



LYCAR COMPANY PROJECT

THE IMPACTS OF MINDFULNESS-BASED INTERVENTIONS ON THE PERCEIVED STRESS OF EMPLOYEES

HIDDE STOK

671106



FIRST ASSESSOR

MR. PLIJNAAR

SECOND ASSESSOR

MS. ORTGIES

CAMPUS

THE HAGUE

BLOCK

LYCAR

SUBMISSION DATE

29-05-21

WORDS

9271

Preface

Hereby, I present my Company Project for my final thesis which is part of my final course; LYCar. The aim of my thesis is to inspire leaders to incorporate mindfulness in their day-to-day activities to decrease the amount of perceived stress by employees. Furthermore, I want this research to aid in the acceptance of alternative leadership methods.

Initially, I aimed to work alongside a fast-growing tea purveyor, Jing Tea. However, the current COVID-19 crisis forced them to downsize which, in turn, eliminated the opportunity for me to work alongside them. Consequently, I approached a smaller tea purveyor that is aiming to make an impact on the business industry through the philosophies of tea. Thus, I was advised to conduct a research regarding the applicability of eastern philosophy on the western business industry. However, the placement company and I managed to specify the research into how mindfulness-based interventions can impact the perceived stress by employees. The tea industry has been a subject of my interest for a couple of years and my personal experiences in the industry have provided me with different perspectives on ways to reduce perceived stress and its possible impacts on leaders.

Therefore, this study is focused on the impacts of mindfulness-based interventions on the perceived stress by employees. This study features a problem analysis regarding the need for this study along with an in-depth literature review and a methodology that ensured a reliable and structured way of data collection. Moreover, the results are showcased as well as the discussion and the recommended product that was designed for Grass People Tree.

Hidde Stok

Acknowledgements

First and foremost, I would like to thank my coach, Mr. Juan Plijnaar, for his support throughout the process of writing this thesis. I am especially grateful for the motivational support that I have received during tough times. Thank you for challenging me and for all the feedback that you have provided me with. It was an experience I will never forget.

Moreover, I would like to thank my mentor, Dr. David Brannon. I would not have performed as well as I did without him. Thank you for supporting me throughout my Hotelschool career.

I would also like to give thanks to Rui Liu, my placement client, for her dedication towards my growth and providing me with an excellent internship. Moreover, I would like to thank all my colleagues at Grass People Tree for welcoming me and believing in me.

Furthermore, I would like to thank the companies that allowed me to conduct my research with their staff. This report would not have been feasible if it were not for them.

Finally, I would like to express my gratitude towards my parents and friends for keeping me grounded and the continued support throughout all of my studies. I would not be the person I am today without them. Thank you.

List of Abbreviations

App.	Appendix
CLP	Career Launching Plan
GPT	Grass People Tree
HTH	Hotelschool The Hague
LYCar	Launching Your Career

Executive Summary

The objective of this report is to demonstrate the execution of discovering the impact mindfulness-based interventions have on the perceived stress by employees. The LYCar report is the final constituent of the degree, and the achievement is to graduate from Hotelschool the Hague. This research report is made up out of two segments: the LYCar Company Project and the LYCar Career Portfolio. The Company project is based on primary and secondary research and consists out of six segments containing the problem definition, literature review, research methodology, results, discussion and delivered product.

The overall employee stress levels have increased with almost 20% over the last three decades and currently, the biggest source of stress at the workplace is one's boss (Korn Ferry, 2018; Chamorro-premuzic, 2020). As stress is transferable from person to person, it is of importance that managers are able to manage their personal stress. Therefore, the available stress-management methods utilized by leaders can make the difference in the prevention or occurrence of stress and burnout. Following evaluation, the research question looked at how mindfulness-based interventions impact perceived stress levels by employees?

Moreover, a review of the literature was conducted that questions, argues and underpins previously mentioned research with regards the relationship between the independent, dependant variables along with the impact of the moderator on this relationship. As little research has focussed on mindfulness-based interventions in combination with the implications of a leadership style on their employees, further research is required. In order to guide this research, 3 questions are suggested:

- Are there currently leaders that use mindfulness-based treatments to manage their stress? If so, how does it affect their personal perceived stress?
- How is stress in the workplace measured?
- How does transformational leadership affect the work environment?

Following the literature review, a quantitative and qualitative research approach is discussed to collect data by the means of a survey and interviews. The research aims at the collection of perceived stress of employees before and after the implementation of mindfulness-based interventions amongst managers. Prior to the intervention, employees have completed a survey that measures their perceived stress.

Moreover, the researcher interviewed managers, which provided more in-depth information regarding the managers' leadership style, their opinions towards mindfulness-based interventions and their stress management methods. At the end of the intervention, employees once again received a survey to measure their perceived stress to see whether the mindfulness-based intervention has had any effect.

Regarding the analysis of the qualitative data, it showed that all managers had a similar leadership style (Either Laissez-fair or transformational) and were open to the idea of using mindfulness as a stress management tool.

However, upon analysing the quantitative data using SPSS, it became clear that no significant difference could be identified as the sample size was too small. Nevertheless, when a frequency analysis had been conducted of the results, a positive pattern could be identified. The results indicate that the perceived stress levels of employees prior to the implementation of the mindfulness-based intervention were higher than at the end of the intervention.

The results were then discussed to assess any theoretical implications, limitations to the research and future recommendations for further research. Concerning the limitations of this research, the most obvious limitations were the COVID-19 pandemic influencing the researchers' capabilities as well as the fact that stress is highly dependent on the individual experiencing it. Meaning that it is subject to a broader range of dependent factors and can therefore be influenced by factors outside of the workspace.

Additionally, this research can serve as the foundation for further research as it provides a clear overview of the impacts of mindfulness-based interventions on the perceived stress of employees. The researcher specifically recommends to research employee behaviour, cultural background, performance outlook and the impacts of mindfulness-based interventions on transactional leaders.

Following the research, the researcher recommends a product to be implemented as this research is being done by the order of Grass People Tree. As Grass People Tree provides trainings incorporating traditional Chinese wisdom and mindfulness, they were looking for ways to market and underpin this service to the business industry. Consequently, an implementation plan was created to utilize and implement the effectiveness of mindfulness-based interventions. The plan proposes to implement mindfulness-based interventions among managers to reduce the stress in the workspace. This implementation will be done by following a personalised change model that was inspired by Prosci's ADKAR, Kottler eight-step and Cummings & Worley's five activities.

Glossary

Transactional Leadership

Transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization's system of rewards and penalties. Transactional leaders have formal authority and positions of responsibility in an organization (STU, 2018)

Transformational Leadership

Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization (Bass and Bass, 2009)

Mindfulness

The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment (Kabat-Zinn, 2003).

Mindfulness-based Interventions

Programs that are designed to train individuals to cultivate mindfulness and incorporate its practice into daily life (Shapiro et al., 2018)

Table of Contents

Preface.....	1
Acknowledgements.....	3
List of Abbreviations.....	4
Executive Summary.....	5
Glossary.....	7
Table of Contents.....	8
Introduction.....	10
1. Problem Definition.....	11
2. Literature Review.....	14
3. Research Methodology.....	18
4. Results.....	21
5. Discussion.....	26
6. Recommended Product.....	31
7. APPENDICES.....	35
7.1 Proof of wordcount.....	35
7.2 Interview Questions.....	35
7.3 Survey Questions.....	35
7.4 Perceived stress scale.....	36
7.5 Intervention Description Letter.....	37
7.6 Interview Transcripts.....	38
7.6.1 Transcript Company #1.....	38
7.6.2 Transcript Company #2.....	45
7.6.3 Transcript Company #3.....	49
7.7 Categories and Colour-Coding for Data Reduction.....	56
7.8 UK Research Integrity Office's recommended checklist.....	59
7.9 Pearson's Chi-Squared Data Nominal Questions.....	60
7.10 Frequency Ordinal Data Questions.....	79
7.11 Professional Product Internship.....	84
7.12 Informed Consent Forms.....	85

7.13 CLP Executive Summary	91
7.14 CLP Assessment Form	92
7.15 POA Assessment Form	96
7.16 Client Evaluation	100
7.17 Client Evaluation of Deliverable	103
7.18 Proof of Dissemination	105
7.19 Screenshot Data Management	112
9. List of reference	113

Introduction

Stress in the workspace has long been recognised, and a multitude of studies were conducted in order to understand the causes and investigate possible solutions. Over the past few years, the type of leadership style has received an increasing amount of attention regarding its impacts on the perceived stress in the workspace. Mindfulness-based interventions are mentioned as a possible solution to reduce the perceived stress among individuals. However, these studies do not provide an insight into the effectiveness of mindfulness-based interventions in the workplace.

My placement company, Grass People Tree (GPT), is a tea vendor that focusses on the sharing of ancient Chinese traditions as well as educating others in the craft and philosophy of tea. They also provide trainings incorporating traditional Chinese wisdom and mindfulness. In order to market and underpin this service to the business industry, my placement company has assigned me to investigate the possible impacts of mindfulness-based intervention on the perceived stress by employees.

This research paper consists out of two sections: The Company Project and The Career Portfolio. The first section focuses on the academic research regarding the impact of mindfulness-based interventions on the perceived stress by employees. This section comprises a problem definition, a literature review, a research methodology, the results and a discussion to evaluate the findings. Moreover, it presents a recommended implementation plan for GPT to incorporate mindfulness in their services offered.

The second section showcases how the hospitality, managerial and international components were included and exploited in the research and deliverables. Additionally, the career portfolio serves as a section where the researcher reflects upon his professional learning, his own progress and his development as an Intercultural Hospitality Leader.

1. Problem Definition

Decades of scientific research show that stress and anxiety are prevalent problems at work, contributing to deficits in employee morale, well-being, and productivity (Chamorro-premuzic, 2020).

The increasing number of individuals suffering from stress is a pressing issue that results in complications to the individual's physical and psychological health. Stress refers to the physiological and/or psychological arousal that occurs when an individual perceives a threat (stressor) to something of value to them and that stressor taxes or exhausts the resources they have available to confront it (Hobfoll, 1989; LePine et al., 2004; Lazarus and Folkman, 1984). A stressor can be any attribute related with a job that may need an employee to adjust to avoid harmful effects and/or has the potential to harm employees' well-being (Harms et al., 2017), even if the stressor is seemingly perceived as positive (Pavisc, 2017).

Individuals, groups, and organizations confronted with threats to their well-being will experience stress. The perception of stress, however is highly dependent on the individual experiencing it, meaning that it is subject to a broader range of dependent factors (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016). In other words, not all stressors will result in negative reactions, but if there are negative reactions, they must have been the result of stress inducing events (Harms et al., 2017).

Although stress researchers have argued that moderate levels of stress can be useful for activating certain behaviours and cognitions, too much stress may result in being detrimental to the individual's physical and psychological health (Cohen et al., 2007; Schutte et al., 2000; Melamed et al., 2006; Srivastava and Krishna, 1991).

Currently, leaders are known to have higher stress levels than non-leaders, and as leaders have a direct effect on their employees' stress and anxiety levels, the occurrence of stress among leaders should be minimised (Chamorro-premuzic, 2020). It often seems like leadership becomes an important aspect when things are not going as planned. Therefore, it should be no surprise that leaders often report being under considerable stress. The Centre for Creative Leadership reports that 88 % of leaders say that work is the primary source of stress in their lives (Campbell et al., 2007; Harms et al., 2017).

As employees' perceived stress and anxiety levels are directly affected by their management (Chamorro-premuzic, 2020), the available leadership style can make the difference in the prevention or occurrence of stress and burnout. Additionally, 28 % of employees state that their main cause of stress are people related issues, including stress induced by their supervisors (See figure 1) (Boyd, 2020). Thus, leadership can be the source of increased stress, negative emotions and negative outcomes amongst employees. Nevertheless, leadership can also contribute to employees' mental well-being and result in positive outcomes (Bass and Bass, 2009).

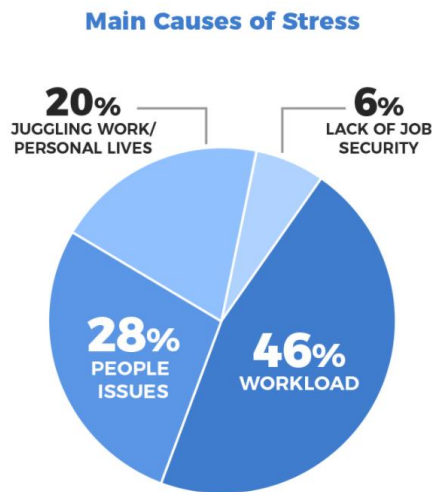


Figure 1: Main Causes of Stress among employees (Boyd, 2020).

Some research has been conducted in regard to the impact mindfulness has on individuals. However, due to the heterogeneity in effects across disorders, the uneven distribution of studies across disorders, the relative scarcity of direct comparisons between mindfulness-based therapies and other first-line treatments results in a lack of firm recommendations (Goldberg et al., 2018). Additionally, hardly any scientific research has been conducted on the impacts of mindfulness-based intervention on specific leadership styles. Therefore, this research needs to be executed with specific mindfulness-based interventions and specific stress-related disorders.

Over the past two decades, mindfulness-based interventions have experienced a marked increase in scientific and popular interest (Goldberg et al., 2018). Mindfulness-based therapies are, in general, of similar potency with first-line psychological and psychiatric interventions when compared directly and they are superior to other active comparison conditions (Ibid).

In three decades the overall employee stress levels have increased with nearly 20% and currently, the biggest source of stress at the workplace is one's boss (Korn Ferry, 2018). An important aspect of stress is that it is transferable, meaning that if the manager feels stress acutely, they tend to pass it on to their employees by their own high-tension behaviour (Ibid). Resulting in the fact that the burnout scores among individuals who work in the same unit are more similar than those of individuals who work in different units doing similar kinds of work (Cohen et al., 2007; Schutte et al., 2000; Melamed et al., 2006; Srivastava and Krishna, 1991). Therefore, it is of importance that managers are able to manage their personal stress. The particular type of manager in the organisation and their style of leadership can affect the level of stress and well-being experienced by individual employees (Erskine and Georgiou, 2018). The specific type of leadership style in combination with their stress management methods may affect the occurrence of stressors in two separate ways: as an antecedent or as a moderator.

Consequently, the question that arises is that each different type of leadership style might have a different impact on the level of stress and the overall well-being of individual employees. If this is the case, what factors contribute to why different leadership styles have different impacts? The analysis shown above provides clear research context and reason for research into what the impacts of specific leadership styles are on the perceived stress by employees along with the possible effects of mindfulness-based interventions. The aim of this research will be to analyse and

gain an understanding of the relation between mindfulness-based interventions and the perceived amount of stress by individual employees, whilst analysing what factors contribute to each leadership style.

In order to evaluate the entirety of the research, a conceptional model has been assembled identifying the dependant and independent variables of the research located in figure 2. This model will be utilized in the literature study in order to achieve an accurate analysis and concrete sub-research questions.

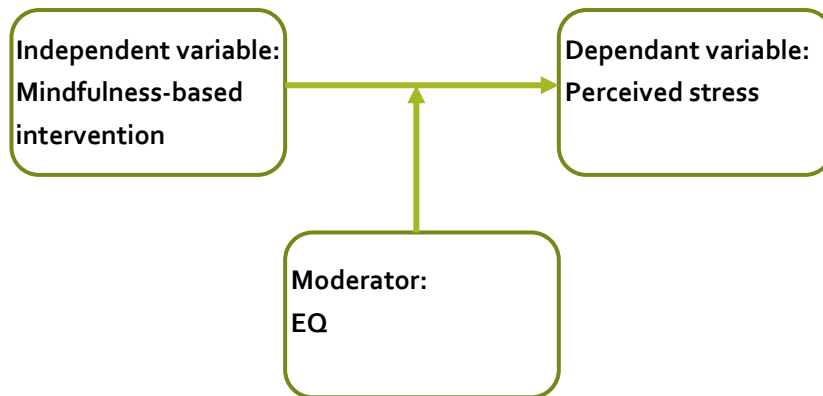


Figure 2: Conceptional model of the research.

Based on the information above, the following main research question is presented:

How do mindfulness-based interventions impact perceived stress levels by employees?

2. Literature Review

This literature review will question, argue and underpin the research that has been conducted above with regards to the relationship between the independent and dependant variables along with the impact of the moderator on this relationship. This review followed the HTH Writing Guide. The researcher utilized databases called Ebsco and PsycInfo along with standard internet searches by using Google Scholar. The researcher used search terms such as "stress", "leadership", "employees" and "stress management".

Leadership & Stress

Employee morale, well-being, and productivity suffer from prevalent problems at work such as stress and anxiety (Chamorro-premuzic, 2020). Existing research has highlighted the importance of specific leadership styles with regards to the creation of stressors (Boyd, 2020) and the perceived amount of stress among employees (Bass and Bass, 2009). However, there is limited research available regarding the relationship between leadership styles and the perceived amount of stress among employees. A study published to 'The Leadership Quarterly' showcases a meta-analysis regarding the relationship between leadership and stress. However, as this study is a meta-analysis it contains no research of itself and the research it refers to is mainly quantitative research from a problem perspective (Harms et al., 2017).

A study that approaches the topic differently is the Bass and Bass handbook. Which argues that, as leadership is the number one reason of stress among subordinates, leaders who pursue transformational factors manage to decrease the perceived stress among employees (Bass and Bass, 2009). A closer look to the literature on stress and leadership, however, reveals a number of gaps and shortcomings as various of the used sources are already outdated. Therefore, it is of importance to take a closer look into recent studies.

One aspect that has increasingly received attention in literature concerns whether the particular type of manager, leader or supervisor in the organisation and their style of leadership affects the level of stress experienced by employees (Erskine and Georgiou, 2018). Thus, in many ways, stress and leadership are inextricably linked with one another. It often seems like leadership becomes most necessary when things are going poorly. There are a number of reasons why a leader might play an outside role in the well-being of their subordinates (Harms et al., 2017). To begin with, an individual's supervisor is often considered "the face" of the organization for an employee and a lens through which their work experiences are viewed (Gerstner and Day, 1997). Moreover, leaders play an outsized role in the lives of their subordinates because of their ability to distribute or withhold material or social resources (Fiedler, 1992; Van Vugt et al., 2008). Transformational leadership, which typically entails a positive outlook, providing a compelling vision to guide efforts, and being supportive of followers is therefore an appropriate operationalization of this set of behaviours (Bass and Bass, 2009).

The leadership style that will be highlighted in this research is transformational leadership. Transformational leaders aim to create benefits for both themselves and their employees, therefore this leadership style showcases increased well-being, health, and productivity coupled with reduced absenteeism and sickness absence (Erskine and Georgiou, 2018). Whereas, the opposite leadership style, transactional leaders, aims to create an environment where successfully carrying

out roles and assignments is of the highest importance. However, this leadership style does tax the employees more as they only receive recognition upon successfully doing something (Bass et al., 2003; Erskine and Georgiou, 2018). Nevertheless, both of these studies conducted qualitative research with individuals who state that they are inexperienced in their job, which affects their performance. Therefore, the experience of each employee should be taken into consideration.

The term transformational leadership was first coined in 1973 and the concept is therefore still relatively new (White, 2018). The emergence of transformational leadership depends in part on the context in which the leader and followers interact (Bass et al., 2003). Transformational leadership is more likely to reflect social values and to emerge in times of distress and change while transactional leadership is more likely to be observed in a well-ordered society (Bass and Bass, 2009). Additionally, transformational leadership has risen in popularity over the past years as it is said to reduce stress among employees and increase performance (Erskine and Georgiou, 2018). Nevertheless, the perceived stress of employees has increased over the past few years even though the practice of transformational leadership has become more common (Lipman, 2019). Thus, further research is required as to why the perceived stress by employees continues to rise.

Prior to the introduction of charismatic–transformational leadership theory into the literature (Bass and Bass, 2009), most researchers referred to transactional contingent reinforcement as the core component of effective leadership behaviour in organizations (Bass et al., 2003). Exhibiting transactional leadership meant that followers agreed with, accepted, or complied with the leader in exchange for praise, rewards, and resources or the avoidance of disciplinary action. Rewards and recognition were provided contingent on followers successfully carrying out their roles and assignments (Ibid). However, in the past few years people are speaking against its rigid ideology where it focusses on the success of individuals rather than the group (FoW, 2016).

Mindfulness

Stress is one of the most common side-effects of the educational and business industry. Without proper coping strategies, all those involved might experience burn-out syndrome, anxiety and avoiding behaviour (Raluca Simion, 2016; Chamorro-premuzic, 2020). One promising coping strategy is the implementation of mindfulness-based interventions. A study regarding mindfulness-based interventions, highlights that mindfulness treatments are similarly potent with first-line psychological interventions. The study aimed at its impact on psychiatric disorders. Disorders such as anxiety, depression and smoking are heavily related to the perceived stress (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016). Initially, mindfulness-based interventions would be administered to a group of individuals over an 8-week period. The results it yielded were very promising in the combat toward reducing stress (Shonin et al., 2013). However, due to the heterogeneity in effects across disorders, the uneven distribution of studies across disorders, the relative scarcity of direct comparisons between mindfulness-based therapies and other first-line treatments results in a lack of firm recommendations (Goldberg et al., 2018). Thus, as the authors of the study note, more research is required to the specific relationship between perceived stress and mindfulness-based treatments. Meaning that there is an opportunity for GPT to underpin this theory.

Regarding leadership, it appears that there is a negative relationship between transformational leadership and depressive/stress symptoms. Thus, if an individual possesses a high level of

transformational leadership, employees will portray higher levels of occupational self-efficacy and perceived meaningfulness of the work, which, in turn, were associated with low level of stress symptoms (Perko et al., 2014). Additionally, an important factor of being a transformational leader is the ability to stimulate intellect and to pay attention to the individual (Das, 2012; Bass and Bass, 2009). A way of stimulating intellect and paying attention to the individual is through mindfulness-based interventions. Moreover, research has found that the practice of mindfulness helps to develop a transformative leader style. As transformative leadership has strong associations with follower motivation, confidence, creativity, questioning the status quo, going beyond self-interest and working for the collective good they tend to enhance the organizational effectiveness (Taggar and Saaranish, 2020). Mindfulness-based interventions aid individuals into becoming more compassionate, empathetic and increase their state of awareness. These components are pivotal characteristics leading towards the transformative leadership behaviours of caring and understanding (Ibid).

Additionally, an increasing number of organizations are turning towards mindfulness training, a program that usually includes mindfulness meditation as a core component. They do so with a diverse set of objectives such as reducing stress, improving employee well-being, improving emotional intelligence, or improving performance (Reb and Choi, 2014). Moreover, the practice of mindfulness-based interventions as a complementary health approach has more than tripled from 2012 to 2017 in the United States (Clarke and Stussman, 2018). This indicates that the inclusion of mindfulness-based interventions in services offered is a sought-after product and therefore can be utilized by GPT.

Furthermore, it appears that short-term mindfulness-based stress reduction interventions yield the same results as the traditional long-term mindfulness-based stress reduction interventions and first-line interventions psychological (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016; Klatt et al., 2009). Meaning that short-term interventions have a higher pragmatic value to populations with limited time and space (Klatt et al., 2009). To ensure a thorough and effective implementation of mindfulness-based interventions, one would need to look into the adaptation of the program format to the needs of different target populations (Michalak et al., 2020). Moreover, identifying the skills that therapists need to effectively teach mindfulness and establishing standards for teacher training is an important task for implementation research (Ruijgrok-Lupton et al., 2018).

Conclusion

The impacts of transactional and transformational leadership styles on the perceived stress among employees have been investigated in the literature along with the effectivity of mindfulness-based interventions. Even though the conclusion has led to mixed results, it seems that there is a significant relationship between leadership styles and the perceived stress among employees. A possible solution to the increasing stress levels among employees and leaders can be the implementation of mindfulness-based intervention, which will sustain mental health and increase performance. If the mental well-being in a company is high, the overall performance of individual employees will greatly increase (Armitage and Keeble-Ramsay, 2015). In the literature, most of the studies based their findings on quantitative data collected through surveys which only measured their queries on a single point in time. To this end, further research is needed, and investigating the opinions of leaders and employees is crucial to understand the link between

specific leadership styles, mindfulness and the perceived stress by employees (Lazarus and Folkman, 1984). Additionally, little research has focussed on the current methods of leaders to manage their personal stress as well as the implications of a leadership style on their employees. Therefore, this research, based on the conceptual model (Fig. 1.2), aims to investigate how mindfulness-based interventions impact the perceived stress by employees.

In order to guide this research, 3 questions are suggested:

- Are there currently leaders that use mindfulness-based treatments to manage their stress?
If so, how does it affect their personal perceived stress?
- How is stress in the workplace measured?
- How does transformational leadership affect the work environment?

3. Research Methodology

Two broad approaches of data collection and interpretation in research are qualitative and quantitative research. Qualitative research focuses on understanding a research query as a humanistic or idealistic approach (Vibha et al., 2013). Though, a quantitative approach is a more reliable method as it is based upon numeric data and methods that can be made objectively and propagated by other researchers (ibid). This research is focussed at collecting and analysing the perceived stress of employees and therefore, the utilization of qualitative and quantitative research has aided the researcher in the understanding of experiences and perceptions of the population.

Test Design

In order to collect the required data effectively the researcher will commence by interviewing individuals who hold a managerial position. Through these interviews the research will collect more in-depth information regarding the managers' leadership style, their opinions towards mindfulness-based interventions and their stress management methods. Additionally, the questions have been prepared beforehand which helped the researcher to guide the conversation and keep respondents on topic (App. 7.2) (Fuel Cycle, 2019).

Upon completion of the interview, the managers will receive instruction on how to conduct a mindfulness-based intervention among themselves (App. 7.5) The managers practiced mindfulness on a daily basis for 5-10 minutes at a time for up to two weeks.

To efficiently gauge the effectiveness of the mindfulness-based intervention on the perceived stress by employees, employees have received a survey before their managers have started with their mindfulness trainings, which measures their perceived stress in the workspace. After two weeks, the employees will receive the exact same survey to measure whether the practice of mindfulness by their employees has impacted their perceived stress in the workspace.

The intended sample size was 100 employees and 5 managers.

Population

This research aims at the collection of perceived stress of employees and leaders. Therefore, three separate organizations have been subjected to this research, meaning that three individuals who hold a management position alongside their subordinates have been interviewed. Each of the interviewees has a minimum of 5 years' experience in a managerial position. Moreover, the sequence of the beforehand created questions has not been systematically followed by the researcher to ensure a fluent conversation with the participant (See limitations).

Taking the nature and scope of this research in consideration, a quantitative data collection method was constructed to gather information from subordinates prior to the intervention and after the intervention (See Intervention below). The researcher opted for both the collection of qualitative and quantitative data (mixed methods). Qualitative data provided the researcher with insights into managers' point of view and feelings. Whereas the collection of quantitative data was intended to quantify the perceived stress of employees in the workspace prior and after the intervention.

Sampling methods

Participants were selected via probability stratified sampling. Meaning that several companies have been approached and that their staff will be divided into separate strata who all share similar characteristics (managerial position or subordinate). During the research, the researcher guaranteed confidentiality and anonymity to participants, which makes the replicability of the research increasingly difficult.

Methods of data collection

The qualitative data has been collected through semi-structured interviews, which allowed the participants to provide open-ended responses which, in turn, resulted in more in-depth information.

In order to gather enough participants, invitations have been sent to various companies by email. Upon agreeing to be a part of this research, the participants have received another email containing the main research topics that will be addressed during the interviews so that they could prepare/familiarize themselves with the subjects.

Finally, the researcher asked each participant to provide some feedback at the end of each interview so that the given feedback could be considered regarding the betterment of further interviews.

Moreover, the managers' subordinates were all instructed to partake in a quantitative research, which occurred by the means of a survey (App 7.3). The provided survey measures the subordinates' stress level whether it has changed over the course of two weeks. The utilized survey is based on two separate methods to gauge work-related stress. The used methods are the Perceived Stress Scale (App. 7.4) and the Work Stress Questionnaire (Frantz and Holmgren, 2019). These methods are chosen as the Perceived Stress Scale is the most widely used psychological instrument for measuring the perception of stress (Cohen, 1998) whereas the Work Stress Questionnaire was developed as a self-administered questionnaire with the purpose of early identification of individuals at risk of being sick-listed due to work-related stress (Frantz and Holmgren, 2019). By combining these two methods in the developed survey, a clear overview will be provided regarding the current level of perceived stress by employees. For testing reliability, a test-retest study was performed, meaning that the subordinates have filled out the survey on two separate occasions; a day prior to the implementation of the intervention and a day after the completion of the two-week intervention.

Intervention

As discussed in the literature review, an effective way of stress management are mindfulness-based interventions (Campbell et al., 2007) and as leadership is the number one reason of stress among subordinates (Bass and Bass, 2009) the intervention will be implemented on a managerial level. Additionally, research has found that the practice of mindfulness helps to develop a transformative leader style (Taggar and Saaranish, 2020). Therefore, the intervention that the case companies went through are that the managers conduct daily mindfulness-based exercises to manage and reduce their personal stress. The intervention would last up to two weeks as it appears that short-term mindfulness-based stress reduction interventions yield the same results as the traditional long-term mindfulness-based stress reduction interventions and first-line interventions psychological (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016; Klatt et al., 2009). Meaning that short-term interventions have a higher pragmatic value to populations with limited time and space (Klatt et al., 2009).

Finally, a letter has been sent to all managers who partook in the research containing a detailed description of the intervention and how they can implement it (App. 7.5).

Measuring instruments

In order to analyse the data collected through the interviews, each interview has first been transcribed. The transcribed interviews reduced the potential bias caused by the interviewer's misinterpretation and subjectivity. However, as only one researcher transcribes and analyses the data, potential biases emerge as interjudge reliability is eliminated, and could have led to meaning distortion, which could therefore have reduced internal validity (Dearnley, 2005). Moreover, if the interviewees were not at ease, provided socially acceptable answers or misunderstood the questions, the data collected could also have been compromised. In order to bring these biases to a limit, the interviewer commenced each interview with informal questions to earn the participants' trust. Additionally, the interviewer also utilized active listening techniques, repeating or clarifying 28 questions, paraphrasing answers, and using verbal and nonverbal cues to show understanding. Then, the transcribed interview has been thematically analysed by assigning preliminary codes to the data in order to describe the content. This is followed by the search and categorization of themes among the codes related to the literature review (App. 7.7) **(See Table X)**.

Leadership Style	
Performance Measurement	
Stress Management	
Stress Measurement	

Table 1. Categories and Colour Coding

Furthermore, as to analyse the collected data by the means of the conducted surveys, SPSS was used. This allowed the data to be sufficiently and statistically analysed. In total, 31 surveys were returned to the researcher, to which a cross-table independent sample t-test was used to analyse whether there were any significant differences.

Finally, as this research uses "mixed methods" it permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. Moreover, the quantitative data collection method is reliable and generalisable as the survey was published to a certified website (Wisdom and Creswell, 2013)

Ethical data management

Regarding the management of ethical data, the researcher will refer to the 'The Code of Practice for Research' provided by the UK Research Integrity Office. Moreover, the researcher will make sure to fill out the UK Research Integrity Office's recommended checklist (App. 7.8) (UK Research Integrity Office, 2021).

4. Results

The following findings resulted from the combination of interviews and surveys. Firstly, the interview results will be shown as they set the scene regarding the survey findings. The colours of the headings correspond to the categories found in appendix 7.7, which showcases quotes that are relevant to the individuals' point of view and correspond to the given categories.

Interview Findings

Leadership

The interviews with the managers revealed a common leadership style preference, laissez-faire and transformational leadership. All of the three managers aim to provide an environment where each individual is able to develop their skills to the fullest possible extent.

I am aiming to develop each and every one's skill for the betterment of the whole company.

Interviewee #2

Additionally, all of the three managers do not tend to delegate their responsibilities as they feel that everyone should put in an equal amount of effort into their job. A CEO even went as far as stating that the people pertaining a management position hold as much authority in the decision-making process as he does.

Regarding the management team, there is no real leadership. Everyone holds the same authority regarding decision-making and puts in an equal effort.

Interviewee #1

I do not like to delegate. I like to see people working together and to develop their skills and I like to be a part of that.

Interviewee #2

I am very trusting meaning that I'm not a micromanager at all. I need my people to be able to work by themselves and be proactive.

Interviewee #3

Performance

One manager states that the only measurement of performance is the feedback that they receive from their customers. The perceived performance of employees will first be discussed by the management team before communicating the feedback towards their employees. This is done in order to provide a general array of feedback.

The other two managers measure their employees' performance by the means of different measurement programs. The measurement programs track the tasks and progress of their employees. Moreover, both managers value personal contact as it provides them with the opportunity to gauge the employees' progress and state of mind.

We have a lot of personal contact with our employees. [...] I just have normal conversations with them to see how they are doing in their personal life. Because if they feel good in their personal life, their work performance increases.

Interviewee #2

We have a meeting twice a week. The meeting in the beginning of the week is a team meeting and the meeting at the end of the week lasts half an hour with each of the employees individually to discuss the week.

Interviewee #3

Stress Management

All of the three managers state that they actively try to manage their stress by utilizing physical activities. They feel that these activities tend to calm their minds and allow them to be less stressed in the workspace. Moreover, all of the interviewees have a clear understanding of what mindfulness-based-interventions are. However, only one interviewee is certain that mindfulness-based interventions will aid in the reduction of stress. Whereas the other two interviewees are hesitant whether it will have an effect or not.

Additionally, all of the interviewees are trying to reduce stress in workspace. This is done through different measures such as one-on-one conversations, inter-departmental events and by sending care packages. This is done because each of the managers believe that stress transfers from one individual to another if no action is undertaken.

We are aware that facilitating a pleasant working atmosphere transfers to the mindsets of our clients. This is because stress transfers from one person to another.

Interviewee #1

Stress Measurement

All of the interviewees do not use specific stress measurement tools within their companies. A common denominator is that each of the interviewees gauge their employees' stress by "feel". They tend to have weekly conversations with their employees and in these conversations, they try to pick up signals that could be an indicator of perceived stress. They state that, due to a lack of measurement tools, they are reliant on the signals they perceive and the willingness of employees to share personal information. This results in a distorted picture.

Unfortunately, it also depends on the individual, because they decide about how much they will tell and if they want to tell you something. So, in conclusion, currently there are no specific measurement tools in place.

Interviewee #2

Survey Findings

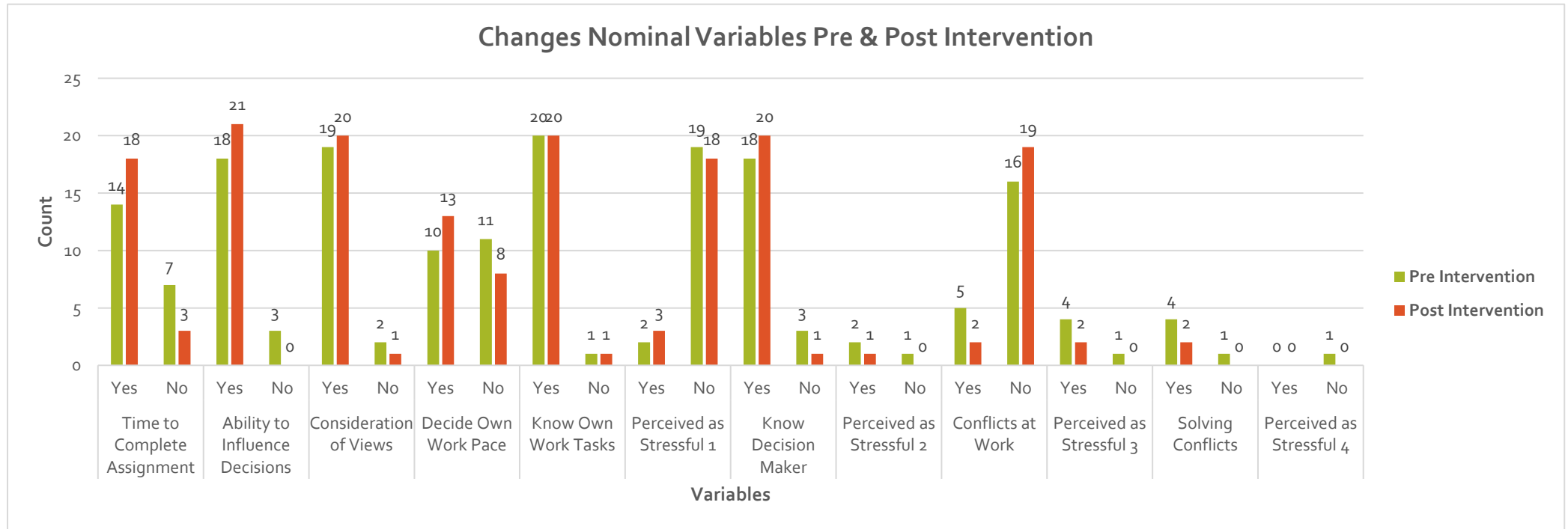
Pearson's Chi-squared test was initially chosen to analyse the data collected through the surveys, as it could be applied to both datasets and evaluate how likely it is that any observed difference between the sets arose by chance. Moreover, it provided a clear overview of the results when generating the data in a cross table. However, during the analysis of the data collected through the distributed surveys, it became clear that no significant relations were discovered upon utilizing Pearson's Chi-squared test. This is due to the fact that the provided sample size was too small as only 31 surveys were conducted. Nevertheless, when conducting a frequency analysis of the results a positive pattern can be identified.

The graph below (Graph 1) showcases the difference in the given answers regarding the nominal variables prior to the implementation of the mindfulness-based intervention and after the mindfulness-based intervention had been conducted for two weeks.

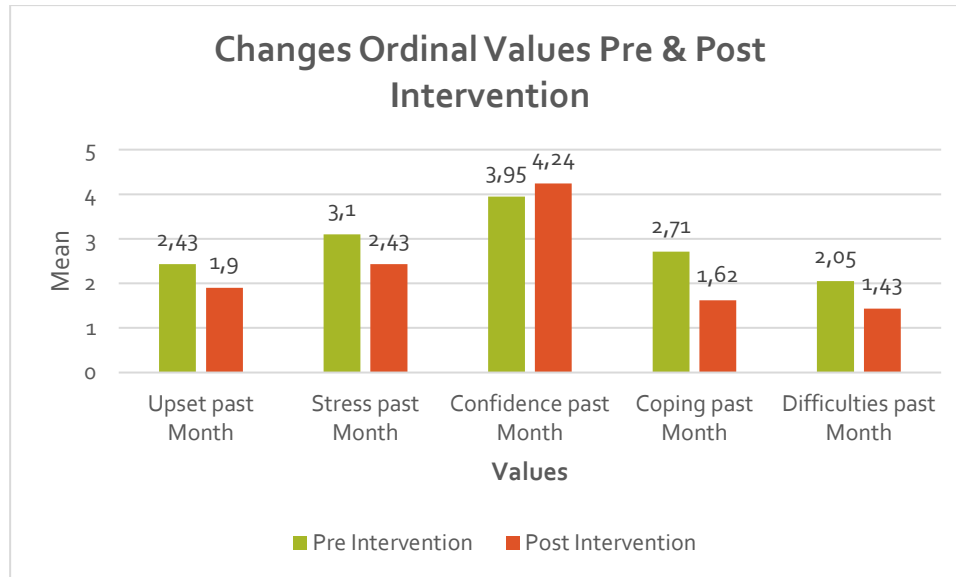
Firstly, the nominal variables indicate a positive change after the implementation of the mindfulness-based intervention. The variables that saw a positive change are Assignment Time, Influence Decisions, Consideration of Views, Work Pace, Decision Maker and Conflicts at work. Additionally, some of the nominal variables saw either no or a negative change. These stationery and "worsening" variables include Work Pace, Work Tasks Included and Stressful 1. Please note that the frequency of certain variables is lower as the answer given at previous questions determine the flow of the survey. Therefore, some questions did not apply to all individuals.

Regarding the ordinal questions, Graph 2 illustrates the change in the answers given prior to the intervention and the answers given upon completion of the intervention. Each bar showcases the mean of the answers provided. It can be observed that each of questions answered show a positive change following the mindfulness-based intervention. Some of the provided questions measure a negative connotation, such as Upset past Month, Stress past Month, Coping past Month and Difficulties past Month. All of these variables indicate a decrease in the measured mean. Regarding the feeling of being confident in the past month, the measured mean also indicates a positive change as it has increased from 3,95 to 4,24.

In order to take a closer look into the asked questions please refer to App. 7.3. Regarding the detailed analysis of the data please refer to App. 7.9 and App 7.10.



Graph 1. Changes Nominal Variables Pre & Post Intervention



Graph 2. Changes Ordinal Variables Pre & Post Intervention

5. Discussion

Result Interpretation and Reflection

This research article is created to analyse the impact of transformational leadership on the perceived stress of employees. The goal of this discussion is to reflect and evaluate the research cycle, turning it from data and information into knowledge and wisdom (Wallace, 2018).

Firstly, all interviewed managers have stated that they do not tend to delegate their responsibilities because they feel that everyone should put in an equal amount of effort into their job. This indicates that all interviewed managers share a similar style of leadership. Moreover, it appeared that all of the managers are looking for ways to actively control their personal stress. This is the case because, in an effort to manage their personal stress, they often opt for physical activities as they are of the opinion that these activities aid them in their effort to calm their minds and to be less stressed in the workspace. This suggests that they are all aware that stress is transferable from one individual to another.

Secondly, no significant difference could be identified due to the limited sample size. However, a clear pattern could be identified, indicating that the mindfulness-based intervention has the desired effects on the perceived stress by employees. Applying common sense to this matter, it can be expected that, were this research conducted with a larger sample size, that a significant difference can be identified.

The initial stage of the research proved difficult to me as I was trying to balance the needs and wants of my internship client and the requirements set by my studies. My internship client pushed me into the direction of researching the impacts of "eastern wisdom" on the business industry. However, this direction proved too difficult and too vague to research which meant that I, three months into my LYCar, still did not have a research topic. Luckily, upon discussing the issues at hand my tutor made me realise that I had to make some concessions. Thus, I decided to research the impacts of mindfulness-based interventions on the perceived stress by employees. This area of research met both the criteria set by my internship client and those set by HTH, and most importantly it met my interests. From here on out, I was able to commence and research the topic thoroughly. Meaning that I viewed several different perspectives of scholars, create a methodology and develop a theorised research question. The initial step of the research was to analyse the problem at hand and become familiar with the topic in order to create an initial conceptional framework model. This model provided me with the guidance to begin the literature review.

The writing of the literature review was quite an endeavour as it is of great importance to the entirety of the research. Additionally, the literature provides the hypothesis for the conceptional framework. All of the identified relationships regarding stress and leadership were provided from other scholars which illustrates the importance of a well-rounded literature review. An area that proved difficulty, was discovering research regarding the impacts of certain interventions on stress. Initially, this posed as a limitation as several studies researched the inner working of the brain. In order to counter this limitation, I asked the assistance of an individual who is capable to analyse the specific studies. By doing so, I was able to extract the information I required, meaning that I could continue upon the drawn conclusions.

Upon completion of the literature review, I then created my methodology for future research. This stage of the research paper was quite difficult but also very exciting as I was going to prove my hypothesis. Nonetheless, this stage created several challenges mainly concerning the situation created by the COVID-19 outbreak. This meant that all organisations had their employees work from home, which decreased the amount of contact they had with their managers. Nevertheless, I came up with a solution to approach companies that still maintained a healthy amount of contact with its employees in order to conduct my research. Unfortunately, this did mean that I did not reach my initially intended sample size of 100 respondents. Secondly, by both collecting qualitative and quantitative data I had to carefully make considerations to limit the possibility of biases and reliability. Therefore, I had to make myself a lot more knowledgeable on the collection of both qualitative and quantitative data.

The largest limitation within my research was the limited availability of appropriate companies and my survey design. Due to a lack of extensive prior SPSS knowledge, I was unable to properly evaluate my results. In order to make myself more knowledgeable I had to self-study through the means of YouTube, LinkedIn Learning, my LYCar coach and discussion with a HTH research teacher. Upon making myself more knowledgeable, I found flaws within the survey design. This lack in knowledge slowed the progress of my research paper down significantly. However, it did provide me with important insights into the creation of research papers. In conclusion, although with the challenges of COVID-19 and frustrations at the start I am very pleased with the progress of this report.

Theoretical Implications

It is of importance to evaluate and compare the results of this research to the utilized research articles in the literature review. As most of the studies in the literature review based their findings solely on quantitative data collected through surveys which only measured their queries on a single point in time the findings from this research might vary.

The collected qualitative data indicates that individuals themselves do not find their jobs stressful, they find the workspace itself stressful. These findings are in line with the studies conducted by the American Institute of Stress (Boyd, 2020) as it is not the job that creates stress but rather the person-environment fit. According to a Meta-Analytic review in *The Leadership Quarterly*, the leadership style of the individual who holds a managerial position is of great importance (Harms et al., 2017). This is due to the fact that stress can be transferred from one individual to another, something that is reflected in the findings as each of the interviewees are aware of their influence on the stress levels of their employees.

A different study, the Bass & Bass Handbook, argues that leadership is the number one reason of stress among subordinates. This statement however cannot be underpinned by the findings of this research. Additionally, the study also states that leaders who pursue transformational factors manage to decrease the felt stress among employees (Bass and Bass, 2009). This statement can be backed up by the analysed results as the perceived stress by the employees after the intervention has overall decreased.

However, as stress is transferable from one individual to another it is of importance that leaders can actively manage their stress. The results showcase that all interviewed leaders occasionally experience stress but are not actively trying to manage their stress with stress-management tools. These findings are in line with a study conducted by the Center for Creative Leadership

which argues that 88% of leaders see their work as a primary source of stress (Campbell et al., 2007). However, only 28% uses tools to aid them in their stress management (Ibid).

Upon analysing the results of the impacts of mindfulness-based interventions, it seems that they have a positive effect in decreasing the perceived stress by employees. However, as the perception of stress is highly dependent on the individual experiencing it, it is subject to a broader range of dependent factors. This is due to the fact that perceived stress is heavily related to certain disorders such as anxiety, depression and smoking (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016). These findings are interpreted as a possible bias and this topic will therefore be further discussed alongside the limitations of this research.

A study conducted by Armitage and Keeble-Ramsay argue that if the mental well-being in a company is high, the overall performance of individual employees will greatly increase (Armitage and Keeble-Ramsay, 2015). Even though this research did not discover findings that support this claim, it does however reveal that the mental well-being of individuals increased after having leaders conduct mindfulness-based interventions. By using common sense, one could argue in favour of Armitage and Keeble-Ramsay's claim.

Limitations

Firstly, this study allowed for the successful collection of in-depth data from semi-structured interviews and surveys. However, both qualitative and quantitative research face specific complexities and limitations. During the collection of data through semi-structured interviews, the data could be biased if the participants are providing socially desirable answers, are not comfortable with the setting, misunderstand the questions and or if they provide answers that will satisfy the interviewer. Regarding the collection of quantitative data, it proved challenging not to question the survey design as I did not possess sufficient knowledge regarding SPSS.

Secondly, HTH has provided me with basic knowledge beforehand but due to the fact that I aimed at conducting the analysis at a "higher" level this proved insufficient. Personally, if HTH would have provided the knowledge regarding the usage of SPSS closer to the actual research phase, I believe that a better analysis of data could have been provided. This also prevented the study from having more effective reliability and validity tests. Additionally, the lack of detail within the questions prevented an extended analysis on the result.

Moreover, another limitation involved the COVID-19 situation which resulted in the adaptation of my research. Additionally, I was not able to achieve to reach the targeted sample size, which makes the research hardly generalisable. Therefore, if I were to do the research again, significant changes would be made in the survey questions and plans would be made for unforeseen circumstances to reach the desired sample sizes.

Thirdly, by utilizing a before-after assessment the threat to internal validity increased. However, in many cases, it provides preliminary evidence for the effectiveness of the intervention (McQueen and Knussen, 2006). Another possible limitation involved the lack of collected qualitative data among leaders at a post-intervention level. This could have provided clearer results and resulted in a lack of detail, thus creating a limitation.

Furthermore, the perception of stress is highly dependent on the individual experiencing it, it is subject to a broader range of dependent factors. This is due to the fact that perceived stress is

heavily related to certain disorders such as anxiety, depression and smoking (Stubbs et al., 2017; Ghorbani et al., 2008; Pozzebon et al., 2016). Moreover, the perceived stress in the workspace can also be influenced by factors outside of the workplace such as illness, family related issues and other daily hassles (HSENI, 2015). Therefore, all findings are subject to bias.

Recommendations for further research

This research can serve as the foundation for further research. The research provides a clear overview of the impacts of mindfulness-based interventions on the perceived stress of employees. Although the research has its inconsistencies, the overview is clear.

Therefore, I have described four ideas for further research with the most potential below:

Employee behaviour: As this research analysis looks into the fact whether the perceived stress by employees is affected by implementing a mindfulness-based intervention among their managers, it might be interesting to turn this research around and investigate the impacts of a mindfulness-based intervention when it is implemented among employees. This is because stress is transferable and a deeper dive into the impact of employees on one another might shed some light on the matter. A qualitative and quantitative research with a pre/post measurement would be suggested, in order to uncover the truth.

Cultural background: Possibly, a future research could investigate the impact of different cultural backgrounds on the inclination to perceive stress in the workspace. This is on the grounds that an interviewee indicated that an employee situated in London perceives a lot more stress due to their work ethics.

Performance outlook: As this paper solely investigates the impacts of mindfulness-based interventions on the perceived stress by employees, the work would serve a broader purpose if the performance of employees is measured before and after the intervention. This could provide additional insights into the impacts of stress on the performance of employees and how it can be affected by interventions.

Transactional leaders: As described in the literature review, if leaders utilize mindfulness-based interventions their leadership style tends to move towards a transformative style. Being as this research, by coincidence, implemented the mindfulness-based intervention among leaders who categorised as transformational and laissez-faire leaders, it would be interesting to look into the impact that mindfulness-based interventions have on, for example, transactional leaders.

Conclusion

At the initial stage of the research, a problem was analysed, and a research question was produced: **What are the impacts of mindfulness-based interventions on the perceived stress by employees?** To answer this question, the question was broken down into three research questions regarding the measurement of stress, the effect of transformational leadership on the work environment and the usage of mindfulness-based interventions.

From this research it can be concluded that by utilizing stress-management tools such as mindfulness-based interventions aid in the reduction of the perceived stress by employees. It is important to note that this research could provide a clearer depiction of the

results if the sample size were bigger and if the survey were designed to accommodate to the collection of the best results. In conclusion, this research used literature and primary data to expand and provide awareness regarding the impacts of transformational leadership on the perceived stress by employees.

6. Recommended Product

Context

Upon the completion of conducting the research and drawing conclusions, it becomes clear that action must be undertaken in order to reduce the perceived stress amongst employees. Thus, the next step is to develop a professional product encompassing the findings of this research. The conducted research did not identify a statistically significant difference regarding whether or not exposing leaders to mindfulness-based interventions will reduce the perceived stress by employees. Nevertheless, a clear pattern could be identified and if the sample size were larger, I am of the opinion that a significant difference can be identified. The research itself aims towards applying the gathered information to the business world. Therefore, effective leadership styles, along with effective interventions require further attention and implementation.

The management placement took place at GPT, a company that aims to maintain traditional Chinese tea culture through education and the sales of tea. Concerned by the rapidly changing tea industry, GPT takes pride in selling sustainable and traditional tea while spreading applicable wisdom to businesses throughout the world. The founder, Rui Liu, is an ambassador regarding the goal to create a symbiotic culture with nature. Therefore, the name of GPT is derived from the Chinese word of "tea". As tea, in her culture, simply narrates the moment when these three elements come together. Tea has always been their most treasured harvest, and the crafting of it is their heartfelt tribute to the nature they breathe (GPT, 2021).

My internship lasted five months and during this time I was responsible for lead generation, customer handling, Sales & Marketing and running a Social Media campaign. During my training, I had the opportunity to work alongside a culturally diverse team consisting out of individuals from China, South Africa, The United Kingdom, Scotland, the United States of America and Italy.

As GPT is a small start-up company that provides trainings to organizations on how to take care of their mental well-being, it was decided to develop a research project that could illustrate that mindfulness-based interventions aid in the reduction of stress among employees. This research is in line with and could underpin GPT's aim to educate and share traditional Chinese wisdom.

This professional product is linked with both PLO 2, which is regarding the design of a hospitality concept based on trend analysis and contribute to the continuous development of the industry and PLO 9 which is to improve interaction with each other constructively and effectively, to realize common goals.

Process & Outcome

As a final deliverable, an implementation plan was created for GPT, to utilize and implement the effectiveness of mindfulness-based interventions in their services offered. Following the problem analysis and the literature review, the creation of an implementation plan is required by having management conduct mindfulness-based interventions which will decrease the stress felt by employees in the workspace. Consequently, shifting a manager's leadership style towards a more transformational style. In order to implement this into the services offered a personalised change model was used to effectively implement the change. The model was inspired by Prosci's ADKAR, Kottler eight-step and Cummings & Worley's five activities. The created model, ENACT,

is designed to have managers embrace the change to reduce employees' perceived stress by having leaders follow mindfulness-based interventions.

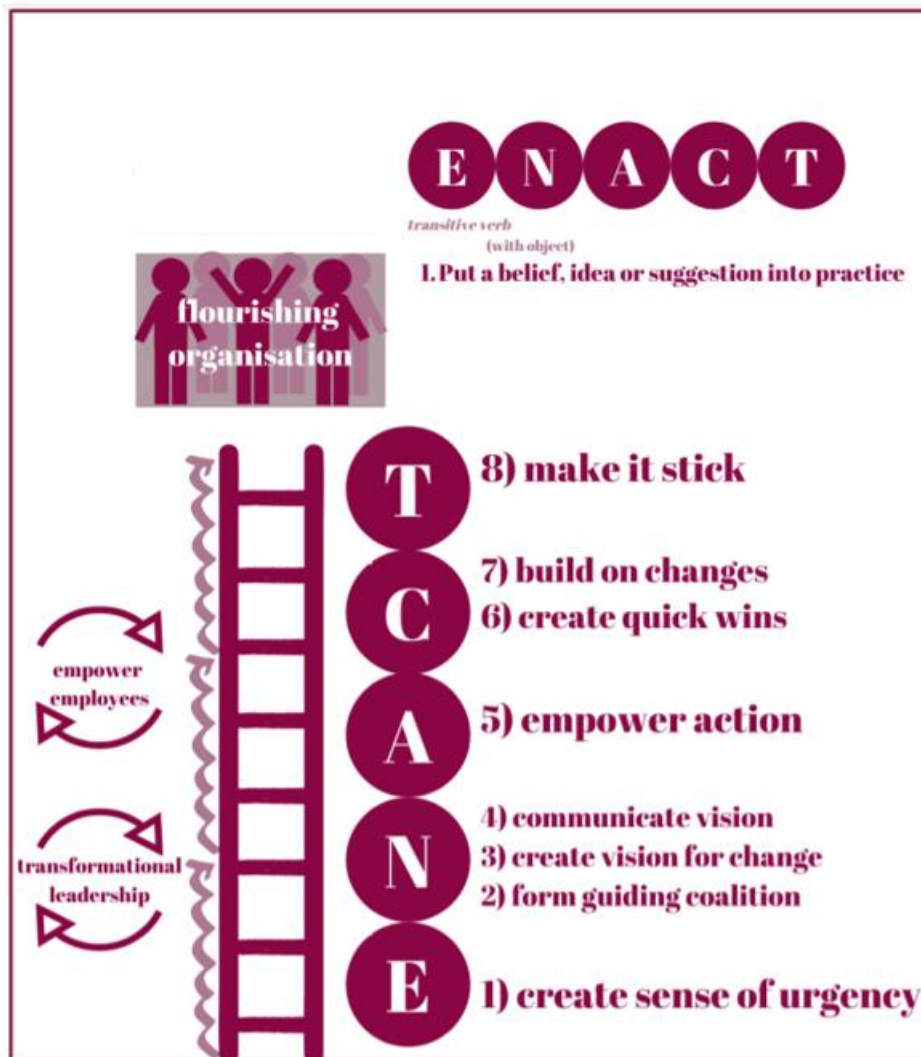


Figure 3. ENACT model (Cummings and Worley, 2009; Prosci, 2021; Kottler, 2018; Stok et al., 2020)

The following steps will have to be adhered to when implementing the intervention into the services provided in order to minimize the possibility of restraint and hesitation amongst all of the affected individuals who will be involved throughout the process.

Create a sense of urgency	
Explanation	Companies main strategy is to focus on performance and to involve them in the process, they need to achieve awareness and what opportunities this change brings at an individual and organisational level (Prosci, 2021; Cummings and Worley, 2009)
Goal	Increase managerial involvement and allow free flow of ideas.
Who?	Individuals with a managerial position
Intervention	Hold an informative session to ensure employees are involved in the long-term strategy (Cummings and Worley, 2009)
Implementation Feedback tool	Peer-to-peer feedback

Create a need to engage and support the solution	
Explanation	In order for the solution to be accepted the support of those recognized as having strong expertise and integrity is important (Husain, 2013)
Goal	Each manager will provide input with regards to the implementation of the solution.
Who?	Individuals with a managerial position
Intervention	Hold a peer-to-peer session where managers converse on how to implement the solution.
Implementation Feedback tool	Peer-to-peer feedback

Implement mindfulness-based interventions	
Explanation	As stress is transferable from one individual to another through high-tension behaviour (Korn Ferry, 2018), it is of importance that in order to decrease the perceived amount of stress managers should be able to manage their stress effectively.
Goal	To improve the stress management capabilities of managers and decrease the perceived stress of employees
Who?	Individuals with a managerial position and employees
Intervention	Have individuals with a managerial position follow mindfulness-based interventions.
Implementation Feedback tool	Peer-to-peer feedback

In order to communicate the proposed product a formal letter has been sent to the management team (App. 7.11) containing a detailed description of the implementation plan.

Unfortunately, due to the current COVID-19 regulations along with the tight schedule of the team, the plan is yet to be implemented. Due to the current situation, GPT has faced a drastic decline in the amount of business to business sales. Therefore, it has been decided that until these numbers increase again, the plan will be put on hold. Nevertheless, the information will be on hand in case better prospects identify themselves.

Critique

The proposed implementation plan follows the guidelines set by Prosci's ADKAR, Kottler eight-step and Cummings & Worley's five activities and therefore the outcome is satisfying, with clear and detailed steps. Moreover, the proposed implementation of mindfulness-based interventions is in line with the values of GPT that aims to educate individuals and create awareness. I am of the opinion that if the implementation were to be integrated in the services offered that it would provide clients with clear results. Additionally, it would have provided the participants with tools necessary to build an environment that stimulated mental health rather than discourage it.

However, as the plan could not yet be implemented, its value is currently very low as it does not have any impact. On the other hand, a big initiative needs to be created in order to inform others on the positive effects of mindfulness-based interventions in the workspace. This idea could be implemented by GPT, as they occasionally host informative events in order to discuss and share findings. Therefore, it would be possible to spread the word during these events.

The feedback that I received upon proposing this product was that it was straightforward and easy to follow. In addition, it was thought to be a helpful tool to utilize on a larger scale before narrowing it down into the details necessary to build lasting results from the bottom-up. Though, the client felt that their organization is currently focussing on the individual and baseline employees, but the provided product could benefit all levels of management.

Furthermore, the implementation requires an organisation to implement the mindfulness-based interventions in their operations. This decision requires approval from upper management, which requires further efforts and time. Therefore, the appeal of the intervention might decrease.

Dissemination

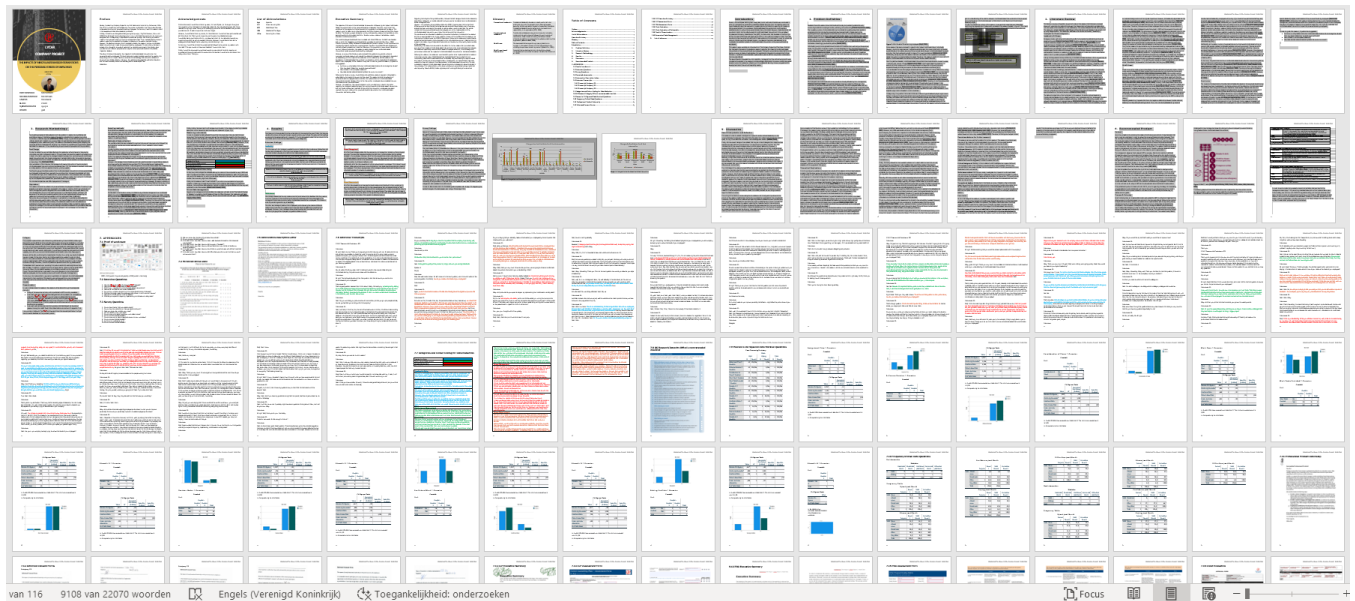
In order to disseminate this research, the research will be shared through three separate channels:

- A copy of the executive summary will be published to GPT's monthly newsletter.
- A carousel post (App. 7.18) has been designed that will be posted on a multiplatform called 'The Futur'. The Futur is a group of creative professionals that consult organisations to scale their business by providing various types business related information (The Futur, 2021). By sharing the infographic on The Futur's platform it will gain an audience of over 2 million people who are all concerned with running a business as efficiently as possible.
- A carousel post has also been sent to a company that has allowed me to conduct research among their staff. Proof of the dissemination can be found in appendix 7.18.

I am currently in talks with The Futur and have send them the carousel post below. I will yet have to receive feedback on the provided product.

7. APPENDICES

7.1 Proof of wordcount



9108 van 22070 woorden

9108 + 163 (words in figures and graphs) = 9271 (words in main body)

7.2 Interview Questions

1. How do you monitor the performance of your employees?
2. How do you measure the stress of your employees?
3. What is your understanding of mindfulness-based interventions?
4. How would you describe your style of leadership?
5. Are you/your company actively trying to reduce stress among employees?
6. What are the areas, regarding employee performance, in which you can improve?
7. How do you handle conflict in the workspace?
8. What do you expect to happen by implementing mindfulness on a daily basis?

7.3 Survey Questions

1. Do you have time to finish your assignments?
2. Do you have the possibility to influence decisions at work?
3. Does your supervisor consider your views?
4. Can you decide on your work pace?
5. Do you know which assignments your work tasks include?
6. Do you perceive that as stressful?
7. Do you know who is making decisions concerning your workplace?
8. Do you perceive that as stressful?
9. Are there any conflicts at work?
10. Do you perceive that as stressful?

11. Has your supervisor done anything to solve the conflicts?
12. Do you perceive that as stressful?
13. In the last month, how often have you been upset because of something that happened unexpectedly?
14. In the last month, how often have you felt nervous or "stressed"?
15. In the last month, how often have you felt confident about your ability to handle your personal problems?
16. In the last month, how often have you found that you could not cope with all the things that you had to do?
17. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

7.4 Perceived stress scale

PERCEIVED STRESS SCALE

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

Name _____ Date _____

Age _____ Gender (Circle): **M** **F** Other _____

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

- | | | | | | |
|--|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? | 0 | 1 | 2 | 3 | 4 |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? | 0 | 1 | 2 | 3 | 4 |
| 3. In the last month, how often have you felt nervous and "stressed"? | 0 | 1 | 2 | 3 | 4 |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems? | 0 | 1 | 2 | 3 | 4 |
| 5. In the last month, how often have you felt that things were going your way? | 0 | 1 | 2 | 3 | 4 |
| 6. In the last month, how often have you found that you could not cope with all the things that you had to do? | 0 | 1 | 2 | 3 | 4 |
| 7. In the last month, how often have you been able to control irritations in your life? | 0 | 1 | 2 | 3 | 4 |
| 8. In the last month, how often have you felt that you were on top of things? | 0 | 1 | 2 | 3 | 4 |
| 9. In the last month, how often have you been angered because of things that were outside of your control? | 0 | 1 | 2 | 3 | 4 |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | 0 | 1 | 2 | 3 | 4 |

7.5 Intervention Description Letter

Mindfulness Practices

Mindfulness is a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment.

The upcoming two weeks you will practice mindfulness on a daily basis. However, practicing mindfulness for the first time can be tricky. Therefore, I provide you with three separate mindfulness practice accompanied with a short explanation.

Breathing exercise:

Try to sit down, take a deep breath and close your eyes. Focus on your breath as it moves in and out of your body. If you catch yourself drifting away or being unaware of your breathing, pay attention to surrounding sensations (sounds, smells, temperature) to guide you back to the breathing exercise.

Body scan meditation:

Lie on your back with your legs extended and arms at your sides, palms facing up. Focus your attention slowly and deliberately on each part of your body, in order, from toe to head or head to toe. Be aware of any sensations, emotions or thoughts associated with each part of your body. Try to lie very still during the duration of the exercise but if it becomes necessary to adjust your position, please move with awareness.

Walking meditation:

Find a quiet place of approximately 5 meters in length, and begin to walk slowly. Focus on the experience of walking, being aware of the sensations of standing and the subtle movements that keep your balance. When you reach the end of your path, turn and continue walking, maintaining awareness of your sensations.

When doing these exercises daily, the desired duration is 5-10 minutes. If you have any questions relating to the exercises please do not hesitate to reach out by emailing hidde_stok@hotmail.com.

Thank you so much for your participation.

Regards,

Hidde Stok

7.6 Interview Transcripts

7.6.1 Transcript Company #1

Interviewer:

All right. Good morning. Thank you for agreeing to do this interview with me. It means a lot to me and will help me complete my thesis. So, what I'm going to do is I'm going to ask you some questions and yeah, you're going to answer them. It's as straightforward as that feel free to ask me any questions in the meantime for further explanation, if you don't understand something and this interview will approximately take 15 minutes and will be recorded for research and educational purposes. This was also stated in the contract that you just signed. So, before we get started, do you have any questions?

Interviewee #1:

No, not really. It's all very clear. And I'm looking forward to interview and also doing the mindfulness training. So just anxious to see what the effects are.

Interviewer:

All right. Then let's get started with the first question. And that is how do you monitor the performances of your employees?

Interviewee #1:

That's a good question because I don't think about it daily. It's mainly by, *by feeling and by talking to my small management team of three persons the total amount of employees varies a bit within the year, but it's, it's about 12 to 14 people. All right. And we don't do tests or do performance information. We don't have specific figures about it. But in our team, we talk about it and discuss it. So that's the, well, the main tool we have.*

Interviewer:

Yeah. So, you would say you just converse with one another, and do you go up to people and ask, how do you feel that you're doing within this company?

Interviewee #1:

Yeah, but that's, I think the, the, the sort off business we are in all the, it's all about team building and about outings, and we're always focused on the feelings of the participants of the clients. So, and because that is our, our main products to see how they are either feeling and if they have pleasure or are they learning to work with each other. And I think that's also a part of our way of seeing our own teamwork, quite English aware of how people are feeling. But then again it's not something we talk about it very often, very often, just as a, as a part point. It's just, we go with the flow and that's why we take it to others, but it's certainly a thing to, to stand still and to think about it.

Interviewer:

So you would say that as long as you have the impression that the company is performing well, that your participants are having fun and are learning about team building and your employees are performing up to par and don't show any signs of

Interviewer:

How should I put this

Interviewer:

Of discomfort that, that is sufficient for you to monitor their performance?

Interviewee #1:

Yeah. As long as the quality of the product is, is high, and we try to use high standards.

Speaker 3:

Alright,

Interviewer:

Well, that was a clear answer. So let's move on to the next question, which is a continuation of the previous question. And that's, how do you measure the stress of your employees?

Interviewee #1:

Well

Interviewee #1:

Again, we don't have tools to measure. It's also about feeling about the signals we perceive. We think we perceive

Interviewee #1:

But when we it's, it's most of the, the, the personal contact we have, because we, we noticed that people can handle it or can't handle it. We intervene quite soon because if they have stress, it will translate itself into a bad product or service but I must say that's since it's, it's not a thing we, we discuss as a point every, every month or every week or every day that sometimes it might be a little trip because some people don't want to show it and don't want to let you know. And in our case of business, we can't be with our employees and the clients, and can't see the product or the service that is being produced. So when I sit like this, talking with you sure. There's something I might miss sometimes and I'm talking for the three of us as a management team. That's we think we, we know what's going on, but maybe overlooking something maybe sometimes. And if we, if you could see or ask or know that there's more stress than we know, then we could even improve our service, but we think we're doing quite alright, but interesting point.

Interviewer:

So, you're saying that you basically measure the stress of your employees by the end product that is delivered to your customers?

Interviewee #1:

Well, partly we also ever debriefing afterwards because the experiences that our employees have with the clients are also translated in in feedback that we give to the clients sometimes serious sometimes anecdotal or in the hilarious, funny way. But still it's it's feedback to to our clients and the way our employees give the information to us, we can also perceive if it was easy for them to work with those clients or it was fun, or it was yeah. Also not fun in, in a way like it was training. Yeah. Or, yeah. Or in the like know stressful that's, that's the difficult thing there that's we, we do have those questions, like Oh, it was a big group and we were able to, to, to manage, to, to reach out for all the, the persons. So implicit we think we cover it to, or to ask for the stress level, but explicitly asking to our employees, sometimes it's not like weekly or daily.

Interviewer:

Okay. Well, thank you very much. So we are as you know, we are going to do some mindfulness based interventions. But what is your understanding of that?

Interviewee #1:

Not too much. I haven't done it as being totally isolated but I do a lot of well long cardio training, or what do you call it? Endurance training. Indeed. Thank you. In which I can be alone with my thoughts for, well, sometimes a couple of hours. So in a way I know how to concentrate on literally nothing or just points in the I see somewhere in the little, far away distance. But to sit down and then perform some exercises, well, I've already run into you guys, man. No, I, I don't have any experience really.

Interviewer:

Okay. And, and what do you expect to happen by implementing the mindfulness on a daily basis?

Interviewee #1:

Oh, for me I can be quite, not chaotic, but for me it's like walking or running from one point to another point and being driven by well the, the actions that have to be performed it might be also difficult. That's also, well, maybe nice just to, to have myself doing nothing and to concentrate on, on the peacefulness in myself. So I think it will be hard.

Interviewer:

Your, your your thoughts will drift very easily.

Interviewee #1:

Well, that's, that's the point I want to to see if I can just,u

Interviewer:

Yeah, focus on nothing basically

Interviewee #1:

Because I, I always jumped from thoughts, the thoughts and that's well, to stop the jumping, that might be something that's. Okay.

Interviewer:

Okay. Well, I'm, I'm I'm interested to see what what's what will come out of it.

Interviewee #1:

Well, the previous questions you asked in daily life, you just yeah. Go along with what you do and just stop going along what you do also yeah. Putting the break on some things might also be built to realize other things and that's that you already did with the first question, because I'm so simple in a way, and at the same time well, do you follow those simple to reflect basically?

Interviewer:

Yeah. Okay. Interesting. Thank you. Then for the next question how would you describe your style of leadership?

Interviewee #1:

Yeah, well, for in our management team, it's, well basically in the same level, so it's when we make new concepts or comfort all the concepts into new concepts, we, well, would you call it transformational? We, we just listen to each other, but also give each other some freedom. Yeah. So it's, it's, it's not really leadership even it's like, it's effortless. Sure.

Interviewer:

Is it effortless? You would say effortless. Yeah. We, we

Interviewee #1:

Just listen to each other and we we just, well the results are the most important and we, we have to focus on the progress and the, the,

Interviewee #1:

Yeah. Within our team. There's no real leadership, it's like an equal effort. But with our employees, it's more like a, well, I'll call it a, laissez-faire or coaching really, because one way they get a lot of freedom. But on the other side, we give them some, some directions that they have to follow and it's sometimes it's, it's a free activity, but some activities are also very straight outlines. So they have some freedom to do within the lines, but and that's, we, we try to coach them because we want them to grow in those those activities. But on the other sides we give them a lot of space to fill in their fill in the blanks. Yeah. So it's w we're another strict top level leadership compound. Yeah. Yeah.

Interviewer:

All right. Interesting. And talking about leadership style and your employees are you as a company actively trying to reduce the stress of your employees?

Interviewee #1:

Okay.

Interviewee #1:

In a way? I think so, because although I'm, I'm, I'm not measuring the performance and the stress level, **we are aware as that's working in a nice atmosphere we'll bring over that atmosphere and the the, mindsets to our clients, because when we are stressful than that transfers**. And then it might be a not relaxed Sheriff's office we provide because they, they might feel that. So, yeah, I think that's inherited in the, in the business. We are, because our business can be really hectic because it's about organizing a day for small groups, but also big groups. And it's, well, it's like producing a movie. Day, after day after day, so we've got new clients, we got a new location, new city. So it's quite a high performance thing that we have to produce with our team. So in that way, we think as I said before, we detect stress. But I might have look at sometimes indeed, but well, the thing we are quite aware, because when we we functioned as a team, we have to function as a team because we are also in a chaotic situation because we don't know how the clients the clients will react and well, the client is because that changes every, every day. Yeah. All right. That's not answering the question.

Interviewer:

But you said that if your employees are, if there's a stressful atmosphere that might transfer towards that might show to the, your clients, but do you also think that if you are personally stressed, that that would transfer to your employees?

Interviewee #1:

Oh, yeah. Yeah, sure. Yeah, yeah. Yeah. Well, I, when you asked me that, I think back about some situations, that's, we have really busy weeks and we have multiple events on Monday and I, I am late and I get a lot of changes from our clients. And then I can be changing from a coaching leader to a very direct and well, sometimes maybe transactional leader. And that's not my style really, but sometimes I also have to show,

Interviewer:

Yeah, it's also if the, if the, if there's no time exactly. If the situation asks for it.

Interviewee #1:

Indeed. So then well, there's, at that moment, there's no freedom for negotiation. So but in the ends I will well, I'll get some feedback or explain what the situation is. So it's, it's, it's not my common style of leadership but maybe the transactional, sometimes it's very direct and is being asked for indeed by the situation.

Interviewer:

And if there's a conflict in the workspace, how do you how are you inclined to handle that

Interviewee #1:

Conflict? First word that comes to mind is discreet because in our, a big team, we we want people to get the best out of themselves. And I must say between the lines we've got employees that are very very different to each other because the roles as being a trainer or actor or well organizing a factor in the event they, they are, we have selected them to be to have talents, but the talents can be very diverse. So you're questioning once again?

Interviewer:

How, how do you handle conflict? When,

Interviewee #1:

So when we see that we have a conflict with somebody or the person is having a problem we try to isolate that. So it doesn't impact on the total atmosphere. And if there's a conflict between the employees, we also try to figure it out, but we discuss that within the management team, we don't bleed any open directly but we try to speak to those persons and then try to solve it because we, in all those years, we don't want to well a conflict is just to be handled and we think we Oh, we we really try to listen to people and that is also part of our business. So we, we really try to to show things and to speak it out very directly.

Interviewer:

All right. Thank you very much. And then for the final question, so a bit more of a personal question what are the areas regarding your employee performance in which you personally can improve?

Interviewee #1:

And those are the areas,

Interviewer:

So in which areas can you improve personally that affect or might affect the performance of your employees?

Interviewee #1:

Yeah. well, it's a weakness I have is I think that the, can you say that in English? Delegating? Yeah. Yep. Because my stress level can improve because I don't delegate things. And so I get too busy. Other people can do things and also want to do things because it can also be interesting to do some other jobs or other important things. So that's one for sure.

Interviewer:

Delegate.

Interviewee #1:

Yeah. Yeah. but then again, we are striving for a high performance, high quality show at the same time. That's also I think a good thing, but then again, if I'm too stressful and my head is still full

Interviewer:

That's thin line to walk through between delegating and perfection.

Interviewee #1:

Yeah. Yeah. And, and for the rest I'm perfect. No, I'm kidding. No, it's no other stress. I think, well, I use my sports to, to, to get my stress going away. That's well, I'm also interested to all arrays to relieve my stress and to gets more mindful, so.

Interviewer:

In two weeks, we'll see. Hopefully. So these were all the questions, so thank you very much for your time and your interest in the research. And do you personally have any other questions for me?

Interviewee #1:

No. Although the questions are straightforward, they make me think right away. So Oh, thank you for teasing me with those questions.

Interviewer:

Thank you for having the time. Have a great day.

7.6.2 Transcript Company #2

Interviewer:

Okay. So good morning. Thanks for agreeing to this interview. So what I'm going to do is I'm going to ask you a couple of questions and well you're going to answer them so simple as that feel free to ask me any questions, if you're ever confused throughout the interview and I'll answer them accordingly and it will approximately take 15 minutes and it will be obviously recorded for educational and research purposes, which was also stated in the document that you've signed. Okay, great. And so before we get started, do you have any questions so far? All right. Great. So let's get started. So to kick it off with the first question is how do you monitor the performance of your employees? Well,

Interviewee #2:

I have obviously I have a lot of contact with them, maybe on a daily basis with some and weekly or monthly with others. Okay. I do monitor them by in the first place checking their results, all the things that we can take from our systems. And on the other hand, I have just normal conversations with them how they are doing in their personal life. So they when they feel good in their personal life, they, they perform better in their work.

Interviewer:

So you're saying that it's basically a mix of what you perceive as their behavior in the work place, but as well as the statistics and the measurements on your, in the computer.

Interviewee #2:

Yes. Yes. Because it's important that they perform what they're asked to do. But on the other hand, I want them to feel good and have a good place in our team.

Interviewer:

Right. Great. Thank you. Very clear answer. To continue on that question on their performance, how do you measure the stress of your employees?

Interviewee #2:

That's a tough question. I think the most important thing is that we have to talk a lot. Monitor stress, you maybe point that out a little bit more. Yeah.

Interviewer:

So you can so currently you're saying just by talking to them, you might measure the stress or perceive their stress, just like the, how they're doing in the works place, but is there a specific kind of measurement tool that you use to see whether your employees, anyone within the company, how they are feeling how they're, if they're stressed or not?

Interviewee #2:

We don't use specific tools for that. I do have a conversation with them every three months. So every quarter, which is mostly about not just their performance, but also the way they feel and, and you know, also outside of work. But you really it depends on the people, how much they tell you and want to tell you. So there are not specific tools that we use right now.

Interviewer:

All right. Is that something that you would like to see implemented within the company?

Interviewee #2:

I'm, I'm more of a person that likes to see things measured so we can compare things one time with another time. So that tool would be would be easy.

Interviewer:

Okay, great. All right. Thank you very much. And we talked a bit beforehand about mindfulness but what is your understanding of mindfulness based interventions?

Interviewee #2:

How I see mindfulness is that you every now and then you take a moment to just realize what's going on and not through everything at once and just take it slow and, and process everything individually. I think that's that's yeah, that's what I know from mindfulness. Yeah.

Interviewer:

That's, that's quite quite a good definition of it. So yeah, basically mindfulness based interventions is basically that you just take time of what you're doing, because people get so many triggers on a daily basis that you just pay attention to shutting off completely, but still be aware of what's going on around you and really tuning in onto what's focusing. So for example, you could do breathing exercises, but only listen to your breath or walk outside, but not walk to get from a, to B, but walk to actually feel your body or listen to the birds, stuff like that. It's very much about being aware, but what you answered perfectly well. And what do you expect to happen by implementing mindfulness on a daily basis in the workplace?

Interviewee #2:

Well, I think the most important thing is that the thing I just said that we can, that I can process one thing individually and not I'm, I'm someone that likes to do things all at once. But I think you can, can get better results when you do, when you just take it easy and take step-by-step, there's not always time. And, and that's, there's not always time for that. Sometimes it just has to be quick or so I think you get better results when you're, when you just take it easy sometimes, but it's easier said than done.

Interviewer:

Yeah, that's very true. And when it's, when you're, for example, hitting a rough patch or you're having a tough time at work, do you think that if you are personally stressed that would transfer onto your employees?

Interviewee #2:

Maybe not everyone because I work in a company where we don't see or talk each other to each other every day. So I think just that maybe the colleagues that I, I talk to on a daily basis, they would see me stressed and maybe they feel stressed as well. I, I don't think every one of them,

Interviewer:

But you do think stress is transferable from one person to another?

Interviewee #2:

I do think so, yes.

Interviewer:

Okay. Thank you very much. Oh yeah. Well, we're making we're going quickly. Great. How would you describe your style of leadership?

Interviewee #2:

It's a tough one. I'm not, I'm not the kind of person that likes to delegate. Yes. I like to see people working together. I have a good five in the group so that everyone can develop themselves. That's something to see. And I like to be a part of the group and not someone that splicing above the group. So that's the kind of person I'd like to be as a leader.

Interviewer:

So you would be more like someone who is does the, has the same kind of status within the group than the others and get everybody to build themselves up to the, to a common goal?

Interviewee #2:

Yes. Yes.

Interviewer:

That's a perfect, that will categorize you as a transformational leader, as you are aiming to develop each and every one's skills for the betterment of the whole company and everyone who is part of that company. And what are the areas regarding employee performance in handling employee performance that you think you can improve? So to push them a bit further to get them their performance to the next level.

Interviewee #2:

First of all, I'd like to to see what, what things they like to do and what things they're good at. Maybe make themselves realize that they're good at something. Okay. And then we're going to look at the opportunities within those particular skills and see if it's possible to to do something more for the greater good, maybe.

Interviewer:

Okay. So you would like to, and that's what you would like to improve more?

Interviewee #2:

Yeah, so, so of course I also like to improve the things that they are not good at. But I think it's important that they do something that they, they like to do, which is most of the time, the things they're good at. So within those skills, you're looking at what they can do for you and within the company.

Interviewer:

Okay. So you're looking at an individual person and you see what they enjoy doing, what they're good at and you accommodate their tasks to their specific skills.

Interviewee #2:

Yes. Yeah. I think that's it

Interviewer:

Yeah. Okay. Interesting. Okay, cool. Thank you. And then for the final question, if there is a conflict at work how in in the workplace, how do you handle it?

Interviewee #2:

And then you mean a conflict with me and a colleague or

Interviewer:

Yeah. You and a colleague or a colleague and a colleague, colleague and a customer.

Interviewee #2:

It kind of depends on how big this issue is. But most of the time I start talking about it with, with the people and see how they how they're handling it themselves and how it affects maybe personal life or the, the, the, the performance in the company. And depending on how big this issue is, I might consider taking some external coach within, or maybe just talk about it and solve it ourselves, but it really depends on the situation. Yes. All right.

Interviewer:

Well, we've flown through the questions some very clear answers. So thank you very much for that. Do you have any questions specifically for me?

Interviewee #2:

No. No, not really. No. All right.

Interviewer:

Well then I would just like to thank you very much for your time. And I would, if you do have any questions or think of anything, or you need help with anything, please do not hesitate to send me an email or just send me a WhatsApp. So yeah. Thank you.

Interviewee #2:

Thank you.

7.6.3 Transcript Company #3

Interviewer:

Thank you for agreeing to this interview. so what I'm going to do today is I'm going to ask you a couple of questions and well, quite simply you are going to answer them, feel free to ask me any questions, throughout the interview, if you require any further explanation, or if you don't understand something, this interview will approximately take about 15 minutes and will be recorded for research and educational purposes, which was also stated in the document that you've signed. So before we get started, I have one final question for you and that is, do you have any questions?

Interviewee #3:

No, not yet.

Interviewer:

All right. Great. Well then I think we can start then, so to kick it off for the first question is how do you monitor the performance of your employees?

Interviewee #3:

I use, well, it's a bit hard in the crisis now in the pandemic, but I use Trello. That's like a project management tool online, and we have twice a week, a meeting for in the beginning of the week. It's a team meeting. So we meet with the whole team. And in the, the Friday we have a half an hour with each of the employees. So one team moment and one individual moment.

Interviewer:

Okay. And then you, at the individual moments, you go over the weekly events.

Interviewee #3:

Yeah. Or even the projects depending what they are working on. It can be either challenges that they need help on or well support for a big, a bigger project.

Interviewer:

And about Trello. What what does that constitute exactly off? Does it just measure the performance? What kind of measurement?

Interviewee #3:

No, it's a, it's a tracking tool. So it keeps the to, to, to know what I'm talking about and to keep insights on what we have been discussing.

Interviewer:

So it's basically just a you schedule a project into Trello and then a person who is working on it, updates it regularly when they're working. Is that how it,

Interviewee #3:

Yeah, that can be the case. We are not doing that yet, because then we need to make a indeed a project for each project, but I use it more for the complete overview of the team. **So everybody else knows what the other person is working on and when we need each other's help, then they can look into Trello and see who is working on what?**

Interviewer:

All right. Great. Thank you. That's quite clear. Sounds like a good tool to use and a bit on the staying in the same lane of measurement is how do you measure the stress of your employees?

Interviewee #3:

Well, we don't really measure it in our company. It's just by talking and hopefully by seeing their behavior or mostly, I think we are quite open to each other, but I mean, of course we don't really measure it by any means or anything, but you can notice it, notice it by the way they speak or the way they complain, but generally, I think it's they are honest. I think they are, but that, well, you never know for real, because I am the managers, so it's not always the truth. Of course.

Interviewer:

Yeah. Yeah. So, so what you're saying is that you could you think you can tell whether a person is stressed in the workspace, by the way they carry themselves and the way they behave.

Interviewee #3:

Yeah. Yeah. Okay.

Interviewer:

Yeah. That's interesting. I've heard that many times throughout my studies as well. And so what we're going to do with this whole project is that I'm going to give you some mindfulness Trey. Well, you're going to do some mindfulness exercises and we're going to check with the day impact the perceived stress of your employees. But what is actually your understanding of mindfulness based interventions?

Interviewee #3:

Well, I think my understanding is that you will take a moment to, well, to start or to close the day by, you know, not, not thinking about anything anymore and kind of give space to, to new thoughts and new different start of something else in the day. So no more work or no more

projects, it can be anything really, but me, myself, I'm not that familiar yet with, with it because I don't practice it yet. So,

Interviewer:

All right. Well actually you, you nailed the definition of it, so that's very good. I'm very excited to see whether we've gonna see some changes over the next two weeks. And this is a question regarding your leadership and that is how would you describe your style of leadership?

Interviewee #3:

I'm very I trust people really quickly, so let them be, so I don't, I'm not a micromanager at all. I need my people also to be able to work by themselves so proactive, they need to be proactive. So I'm not the person that's calling them all the time and them questions about the project. And that's why we have this moment in the week to discuss these things. And when something in between happens, it will, they can always, you know, call me own teams or WhatsApp or whatever. But yeah, we we don't have to time in my company to, to micromanage and I really don't like it either. So if it's, you know, I think, I think they are happy with it. I am happy with it, but yeah. Okay.

Interviewer:

Okay. Cool. That's very interesting. So that would the way you describe yourself as, and your leadership style that will constitute a laissez-faire kind of leadership style, like live and let live as long as everything's going accordingly, the performances, your goals are met, then everything is all right. And then you would intervene when something's gone awry. Right.

Interviewee #3:

True. Yeah. Yeah. Great.

Interviewer:

That's just for my clarification. That's very that's interesting style of leadership. You don't really see it that often. Ah, yeah, that's a good question. So regarding coming back to stress of your employees are you actively trying to reduce stress in your company?

Interviewee #3:

Mm, well, I try to keep my people not to be working at crazy times crazy hours. So especially for the girl in the UK, I think it's not easy for her because she is living. She works in also the headquarters. So the headquarters also the high management and they sometimes come over to her and ask her additional things and she is very friendly and supportive persons show. She has difficulties herself saying no, so we regularly have to talk about that. But I think she she's good enough to say no, but she doesn't always share it with me. So I sometimes find out too late and then I cannot, you know, protect, but I think can you repeat your question again? Sorry.

Interviewer:

Yeah. Are you or your company actively trying to reduce the stress of your employees?

Interviewee #3:

Yeah, I think they did very well in the pandemic. I mean we make always crazy hours and we don't take the breaks as, as regularly would be the case just automatically because you know, it's lunch break, everybody goes to lunch or whatever. So we have gotten some trainings from a psychologist actually for all of the people. And if you had trouble, you could call them. We had some breathing trainings. So how to breath. We got a package sent home with a timer, and you had to set it, you know, and then it's certain times you had to put the timer, we have done a competition internal where you would see your colleagues and the time they would be active, you know? And it was like 30 miles, you needed to walk within so many days and you could see who actually did that and who did it and like kind of, you know, kind of compare what's kind of competitive and funny. So go out. Yeah. Yeah. That was nice. Yeah.

Interviewer:

So they did a lot of things to, to accommodate for the people working from home.

Interviewee #3:

I think the first wave, not that much, but the second one was more and more. I think the first one was still everybody at home. And then the second one we were even being told, we have to put in our diaries, like, okay, now I'm having lunch. Don't bother me with any meetings. Now I'm having a walk. You know, we were able to talk block. They told us, instead of sitting static, you know, stand up, wave, you know, all these things. I mean, it's like you, because obviously in the end of the day, it's up to yourself, what are you going to do? Yeah. Try to make that. Yeah.

Interviewer:

Oh, sounds. Yeah. So they, they, they learned from the first wave you would say?

Interviewee #3:

Yeah, I think so. Yeah. Hmm.

Interviewer:

Okay. And what are the areas regarding employee performance in which you can improve personally? So how can you personally improve to increase employee performance?

Interviewee #3:

Yeah, it depends on the person of course, but I think, yeah, by helping them offer the help they need, I mean, yeah, I'm already doing that. So I don't really know what I can say to that point. I think what would be my striving, what it's going to be a hard thing to realize in my company is to make it more easy for the European people to grow. It seems to be like, if you are a North American, it's easier to grow in a certain role from Europe. So, I mean, we have people got promoted that never worked in international markets and they got promoted to global marketing or whatever, but they have much about the international market. So it's a bit strange. And doesn't mean that it's not possible, but this is what we have seen recently. I don't know what can I do to help my team, I think, to always be there for them and listen and help them grow in where they're

not that good in, but it's different for the, for everybody, you know, everybody has different hurdles. So it's, it's very individualistic approach, I would say.

Interviewer:

Yeah, that's very nicely set.

Interviewee #3:

If, if for team, for my team to go as a team, I think it's important to follow the objectives of the global strategy and make sure we, we we as a team incorporate that right. And execute that. Right.

Interviewer:

Yeah. Okay. Thank you very much. So we've got two more questions and the one is how do you handle conflict in the workspace?

Interviewee #3:

Well, I didn't really have to deal with that yet, but I would listen to the person and if it's with another person, they have to, we have to set up a meeting with the involved persons and talk, listen to both ends and see if there's a solution to it. If they are also ready to think about a solution, because I think they also need to be thinking proactively how we can solve this and what both of them would learn from it and how we can, you know, turn the page and move on. Because I think we have to make sure that everybody knows that it's about a professional life, right. It's not a personal, we have all T so I think that's the most important and we have to see why, you know, why they conflict or cures. Is there a reason that it's easy to solve? Is there something deeper? So yeah, we have to figure it out and to talk, I would say.

Interviewer:

Okay. So just, you were saying that if there would and the conflict would occur, you would just take the, take up to listening to, what's been said, what's going on and then let it, both parties figure it out by themselves. Whilst still maintaining was guiding them correctly.

Interviewee #3:

Well, I would just, they should both talk, but not alone. I wouldn't be sitting in the same room because otherwise it's, I don't think they will get to a solution or agreement. So, no, I think it needs to be discussion with someone there maybe even involve HR if needed, you know, but happily, I have not had to deal with that yet.

Interviewer:

Well, fingers crossed that that won't happen then in the near future. And then for our final question what do you expect to happen by implementing mindfulness on a daily basis?

Interviewer:

Well, I don't know.

Interviewee #3:

I don't expect much of it to be honest. That's an honest answer, I think, but I, maybe it is easier to digest ideas, you know, to also come up with different ideas instead of, you know, always going on and not stopping. I think it's it makes you blind maybe for new things. So, whereas we have some pauses, you, you yourself can come up with maybe some brilliant thoughts and also your employees. And it can maybe also take down the, the because I don't feel that it's really stressed, but it's maybe a lot of people, different people pulling and wanting things from you. So I think if you take maybe some mindfulness, as you say, you know, then it's maybe easier to digest that and to say, okay, this is important. This is not so important. So I'm sorry, but you have to wait or whatever, you know, I think that makes it a little bit easier than trying to, you know, be supportive for everybody. That's asking something.

Interviewer:

All right. Well, I'm very interested in seeing how this would, what you have experienced at the end of year, two weeks. But these were all the questions that I've prepared for you. Have you got any questions for me?

Interviewee #3:

No yeah, no, I don't, I don't have any questions now, but the 23rd. So that means until the seventh. Yeah.

Interviewer:

Okay. Yeah. And if you have any questions during that time period, feel free to just contact me via email or WhatsApp

Interviewee #3:

Yeah, I will. No, no worries. I probably might have some questions thinking about it later, but I will let you know. Okay.

Interviewer:

All right. Well, thank you for your time today.

Interviewee #3:

It was for two weeks. Is that enough to find out?

Interviewer:

Yeah, so there's been good. Great question. There's actually been quite a few studies suggesting the longer periods of time show effect and, and very short periods of time seem effective like two or three days. But not a lot of studies have been conducted on a time span between two to three

weeks. So researching whether that might have the same effect or something has changed in that time period.

Interviewee #3:

Oh, okay. So are you even do it with a reason?

Interviewer:

Yeah. Yeah. I was very that was a very clear research because they said, yeah, we've measured it on three day period, but also on a six month period, these are findings. And then in their discussion, they said that might be a nice to see whether on a weekly basis how, what, how that impacts people. So that's why I chose that path.

Interviewee #3:

Good. Nice. I will be curious to know it would be good for me to see also what my, I mean, I will not find out, but what my team things and see, see if it's worth continuing or not.

Interviewer:

Yeah. I'll let you know whether it's worth, if there's a change definitely at the end, but you will not know who said what neither do I actually

7.7 Categories and Colour-Coding for Data Reduction

Leadership Style	
Performance Measurement	
Stress Management	
Stress Measurement	

Leadership Style
<p>There's no real leadership, it's like an equal effort. But with our employees, it's more like a, well, I'll call it a laissez-faire or coaching really, because one way they get a lot of freedom. But on the other side, we give them some, some directions. So, it's we're not a strict top level leadership company.</p> <p>I don't like to delegate. I like to see people working together and to develop their skills. Moreover, I like to be a part of the group rather than someone who watches from the distance and who gives commands.</p> <p>I am aiming to develop each and every one's skill for the betterment of the whole company.</p> <p>I'm very trusting meaning that I'm not a micromanager at all. I need my people to be able to work by themselves and be proactive. That's why we have meetings throughout the week to discuss these things. When something happens in between, they can always reach out. We don't have time in my company to micromanage and I really don't like it either.</p> <p>So that would the way you describe yourself as, and your leadership style that will constitute as a laissez-faire kind of leadership style, like live and let live as long as everything's going accordingly, the performances, your goals are met, then everything is all right. And then you would intervene when something's gone awry</p>
Performance Measurement
<p>We measure employee performance by feeling and discussing their performance within our management team. We don't tend to do performance tests, but we pay great attention to the feedback that we receive from our clients and the service that we provide. As long as the service is up to par then the performance should be up to par.</p> <p>We have a lot of personal contact with our employees. In the first place, I monitor our employees by checking their results, all the measurables that we can extract from our systems on the other hand, I just have normal conversations with them to see how they are doing in their personal life. Because if they feel good in their personal life, their work performance increases.</p> <p>It's of great important that they perform up to standard, but I want them to feel good and have a good place within our team.</p>

It's a bit hard in the crisis now with the pandemic, but I use Trello. That's like an online project management tool. Moreover, we have a meeting twice a week. The meeting in the beginning of the week is a team meeting. The meeting on Friday lasts half an hour with each of the employees individually to talk about the week.

The meetings and Trello help us to ask for support and give support to one another. It depends on the projects and challenges that we face in that point of time.

Everybody else knows what the other person is working on and when we need each other's help, then they can look into Trello and see who is working on what.

Stress Management

In order to calm my mind, I tend to do a lot of endurance training. In which I can be alone with my thoughts for, well, sometimes a couple of hours. So, in a way I know how to concentrate on literally nothing or just points in the distance. I always jump from thought to thought and to stop the jumping, that might be something peaceful and stress alleviating.

We are aware facilitating a pleasant working atmosphere transfers to the mindsets of our clients. Because stress transfers from one person to another.

I see mindfulness as something that you every now and then to take a moment to just realize what's going on and process everything individually.

I think it will be useful so that I can process one thing individually and not everything at once. I'm someone that likes to do everything all at once. However, I think you can get better results when you take it easy and take step-by-step, Unfortunately, there's not always time.

I think that stress is transferable but not to everyone, maybe more so with the colleagues that I talk to on a daily basis.

You will take a moment to start or to close the day by not thinking about anything anymore and give space to new thoughts.

I try to keep my people not to be working at crazy times crazy hours.

I mean we always make crazy hours, and we don't take the breaks as regularly. So, we have gotten some trainings from a psychologist actually for all of the people. And if you had trouble, you could call them. We had some breathing trainings. We got a package sent home with a timer, and you had to set it, and then at certain times you had to put the timer on. Moreover, we have done an internal competition where you would see your colleagues and the time, they would be active.

Stress Measurement

We don't have measurement tools. We tend to "feel" and see what signals we perceive, or we think we perceive. We have noticed that some people perform better in certain situations than others and we intervene quickly if we think someone is feeling stressed, as it will translate itself into a bad product or service.

Unfortunately, we cannot be with our employees constantly when they provide their service thus, we might overlook something. Meaning that that might be a point of improvement.

After each event we debrief because the experiences that our employees have with the clients are also translated in feedback that we give to the clients. The

way our employees give us feedback also tells us a lot whether they enjoyed themselves or whether they faced stress.

We don't use specific tools to measure stress in the workspace. I tend to have a conversation with my employees every three months. This conversation is mostly about their performance but also about how they are feeling at work and outside of it. Unfortunately, it also depends on the individual, because they decide about how much they will tell and if they want to tell you something. So, in conclusion, currently there are no specific measurement tools in place.

Personally, I like measurements to compare things to one another so a stress measurement tool would be very convenient.

We don't really measure stress in our company. We tend to talk to one another and hopefully we spot things by analysing their behaviour. I think we are quite open to each other; we don't really measure it by any means or anything, but you can notice it, notice it by the way they speak or the way they complain, but generally, I think it's they are honest. I think they are, but that, well, you never know for real, because I am the managers, so it's not always the truth.

7.8 UK Research Integrity Office's recommended checklist

Recommended checklist for researchers

The Checklist lists the key points of good practice in research for a research project and is applicable to all subject areas. More detailed guidance can be found in section 3. A PDF version is available from www.ukrio.org

Before conducting your research, and bearing in mind that, subject to legal and ethical requirements, roles and contributions may change during the time span of the research:

- 1 Does the proposed research address pertinent question(s) and is it designed either to add to existing knowledge about the subject in question or to develop methods for research into it?
- 2 Is your research design appropriate for the question(s) being asked?
- 3 Will you have access to all necessary skills and resources to conduct the research?
- 4 Have you conducted a risk assessment to determine:
 - a whether there are any ethical issues and whether ethics review is required;
 - b the potential for risks to the organisation, the research, or the health, safety and well-being of researchers and research participants; and
 - c what legal requirements govern the research?
- 5 Will your research comply with all legal and ethical requirements and other applicable guidelines, including those from other organisations and/or countries if relevant?
- 6 Will your research comply with all requirements of legislation and good practice relating to health and safety?
- 7 Has your research undergone any necessary ethics review (see 4(a) above), especially if it involves animals, human participants, human material or personal data?
- 8 Will your research comply with any monitoring and audit requirements?
- 9 Are you in compliance with any contracts and financial guidelines relating to the project?
- 10 Have you reached an agreement relating to intellectual property, publication and authorship?
- 11 Have you reached an agreement relating to collaborative working, if applicable?
- 12 Have you agreed the roles of researchers and responsibilities for management and supervision?
- 13 Have all conflicts of interest relating to your research been identified, declared and addressed?
- 14 Are you aware of the guidance from all applicable organisations on misconduct in research?

When conducting your research:

- 1 Are you following the agreed research design for the project?
- 2 Have any changes to the agreed research design been reviewed and approved if applicable?
- 3 Are you following best practice for the collection, storage and management of data?
- 4 Are agreed roles and responsibilities for management and supervision being fulfilled?
- 5 Is your research complying with any monitoring and audit requirements?

When finishing your research:

- 1 Will your research and its findings be reported accurately, honestly and within a reasonable time frame?
- 2 Will all contributions to the research be acknowledged?
- 3 Are agreements relating to intellectual property, publication and authorship being complied with?
- 4 Will research data be retained in a secure and accessible form and for the required duration?
- 5 Will your research comply with all legal, ethical and contractual requirements?

7.9 Pearson's Chi-Squared Data Nominal Questions

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Assignment Time * Occasion	42	100,0%	0	0,0%	42	100,0%
Influence Decision * Occasion	42	100,0%	0	0,0%	42	100,0%
Consideration of Views * Occasion	42	100,0%	0	0,0%	42	100,0%
Work Pace * Occasion	42	100,0%	0	0,0%	42	100,0%
Work Tasks Included * Occasion	42	100,0%	0	0,0%	42	100,0%
Stressful 1 * Occasion	42	100,0%	0	0,0%	42	100,0%
Decision Maker * Occasion	42	100,0%	0	0,0%	42	100,0%
Stressful 2 * Occasion	4	9,5%	38	90,5%	42	100,0%
Conflicts at Work * Occasion	42	100,0%	0	0,0%	42	100,0%
Stressful 3 * Occasion	7	16,7%	35	83,3%	42	100,0%
Solving Conflicts * Occasion	7	16,7%	35	83,3%	42	100,0%
Stressful 4 * Occasion	1	2,4%	41	97,6%	42	100,0%

Assignment Time * Occasion

Crosstab

Count

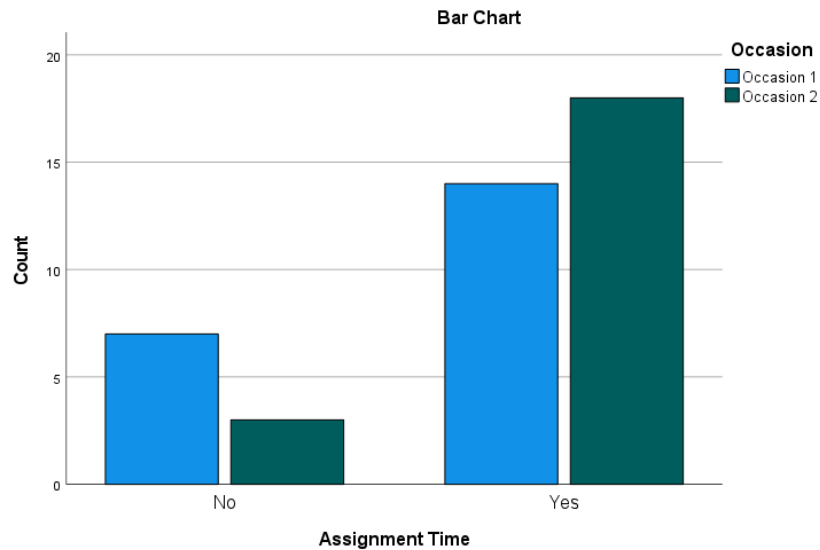
		Occasion		Total
		Occasion 1	Occasion 2	
Assignment Time	No	7	3	10
	Yes	14	18	32
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,100 ^a	1	,147		
Continuity Correction ^b	1,181	1	,277		
Likelihood Ratio	2,147	1	,143		
Fisher's Exact Test				,277	,139
Linear-by-Linear Association	2,050	1	,152		
N of Valid Cases	42				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,00.

b. Computed only for a 2x2 table



Influence Decision * Occasion

Crosstab

Count

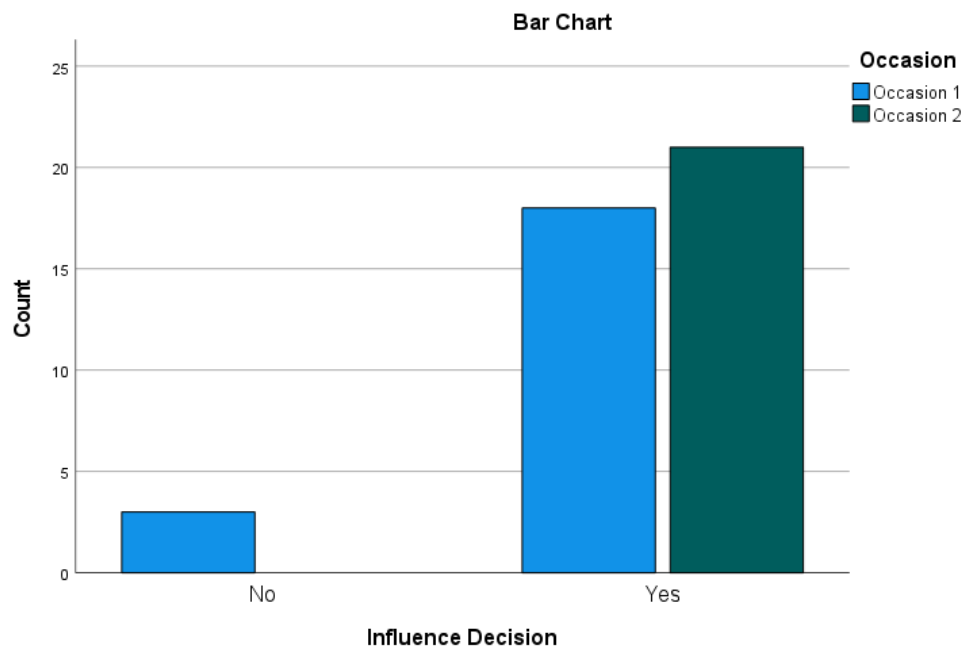
		Occasion		Total
		Occasion 1	Occasion 2	
Influence Decision	No	3	0	3
	Yes	18	21	39
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3,231 ^a	1	,072		
Continuity Correction ^b	1,436	1	,231		
Likelihood Ratio	4,390	1	,036		
Fisher's Exact Test				,232	,116
Linear-by-Linear Association	3,154	1	,076		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,50.

b. Computed only for a 2x2 table



Consideration of Views * Occasion

Crosstab

Count

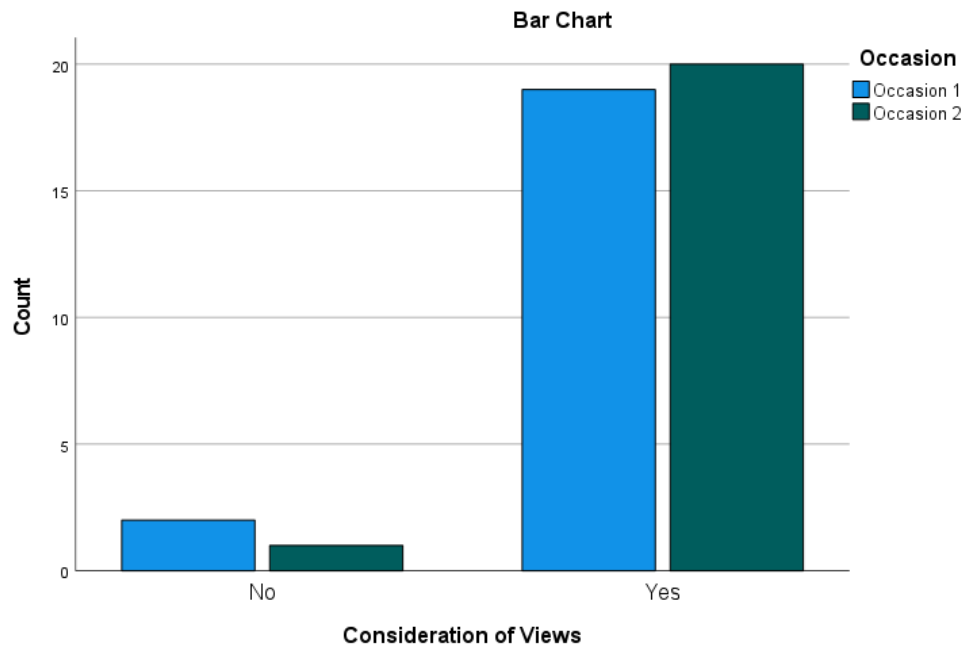
		Occasion		Total
		Occasion 1	Occasion 2	
Consideration of Views	No	2	1	3
	Yes	19	20	39
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,359 ^a	1	,549		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,365	1	,545		
Fisher's Exact Test				1,000	,500
Linear-by-Linear Association	,350	1	,554		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,50.

b. Computed only for a 2x2 table



Work Pace * Occasion**Crosstab**

Count

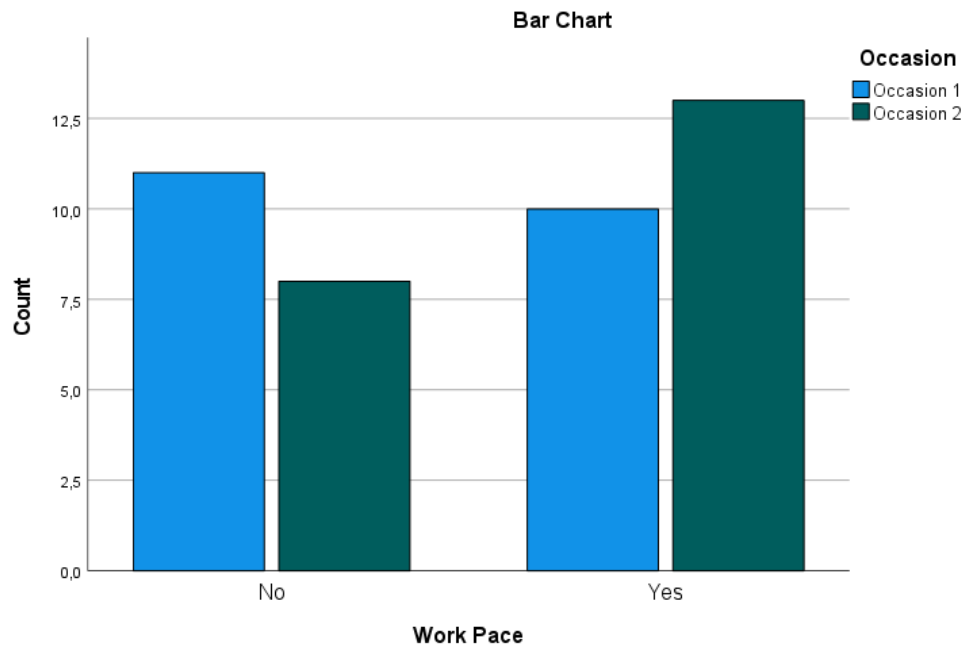
		Occasion		
		Occasion 1	Occasion 2	Total
Work Pace	No	11	8	19
	Yes	10	13	23
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,865 ^a	1	,352		
Continuity Correction ^b	,384	1	,535		
Likelihood Ratio	,868	1	,351		
Fisher's Exact Test				,536	,268
Linear-by-Linear Association	,844	1	,358		
N of Valid Cases	42				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 9,50.

b. Computed only for a 2x2 table



Work Tasks Included * Occasion

Crosstab

Count

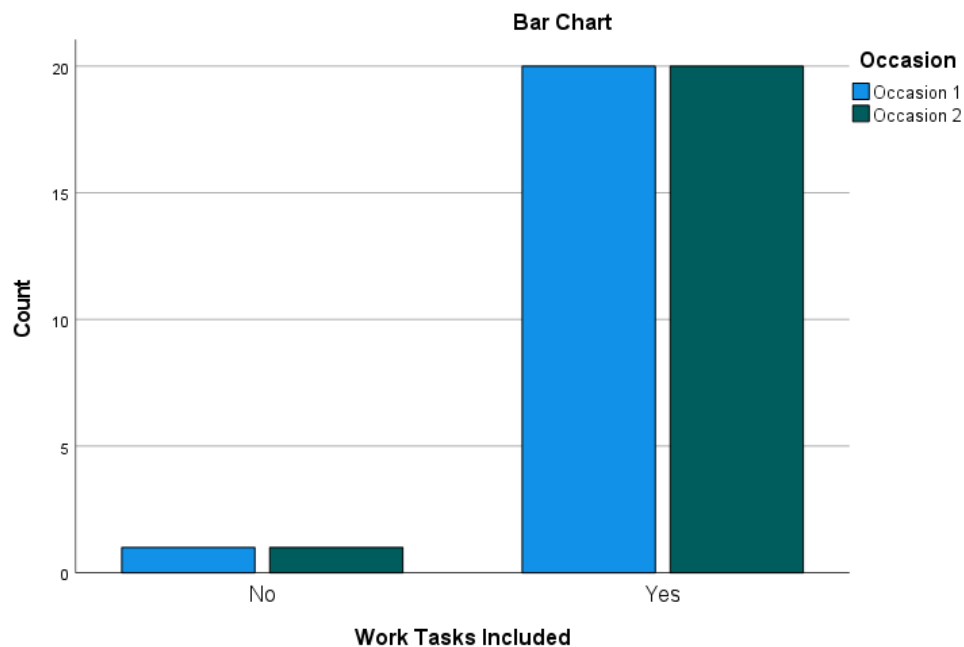
		Occasion		Total
		Occasion 1	Occasion 2	
Work Tasks Included	No	1	1	2
	Yes	20	20	40
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,000 ^a	1	1,000		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,000	1	1,000		
Fisher's Exact Test				1,000	,756
Linear-by-Linear Association	,000	1	1,000		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 1,00.

b. Computed only for a 2x2 table



Stressful 1 * Occasion**Crosstab**

Count

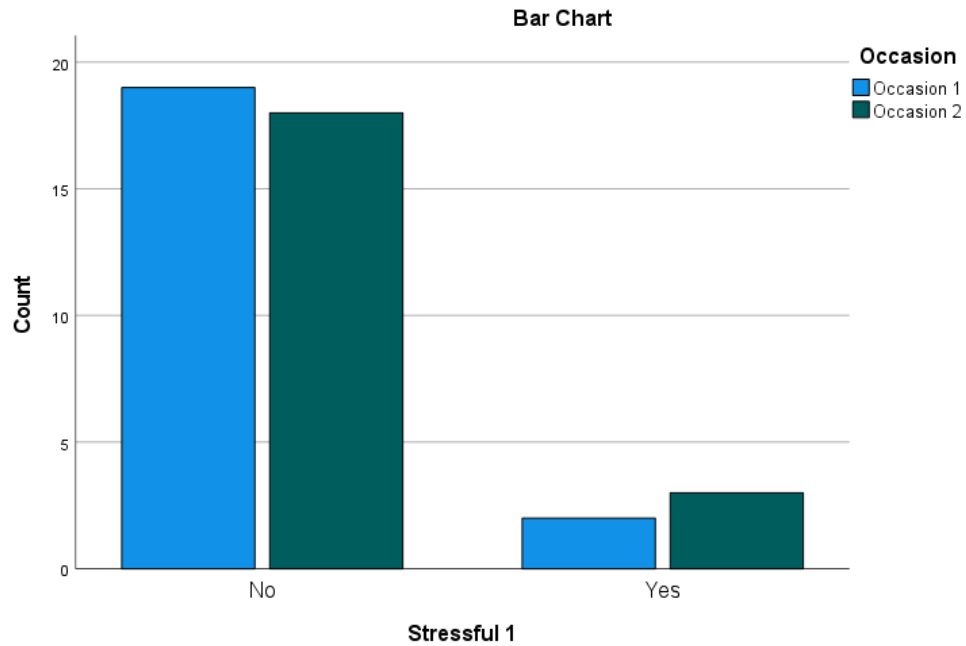
		Occasion		
		Occasion 1	Occasion 2	Total
Stressful 1	No	19	18	37
	Yes	2	3	5
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,227 ^a	1	,634		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,228	1	,633		
Fisher's Exact Test				1,000	,500
Linear-by-Linear Association	,222	1	,638		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 2,50.

b. Computed only for a 2x2 table



Decision Maker * Occasion

Crosstab

Count

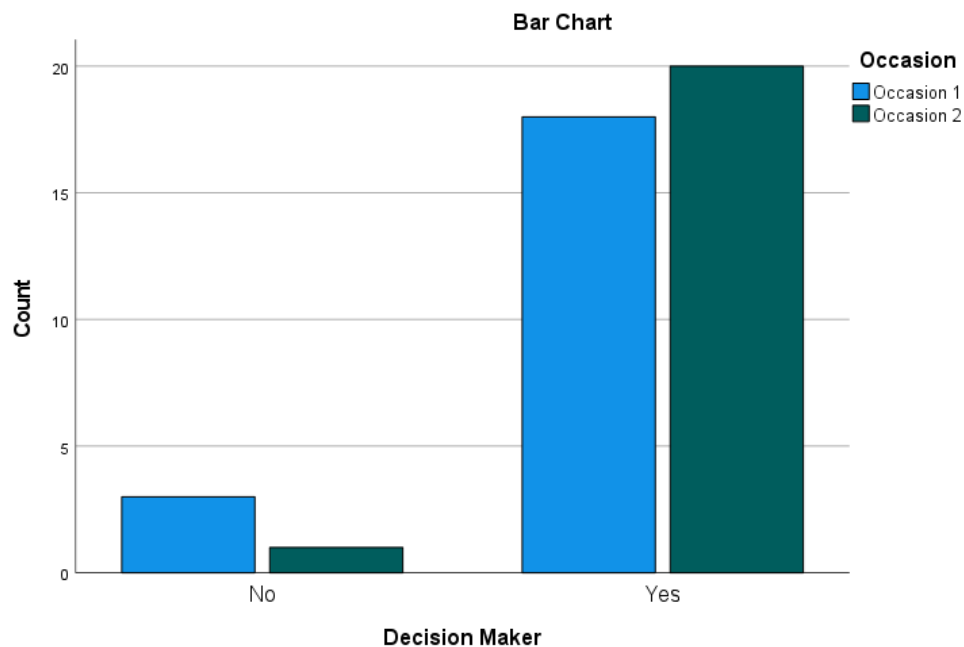
		Occasion		Total
		Occasion 1	Occasion 2	
Decision Maker	No	3	1	4
	Yes	18	20	38
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,105 ^a	1	,293		
Continuity Correction ^b	,276	1	,599		
Likelihood Ratio	1,152	1	,283		
Fisher's Exact Test				,606	,303
Linear-by-Linear Association	1,079	1	,299		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 2,00.

b. Computed only for a 2x2 table



Stressful 2 * Occasion

Crosstab

Count

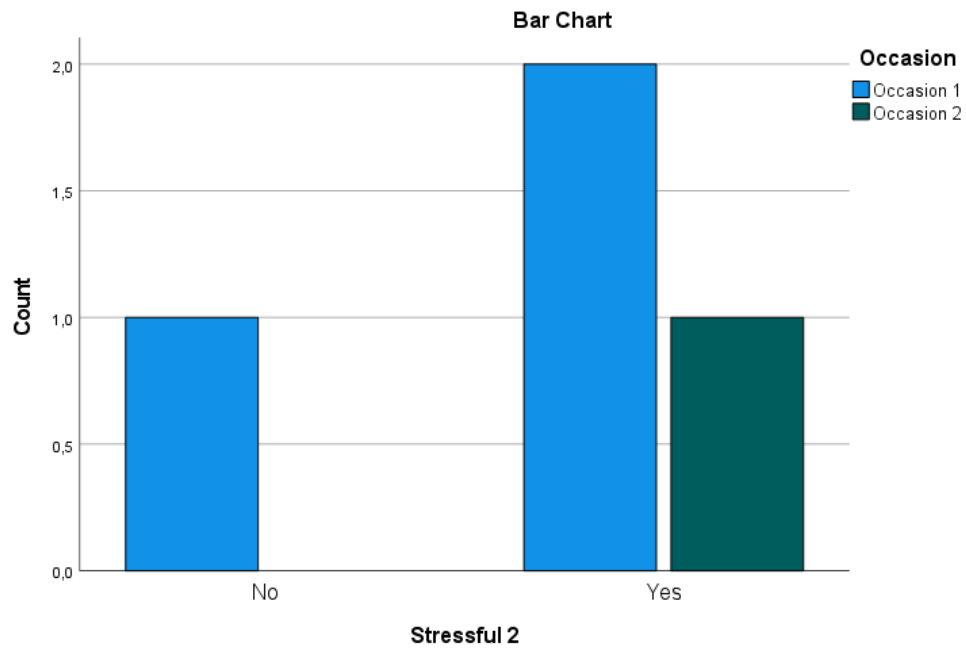
		Occasion		
		Occasion 1	Occasion 2	Total
Stressful 2	No	1	0	1
	Yes	2	1	3
Total		3	1	4

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,444 ^a	1	,505		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,680	1	,410		
Fisher's Exact Test				1,000	,750
Linear-by-Linear Association	,333	1	,564		
N of Valid Cases	4				

a. 4 cells (100,0%) have expected count less than 5. The minimum expected count is ,25.

b. Computed only for a 2x2 table



Conflicts at Work * Occasion

Crosstab

Count

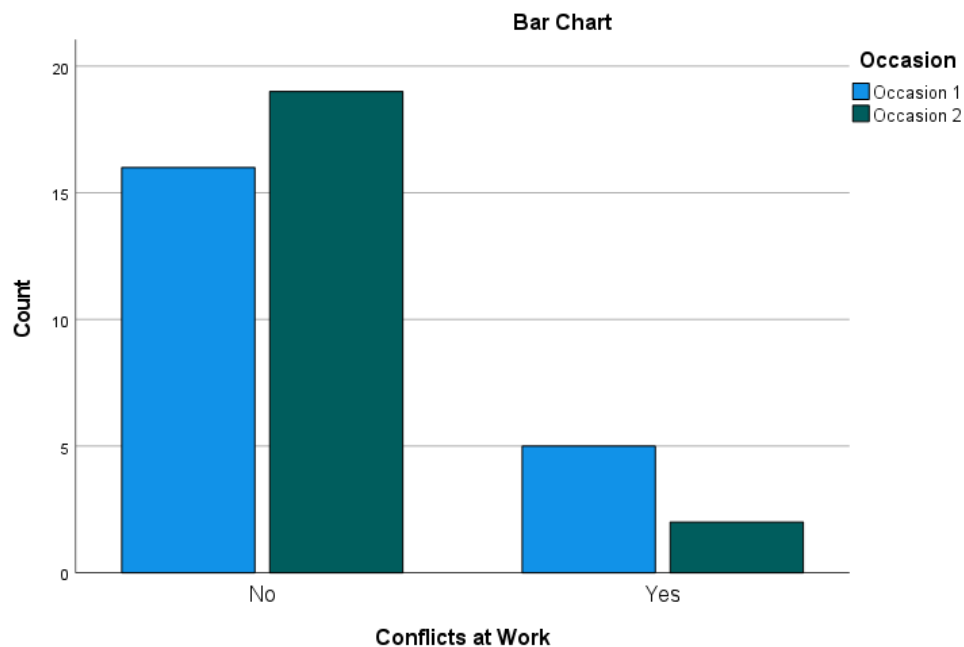
		Occasion		Total
		Occasion 1	Occasion 2	
Conflicts at Work	No	16	19	35
	Yes	5	2	7
Total		21	21	42

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,543 ^a	1	,214		
Continuity Correction ^b	,686	1	,408		
Likelihood Ratio	1,586	1	,208		
Fisher's Exact Test				,410	,205
Linear-by-Linear Association	1,506	1	,220		
N of Valid Cases	42				

a. 2 cells (50,0%) have expected count less than 5. The minimum expected count is 3,50.

b. Computed only for a 2x2 table



Stressful 3 * Occasion

Crosstab

Count

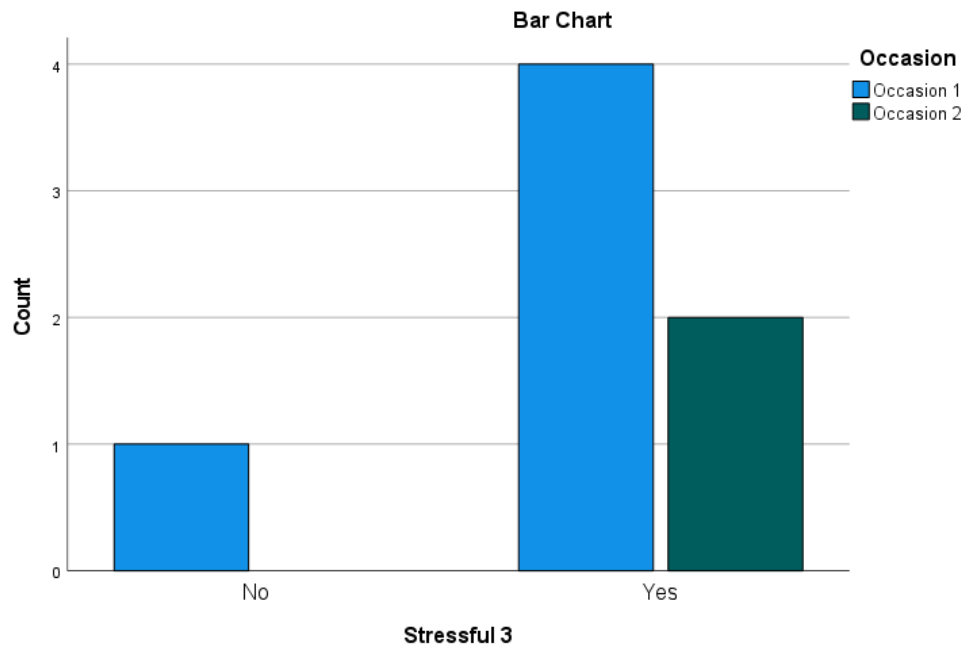
		Occasion		
		Occasion 1	Occasion 2	Total
Stressful 3	No	1	0	1
	Yes	4	2	6
Total		5	2	7

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,467 ^a	1	,495		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,738	1	,390		
Fisher's Exact Test				1,000	,714
Linear-by-Linear Association	,400	1	,527		
N of Valid Cases	7				

a. 4 cells (100,0%) have expected count less than 5. The minimum expected count is ,29.

b. Computed only for a 2x2 table



Solving Conflicts * Occasion

Crosstab

Count

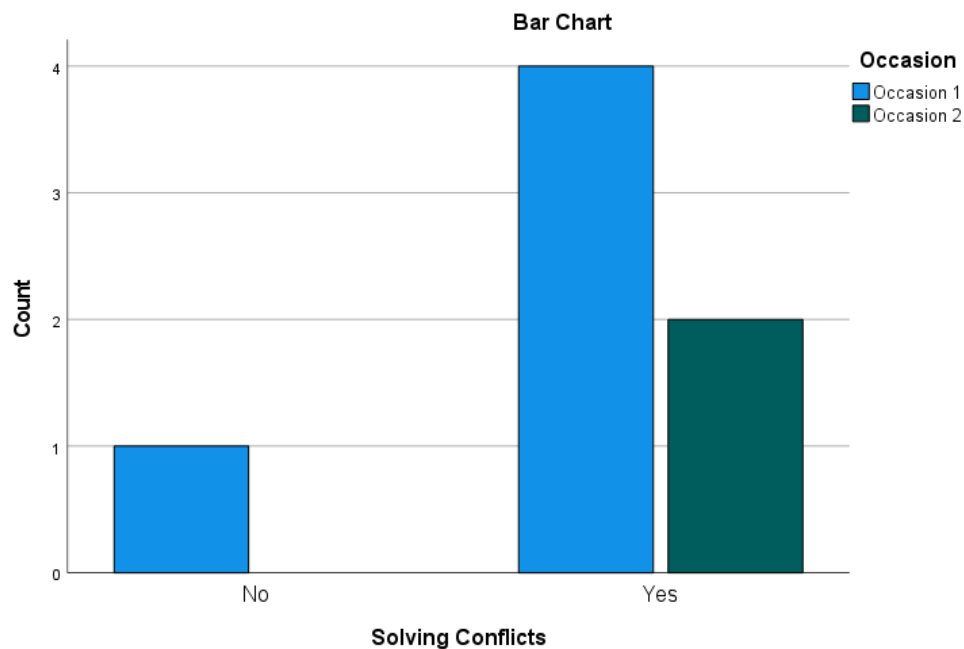
		Occasion		Total
		Occasion 1	Occasion 2	
Solving Conflicts	No	1	0	1
	Yes	4	2	6
Total		5	2	7

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,467 ^a	1	,495		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,738	1	,390		
Fisher's Exact Test				1,000	,714
Linear-by-Linear Association	,400	1	,527		
N of Valid Cases	7				

a. 4 cells (100,0%) have expected count less than 5. The minimum expected count is ,29.

b. Computed only for a 2x2 table



Stressful 4 * Occasion

Crosstab

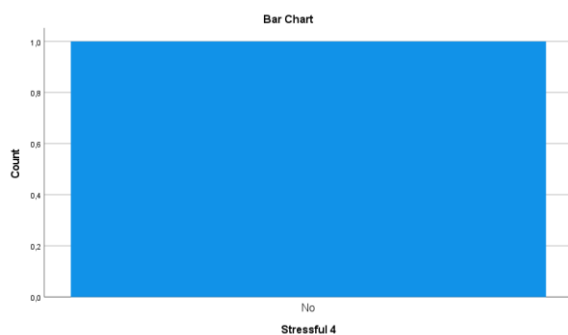
Count

		Occasion	
		Occasion	
		1	Total
Stressful 4	No	1	1
Total		1	1

Chi-Square Tests

	Value
Pearson Chi-Square	. ^a
N of Valid Cases	1

a. No statistics are computed because Stressful 4 and Occasion are constants.



7.10 Frequency Ordinal Data Questions

Pre intervention

Statistics

		Upset past Month	Stress past Month	Confidence past Month	Coping past Month	Difficulties past Month
N	Valid	21	21	21	21	21
	Missing	0	0	0	0	0
Mean		2,43	3,10	3,95	2,71	2,05

Frequency Table

Upset past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	23,8	23,8	23,8
	Almost never	6	28,6	28,6	52,4
	Sometimes	6	28,6	28,6	81,0
	Often	4	19,0	19,0	100,0
	Total	21	100,0	100,0	

Stress past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	14,3	14,3	14,3
	Almost never	4	19,0	19,0	33,3
	Sometimes	4	19,0	19,0	52,4
	Often	8	38,1	38,1	90,5
	Very Often	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

Confidence past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never	1	4,8	4,8	4,8
	Sometimes	3	14,3	14,3	19,0
	Often	13	61,9	61,9	81,0
	Very Often	4	19,0	19,0	100,0
	Total	21	100,0	100,0	

Coping past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	14,3	14,3	14,3
	Almost never	5	23,8	23,8	38,1
	Sometimes	9	42,9	42,9	81,0
	Often	3	14,3	14,3	95,2
	Very Often	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Difficulties past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	47,6	47,6	47,6
	Almost never	1	4,8	4,8	52,4
	Sometimes	9	42,9	42,9	95,2
	Often	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Post intervention**Statistics**

		Upset past Month	Stress past Month	Confidence past Month	Coping past Month	Difficulties past Month
N	Valid	21	21	21	21	21
	Missing	0	0	0	0	0
Mean		1,90	2,43	4,24	1,62	1,43

Frequency Table**Upset past Month**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	33,3	33,3	33,3
	Almost never	10	47,6	47,6	81,0
	Sometimes	3	14,3	14,3	95,2
	Often	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Stress past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	19,0	19,0	19,0
	Almost never	8	38,1	38,1	57,1
	Sometimes	6	28,6	28,6	85,7
	Often	2	9,5	9,5	95,2
	Very Often	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Confidence past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	9,5	9,5	9,5
	Often	12	57,1	57,1	66,7
	Very Often	7	33,3	33,3	100,0
	Total	21	100,0	100,0	

Coping past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	57,1	57,1	57,1
	Almost never	5	23,8	23,8	81,0
	Sometimes	4	19,0	19,0	100,0
	Total	21	100,0	100,0	

Difficulties past Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	61,9	61,9	61,9
	Almost never	7	33,3	33,3	95,2
	Sometimes	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

7.11 Professional Product Internship



Internship Professional Product

Dear Rui,

During my internship I must execute a professional product for my university course. After carefully reflecting on my internship so far, I have noticed some room for improvement regarding the offer of services to other businesses.

Initially, my research discovered that if managers conduct mindfulness-based interventions, that the perceived stress of their employees decreases. As Grass People Tree is also focussing on wellbeing and mental health, I thought that it could be of use to us. Therefore, I came to the conclusion that it might be an idea to implement this into the services that you offer to other businesses as a way for them to promote mental wellbeing in their organisation. In order to implement the intervention, I have put together a plan of action using a personalised change model. The model was inspired by Prosci's ADKAR, Kottler eight-step and Cummings & Worley's five activities. The created model, ENACT, is designed to have managers embrace the change to reduce employees' perceived stress by having leaders follow mindfulness-based interventions.

The model includes the following steps:

1. **Create a sense of urgency:** Companies' main strategy is to focus on performance and in order to involve them in the process, they need to achieve awareness and what opportunities this change brings at an individual and organisational level. Therefore, managerial involvement is recommended.
2. **Create a need to engage and support the solution:** In order for the solution to be accepted the support of those recognized as having strong expertise and integrity is important. Thus, each manager will provide input with regards to the implementation of the solution.
3. **Implement mindfulness-based interventions:** As stress is transferable from one individual to another through high-tension behaviour, it is of importance that in order to decrease the perceived amount of stress managers should be able to manage their stress effectively

If you agree to this design please do let me know. Moreover, I would love to receive some feedback regarding it as well.

I am looking forward to hearing from you.

Warm regards,

Hidde Stok

7.12 Informed Consent Forms

Company #1

Informed Consent Form

The impact of transformational leadership on the perceived stress by employees

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.


I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant: *Stefan Vogel*
Signature: 

Date: *17/04/2021*

I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.

Name of researcher (or his/her representative): Hidde Stok

Signature:

Date: 17/04/21



Additional information has been provided by (if applicable):

Name:

Occupation:

Signature:

Date: __/__/__

Company #2

Informed Consent Form

The impact of transformational leadership on the perceived stress by employees

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.

I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant: Jeroen Cornegoor
Signature:

Date : 22 / 04 / 2021



I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.

Name of researcher (or his/her representative): Hidde Stok

Signature:

Date: 30 / 04 / 21



Company #3

Informed Consent Form

The impact of transformational leadership on the perceived stress by employees

I, the intended research participant, have read the information for this project. I was given the opportunity to ask additional questions. If I had any questions these have been answered to my satisfaction. I have had enough time to decide whether or not I wish to participate.

I understand that my participation is completely voluntary. I understand that I am free to withdraw at any time, without giving any reason.

I understand that some people have access to my personal details. These people have been mentioned (in the information etc.).

I consent to the use of my details, for the purposes that have been mentioned in the information/information letter.

I consent to my details being kept for further analysis (if applicable) for a maximum of 15 years after this research project has ended.

I hereby give my informed consent to take part in this research project.

Name of participant: Saskia Hundscheid

Signature:

Date: 25/05/21



I, the researcher, confirm that I have fully informed this participant about the above research project.

If any new information arises in the duration of the research project that could potentially influence the participant's consent, I will inform the research participant.

Name of researcher (or his/her representative): Hidde Stok

Signature:

Date: 25 / 5 / 21

Additional information has been provided by (if applicable):

Name:

Occupation:

Signature:

Date: __ / __ / __

7.13 CLP Executive Summary



Executive Summary

LYCar, the final hurdle before completing Hotelschool The Hague. This Career Launching Plan is the first step into finishing LYCar and one of the final steps in my Hotelschool career.

I started at Hotelschool The Hague in order to become a hospitality professional, however Hotelschool The Hague has offered me more than classes. It provided me with an environment where I got to know myself better and where I became more independent. During my studies, I went on an internship in London, where I improved on my personal skills and confidence.

I am an individual who is able to connect and empathise with other on an engaging level, while still maintaining a rational view of situations. According to the Birkman test, I am a doer and communicator, indicating that I enjoy being amongst people as well as being decisive and valuing quick results. Birkman showcases that my strengths lie with persuasion, supporting others and being creative. These strengths match well with my interests being sustaining cultures and sales & marketing. However, there are still points to improve upon. For example, I tend to struggle with my adjustability and flexibility when confronted with different points of view. Therefore, I will surround myself with various cultures and will put my adjustability and flexibility to the test.

In order for me to develop myself further, I decided to focus on the following PDC's:

- PDC 6: Designing, controlling and improving organizational and hospitality business processes
- PDC 7: Dealing with the power and influences of (external) stakeholders
- PDC 1: Understanding the ins-and-outs of creating and providing hospitality

These PDC's are based on my skills and interests and they allow me to challenge myself and to improve myself.

Taking all of the above into account, I require a company that is transparent and where people support one another in order to get the most out of each other. Additionally, I feel that a LYCar situated in a city would suit me best, since I aim to improve my cultural awareness. During my LYCar execution, I want to occupy myself with public relations, sales & marketing so that I can utilize my creativity and communication skills.

Finally, I designed a timeline that showcases my journey from the present until my final defence and graduation.

7.14 CLP Assessment Form

Career Launching Plan – Assessment Form

v. 2.3 (Version LYCar2019, 7-10-2019)



Date:

**NOTE: ALL BOXES WITH RED BORDERS TO BE FILLED IN BY STUDENT;
SELECTION BOXES: CHOOSE EITHER YES OR NO**

Learning goals:

Student is able to design an underpinned plan for his/her 'Launching Your Career' execution and presents a well aligned plan with: direction and focus, professional & personal learning goals and an action plan how to ensure that the learning goals will be met.

Factsheet Career Launching Plan to be filled out by the student before submission of the CLP

Student Name:

Student No:

Tutor/coach:

Hand-in date:

Primary PDC:

Secondary PDC(s):

Planning Lycar defence (preliminary date):

Proposed professional products or main topics/expertise areas:

PDC6
PDC 7
PDC 1

Preconditions (required for assessment)	Yes	No	Comments
Executive Summary is clear and concise, with alignment between different components	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is applied according to HTH writing guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
All content in CLP is in English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Career Launching Plan is concise - max. 2500 words (INCLUDE PROOF OF WORD COUNT)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ephorus upload is done by student (will be checked by assessor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	%
This assessment form is completely filled out by the student and uploaded together with the Career Launching Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Entitled to assessment? (All yes above required):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

For each of the qualitative criteria the level is determined by the indicators which best represent the quality of the Career Launching Plan

For each of the qualitative criteria the level is determined by the indicators which best represent the quality of the CLP

		Self-assessment STUDENT		ASSESSOR	
		Pass	Not yet	Pass	Not yet
1. I & MY Environment		Overall score:			
What are your main conclusions for the type of real life learning environments that would suit best – in the light of your current status ('who am I') and your future environment?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Self-analysis: who am I, what is important to me and what to develop (further)?	Main insights and clear conclusions in personal strengths and development areas, based on underpinned self-analysis, using Birkman results and at least one additional reliable and independent reference/feedback source.	Criteria for a pass are not met	<input type="text" value="Insights in my needs, strenghts and areas in which I can improve."/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 External environment as reality check	Relevant opportunities and threats in the environment, with a clear scope set (in line with the self-analysis). External analysis includes different perspectives, such as specific field in industry, future requirements, competencies etc. Findings are linked to personal implications.	Criteria for a pass are not met	<input type="text" value="Opportunities and threats regarding the tea industry."/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 Setting the stage for LYCar execution	Analysis of combination of selfanalysis and external analysis (SWs - OTs), leading to clear implications for the student's Lycar execution, such as: direction for personal development, number of options to consider and/or criteria for choices to be made in LYCar.	Criteria for a pass are not met	<input type="text" value="Implications during LYCar execution based on external and self-analysis."/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Feedback Assessor					

2. MY FUTURE

What are your *future ambitions* that can steer your choices, your learning and motivate you to achieve your full potential during LYCar?

		STUDENT		ASSESSOR	
		Pass	Not yet	Pass	Not yet
Overall score:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1 Future orientation: career (-life) ambitions	Clear description of what student wants to achieve in career and life, preferred work environment or organisational culture – on short and longer term. Based on e.g. passion, topics of interest, earlier (work) experiences and or work-life values etc.	Criteria for a pass are not met	Description of goals in life and preferred work environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--	---------------------------------	--	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback Assessor:

3. MY FOCUS IN LYCAR

What choices do you make at this stage with regards to your *focus in LYCar* – in line with your ambition and future direction?

Overall score:

STUDENT	ASSESSOR
Pass	Pass
Not yet	Not yet

3.1 Career goals and learning outcomes	Clear personal and professional learning goals for your LYCar learning pathway, in line with previous analysis, including concrete learning outcomes.	Criteria for a pass are not met	Concrete learning outcomes and goals during LYCar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 My PDC choice	Clear choice of competencies (PDCs) as a focus in LYCar – in line with and referring back to previous insights, analysis and conclusions (in 1 and 2).	Criteria for a pass are not met	Described of PDC's related to previous insights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Setup for reflection	Description of specific reflection methods/model/theories chosen, incl. method of data collection for reflection (e.g. mentor, colleagues,...). Clear how reflection on learning goals and on deliverables will be included in the LER.	Criteria for a pass are not met	Usage of Dilts & Bateson model and description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback Assessor

4. MY ACTION PLAN

Where/how do you create a real-life learning environment and what will you deliver for your clients and to be assessed?

Overall score:

STUDENT	ASSESSOR
Pass	Pass
Not yet	Not yet

4.1 Preview LYCar execution: where, what, how?	Shortlist with at least 5 options or scenarios for LYCar execution in terms of (type of) companies/departments/roles/positions and/or Lycar projects. Includes initial ideas how to prepare or make arrangements for each option/scenario. Exploration how hospitality focus, international focus and management level can be met.	Criteria for a pass are not met	List of options for LYCar execution with positions included	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Preview final deliverables (professional products)	At least 3 (examples of) end deliverables, described in terms of content and form. Description of value for client. Clear alignment of products with learning goals and PDC choice.	Criteria for a pass are not met	Description of deliverables in regards to content and form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Timeline, support	Rough (visualised) planning for Lycar execution - between now and graduation, showing main activities and milestones, incl. indication of support.	Criteria for a pass are not met	Visualised planning for LYCar execution by means of a timeline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback Assessor

5. ALIGNMENT and UNDERPINNING OF MY PLAN

How well are the different components of your Career Launching Plan aligned and the outcome of a thought process; are proposed outcomes convincing?

Overall score:

STUDENT	ASSESSOR
Pass	Pass
Not yet	Not yet

5.1 Is overall alignment logic and clear?	The overall alignment between the main components of the Career Launching Plan is clear and convincing. The set up for the personal Lycar journey is realistic and logical.	Criteria for a pass are not met	Components of CLP are aligned and convincing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Underpinning of decisionmaking?	Main decisions and choices are clear and well-motivated and underpinned, resulting in a preliminary set up and action plan, as the outcome of a clear thought process.	Criteria for a pass are not met	Underpinned choices by using insights and analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback Assessor

Grading scheme:	Conclusion assessment:	This means:
Preconditions not met	<input type="radio"/> REWRITE	first meet all preconditions, then resubmit CLP; no assessment and feedback provided yet (not registered in Osiris)
One or more criteria Not Yet	<input type="radio"/> NOT SUFFICIENT YET (Fail)	F registered in Osiris; rewrite plan, incorporate feedback and resubmit (2nd chance); student cannot start LYCar execution before CLP is a pass
All qualitative criteria Pass	<input type="radio"/> PASS (ACCEPTABLE)	P registered in Osiris; student can start LYCar Execution when all the requirements are met (see EER)

Definitions:

Career goals broadly describe the career ambitions (e.g. types of roles and organisations) the student aspires to**Learning goals** broadly describe learning the student aspires to acquire in relation to chosen PDCs**Learning outcomes** detail the knowledge, attitudes, behaviours and skills that students want to develop to help achieve their learning goals

RESET

9.14 POA Executive Summary

Hotelschool The Hague | LYCar Report | Hidde Stok

Executive Summary

The objective of this report is to demonstrate a proposal prior to the execution to discover the impact leadership styles can have on perceived stress by employees. The LYCAR report is the final constituent of the degree and the achievement is to graduate from Hotelschool the Hague. This research proposal is based on secondary research and consists out of eight segments containing the problem definition, literature review, methodology, solution design, intervention, evaluation, intercultural hospitality leadership and stakeholders & dissemination.

The overall employee stress levels have increased with almost 20% over the last three decades and currently, the biggest source of stress at the workplace is one's boss (Korn Ferry, 2018; Chamorro-premuzic, 2020). As stress is transferable from person to person, it is of importance that managers are able to manage their personal stress. Therefore, the available leadership style can make the difference in the prevention or occurrence of stress and burnout. Following evaluation, the research question looked at **what the impacts of transactional and transformational leadership styles are on the perceived stress by employees?**

Moreover, a review of the literature was conducted that questions, argues and underpins previously mentioned research with regards the relationship between the independent, dependant variables along with the impact of the moderator on this relationship. As little research has focussed on current stress management methods in combination with the the implications of a leadership style on their employees, further research is required. In order to guide this research, 4 questions are suggested:

- Are there currently leaders that use mindfulness-based treatments to manage their stress? If so, how does it affect their personal perceived stress?
- How is stress in workplace measured?
- How are transactional and transformational leadership styles measured?
- How do transactional and transformational leadership affect the work environment?

Following the literature review, a quantitative and qualitative research approach is discussed to collect data by the means of a survey and interviews. The research aims at the collection of perceived stress of employees and leaders. Therefore, the individuals who hold a managerial position (5 years of experience) will partake in an interview. Whereas, the employees will fill out two surveys that will measure their perceived stress levels. Additionally, participants were selected via probability stratified sampling.

As previously stated, to reduce the perceived stress among employees, managers need to be able to manage and prevent stress effectively. Therefore, the providing of tools and techniques to cope with job-related pressure are what will be most desirable. According to recent research, relaxation-based training is a very promising solution to manage one's stress. Especially mindfulness-based interventions as they are of similar potency with first-line psychological interventions. Moreover, mindfulness-based interventions are often less invasive than first-line psychological interventions (Goldberg et al., 2018).

In order to implement the solution, a personalised change model is utilized. Firstly, a sense of urgency among managers needs to be created to have individuals support the implementation of the solution. Secondly, surveys will be conducted among employees to gauge their initial perceived stress followed by the implementation of mindfulness-based interventions for managers. Finally, a survey will be conducted that, again, measures employees' perceived stress. The surveys will be used as a before-after-assessment of the initial situation.

The stakeholders involved in this research are those that are directly involved and impacted by the research that will be conducted. Therefore, all of the identified stakeholders belong to the industrial domain as they are already concerned and interested in the topic. Regarding the acts of dissemination, the completed research will be shared by publishing a copy in the project company's newsletter as well as by creating an infographic and share it on a relevant platform.

7.15 POA Assessment Form

LYCar Proposal Grading Rubric

v.1.1 (Version LYCar 2020; 25 November, 2020)

Student Name:	<input type="text" value="Hidde Stok"/>	LYCar Coach:	<input type="text" value="Mr. Plijnaar"/>
Student Number:	<input type="text" value="671106"/>	Primary PLO:	<input type="text" value="PLO 1"/>
Date Submitted:	<input type="text" value="07-02-2021"/>	Secondary PLO(s):	<input type="text" value="PLO 9"/>

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
Checks content and completeness			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading & Writing Guide)			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. 5.000 words (counting after Table of Content, incl. text in tables) - visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Visual proof is provided in appendices and the wordcount amounts to 4127
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Check (technical) formalities and submissions			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Turnitin upload as Ephorus is out of order
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ethics and data management			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Entitled to assessment? (All yes above required):	<input checked="" type="checkbox"/>		

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

		Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field		Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking		Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.
Student Feedback:	Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Pass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Not Yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessor Feedback:	Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Pass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Not Yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literature and knowledge of the field is used in most cases and the students takes different perspectives in account. Some links still have to be made.

Proposal entails excellent literature review and intellectual depth and abstract thinking.

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

		Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand		Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research		Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Excellent	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Pass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Not Yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessor Feedback:	Excellent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Pass	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Not Yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student mentions models and theories and applies them in a correct manner to the problem of the case. The student formulates criteria in order to measure the effectiveness of the intervention and mentions the impact and meaning of own work. An identification of stakeholders is presented along with a plan to disseminate the research through multiple channels. (A pass needs to be selected)

Extensive application of theories and models. Primary research laid out in qualitative and quantitative phase to validate the outcomes.

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues




	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated,	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Excellent <input type="radio"/> Pass <input checked="" type="radio"/> Not Yet <input type="radio"/>	Problem is analysed and possible solutions are formulated. The methods discussed in the research are motivated and mostly logically chosen. Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities.	
Assessor Feedback:	Excellent <input checked="" type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Very clear problem definition and analysis. Question is whether the MRQ is not too rhetorical: Seems obvious that transactional leadership style causes higher stress levels than transformational style. More interesting maybe would be 'How can leaders better adopt a transformational leadership style'	


DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Excellent <input type="radio"/> Pass <input checked="" type="radio"/> Not Yet <input type="radio"/>	The report is mainly comprehensively written and lacks some attention to detail as minor grammar errors occur.	
Assessor Feedback:	Excellent <input checked="" type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Report written in professional business English, very pleasant to read	

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.





Student Feedback:	Excellent 	Student provides a plan on how to improve throughout the LYCAR course, on an IQ, EQ, and AQ level. This is done by providing Developmental goals along with underpinning of own work by using theory.
	Pass 	
	Not Yet 	

Assessor Feedback:	Excellent 	Topic and proposal covers all aspects of IQ/EQ/AQ
	Pass 	
	Not Yet 	

Overall Assessor Feedback

Very interesting topic in a research field that is still quite open. Results would lend itself to be disseminated across organisations

LYCar Proposal Outcome

- Excellent  All qualitative criteria awarded a "Pass" and at least two qualitative criteria awarded a "Excellent"
- Pass  All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
- No Go  One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
- Pre-Condition NY  Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

7.16 Client Evaluation



APPRAISAL FORM

Name of student:	Hidde Stok	Student number:	671106
Name of company:	Grass People Tree	Department:	Marketing & Sales
Name of company tutor:	Rui Liu	Position of company tutor:	CEO/Founder
Assessment no:	2	Date:	19/04/21



UNDERSTANDING

1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards. Has insufficient job knowledge and technical skills to perform job responsibilities. Requires frequent supervision.	Has some job knowledge but often needs help to apply it.	Has sufficient job knowledge and applies this in practice. Requires minimum supervision.	Has a very good level of job knowledge, experience, and insight and applies this in practice. Can work independently.	Has an exceptional level of job knowledge, experience, and insight and applies this in practice. Works independently; can train others.	5
Comments:	Hidde has always been able to observe, reflect and apply what is new to him, he is very quick to adapt.				

PROFESSIONAL PRODUCTS (PLEASE SPECIFY PER PRODUCT, IF POSSIBLE)

1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards, makes errors, and does not perform according to the standards.	Standards are met, but work and deliverables are often lacking precision and consistency.	Sufficient, in general makes few errors, level of deliverables is good.	Very good, rarely makes mistakes, performs well and sometimes exceeds standard.	Excellent, hardly ever makes mistakes, quality of work is superb.	5
PRODUCT 1 Social Media	In the past 5 months Hidde has improved our audience base by 21.5% and has increased our organic views by 250%.				
PRODUCT 2 Lead generation	Excellent research and analytical skills. Creative in problem solving.				
PRODUCT 3 Customer handling	Impressive communication skills. Quick to build rapport. Thrive in people's connection. Great manner and humour. Very cultured.				

CATEGORY 3: MAKING JUDGEMENTS & PROBLEM-SOLVING

1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
---------------------------	-------------------------	---------------	--------------	--------------	---------

Below standards, only solves problems with guidance.		Occasionally solves problems but this could be better.	Sufficient, generally can solve problems independently.	Very good, solves most problems independently.	Excellent, always solves problems independently, does not require any guidance.	5
Comments:	Guidance was provided when necessary. Hidde has always been curious about and resilient with new knowledge.					
CATEGORY 4: LEARNING SKILLS						
1: Clear area of weakness		2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards, often forgets information.		Able to learn but this could be better.	Sufficient, generally understands and is able to apply new information.	Very good, understand and applies information easily.	Excellent, consistently learning, understanding and applying new knowledge and information.	5
Comments:						


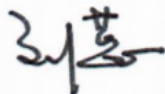
CATEGORY 5: COMMUNICATION SKILLS TOWARDS CLIENTS (Guests, employees, etc.)					
1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards, often forgets or does not share information.	Communicates in a sufficient manner but this could be better.	Sufficient, generally shares information.	Very good, shares information openly.	Excellent, consistently shares information openly.	4
Comm ents:					

CATEGORY 6: INTERACTION AND CO-OPERATION WITH COLLEAGUES AND OTHER DEPARTMENTS					
1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards, is not involved in daily tasks, at work, shows limited interest in other department and the company in general.	Show occasional interest but this could be better.	Shows interest in daily tasks, is interested and involved with other departments, co-operates sufficiently and knows what's going on within the company.	Clearly shows interest in other departments, is very social while interacting. Enjoys daily tasks and keep well informed of what is happening within the company.	Excellent, is extremely dedicated, always knows what's going on, seeks out new information, is always very interested and social to other departments. Shows great flexibility in assisting other depts.	5
Comm ents:	It was a great pleasure working with Hidde. We loved having him as a member of the team and very much appreciate his contribution and hard work.				

CATEGORY 7: READINESS FOR THE INTERNATIONAL HOSPITALITY INDUSTRY					
1: Clear area of weakness	2: Room for improvement	3: Sufficient	4: Very good	5: Excellent	Rating:
Below standards, is not ready for a career in the	Sometimes shows not to be ready for a career in the hospitality industry.	Acceptable readiness for a career in the Hospitality industry.	Definitely ready for a career in the hospitality industry.	Excellent readiness to start a career in the hospitality industry.	5

international hospitality industry					
Comments:					
Total points					34
REVIEW OF LAST OBJECTIVES AND ANY ADDITIONAL ACHIEVEMENTS:					
Development of social media campaign and events					
TRAINEE'S STRENGTHS:					
Creative thinking and perseverance					
TRAINEE'S DEVELOPMENT NEEDS:					
Eye for detail					
TUTOR: ADDITIONAL COMMENTS (OPTIONAL):					
TRAINEE'S COMMENTS:					
Comments on appraisal :					
DATE FOR FOLLOW-UP MEETING AND / OR NEXT EVALUATION:					

Page 3 of 4

DATE TRAINEE'S SIGNATURE:		COMPANY TUTOR'S SIGNATURE:	
			

THE COMPLETED FORM NEEDS TO BE EMAILED BY THE STUDENT TO PLACEMENT OFFICE AND CAREER COACH

7.17 Client Evaluation of Deliverable

Hi Hidde,

Each of the steps in Kotter's 8-stage model is pretty straightforward and easy to follow. There is not a ton of change theory that someone needs to learn to adopt the Kotter change management 8 steps and implement them in their organization. Simply put, it is designed to ensure change managers have created the right environment to effect change, develop the support they need to make the change happen, and keep the momentum going throughout the change, so progress doesn't stall.

It can be a helpful tool on a larger scale before narrowing down into the details necessary to build lasting results from the bottom-up. I do feel GPT's mission ends up focusing on the individual and baseline employees; benefitting all levels of management through the model's use.

Best,
Marco



Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)



Name of student:	Hidde Stok	Student number:	671106
Name of company/organisation:	Grass People Tree	Department:	Sales & Marketing
Name of company tutor/research commissioner:	Marco Namowicz	Position of company tutor/commissioner (if applicable):	Sales & Marketing Manager
Project/Deliverable: (please specify)	Implementation plan for mindfulness in services offered		


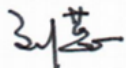
During the first evaluation the proposal for the project and end deliverable(s) is discussed. For this final evaluation the project is evaluated. This is taken into consideration for the final assessment of the student.

CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD

Rating	Excellent	Good	Room for improvement	Comments
Excellent	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (taking into account all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (taking into account significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.	Extensive use of literature. The deliverable is based on provided literature

CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS

Rating	Excellent	Good	Room for improvement	Comments
Good	The theories and models are skillfully applied and the student can translate this in a unique solution and implementation. The student can relate situations to concepts that results into a solution that adds great value to the company's overall strategy. The creative solution is/can be implemented and evaluated and is solving the problem.	The student uses theory and models and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.	Use of theory and models. However, a personalized model has been made combining several other models. The proposed solution can be implemented

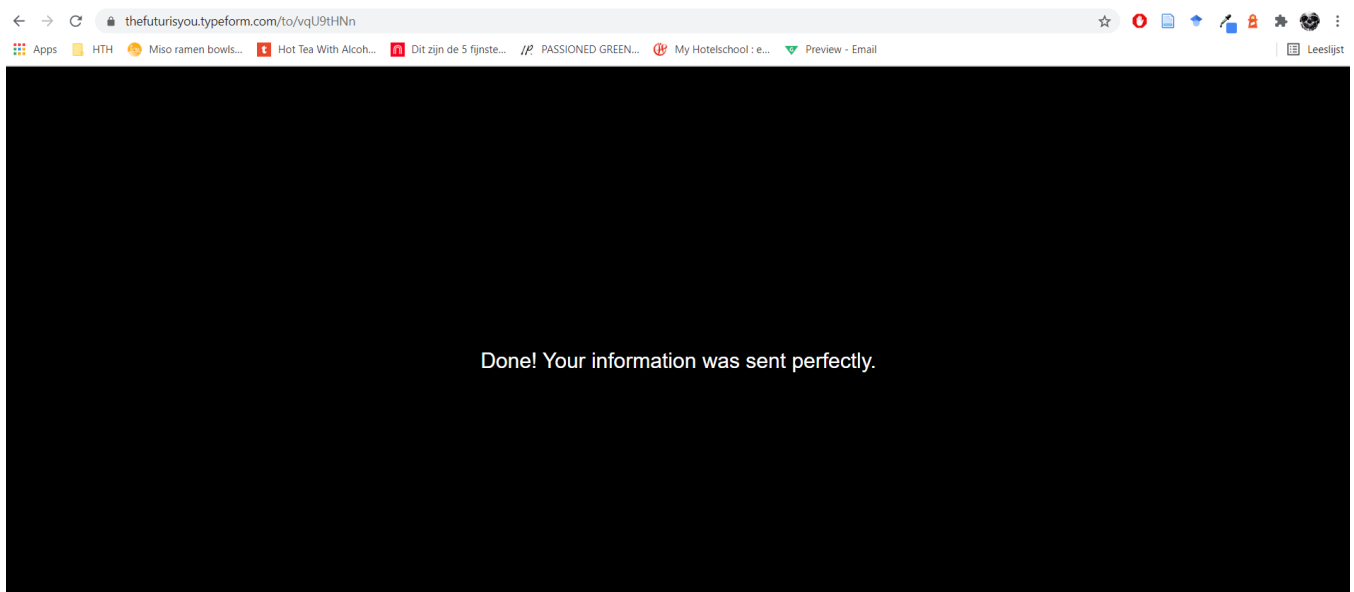
CATEGORY 3: INFORMED JUDGEMENTS				
Rating	Excellent	Good	Room for improvement	Comments
Good	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	Research was conducted thoroughly and is underpinned by data. However, the research size could have been bigger. Analysis of collected data is substantial.
CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE				
Rating	Excellent	Good	Room for improvement	Comments
Good	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative channels have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	The product has been conducted sufficiently to the stakeholders and adds value to our services.
CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP				
Rating	Excellent	Good	Room for improvement	Comments
Good	Student is able to lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student is able to lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	Student will need little to no help in leading the project. Listens to feedback and makes sure to implement it.
OVERALL COMMENTS:				
STUDENTS' COMMENTS:				
Comments on evaluation:				
DATE & STUDENT'S SIGNATURE:			COMPANY TUTOR'S/RESEARCH COMMISSIONER'S SIGNATURE:	
				

7.18 Proof of Dissemination

In order to disseminate this research, the research will be shared through two separate channels.

- A copy of the executive summary will be published to GPT's monthly newsletter. To subscribe to the newsletter please follow this link: <https://www.grasspeopletree.com/join-the-family>
- An infographic has been designed that will be posted on a multiplatform called 'The Futur'. The Futur is a group of creative professionals that consult organisations to scale their business by providing various types business related information (The Futur, 2021). By sharing the infographic on The Futur's platform it will gain an audience of over 2 million people who are all concerned with running a business as efficiently as possible. To view The Futur's platform please follow this link: <https://thefutur.com/>
- An infographic has also been sent to a company that has allowed me to conduct research among their staff. Proof of the dissemination can be found below.

I am currently in talks with The Futur and have send them the carousel post below. I will yet have to receive feedback on the provided product.





Stefan Vogel • 1ste
NEVERREST Teambuilding, Events & Training
1 m •



Illustration by:
Helena Lind-Hult



WHY YOU SHOULD BE MORE MINDFUL



Hidde Stok
Hotelschool The Hague

2021



Interessant



Commentaar

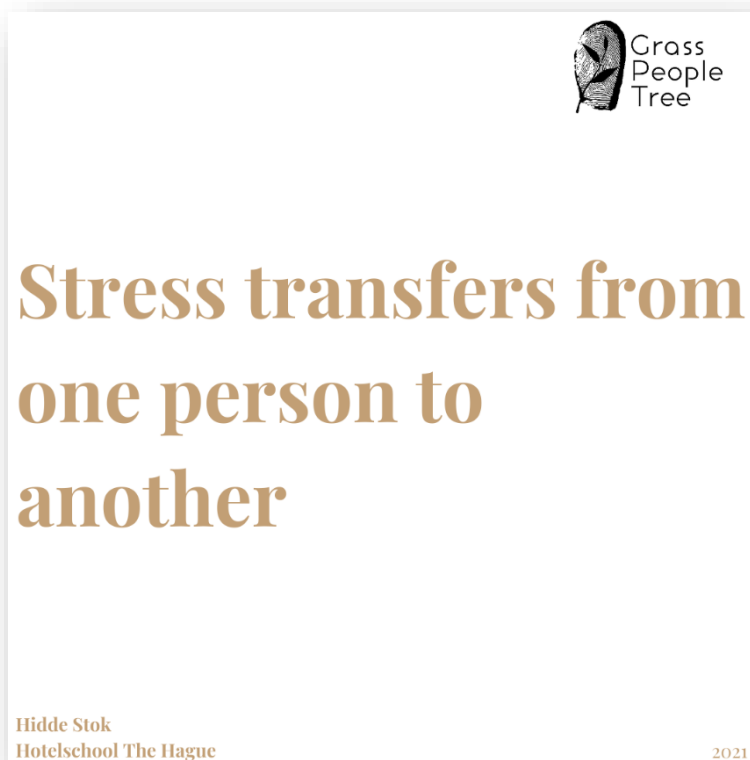
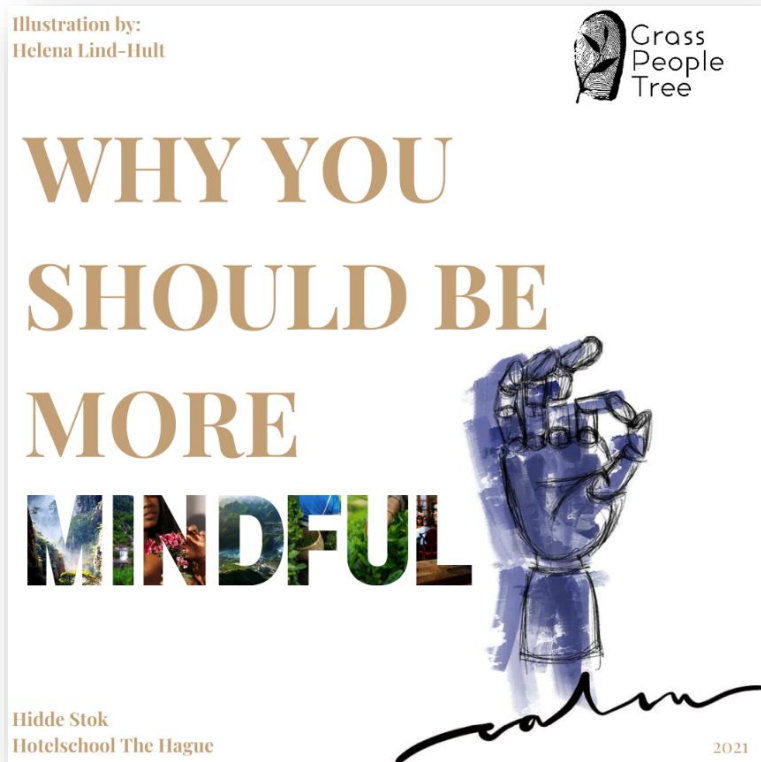


Delen



Versturen

See the created carousel post that will be posted on The Futur's platform:





**And mindfulness is
everywhere
nowadays because...**

Hidde Stok
Hotelschool The Hague

2021



**It helps you to
become more
empathetic and
compassionate**

Hidde Stok
Hotelschool The Hague

2021



It increases your state of awareness and **CREATIVITY**

Hidde Stok
Hotelschool The Hague

2021



Research shows
that if a manager practices
mindfulness, the perceived
stress of employees
decreases



Hidde Stok
Hotelschool The Hague

2021



Want results?

This study was conducted
over a two-week period and
saw a positive change

Hidde Stok
Hotelschool The Hague

2021



Don't waste time.

Anyone can do it

It will benefit you and those
surrounding you

Hidde Stok
Hotelschool The Hague

2021



WANT TO KNOW
MORE?
LET ME KNOW IN THE
COMMENTS!

Hidde Stok
Hotelschool The Hague

2021

7.19 Screenshot Data Management

Dear Students,

As part of your LYCar research, you are required to upload all your data files for data storage.

For information concerning data management and your research number, please refer to "Data Management" on the LYCar 2020 myhotelschool worksite.

Uploading your data files is a pre-condition for the assessment of your LYCar Company Project Report.

Name(required)	Hidde Stok
Student Number(required)	671106
Email(required)	671106@hotelschool.nl
LYCar Coach(required)	Mr. Plijnaar
Research Number(required)	2021-75

Upload file (one per upload, click 'Select File' - 'Upload File' for every file until you done)

<input type="text"/>	Select File	Upload File
File 2021-75_671106_HiddeStok_InterviewTranscripts_29-05-21(2).docx uploaded successfully		

[noreply <noreply@hotelschool.nl>](mailto:noreply@hotelschool.nl)

Za 29-5-2021 12:57

Aan: Hidde Stok

Dear Hidde Stok,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Hidde Stok

Student Number : 671106

Email : 671106@hotelschool.nl

LYCar Coach : Mr. Plijnaar

Research Number : 2021-75

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.

Thank You.

SPSS File could not be uploaded to HTH Intranet

8. List of reference

- Armitage, A. and Keeble-Ramsay, D., 2015 High Performance and Wellbeing at Work – what can HRD learn about the links? Available at: https://www.researchgate.net/publication/267554725_High_Performance_and_Wellbeing_at_Work_-_what_can_HRD_learn_about_the_links.
- Bass, B., Avolio, B.J., Jung, D.I. and Berson, Y., 2003, *Predicting unit performance by assessing transformational and transactional leadership*. - *PsycNET* Available at: <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0021-9010.88.2.207> (Accessed 1 February 2021).
- Bass, B.M. and Bass, R., 2009 *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*, Simon and Schuster.
- Boyd, D., 2020 Workplace Stress. *The American Institute of Stress*. Available at: <https://www.stress.org/workplace-stress> (Accessed 27 January 2021).
- Campbell, M., Innis Baltes, J., Martin, A. and Meddings, K., 2007 The Stress of Leadership. , p.16.
- Chamorro-premuzic, T., 2020 5 Ways Leaders Accidentally Stress Out Their Employees. *Harvard Business Review*. Available at: <https://hbr.org/2020/05/5-ways-leaders-accidentally-stress-out-their-employees> (Accessed 14 January 2021).
- Clarke, T.C. and Stussman, B.J., 2018 Use of Yoga, Meditation, and Chiropractors Among U.S. Adults Aged 18 and Over. , (325), p.8.
- Cohen, S., 1998 PERCEIVED STRESS SCALE. , p.5.
- Cohen, S., Janicki-Deverts, D. and Miller, G.E., 2007 Psychological stress and disease. *Jama*, 298(14), pp.1685–1687.
- Cummings, T.G. and Worley, C.G., 2009 *Organization development & change*, 9th ed., Australia ; Mason, OH, South-Western/Cengage Learning.
- Das, S.C., 2012 Managing and Leading Change through Transformational Leadership: Insights into Success Code. *Value Creation through Human development: The Emerging Dimensions*.
- Dearnley, C., 2005, *A reflection on the use of semi-structured interviews* Available at: <https://journals.rcni.com/nurse-researcher/a-reflection-on-the-use-of-semistructured-interviews-nr2005.07.13.1.19.c5997> (Accessed 19 April 2021).
- Erskine, J. and Georgiou, G., 2018 Leadership Styles: Employee Stress, Well-being, Productivity, Turnover and Absenteeism.
- Fiedler, F.E., 1992 Time-based measures of leadership experience and organizational performance: A review of research and a preliminary model. *The Leadership Quarterly*, 3(1), pp.5–23.
- FoW, 2016 8 Transactional Leadership Advantages and Disadvantages. *FutureofWorking.com*. Available at: <https://futureofworking.com/8-transactional-leadership-advantages-and-disadvantages/> (Accessed 26 May 2021).
- Frantz, A. and Holmgren, K., 2019 The Work Stress Questionnaire (WSQ) – reliability and face validity among male workers. *BMC Public Health*, 19(1), p.1580.

Fuel Cycle, 2019 Agile Market Research | Semi-Structured Interview Guide. *Fuel Cycle*. Available at: <https://www.fuelcycle.com/blog/a-quick-guide-to-semi-structured-interviews/> (Accessed 31 January 2021).

Gerstner, C.R. and Day, D., 1997 Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82, pp.827–844.

Ghorbani, N., Krauss, S.W., Watson, P.J. and Lebreton, D., 2008 Relationship of perceived stress with depression: complete mediation by perceived control and anxiety in Iran and the United States. *International Journal of Psychology: Journal International De Psychologie*, 43(6), pp.958–968.

Goldberg, S.B. et al., 2018 Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis. *Clinical Psychology Review*, 59, pp.52–60.

Grass People Tree, 2021, *Tea from the mountains of Guizhou, Southwest China* Available at: <https://www.grasspeopletree.com/our-story> (Accessed 19 May 2021).

Harms, P.D. et al., 2017 Leadership and stress: A meta-analytic review. *The Leadership Quarterly*, 28(1), pp.178–194.

Hobfoll, S.E., 1989 Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), pp.513–524.

HSENI, 2015, *Stress and mental health at work and home - Good Practice* Available at: <https://www.hseni.gov.uk/articles/stress-and-mental-health-work-and-home-good-practice> (Accessed 27 May 2021).

Husain, Z., 2013 Effective communication brings successful organizational change. *The Business & Management Review*, 3(2), p.43.

Kabat-Zinn, J., 2003 Mindfulness-Based Interventions in Context: Past, Present, and Future. *Clinical Psychology: Science and Practice*, 10(2), pp.144–156.

Klatt, M.D., Buckworth, J. and Malarkey, W.B., 2009 Effects of Low-Dose Mindfulness-Based Stress Reduction (MBSR-Ide) on Working Adults. *Health Education & Behavior*, 36(3), pp.601–614.

Korn Ferry, 2018, *Workplace Stress Continues to Mount* Available at: <https://www.kornferry.com/insights/articles/workplace-stress-motivation> (Accessed 19 January 2021).

Kottler, J., 2018 8 steps to accelerate change in your company.

Lazarus, R.S. and Folkman, S., 1984 *Stress, appraisal, and coping*, 11. [print.], New York, Springer.

LePine, J.A., LePine, M.A. and Jackson, C.L., 2004 Challenge and Hindrance Stress: Relationships With Exhaustion, Motivation to Learn, and Learning Performance. *Journal of Applied Psychology*, 89(5), pp.883–891.

Lipman, V., 2019, *Workplace Trend: Stress Is On The Rise* Available at: <https://www.forbes.com/sites/victorlipman/2019/01/09/workplace-trend-stress-is-on-the-rise/> (Accessed 26 May 2021).

McQueen, R.A. and Knussen, C., 2006 *Introduction to Research Methods and Statistics in Psychology*, Pearson Education.

- Melamed, S. et al., 2006 Burnout and risk of cardiovascular disease: evidence, possible causal paths, and promising research directions. *Psychological bulletin*, 132(3), p.327.
- Michalak, J., Mander, J. and Heidenreich, T., 2020 Implementation and Dissemination of Mindfulness-Based Interventions. *Mindfulness*, 11(2), pp.275–278.
- Pavisc, I., 2017 Supervisory Leadership Style Influence on Subordinate Stress: A Cross-Cultural Study of the Benefits of Transformational Supervision. Available at: <https://mdsoar.org/handle/11603/3847> (Accessed 27 January 2021).
- Perko, K., Kinnunen, U. and Feldt, T., 2014 Transformational leadership and depressive symptoms among employees: mediating factors. *Leadership & Organization Development Journal*, 35(4), pp.286–304.
- Pozzebon, D. et al., 2016 Relationship among perceived stress, anxiety, depression and craniocervical pain in nursing professionals under stress at work. *Fisioterapia em Movimento*, 29(2), pp.377–385.
- Prosci, 2021, *ADKAR-Knowledge-eBook.pdf* Available at: <https://cdn2.hubspot.net/hubfs/367443/2.downloads/ebooks/ADKAR-Knowledge-eBook.pdf> (Accessed 2 February 2021).
- Raluca Simion, M., 2016 Fractal Images – A New Way to Reduce Stress and To Improve Educational Workspaces. *Global Journal of Psychology Research: New Trends and Issues*, 6(1), pp.20–30.
- Reb, J. and Choi, E., 2014 Mindfulness in Organizations. , p.32.
- Ruijgrok-Lupton, P.E., Crane, R.S. and Dorjee, D., 2018 Impact of Mindfulness-Based Teacher Training on MBSR Participant Well-Being Outcomes and Course Satisfaction. *Mindfulness*, 9(1), pp.117–128.
- Schutte, N., Toppinen, S., Kalimo, R. and Schaufeli, W., 2000 The factorial validity of the Maslach Burnout Inventory-General Survey (MBI-GS) across occupational groups and nations. *Journal of Occupational and Organizational psychology*, 73(1), pp.53–66.
- Shapero, B.G. et al., 2018 Mindfulness-Based Interventions in Psychiatry. *Focus: Journal of Life Long Learning in Psychiatry*, 16(1), pp.32–39.
- Shonin, E., Van Gordon, W. and Griffiths, M., 2013 Mindfulness-based interventions: towards mindful clinical integration. *Frontiers in Psychology*, 4. Available at: <https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00194/full> (Accessed 17 May 2021).
- Srivastava, A. and Krishna, A., 1991 A test of inverted" U"-hypothesis of stress-performance relationship in the industrial context. *Psychological Studies*.
- Stok, H. et al., 2020 Making Change Happen Change Proposal Summary.
- STU, 2018, *What is Transactional Leadership? How Structure Leads to Results* Available at: <https://online.stu.edu/articles/education/what-is-transactional-leadership.aspx> (Accessed 26 May 2021).
- Stubbs, B. et al., 2017 Perceived stress and smoking across 41 countries: A global perspective across Europe, Africa, Asia and the Americas. *Scientific reports*, 7(1), pp.1–8.

Taggar, S. and Saaransh, A., 2020, *Mindfulness developing transformative leaders* Available at: <https://www.hcamag.com/ca/specialization/hr-technology/mindfulness-developing-transformative-leaders/232177> (Accessed 25 May 2021).

The Futur, 2021, *Meet the Team Behind The Futur* Available at: <https://thefutur.com/team> (Accessed 2 February 2021).

UK Research Integrity Office, 2021, *UKRIO-Recommended-Checklist-for-Researchers.pdf* Available at: <https://ukrio.org/wp-content/uploads/UKRIO-Recommended-Checklist-for-Researchers.pdf> (Accessed 31 January 2021).

Van Vugt, M., Hogan, R. and Kaiser, R.B., 2008 Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63(3), pp.182–196.

Vibha, P., Bijayini, J. and Sanjay, K., 2013, *Perspectives in Clinical Research* Available at: <https://search.proquest.com/openview/69b6c78d849cd34fb324e69c998d26d8/1?pq-origsite=gscholar&cbl=2035655> (Accessed 30 January 2021).

Wallace, P., 2018 What is the Data Information Knowledge Wisdom Pyramid? *Ontotext*. Available at: <https://www.ontotext.com/knowledgehub/fundamentals/dikw-pyramid/> (Accessed 10 May 2021).

White, S.K., 2018, *What is transformational leadership? A model for sparking innovation* Available at: <https://www.cio.com/article/3257184/what-is-transformational-leadership-a-model-for-motivating-innovation.html> (Accessed 26 May 2021).

Wisdom, J. and Creswell, J.W., 2013 Mixed Methods: Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centered Medical Home Models. , p.8.