdaki bekleyeceğiniz davranış biçimini düşünerek en uygun cevabı veriniz.

<i>Yukarıda ismini belirttiğim astımın aşağıda belirtilen davranışı gerçekleştirme beklenebilir;</i>	1 = Asla	2 = Bir veya iki defa	3 = Ayda bir veya iki defa	4 = Haftada bir veya iki defa	5 = Her gün
1. Kasıtlı olarak işverenin malzemelerini/gereçlerini boşa harcaması					
2. İşyerindeki önemsiz şeyler hakkında şikayet etmesi					
3. İşyeri dışındaki insanlara çalıştığı yerin çok kötü bir yer olduğunu söylemesi					
4. İzin almadan işe geç gelmesi					
5. Hasta olmadığı halde öyle olduğunu söylemesi ve işe gitmeyip evde kalması					
6. İş yerinden birini iş performansı hakkında aşağılaması					
7. İş yerinden birinin özel hayatıyla ilgili dalga geçmesi					
8. İş yerinden birinin varlığını görmezden gelmesi					
9. İş yerinden biriyle münakaşa başlatması					
10. İş yerinden birini aşağılamasını ve onunla dalga geçmesi					

Appendix I: Kunin's Faces Scale of Job Satisfaction

Lütfen aşağıdaki ifadelerden genel olarak işinizden ne derece memnun olduğunuzu en iyi temsil eden yüz ifadesini belirleyerek altında yazan rakamı işaretleyiniz.



Appendix J: Main Study- Questionnaire Package For The Employees

BÖLÜM 1 - GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ODTÜ Endüstri Örgüt Psikolojisi yüksek lisans öğrencisi Sıla Çatalsakal tarafından, Prof. Dr. H. Canan Sümer danışmanlığında yürütülmektedir. Yüksek lisans tezi olarak yürütülen bu çalışma, çalışan yetişkinlerin bilinçli farkındalıklarının iş performans ve iş tatminleri üzerine etkisini araştırmaktadır.

İzleyen bölümlerde onay verdiğiniz takdirde amirinizden iş performansınız hakkında bir değerlendirmeniz alınacak ve bu değerlendirme siz de dahil olmak üzere kimseyle paylaşılmayacaktır. Amirinizden sizinle ilgili bilgi alınması için onay verirsiniz kimlik bilgileriniz ve amirinizin kimlik bilgileri istenecektir. Bu kimlik bilgisi, yalnızca amirinizden alınacak olan performans verilerinizi cevaplarınızla eşleştirmek amacıyla kullanılacaktır. Eşleştirme işlemi tamamlandıktan sonra kimlik bilgileriniz silinecektir. Cevaplarınız tamamen gizli tutulacak, ne amirinizle ne de bir başka katılımcıyla kesinlikle paylaşılmayacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler anonim olarak bilimsel yayımlarda kullanılacaktır.

Anket genel olarak günlük hayatınızdaki ve iş hayatınızdaki tutum ve davranışlarınızı araştıran maddeleri içermektedir. Anket soruları arasında kişisel rahatsızlık verecek bilgiler istenmemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp, çalışmaya katılmamakta serbestsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için aşağıdaki isimlere danışabilirsiniz.

Araştırmacı: Sıla Çatalsakal (Tel: 0 536 390 38 23, E-posta: silacatalsakal@hotmail.com)

Tez Danışmanı: Prof. Dr. H. Canan Sümer (Tel: 0 312 210 31 32, E-posta: hcanan@metu.edu.tr)

Aşağıdaki "Kabul ediyorum" butonuna basarak 18 yaşından büyük olduğunuzu, bu çalışmaya gönüllü olarak katıldığınızı, istediğiniz zaman yarıda kesip çıkabileceğinizi bildiğinizi ve verdiğiniz bilgilerin bilimsel amaçlı yayımlarda kullanılabileceğini onaylıyorsunuz. Önce "Kabul ediyorum" butonuna sonra da diğer sayfaya geçiş butonuna basarak ankete başlayabilirsiniz.

Kabul ediyorum

.....

BÖLÜM 2 – DEMOGRAFİK BİLGİ

Cinsiyetiniz

- Kadın
 Erkek
 Diğer (Lütfen belirtiniz) _____

Yaşınız _____

Eğitim durumunuz

- İlköğretim mezunu
 Lise mezunu
 Üniversite öğrencisi
 Üniversite mezunu
 Lisansüstü öğrencisi
 Lisansüstü mezunu
 Diğer (Lütfen belirtiniz) _____

Mesleğiniz _____

Ünvanınız _____

Çalıştığınız sektör _____

Çalıştığınız kurumun adı _____

Çalıştığınız pozisyondaki tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Çalıştığınız kurumdaki tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Toplam tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Amirinizden sizinle ilgili bilgi alınmasını onaylıyor musunuz?

- Evet
 Hayır

Evet ise;

Adınız ve soyadınız

Amirinizin adı ve soyadı

.....

BÖLÜM 3 – MAAS & FFMQ

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
1. Bir duyguyu yaşadığım ancak belli bir süre geçene kadar bu duyguyu yaşadığımın farkına varmadığım olur.					
2. Özensizlikten, dikkatsizlikten veya başka bir şey düşünmekten bir şeyler kırıp dökerim.					
3. Şu anda yaşananlara odaklanmakta güçlük çekerim.					

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
4. Gideceğim yere varmak için, yol boyunca neler tecrübe ettiğime dikkat etmeden hızlıca yürürüm.					
5. Gerçekten dikkatimi çekene kadar fiziksel gerginliğimin ya da rahatsızlığımın farkına varmam.					
6. Bir insanın ismini neredeyse bana ilk söylendiği anda unuturum.					
7. Ne yaptığının çok fazla farkında olmadan, 'otomatikte çalışıyormuş' gibiyim.					
8. Çok fazla dikkatimi vermeden bir aktiviteden öbürüne hızla geçerim.					
9. Ulaşmaya çalıştığım hedefe öylesine odaklanırım ki, o hedefe ulaşmak için şu an yapmakta olduğum şeylerle bağlantım kopar.					
10. İş veya görevleri ne yaptığının farkında olmadan otomatik olarak yaparım.					
11. Kendimi, bir kişiyi yarım kulakla dinlerken aynı zamanda başka şeyler yaparken bulurum.					
12. 'Otomatik pilota' bir yerlere gider, sonra oraya neden gittiğimi merak ederim.					
13. Kendimi geçmişe veya geleceğe takılmış halde bulduğum olur.					
14. Kendimi, dikkatimi vermeden bir şeyler yaparken bulurum.					
15. Herhangi bir şey yediğimin farkında olmadan atıştırırım.					
16. Kendimi mantığa aykırı veya uygunsuz duygular yaşadığım için eleştiririm.					
17. Hislerimi ve duygularımı, onlara tepki vermek zorunda kalmadan algılarım.					
18. Hislerimi, içlerinde kaybolmadan izlerim.					
19. Kendime, hissettiğim şekilde hissetmem gerektiğini söylerim.					

	1= Neredeyse her zaman	2= Çok sıklıkla	3= Bazen	4= Nadiren	5= Neredeyse hiçbir zaman
20. Bazı düşüncelerimin anormal ya da kötü olduğuna ve bu şekilde düşünmem gerektiğine inanırım.					
21. Düşüncelerimin iyi veya kötü olduğuna dair yargılara varırım.					
22. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, “bir adım geri çekilir” ve o düşünce veya imgelerin esiri olmadan, onların farkına varırım.					
23. Zor durumlarda, anında tepki vermeden önce duraksayabilirim.					
24. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, çok geçmeden kendimi sakin hissederim.					
25. Kendime, düşündüğüm şekilde düşünmem gerektiğini söylerim.					
26. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, bunlara tepki göstermeksizin yalnızca farkındalık yaşayabilirim.					
27. Bazı duygularımın kötü veya uygunsuz olduğunu ve bunları hissetmem gerektiğini düşünürüm.					
28. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, onların yalnızca farkına varırım ve kafama takmam.					
29. Sıkıntı veren düşüncelere veya imgelere sahip olduğumda, düşüncenin/imgenin ne olduğuna bağlı olarak kendimi iyi ya da kötü olarak değerlendiririm.					
30. Mantığa aykırı fikirlerim olduğunda kendimi onaylamam.					

BÖLÜM 4 - SSRQ

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin sizin için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katlıyorum	5= Kesinlikle katlıyorum
1. Genellikle, hedeflerime yönelik gelişimimi takip ederim.					
2. Bazı şeyler ile ilgili karar vermekte zorlanırım.					
3. Dikkatim planladıklarımın kolayca uzaklaşır.					
4. Davranışlarımın etkilerini çok geç olana kadar fark etmem.					
5. Kendim için belirlediğim hedeflere ulaşabilirim.					
6. Karar vermeyi ertelerim.					
7. Bir şeyden (örn. alkol, yemek, tatlı) yeterli miktarda tükettiğimi fark etmek benim için zordur.					
8. Eğer değişmek istersem, bunu yapabileceğim konusunda kendime güveniyorum.					
9. Konu değişim hakkında karar vermeye gelince, seçenekler karşısında bunalmış hissedirim.					
10. Bir şey yapmaya karar verdikten sonra işi takip edip tamamlamak konusunda sıkıntı yaşıyorum.					
11. Hatalarımdan ders almıyorum gibiyim.					
12. İyi işleyen bir plana sadık kalabilirim.					
13. Genelde ders çıkarmam için bir hatayı bir kez yapmam yeterlidir.					
14. Gerçekleştirmeye çalıştığım kişisel standartlarım vardır.					
15. Bir durum veya zorlu bir durumla karşılaştığım anda, olası çözümler aramaya başlarım.					

	1= Kesinlikle katılmıyorum	2= Katılmıyorum	3= Kararsızım	4= Katılıyorum	5= Kesinlikle katılıyorum
16. Kendime hedefler koymakta çok zorlanırım.					
17. İradem oldukça yüksektir.					
18. Bir şeyi değiştirmeye çalışırken nasıl ilerlediğime çok dikkat ederim.					
19. Hedeflerime ulaşmama yardımcı olacak planlar yapmakta güçlük çekerim.					
20. Ayartılmaya/baştan çıkartılmaya karşı koyabilirim.					
21. Kendim için hedefler belirler ve gelişimimi takip ederim.					
22. Çoğu zaman yaptığım işe dikkatimi vermem.					
23. İşe yaramasa da aynı şeyi yapmaya devam etme eğilimindeyimdir.					
24. Bir şeyi değiştirmek istediğimde, genelde farklı seçenekler düşünebilirim.					
25. Bir hedefim olduğunda, genellikle ona nasıl ulaşacağımı planlayabilirim.					
26. Bir şeyi değiştirmek için karar verdiğimde, nasıl ilerlediğime çok dikkat ederim.					
27. Biri dikkatimi çekene kadar ne yaptığının çoğunlukla farkında olmam.					
28. Genellikle harekete geçmeden önce düşünürüm.					
29. Hatalarımdan ders alırım.					
30. Nasıl olmak istediğimi bilirim.					
31. Çabuk pes ederim.					

BÖLÜM 5 – TP & OCB

Aşağıdaki cümleler çalıştığınız kurumda sergilediğiniz performans hakkındaki görüşlerinizi yansıtmaktadır. Aşağıda sunulan her bir ifadenin sizin performansınızı ne derece yansıttığını verilen ölçek üzerinde işaretleyiniz.

<i>Çalıştığım kurumda;</i>	1= Hiç yansıtmıyor	2= Az yansıtıyor	3= Orta derecede yansıtıyor	4= Büyük ölçüde yansıtıyor	5= Tamamen yansıtıyor
1. Yüksek kalitede iş ortaya koymaktayım.					
2. İşimin esasını oluşturan ana görevlerimi başarıyla yerine getirmekteyim.					
3. İşimi yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktayım.					
4. İş başarıyla bir şekilde yapabilmek için gerekli teknik bilgiyi, görevlerimi yerine getirirken etkili bir şekilde kullanabilmekteyim.					
5. Görevlerimi yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
6. Görevlerimi yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmekteyim.					
7. Kendi işimin bir parçası olmayan işleri de yapmak için gönüllü oluyordum.					
8. Kendi işlerimi yaparken büyük bir heves ve gayret içerisindeyim.					
9. Gerekliğinde çalışma arkadaşlarıma yardım etmekte ve onlarla işbirliği içerisinde çalışmaktayım.					
10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermekteyim.					
11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktayım.					

BÖLÜM 6 – CWB-C

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Mevcut işinizde aşağıdakilerden her birini ne sıklıkta gerçekleştirdiniz?

	1= Asla	2= Bir veya iki defa	3= Ayda bir veya iki defa	4= Haftada bir veya iki defa	5= Her gün
1. Kasıtlı olarak işverenin malzemelerini/gereçlerini boşa harcamak					
2. İş yerinizdeki önemsiz şeyler hakkında şikayet etmek					
3. İş yeriniz dışındaki insanlara çalıştığınız yerin çok kötü bir yer olduğunu söylemek					
4. İzin almadan işe geç gelmek					
5. Hasta olmadığınız halde öyle olduğunuzu söylemek ve işe gitmeyip evde kalmak					
6. İş yerinizden birini iş performansı hakkında aşağılamak					
7. İş yerinizden birinin özel hayatıyla ilgili dalga geçmek					
8. İş yerinizden birinin varlığını görmezden gelmek					
9. İş yerinizden biriyle münakaşa başlatmak					
10. İş yerinizden birini aşağılamak ve onunla dalga geçmek					

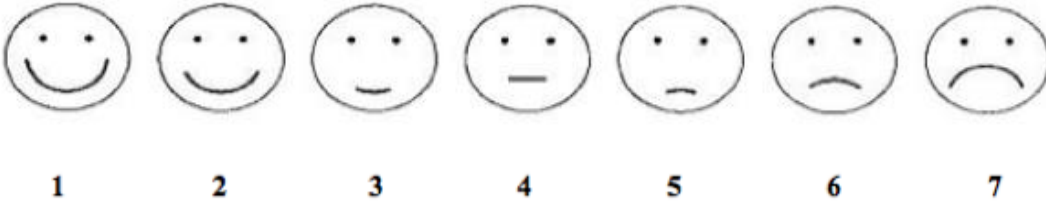
BÖLÜM 7 - JS

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen soruları dikkatlice okuyup size en uygun olduğunu düşündüğünüz cevabı veriniz.

Lütfen sıralanan her bir maddenin mevcut işiniz için geçerliliğini değerlendiriniz ve bu değerlendirmeyi aşağıda sunulan 5 basamaklı ölçek üzerinde en uygun gördüğünüz sayıyı işaretleyerek belirtiniz.

	1= Hiç katılmıyorum	2= Katılmıyorum	3= Biraz katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
1. İşim beni tatmin ediyor.					
2. İşimde yaptığım çalışmalar beni tatmin ediyor.					
3. İşimi seviyorum.					

Lütfen aşağıdaki ifadelerden genel olarak işinizden ne derece memnun olduğunuzu en iyi temsil eden yüz ifadesini belirleyerek altında yazan rakamı işaretleyiniz.



ÇALIŞMAYA KATILDIĞINIZ İÇİN TEŞEKKÜR EDERİZ!

Appendix K: Main Study - Questionnaire Package For The Supervisors

BÖLÜM 1 - GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ODTÜ Endüstri Örgüt Psikolojisi yüksek lisans öğrencisi Sıla Çatalsakal tarafından, Prof. Dr. H. Canan Sümer danışmanlığında yürütülmektedir. Yüksek lisans tezi olarak yürütülen bu çalışma, çalışan yetişkinlerin bilinçli farkındalıklarının iş performans ve iş tatminleri üzerine etkisini araştırmaktadır.

Çalışma dahilinde sizden herhangi bir kimlik bilgisi istenmemekle birlikte, verdiğiniz yanıtları astlarınızdan toplanan verilerle eşleyebilmek adına astlarınızın ismini belirtmeniz beklenmektedir. Tarafınızdan verilen yanıtlar ne astınızla ne de bir başka katılımcıyla kesinlikle paylaşılmayacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler anonim olarak bilimsel yayımlarda kullanılacaktır.

Anket astınızın iş hayatındaki tutum, davranış ve performansını araştıran maddeleri içermektedir. Anket soruları arasında kişisel rahatsızlık verecek bilgiler istenmemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp, çalışmaya katılmamakta serbestsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için aşağıdaki isimlere danışabilirsiniz.

Araştırmacı: Sıla Çatalsakal (Tel: 0 536 390 38 23, E-posta: silacatalsakal@hotmail.com)

Tez Danışmanı: Prof. Dr. H. Canan Sümer (Tel: 0 312 210 31 32, E-posta: hcanan@metu.edu.tr)

Aşağıdaki "Kabul ediyorum" butonuna basarak 18 yaşından büyük olduğunuzu, bu çalışmaya gönüllü olarak katıldığınızı, istediğiniz zaman yarıda kesip çıkabileceğinizi bildiğinizi ve verdiğiniz bilgilerin bilimsel amaçlı

yayımlarda kullanılabileceğini onaylıyorsunuz. Önce "Kabul ediyorum" butonuna sonra da diğer sayfaya geçiş butonuna basarak ankete başlayabilirsiniz.

Kabul ediyorum

.....

BÖLÜM 2 – DEMOGRAFİK BİLGİ

Cinsiyetiniz

- Kadın
 Erkek
 Diğer (Lütfen belirtiniz) _____

Yaşınız _____

Eğitim durumunuz

- İlköğretim mezunu
 Lise mezunu
 Üniversite öğrencisi
 Üniversite mezunu
 Lisansüstü öğrencisi
 Lisansüstü mezunu
 Diğer (Lütfen belirtiniz) _____

Mesleğiniz _____

Ünvanınız _____

Çalıştığınız sektör _____

Çalıştığınız kurumun adı _____

Çalıştığınız pozisyondaki tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Çalıştığınız kurumdaki tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Toplam tecrübeniz (Ay veya yıl cinsinden belirtebilirsiniz)

Değerlendireceğiniz astınızın adı ve soyadı

BÖLÜM 3 – TP & OCB

Aşağıdaki cümleler astınızın kurumunuzda sergilediği performans hakkındaki görüşlerinizi yansıtmaktadır. Aşağıda sunulan her bir ifadenin astınızın performansını ne derece yansıttığını verilen ölçek üzerinde işaretleyiniz.

<i>Yukarıda ismini belirttiğim astım;</i>	1= Hiç yansıtmıyor	2= Az yansıtıyor	3= Orta derecede yansıtıyor	4= Büyük ölçüde yansıtıyor	5= Tamamen yansıtıyor
1. Yüksek kalitede iş ortaya koymaktadır.					
2. İşinin esasını oluşturan ana görevlerini başarıyla yerine getirmektedir.					
3. İşini yaparken zamanı verimli bir şekilde kullanabilmekte ve iş planlarına bağlı kalmaktadır.					
4. İşini başarılı bir şekilde yapabilmek için gerekli teknik bilgiyi görevlerini yerine getirirken etkili bir şekilde kullanabilmektedir.					

	1= Hiç yansıtıyor	2= Az yansıtıyor	3= Orta derecede yansıtıyor	4= Büyük ölçüde yansıtıyor	5= Tamamen yansıtıyor
5. Görevlerini yerine getirirken sözlü iletişim becerisini etkili bir şekilde kullanabilmektedir.					
6. Görevlerini yerine getirirken yazılı iletişim becerisini etkili bir şekilde kullanabilmektedir.					
7. Kendi işinin bir parçası olmayan işleri de yapmak için gönüllü olmaktadır.					
8. Kendi işlerini yaparken büyük bir heves ve gayret içerisinde.					
9. Gerekğinde çalışma arkadaşlarına yardım etmekte ve onlarla işbirliği içerisinde çalışmaktadır.					
10. Kurum kurallarını ve prosedürlerini onaylamakta ve bunlara uyum göstermektedir.					
11. Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktadır.					

BÖLÜM 4 – CWB-C

Aşağıdaki soruların doğru ya da yanlış cevapları yoktur. Lütfen maddeleri dikkatlice okuyunuz ve astınızdaki bekleyeceğiniz davranış biçimini düşünerek en uygun cevabı veriniz.

<i>Yukarıda ismini belirttiğim astımın aşağıda belirtilen davranışı gerçekleştirme beklenebilir;</i>	1= Asla	2= Bir veya iki defa	3= Ayda bir veya iki defa	4= Haftada bir veya iki defa	5= Her gün
1. Kasıtlı olarak işverenin malzemelerini/gereçlerini boşa harcaması					
2. İşyerindeki önemsiz şeyler hakkında şikayet etmesi					

	1= Asla	2= Bir veya iki defa	3= Ayda bir veya iki defa	4= Haftada bir veya iki defa	5= Her gün
3. İşyeri dışındaki insanlara çalıştığı yerin çok kötü bir yer olduğunu söylemesi					
4. İzin almadan işe geç gelmesi					
5. Hasta olmadığı halde öyle olduğunu söylemesi ve işe gitmeyip evde kalması					
6. İş yerinden birini iş performansı hakkında aşağılaması					
7. İş yerinden birinin özel hayatıyla ilgili dalga geçmesi					
8. İş yerinden birinin varlığını görmezden gelmesi					
9. İş yerinden biriyle münakaşa başlatması					
10. İş yerinden birini aşağılamasını ve onunla dalga geçmesi					

ÇALIŞMAYA KATILDIĞINIZ İÇİN TEŞEKKÜR EDERİZ!

Appendix L: Tezin Türkçe Özeti / Turkish Summary

Son yıllarda yapılan arařtırmalar, bilinçli farkındalığın, duygusal, psikolojik ve sosyal refahta artış (Howell, Digdon, & Buro, 2010; Weinstein, Brown, & Ryan, 2009) ve psikolojik sıkıntı ve stres seviyesinde düşüş (Bowlin & Baer, 2012; Kiken & Shook, 2012) gibi olumlu sonuçlarına dikkat çekiyor. Bilinçli farkındalık konseptine gösterilen arařtırma ilgisi artmış olsa da, bu ilgi çoğunlukla klinik psikoloji alanında kısıtlı kalmış durumda (ör., Bowlin & Baer, 2012; Kiken & Shook, 2012). Bilinçli farkındalığın iş deęişkenleri ile ilişkisini incelemiş olan bazı arařtırmalar olsa da (ör., Reb, Narayanan, & Chaturvedi, 2014; Roche, Haar, & Luthans, 2014), genel olarak bu konseptin iş yaşamındaki yeri hakkında yapılan arařtırma sayısı sınırlı. Hedeflerinden biri bu kısıtlı yazına katkı sağlamak olan bu çalışma, bir kişilik özellięi olarak bilinçli farkındalığın iş yaşamındaki yerini arařtırmayı hedeflemekte ve bu doğrultuda bilinçli farkındalığın, Endüstri Örgüt Psikolojisi için kritik olan iş deęişkenleri üzerindeki etkisini incelemektedir.

İş doyumunu ve iş performansının, kurumlar için en önemli deęişkenlerden ikisi olduęu söylenebilir (Bono & Judge, 2003; Dormann & Zapf, 2001). Bu çalışmada, bilinçli farkındalığın, kurumlar için gerçekten dikkate almaya deęer olup olmadıęını arařtırmak üzere, bu deęişkenin iş doyumunu ve üç performans çıktısı olan görev performansı, örgütsel vatandaşlık davranışı (ÖVD) ve üretkenlik karşıtı iş davranışı (ÜKİD) üzerine etkisi incelenmiştir. Bilinçli farkındalığın bilişsel, psikolojik ve fiziksel faydalarını ortaya koyan çalışmaların (ör., Schutte & Malouff, 2011; Howell ve ark., 2010; Rasmussen & Pidgeon, 2011) yanında, kısıtlı da olsa, iş yaşamında da faydalarını ortaya koyan çalışmalar (ör., Frank ve ark., 2015; Hülsheger ve ark., 2013) baz alındığında, bu çalışmada bilinçli farkındalığın, iş tatmini, görev performansı ve ÖVD ile pozitif bir ilişki göstermesi, ÜKİD ile ise negatif bir ilişki göstermesi beklentisi ortaya çıkmıştır.

Bilinçli farkındalık, bireylerin özsaygılarını, öz-deęerlendirmelerini ve egolarını, içsel ve dışsal tecrübelerinden ayrı tutmalarını sağlayarak objektif bir üst-farkındalık yaratır (Glomb ve ark., 2011). Bireyin egosu ve özsaygısı tecrübelerinden ayrı tutulduęu için, yaşanan negatif içsel ve dışsal olayların, kişinin kendine bakışını tehdit etme olasılıęı daha düşük olacaktır. Bunu destekler nitelikteki bulgular, bilinçli farkındalığın negatif duygudurum (Creswell ve ark., 2007) ve duygusal

tükenme (Hülshager ve ark., 2013) ile olan negatif ilişkisini ve yapıcı stres değerlendirmelerinde bulunma davranışı (Weinstein ve ark., 2009), özsaygı (Pepping ve ark., 2013), özyeterlik (St. Charles, 2010) ve genel refah (Howell ve ark., 2010) ile pozitif ilişkisini ortaya koymaktadır. İş doyumunu, tutuma yönelik bir iş çıktısı olduğundan, bu duygusal, tutumsal ve kişilikle alakalı değişkenler tarafından etkilenmesi oldukça muhtemeldir. Bu varsayımla tutarlı olarak, hizmet sektöründe yapılan bir çalışma, bilinçli farkındalık ve iş doyumunu arasındaki pozitif ilişkiyi ortaya koymaktadır (Hülshager ve ark., 2013). Literatür bulguları ve ortaya konan bağlantılar dikkate alındığında, bu çalışmada bilinçli farkındalığın çalışanların iş doyumunu ile direkt bir ilişki göstermesi beklentisi ortaya çıkmıştır.

İş doyumunun aksine, doğası gereği davranışsal bir iş çıktısı olan iş performansını etkilemek için kişinin, bilinçli farkındalığa eşlik ettiği varsayılan dikkatli ve pozitif bir zihin yapısından daha fazlasına, davranışlarını düzenleyecek bir kontrol mekanizmasına ihtiyacı olacaktır. Bu araştırmada, öz-düzenlemenin, bilinçli farkındalığın iş performansı üzerindeki etkisini göstermesinde etkili bir aracı değişken olacağı önerisi getirilmiştir. Kişiler, düşünce ve davranışlarını, bir standart, norm, ideal ya da hedefle uyumlu hale getirmek için öz-düzenleme kapasitelerini kullanırlar. Öz-düzenlemenin önemli bir bileşeni olan *gözlemleme*, bireyin yaşadığı içsel ve dışsal tecrübelerle dikkatini vermesini gerektirir (Forgas ve ark., 2009). Bilinçli farkındalık, yüksek dikkat ve farkındalık ile alakalı olduğundan, bu çalışmada, bilinçli farkındalığı yüksek olan kişilerin, öz-düzenleme kapasitelerinin de daha yüksek olacağı varsayımında bulunulmuştur. Bu varsayım var olan yazın tarafından da desteklenmekte, araştırmalar iki olgunun ilişkisini ortaya koymaktadır (ör., Hölzel ve ark., 2011a; Teper ve ark., 2013; Jimenez ve ark., 2010).

Hedefe yönelik davranışlarda bulunabilmek için zihinsel kaynaklar etkili bir biçimde kullanılmalıdır ve bunu yapabilmek için bilişsel kontrol gerekir (Mackie ve ark., 2013). Bir görevi yerine getirirken, insanlar yönetici kontrol, yönetici dikkat ve çalışma belleği gibi farklı bilişsel kontrol değişkenlerine ihtiyaç duyar (Butler ve ark., 2011). Bilinçli farkındalığın bu kontrol mekanizmalarını ve dikkat kaynaklarını iyileştirdiği var olan bulgular arasındadır (ör., Teper ve ark., 2013; Walsh ve ark., 2009; Zeidan ve ark., 2010). Bunlara ek olarak çalışmalar bilinçli farkındalığın otomatik tepkileri azalttığı, dikkat fonksiyonlarını iyileştirdiği, bilişsel esnekliği (Moore & Malinowski, 2009) ve sebat etmeyi arttırdığını (Evans ve ark., 2009)

göstermektedir. Tüm bu çıktılar, bireylerin görev performansını olumlu yönde etkileyebilecek değişkenlerdir. Bu doğrultuda, bilinçli farkındalığı yüksek bireylerin, görev performanslarının daha iyi olması beklentisi doğmuştur. Uzun vadeli planlar yapmak ve onları sürdürmek (Baumeister & Vohs, 2003), başarısızlık durumunda dahi vazifeye devam etmek (Baumeister, 2000), hedef koymak, önceliklendirme yapmak ve zamanı etkin yönetmek (Leach ve ark., 2005) gibi iş performansı etkileyecek değişkenler bir kontrol mekanizması olan öz-düzenlemeyi gerektirir. Bu yüzden bu çalışmada, bilinçli farkındalık – görev performansı ilişkisinin öz-düzenleme aracılığıyla gerçekleşeceği önerilmiştir.

Glomb ve arkadaşları (2011), bilinçli farkındalığın artan empati aracılığıyla örgütsel vatandaşlık davranışına yol açacağı önerisinde bulunmuşlardır. Bilinçli farkındalığın, genel bir pozitif durum içinde olmayı getirmesi ve ÖVD'yi etkileyen değişkenlerin kişinin tutumu ve sosyal süreçler olması, bu iki değişkenin birbirleriyle alakalı olma ihtimalini arttırmaktadır. Bilinçli farkındalığın, daha yüksek iletişim kalitesi (Barnes ve ark., 2007), farklı bakış açılarıyla bakabilme yetisi (Hölzel ve ark., 2011b) ve yıkıcı değil, yapıcı baş etme stratejilerini daha sık kullanma (Weinstein ve ark., 2009) ile alakalı olduğu literatür bulguları arasındadır. Tüm bu değişkenler, iş yerlerinde ÖVD'yi arttıracı değişkenlerdir. Kurumlarda ÖVD'yi anlamlandırmaya yönelik çalışmalarında öz-düzenlemeyi temel alan Bolino ve arkadaşları (2012), çalışanların örgütsel vatandaşlık davranışlarında bulunurken bazı öz-düzenleme aşamalarından geçtiklerine dikkat çekmişlerdir. Yazarlara göre, çalışanlar önce benlik algılarını ve örgütsel vatandaşlık motivasyonlarını yansıtan hedefler belirlerler. İkinci aşamada, bu hedefler üzerine aksiyona geçer ve örgütsel vatandaşlık davranışlarında bulunurlar. Son aşamada çalışanlar, belirledikleri hedefe yönelik değerlendirmeler yapar ve devam etmek mi, durmak mı yoksa davranışlarını değiştirmek mi istediklerine karar vermeye çalışırlar. Kısacası çalışanlar iş çevrelerine daha iyi adapte olmak ve daha faydalı tepkiler vermek üzere örgütsel vatandaşlık davranışlarında bulunmak için davranışlarını düzenlemek zorundadırlar. Bu doğrultuda, bu çalışmada bilinçli farkındalık ve ÖVD arasında pozitif bir ilişki bulunacağı ve öz-düzenlemenin bu ilişkide aracı değişken olacağı önerilmiştir.

Bilinçli farkındalığı yüksek insanların diğerlerine kıyasla daha yüksek etik standartlara sahip oldukları ve daha az etik ihlalinde buldukları literatür bulguları arasındadır (Ruedy & Schweitzer, 2010). Bilinçli farkındalık aynı zamanda, etkin öz-

düzenleme ile engellenebilecek olan, dürtüsellik (Fetterman ve ark., 2010) ve saldırganlık (Heppner ve ark., 2008) gibi üretkenlik karşıtı iş davranışlarına sebep olabilecek değişkenlerle ya da madde kullanımı (Karyad, ve ark., 2014), kumar bağımlılığı (Lakey ve ark., 2008), alkol bağımlılığı (Ostafin ve ark., 2013) gibi üretkenlik karşıtı iş davranışlarının kendileriyle negatif ilişkiler göstermektedir. Öz-düzenleme ve ÜKİD arasındaki negatif ilişki de araştırma bulgularının arasındadır (Kuster ve ark., 2013). Bu bulgular ışığında, bu çalışmada bilinçli farkındalığı yüksek olan çalışanların, ÜKİD'de bulunma ihtimalinin daha düşük olacağı ve öz-düzenlemenin bu ilişkide aracı değişken olacağı önerilmiştir.

Literatürdeki çoğu bilinçli farkındalık tanımının kavramsal tutarlılığı olmasına rağmen, bilinçli farkındalığı oluşturan öğeler konusunda bir anlaşmazlık vardır. Bilinçli farkındalığın nasıl tanımlandığından bağımsız olarak, çoğu çalışmada bu konsept tek faktörlü bir değişken olarak ele alınmıştır. İlgili ölçeklerin ve literatürün detaylı incelenmesi sonucunda bu çalışmada, bilinçli farkındalığı oluşturan en az iki faktör (farkındalık ve kabullenme) ortaya çıkacağı önerisi getirilmiştir. Kapsamlı bir bilinçli farkındalık tanımı elde etmek amacıyla iki sıkça kullanılan bilinçli farkındalık ölçeği Mindful Attention Awareness Scale (Brown & Ryan, 2003) ve Five Facet Mindfulness Questionnaire (Baer ve ark., 2006), birleştirilmiştir. Yeni oluşturulan ölçeğin faktör yapısı ve ortaya çıkacak bilinçli farkındalık bileşenlerinin, araştırmanın bağımlı değişkenleriyle ilişkileri keşifsel amaçla incelenmiştir.

Yöntem

Ön Çalışma

Ana çalışma öncesi yürütülen ön çalışmada kullanılan ölçeklerin Türkçe uyarlamalarının güvenilirliği test edilmiştir. Pilot çalışmaya gönüllü olarak katılan 350 kişi, 74 maddeden oluşan çevrimiçi anketi doldurmuşlardır. Öz-düzenleme ve bilinçli farkındalık ölçeklerini dolduran katılımcılar için 18 yaşını doldurmuş olmak dışında herhangi bir kriter belirlenmezken, iş performansı ve iş doyumunu ölçeklerini çalışıyor olmak ön koşulunu sağlayan 245 katılımcı doldurmuştur. Katılımcıların yaşları 18 – 80 yaş arasında olup ortalaması 35,56 ($SS = 13,02$) olarak bulunmuştur. Katılımcıların %54'ünü kadınlar oluşturmaktadır.

Katılımcıların Qualtrics programını (Qualtrics Labs, Provo, USA) kullanarak doldurduğu çevrimiçi anket, demografik bilgiler, bilinçli farkındalık ölçeği (Brown & Ryan, 2003 ve Baer ve ark., 2006), öz-düzenleme ölçeği (Carey ve ark., 2004), ÜKİD ölçeği (Spector ve ark., 2010) ve iş doyumu ölçeğini (Bilgiç, 1999) içermektedir. Anket yalnızca çalışma başlamadan gösterilen gönüllü katılım formunu onaylayan katılımcılara açılmıştır. Veri toplandıktan sonra, Türkçe çevirisi yapılan ölçeklerin psikometrik özellikleri test edilmiş ve ana çalışmada kullanılmak için yeterli bulunmuştur.

Ana Çalışma

Katılımcılar

Çalışmaya, farklı meslek, kurum ve sektörlerden 213 çalışan yetişkin ve bu yetişkinlerden 108'inin yöneticisi ($N = 39$) gönüllü olarak katılmıştır. Çalışanların yaş aralığı 22 – 59 olup ortalaması 35,30 ($SS = 9,31$), yöneticilerin ise yaş aralığı 26 – 60 olup ortalaması 45,34'tür ($SS = 9,55$). Çalışanların %49.8'i, yöneticilerin ise %55.6'sı kadındır. Çalışanların toplam tecrübesi, 143,01 ($SS = 120,57$) ortalama ile 6 – 720 ay arası değişirken, yöneticilerin toplam tecrübesi 282,89 ($S = 144,55$) ortalama ile 72 – 578 ay arası değişiklik göstermektedir.

Ölçüm Araçları ve İşlem

Çalışanların doldurduğu anket paketi demografik bilgi formu, bilinçli farkındalık ölçeği (Brown & Ryan, 2003 ve Baer ve ark., 2006), öz-düzenleme ölçeği (Carey ve ark., 2004), görev performansı ve ÖVD ölçeği (Karakurum, 2005), ÜKİD ölçeği (Spector ve ark., 2010) ve iş doyumu ölçeklerinden (Bilgiç, 1999 ve Kunin, 1955) oluşmaktadır. Demografik bilgi formu dışında anketin tamamı Likert tipi ölçeklerden oluşmaktadır. Bu anket katılımcıların tercihine göre hem Qualtrics programı (Qualtrics Labs, Provo, USA) aracılığıyla çevrimiçi formatta, hem de kağıt-kalem formatında sunulmuştur. Anketler, yalnızca gönüllü katılım formu aracılığıyla onayı alınan katılımcılara uygulanmıştır. Demografik bilgi formu kısmında katılımcılardan, yöneticilerinden kendilerine ait bir performans değerlendirmesi alabilmek üzere izin istenmiştir. İzin veren çalışanların yöneticilerine demografik bilgi formu, çalışanlarını değerlendirdikleri görev

performansı, ÖVD (Karakurum, 2005) ve ÜKİD ölçeklerini (Spector ve ark., 2010) içeren bir anket paketi taleplerine göre çevrimiçi veya kağıt-kalem formatında sunulmuştur.

Bulgular

Performans ölçümleri hem çalışanların kendilerinden hem de yöneticilerinden alındığı için hipotezler iki ayrı veri seti için ayrıca değerlendirilmiştir. Yöneticilerin performans değerlendirmeleri ile yapılan analizlerde, bilinçli farkındalığın kişilerin öz-düzenleme kapasitesini yordadığı bulunmuş, ancak hipotez edilenin aksine bilinçli farkındalık ve iş performansı değişkenleri (görev performansı, ÖVD, ÜKİD) arasında anlamlı bir ilişki bulunamamıştır.

İş performansı dahil tüm ölçümlerin çalışanların kendilerinden alındığı veri setinde öncelikle ortak yöntem sapması ihtimalini eleyebilmek için LISREL 8.8 (Joreskog & Sorbom, 2006) aracılığıyla bir doğrulayıcı faktör analizi uygulanmıştır. Sonuçlar her bir ölçeğe ait maddelerin kendi faktörlerine yüklendiği altı faktörlü modelin, tüm ölçeklere ait maddelerin tek bir faktöre yüklendiği modelden daha iyi sonuç verdiğini ortaya koymuş, ortak yöntem sapması ihtimali ortadan kaldırılmıştır.

Bağımlı değişkenler üzerinde etkisi olabilecek demografik değişkenleri kontrol edebilmek için çoklu regresyon analizi uygulanmış, bu yolla bağımlı değişkenlerde önemli ölçüde varyans açıkladığı tespit edilen değişkenler hipotezler test edilirken kontrol edilmiştir.

Çalışma değişkenleri arasındaki korelasyonlar, bilinçli farkındalığın öz-düzenleme, iş doyumu, görev performansı, ÖVD ve ÜKİD ile ilişkili olduğunu göstermektedir. Bu ilişkilerin, demografik değişkenleri kontrol ettikten sonra da anlamlı kalıp kalmayacağını görmek için hiyerarşik regresyon analizleri uygulanmıştır.

Yapılan analizler sonucunda, bilinçli farkındalığın kişilerin iş doyumu ile pozitif bir ilişki göstereceği hipotezi doğrulanmıştır. Bilinçli farkındalık – görev performansı ilişkisinde öz-düzenlemenin aracı değişken olarak ortaya çıkacağı hipotezi iki aşamada test edilmiştir. Öncelikle dolayımllama için bilinçli farkındalığın öz-düzenlemeyi ve görev performansını pozitif yönde yordaması ön koşullarının

sağlandığı bulunmuştur. Bir sonraki aşamada Çoklu Dolayımleme Prosedürü (Preacher & Hayes, 2008) uygulanarak, bilinçli farkındalık – görev performansı ilişkisinde aracı değişken olarak öz-düzenlemenin rolü ve dolayısıyla ikinci hipotez doğrulanmıştır. Aynı prosedür üçüncü hipotez olan, bilinçli farkındalık – ÖVD ilişkisinde öz-düzenlemenin aracı değişken rolü oynayacağı önerisini test etmek için uygulanmış ve sonuçlar bu hipotezin de doğrulandığını göstermiştir. Dördüncü hipotez olan, bilinçli farkındalık ve ÜKİD arasındaki negatif ilişkide öz-düzenlemenin aracı değişken rolü oynayacağı önerisi test edilirken, bilinçli farkındalık ve ÜKİD arasında anlamlı bir direkt negatif ilişki olduğu bulunmuş ancak öz-düzenlemenin bu ilişkide aracı değişken rolü oynadığı doğrulanamamıştır.

Ek Analizler

Kullanılan bilinçli farkındalık ölçeğinin faktör yapısını incelemek ve beklenen iki faktörlü (F1: *Farkındalık*, F2: *Kabullenme*) yapının veriye uygunluğunu test etmek amacıyla bazı faktör analizleri yapılmıştır. Analizlerin sonuçları bilinçli farkındalığın ikiden ziyade üç bileşenden (F1: *Farkındalık*, F2: *Tepkisizlik*, F3: *Yargılamama*) oluştuğunu göstermiştir. Hipotezler, her bir bileşen için tekrar test edilmiş ve bu bileşenlerin farklı bağımlı değişkenler üzerine etkileri araştırılmıştır. Sonuçlar, bilinçli farkındalığın *farkındalık* bileşeninin çalışmanın tüm bağımlı değişkenlerini (iş doyumu, görev performansı, ÖVD, ÜKİD) yordadığını göstermiştir. *Tepkisizlik* bileşeninin, bağımlı değişkenlerden iş doyumu ve görev performansını yordadığı bulunmuştur. Farkındalık – görev performansı, tepkisizlik – görev performansı ve farkındalık – ÖVD ilişkilerinde öz-düzenlemenin aracı değişken olduğu tam dolayımleme gözlemlenmiştir. Bilinçli farkındalığı tanımlarken *yargılamama* bileşenini dahil edip etmemek hala çalışmalar arası fark gösteren, tartışmaya açık bir mesele olsa da, bu çalışmada bu bileşenin iş doyumu, görev performansı, ÖVD ve ÜKİD üzerine herhangi bir anlamlı etkisi gözlemlenmemiştir.

Tüm bulgular tek bir modelde test edildiğinde, iş doyumu, bilinçli farkındalık – performans çıktıları ilişkilerinde ikinci bir aracı değişken olarak ortaya çıkmıştır. Diğer bir deyişle, öz-düzenlemenin bilinçli farkındalık – görev performansı ve bilinçli farkındalık – ÖVD ilişkilerinde aracı değişken olduğu, iş doyumunun ise

bilinçli farkındalığın tüm performans çıktılarıyla ilişkilerinde aracı değişken olduğu model veriye mükemmel uygunluk göstermiştir.

Tartışma

Klinik Psikoloji alanındaki artan araştırma ilgisine karşın, bilinçli farkındalığın, Endüstri Örgüt Psikolojisi için hala yeni ve bereketli bir araştırma konusu olduğu görülmektedir. Bu çalışma, yavaş yavaş ortaya çıkan bu bilinçli farkındalık yazınına katkı sağlamak amacıyla, bilinçli farkındalığı çalışan görev performansı, ÖVD, ÜKİD ve iş doyumuna etkisini araştırmıştır. Öz-düzenlemenin, bilinçli farkındalığın performans çıktıları üzerindeki etkilerini göstermesini sağlayan bir aracı değişken rolü üstleneceği önerilmiş ve bu doğrultuda analizler yapılmıştır.

Beklentilere ve geçmiş araştırma bulgularına uygun olarak (ör., Hölzel ve ark., 2011a; Frank ve ark., 2015; Hülshager ve ark., 2013; Reb ve ark., 2013) araştırmanın sonuçları bilinçli farkındalığın daha yüksek öz-düzenleme kapasitesi ve iş doyumunu ile ilintili olduğunu göstermektedir. Yöneticilerin performans değerlendirmeleri ile yapılan analizlerde, hipotez edilenin aksine bilinçli farkındalık ve iş performansı değişkenleri (görev performansı, ÖVD, ÜKİD) arasında anlamlı bir ilişki bulunamamış, ancak bu ilişkiler kişilerin kendilerinden alınan performans ölçümleri kullanıldığı zaman anlam kazanmıştır. Bu iki tarafın performans değerlendirmeleri arasındaki fark, yöneticilerin belli performans göstergeleri konusunda yeterince gözlem yapamamış olma ihtimali ile açıklanabilir. Örneğin “Kurum hedeflerini onaylamakta, desteklemekte ve savunmaktadır” gibi kişisel maddeler değerlendirilirken, çalışanların kendileri için yöneticilerinden daha doğru değerlendirmeler yaptığı savunulabilir. Çalışmaya katılan yöneticilerin çoğu birden fazla çalışanı için performans değerlendirmesi yapmıştır. Bu yüzden, bir başka açıklama, bu yöneticilerin farklı çalışanlar arası ayrımı iyi yapamamış ve tek yönlü değerlendirmelerde bulunmuş olması olabilir. Bir başka ihtimal ise, yönetici değerlendirmelerinin hale etkisinden muzdarip olup çalışanları, onlar hakkındaki genel görüşlerine uygun olarak yanlı değerlendirmiş olmasıdır.

İş performansı doğası gereği davranışsal olduğu için, onu yükseltmek bilinçli farkındalık ile ortaya çıkan dikkatli ve pozitif bir zihin yapısından fazlasını gerektirmektedir. Bu görüşle uyumlu olarak bu çalışmada öz-düzenleme, bilinçli

farkındalığın bu davranışsal iş çıktısı üzerine etkisini gösterdiği aracı mekanizma olarak ortaya çıkmıştır. Mevcut yazına uygun olarak, bilinçli farkındalığı yüksek olan insanların, duygu ve davranışlarını daha iyi düzenleme kapasitesine sahip olduğu ortaya çıkmıştır (ör., Hölzel ve ark., 2011a; Hölzel ve ark., 2011b; Keng ve ark., 2011). Bu kapasitenin ise, daha yüksek görev performansı ve ÖVD ile ilintili olduğu bulunmuştur. Bilinçli farkındalık ile ortaya çıkan, şimdiki zamana yönelik artan dikkat ve farkındalığın, niyetlerin (bu durumda, performans hedeflerinin) etkili olarak aksiyona dönüşmesine yardımcı olduğu (Chatzisarantis & Hagger, 2007) ve bunun davranışsal bir kontrol mekanizması olan öz-düzenleme aracılığıyla gerçekleştiği (Gollwitzer & Oettingen, 2011) daha önceki bulgular arasında olduğundan bu araştırmanın sonuçları, mevcut bilinçli farkındalık ve öz-düzenleme yazını ile paralellik göstermektedir.

Bilinçli farkındalığın, ÜKİD ile direkt negatif bir ilişkisi olduğu bulunmuş fakat görev performansı ve ÖVD ile ilişkilerinde olduğunun aksine, ÜKİD ile olan ilişkisinde öz-düzenlemenin aracı değişken olarak rolü doğrulanamamıştır. Bu direkt bağlantı, bilinçli farkındalığa eşlik eden pozitif ve daha az stresli zihin yapısı ile açıklanabilir. Bu zihin yapısı, kişinin davranışlarını düzenleme ihtiyacını ortadan kaldırabilir çünkü kişi zaten herhangi bir sapkın davranışta bulunma dürtüsünü hissetmeyebilir. Bilinçli farkındalığın daha yüksek etik standartları ve daha az etik ihlali ile ilişkisini gösteren mevcut yazın bu görüşü destekler niteliktedir (Ruedy & Schweitzer, 2010).

Bilinçli farkındalığın tanımı konusunda mevcut yazında anlaşmazlık vardır. Jon Kabat-Zinn (2013) kendi tanımına *yargılamama* bileşenini dahil ederken, Brown ve arkadaşları (2009) ve Langer ve Moldoveanu (2000) bu bileşeni kendi tanımlarında kullanmamaktadır. Bu çalışmada, daha kapsamlı bir görüntü elde edebilmek ve her bir bileşenin etkilerini ayrı ayrı test edebilmek için daha geniş kapsamlı tanım kullanılmış ve tanıma *yargılamama* bileşeni dahil edilmiştir. Araştırma başında ki faktörlü (F1: *Farkındalık*, F2: *Kabullenme*) bir yapının ortaya çıkacağı ön görülmüş olsa, ortaya çıkan üç faktörlü yapı (F1: *Farkındalık*, F2: *Tepkisizlik*, F3: *Yargılamama*) konsept olarak mantığa yatkındır. Hipotezler, her bir bileşen için tekrar test edilmiş ve bu bileşenlerin farklı bağımlı değişkenler üzerine etkileri araştırılmıştır. Sonuçlar, bilinçli farkındalığın *farkındalık* bileşeninin çalışmanın tüm bağımlı değişkenlerini (iş doyumunu, görev performansı, ÖVD, ÜKİD)

yordadığını göstermiştir. *Tepkisizlik* bileşeninin, bağımlı değişkenlerden iş doyumu ve görev performansını yordadığı bulunmuştur. Farkındalık – görev performansı, tepkisizlik – görev performansı ve farkındalık – ÖVD ilişkilerinde öz-düzenlemenin aracı değişken olduğu tam dolayımına gözlemlenmiştir. Bilinçli farkındalığı tanımlarken *yargılamama* bileşenini dahil edip etmemek hala çalışmalar arası fark gösteren, tartışmaya açık bir mesele olsa da, bu çalışmada bu bileşenin iş doyumu, görev performansı, ÖVD ve ÜKİD üzerine herhangi bir anlamlı etkisi gözlemlenmemiştir. Aksine, *farkındalık* bileşeninin, iş performansını arttırmadaki etkisi göz önünde bulundurulduğunda, en kritik bilinçli farkındalık bileşeni olduğu ortaya çıkmıştır.

Ek analizlerde tüm bulgular tek bir modelde test edildiğinde, iş doyumu, bilinçli farkındalık – performans çıktıları ilişkilerinde öz-düzenlemeye ek olarak ikinci bir aracı değişken olarak ortaya çıkmıştır. Bu bulgular, bilinçli farkındalığın çalışan performansını hangi mekanizmalar aracılığıyla etkilediğini anlamak açısından önem taşımaktadır.

Bilinçli farkındalığın iş çıktuları ile anlamlı ilişkileri göz önünde bulundurulduğunda, bu konseptin işverenler için değerlendirmeye değer bir kavram olduğu ortaya çıkmaktadır. Her ne kadar bu araştırmada bilinçli farkındalık bir kişilik özelliği olarak ele alınıp incelenmiş ve faydaları ortaya konmuş olsa da, araştırmalar anlık bilinçli farkındalığın pratik yaparak geliştirilebileceği ve kişilik özelliği olan bilinçli farkındalığa dönüştürülebileceğini göstermektedir (Kiken ve ark., 2015). 10 gün gibi kısa süreli kişinin kendi kendine yaptığı bilinçli farkındalık uygulamalarının bile, çalışanların günlük bilinçli farkındalık seviyelerini yükselttiği ve uyku süre ve kalitelerini arttırdığı bulunmuştur (Hülshager ve ark., 2015). Bu bulgular, kurumların bilinçli farkındalık uygulamalarını, sağlığa yönelik aktivitelere takviye olarak kullanması için ikna edici olabilir.

Bilinçli farkındalığın bir kişilik özelliği olarak ele alındığı göz önünde bulundurulduğunda, gelecek çalışmalarda bu kavramın yordama geçerliliği ortaya konduğu takdirde, özellikle odaklanma, dikkat ve öz-düzenleme gibi bilinçli farkındalığın ilişkilerinin tespit edildiği kavramların önem arz ettiği işler için personel seçme kararlarında da dikkate alınması önerilebilir.

Bu araştırma güçlü yönleri ve mevcut yazına katkıları açısından önem teşkil etmektedir. Bilinçli farkındalığa dair kapsamlı bir tanım kullanabilmek adına bu

çalışmada iki ölçek birleştirilmiş ve Türkçeye çevrilen ölçeğin alfa katsayısı .83 olarak bulunmuştur. Ölçümün güvenilirliğini artırır nitelikte olarak, tüm maddeler orijinal ölçeklerindeki kendi faktörlerine (farkındalık, tepkisizlik, yargılamama) yüklenmiştir. Bu bulgular, kullanılan bilinçli farkındalık ölçeğinin sağlam ve güvenilir bir ölçüm aracı olduğunu göstermektedir. Bu da gelecek çalışmaların bu ölçeği Türk kültürüne adapte edebilmesinin önünü açması açısından Türk yazınına önemli bir katkıdır. Ayrıca ölçeğin çok-boyutlu olarak ele alınması, *farkındalık*, *tepkisizlik* ve *yargılamama* bileşenlerinin, iş performansı ve iş doyumunu üzerine farklı etkilerini görmeyi sağlamıştır. Araştırmanın bir başka güçlü yanı ise, örneklemin farklı meslek, sektör ve kurumlardaki gerçek çalışanlardan oluşması ve cinsiyetin dengeli dağılmış olmasıdır, ki bunlar sonuçların genellenirliğini arttırmaktadır. Çalışmanın mevcut yazına bir başka katkısı ise bilinçli farkındalığın iş çıktılarını hangi mekanizmalar üzerinden etkilediğinin araştırılmış olmasıdır. Bilinçli farkındalık üzerine kısıtlı olan yazın göz önünde bulundurulduğunda, öz-düzenleme ve iş doyumunun aracı mekanizmalar olarak ortaya çıkmış olması, bilinçli farkındalık için teorik bir çerçeve oluşturabilmek adına önemli katkılar sağlayacak, hem Türkiye’de hem de genel olarak Endüstri Örgüt Psikolojisi literatüründe yeni mekanizmaların çalışılmasına ön ayak olacaktır.

Bu araştırmanın güçlü yanlarının yanında, sınırlılıklarını da göz önünde bulundurmak gerekmektedir. Performans ölçümleri hem çalışanlardan hem de yöneticilerinden alınmış olsa da, hipotezlerin yalnızca çalışanlardan alınan ölçümlerle desteklenmesi ve diğer tüm ölçümlerin yalnızca çalışanlardan alınmış olması, ortak yöntem sapmasını potansiyel bir sınırlılık haline getirmektedir. Fakat, tüm performans ölçümlerinde kişilerin kendi değerlendirmelerinin, yöneticilerinin değerlendirmeleri ile aynı trendde olması ve yapılan doğrulayıcı faktör analizinin sonuçları ortak yöntem sapmasına dair endişeleri ortadan kaldırır niteliktedir.

Appendix M: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : ÇATALSAKAL

Adı : SILVA

Bölümü : ENDÜSTRİ ÖRGÜT PSİKOLOJİSİ

TEZİN ADI (İngilizce) : HOW TRAIT MINDFULNESS IS RELATED TO JOB PERFORMANCE AND JOB SATISFACTION: SELF-REGULATION AS A POTENTIAL MEDIATOR

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: