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Chapter 1

Introduction

Research exists that investigates mindfulness (Ehrlich, 2017), and mindfulness as a strategy to increase self-efficacy (Barling, Carleton, & Trivisonno, 2018). There is also research focused on leadership self-efficacy and its relationship to pursuing leadership positions in employment (Cziraki, et. al, 2018), which will be referred to in this study as motivation to lead. This study seeks to explain how the level of an individual's leadership self-efficacy and their level of mindfulness awareness relate to one another. Data will be further analyzed by comparing the survey results of two groups: those who are potential leaders (or non-leaders), and those who are current leaders.

Problem Statement

Educators and employers research, develop, and implement strategies to increase motivation to lead. Often these strategies are aimed at individuals and groups underrepresented in leadership within a particular sector or organization, such as women in STEM professions (Isaac et. al., 2012). The study seeks to inform these tasks by looking at whether increasing one's level of mindfulness awareness is related to one's level of leadership self-efficacy. There is currently a lack of research connecting mindfulness awareness and leadership self-efficacy. Additionally, the relevant research has not been interconnected, but looked at in isolation from the other factor (mindfulness *or* leadership self-efficacy, not mindfulness *and* leadership self-efficacy). The study will analyze the relationships between mindfulness awareness and leadership self-efficacy in both current and potential leaders.

Problem Background

The study looks at levels of mindfulness awareness and leadership self-efficacy in current and potential leaders. Research shows that there is a relationship between leadership self-efficacy and motivation to lead (Isaac et al., 2012). Some research has been done surrounding strategies to increase leadership self-efficacy. There is also research analyzing whether individuals in groups that are underrepresented in leadership are more likely to pursue leadership when their level of leadership self-efficacy increases (Ehrlich, 2017; Isaac et al.). The study focuses on the relationship between levels of leadership self-efficacy and mindfulness awareness and compares the data in two groups: those who are currently in leadership positions, and those who are not currently in formal leadership positions (potential leaders).

Purpose Statement

This study will investigate the relationships between levels of mindfulness awareness and leadership self-efficacy in current and potential leaders to inform strategies developed to increase employee participation in the pursuit of, and engagement in, leadership positions. The purpose of the study is to explore the connection between mindfulness awareness and leadership self-efficacy across the two groups (current vs. potential leaders). Additional strategies need to be identified and developed to build self-efficacy in potential leaders (Barling et al., 2018). The study analyzes whether increasing mindfulness awareness could be an effective strategy to increase leadership self-efficacy.

Theoretical Framework

Leadership self-efficacy is one's perception of their own ability to self-regulate their thoughts and motivation, and successfully address the challenges of leadership (Avolio et al., 2012). The study is based on the theoretical framework of self-efficacy theory. Bandura writes about why self-efficacy is important:

There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either forsake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes (Bandura, 1994, pp. 71-81).

Self-efficacy theory tells us that success is more likely when one has a positive sense of their own self-efficacy, or ability to lead (Maddux & Stanley, 1986). Individuals are also more likely to persevere through challenges, such as the process of pursuing a leadership role (Maddux & Stanley, 1986).

This study looks at the relationship between self-efficacy, specifically leadership self-efficacy, and mindfulness, and whether there is a correlation between the two. It will also analyze whether current leaders have a higher level of self-efficacy than potential leaders, or those not currently in leadership roles (Bandura, 1994).

Research Question

The study analyzes the relationships between leadership self-efficacy and mindfulness awareness in current and potential leaders. The study is guided by following:

<u>Research Question:</u> Is there a correlation between an individual's level of mindfulness awareness and their level of leadership self-efficacy, and does any correlation found exist in both the current leader group and the potential leader group?

Research Design

The non-experimental correlational quantitative study will analyze the relationships between mindfulness awareness and leadership self-efficacy in current and potential leaders. A cross-sectional digital survey will be disseminated via email to a sample of employee participants. The survey includes the following three components: a collection of items to acquire demographic information, a mindfulness awareness screening tool (MAAS, Brown & Rayn, 2003), and a leadership self-efficacy screening tool (LEQ, Avolio & Hannah, 2013). Both the MAAS and the LEQ are screening tools that have been validated through previous research studies (Avolio, et. al., 2012; Brown & Carlson, 2005).

The mindfulness awareness scale that will be used is the Mindfulness Attention Awareness Scale (MAAS, Brown & Rayn, 2003). The MAAS is described in the scale document itself as:

The MAAS is a 15-item scale designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present. The scale shows strong psychometric properties and has been validated with college, community, and cancer patient samples. Correlational, quasi-experimental, and laboratory studies have shown that the MAAS taps a unique quality of consciousness that is related to, and predictive of, a variety of self-regulation and well-being constructs. The measure takes 10 minutes or less to complete (Brown & Ryan, 2003).

The leadership self-efficacy tool that will be used is the Leader's Efficacy Tool (LEQ, Avolio & Hannah, 2013). The LEQ is described as:

The Leader's Efficacy Questionnaire (LEQ) is based on Leader Self and Means Efficacy Theory (see references) and is unique because it captures both leaders' self-efficacy, the confidence individuals have in their own capabilities to lead, as well as leaders' beliefs in

the extent that their peers, senior leaders, resources and other means in their environment will support their leadership: means efficacy. That is, personal self-efficacy is only half of the leader efficacy story - leaders must also generate confidence that their context will support their performance as a leader. Research has shown that means efficacy operates along with self-efficacy to separately and distinctly influence performance - the LEQ captures both (Avolio & Hannah, 2013).

The study will analyze data collected from survey demographic information, as well as the Mindfulness Attention Awareness Scale and the Leader's Efficacy Questionnaire. The study will analyze data from these current and potential leader groups, make comparisons, and look at the differences in, and the characteristics of, both groups. The data will also allow us to see relationships between mindfulness awareness and leadership self-efficacy.

Definition of Terms

Leadership self-efficacy: One's perception of their own ability to self-regulate their thoughts and motivation, and successfully address the challenges of leadership (Avolio et al., 2012).

Mindfulness awareness: The state of being attentive to, and aware of, what is taking place in the present (Brown & Carlson, 2005).

Current leader: For the purposes of this study, current leaders will refer to those who are currently employed in a leadership role, and does not refer to an individuals' leadership abilities or their leadership in other areas. Leadership roles will refer to those in a supervisory Director position or above (Directors, Deans, Vice Presidents, Executive Cabinet, or President role). It was indicated to participants that they, for this study, would fall into the Administrator demographic if they were on the College's Supervisor in Charge or Campus Lead Contacts list(s).

<u>Potential leader</u>: Also potentially referred to as non-leaders in this study. For the purposes of the study, potential leaders will refer to those who are currently employed in a non-supervisory staff or faculty role, and does not refer to an individuals' leadership abilities or their leadership in other areas.

Limitations of the Study

While attempts were made to remove as many limitations as possible, some were not in the control of the researcher. The survey was voluntary, so the study was limited by whether or not the participants were willing to complete the survey. While the participants were informed that all responses would be kept confidential and that any survey results shared would be de-identified and in aggregate, the possibility remains that participants may have altered their answers due to concerns that others would gain access to their responses. Since the survey is self-report, there is also the concern about the accuracy of responses. Additionally, the study is limited by the quantitative research method, as correlations can be determined, but not causation. The study is also limited by the ability of the researcher to collect and analyze the data.

Delimitations of the Study

The study participants will be delimited to only the employees of Minnesota State Community and Technical College (M State), including staff, faculty, and administrators on all campuses and online. M State is made up of four campuses in Minnesota, located in: Detroit Lakes, Fergus Falls, Moorhead, and Wadena. This participant group was chosen due mainly to ease and availability, as the researcher is an employee of the institution.

The researcher chose this study out of an interest in increasing diversity in leadership, and identifying or developing strategies to accomplish that goal. M State has low diversity in leadership, including racial diversity. If defining the institution's leadership as those at the

Cabinet, Dean, or Director level, in the fall of 2019, 50% identified as white men, 42% identified as white women, 4% identified as women of color, and 4% identified as men of color (for a total of 8% people of color, or 2 individuals). If there were a desire to increase racial diversity in the institution's leadership, the information in the study results might be useful to the institution in doing that, specifically if potential leaders have low motivation to lead due to low leadership self-efficacy.

The study will also be limited to attempting to answer the following:

Research Question: Is there a correlation between an individual's level of mindfulness awareness and their level of leadership self-efficacy, and does any correlation found exist in both the current leader group and the potential leader group?

Significance of the Study

The study may prove to have significance to both employers and educators who seek to identify and develop, or improve, strategies used to increase leadership self-efficacy. The study will provide employers and educators with information on the characteristics of both their potential and current leaders, and the relationships between the levels of mindfulness awareness and leadership self-efficacy in the two groups. If employers aim to convert potential leaders in an organization into organizational leaders, the results of the study will contribute to the knowledge they need to decide what strategies to use based on the characteristics of their current and potential leaders. Additionally, when educators know the differences between these two groups and their expressions of mindfulness awareness and leadership self-efficacy, it will guide them on what to focus on during leadership education to prepare students to be confident and motivated to lead.

Summary

The information in the study will be organized into five chapters. The first chapter provides the information necessary to understand the study, including an introduction to the

topic, information on the problem and the study's focus and purpose, the theoretical framework for the study, as well as how the study will be carried out. The first chapter will also include information on the study's limitations and delimitations, the study's significance, and a summary of the information within the first chapter. The second chapter will include the literature review and relate the study to relevant current research. The third chapter will present the research methodology; explain the research design and how data will be collected; and discuss the sample, selection, and setting of the study. Chapter four will discuss the data and outcomes of the study. The fifth chapter will provide implications and conclusions drawn from the data and recommendations for further research.

Chapter 2

Introduction

The study explores the relationship between mindfulness and leadership self-efficacy in current and potential leaders. In this literature review, an overview of current research that related to the topics addressed in the research study is provided. This chapter is comprised of five sections related to the literature regarding mindfulness and leadership self-efficacy awareness research. First, the introduction will introduce chapter two and the purpose of the study. Section two provides an overview of mindfulness and leadership self-efficacy. Section three explores the theoretical framework for the research study. Lastly, section four provides a summary of the chapter and briefly introduces chapter three.

Overview of Mindfulness and Leadership Self-Efficacy

Mindfulness

Brown and Ryan (2003) stated that, "Mindfulness is an attribute of consciousness long believed to promote well-being" (p. 822). Mindfulness can be defined as the state of being attentive to and aware of what is taking place in the present (Brown & Carlson, 2005). Brown and Ryan found, in their study, that mindfulness, "is a reliably and validly measured characteristic that has a significant role to play in a variety of aspects of mental health" (p. 844). They suggest more research on mindfulness should be conducted on uses of mindfulness for well-being enhancement (Brown & Ryan).

Ehrlich (2017) looked at the current research on mindfulness in order to help organizations cultivate mindful leaders, and to help leaders themselves become more mindful. In

order to conduct the study, we must now look at leadership self-efficacy so that we can examine the relationship it has with mindfulness awareness.

Leadership Self-Efficacy

Leadership self-efficacy is one's perception of their own ability to self-regulate their thoughts and motivation, and successfully address the challenges of leadership (Avolio et al., 2012). Perceived self-efficacy can be defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994). Bandura also writes that self-efficacy is important because it adds to our likelihood of achieving accomplishments and positive well-being, and that self-efficacy is key to persistence in the face of (multiple points of) adversity without becoming cynical and jaded. Bandura states self-efficacy theory tells us that success is more likely when one has a positive sense of their own self-efficacy, or ability to lead, and that those with high self-efficacy are also more likely to persevere through challenges, such as the process of pursuing a leadership role (Bandura).

Federici and Moen's study tested the previous research about self-efficacy and accomplishment (in the form of competence) by looking at a leadership coaching culture within an organization (2012). The researchers in the former study used the Coaching Leadership Self-Efficacy Scale (CLSES), which assessed the level of self-efficacy a leadership coach had in five different areas of competency and the Coach Competence Scale (CCS) to measure coaching competency. They showed that increasing coaching self-efficacy in leadership coaches greatly improved their coaching competencies and outcomes, and found a positive correlation between self-efficacy in leadership and coaching and coaching competency (Federici & Moen, 2012).

This suggests that increasing self-efficacy in other domains and contexts may also improve competence and success.

Another study examined leadership self-efficacy in undergraduate college students (Cho et al., 2015). The study looked at three different types of motivations to lead (MTL): affective identity MTL, social normative MTL, and calculative MTL. The study showed that all types of MTL were positively correlated with higher leadership self-efficacy. The authors discussed some general ideas for strategies that educators can use when they seek to increase student leadership self-efficacy, and the strategies centered around decreasing frustrations and failures in initial leadership experiences, and increasing positive experiences and successes. In short, they are set up for success, and successes increase self-efficacy (Cho et al., 2015). The positive correlation between motivation and leadership self-efficacy demonstrates that increasing leadership self-efficacy can increase motivation to lead.

Additionally, a study by Cziraki, Read, Spence, and Wong (2018) looked at the nursing field, and how a nurse's leadership self-efficacy affected whether or not they wanted to pursue leadership careers in the nursing field. According to the study, the body of nursing leaders are aging and retiring, and younger nurses are less interested in pursuing leadership roles, which may leave a shortage of competent nursing leaders. The study supported the hypothesis that an increase in leadership self-efficacy in nurses led to an increase in nurses interested in pursuing careers in nursing leadership. The Cziraki et. al. study demonstrates a positive correlation between self-efficacy and the desire to lead, and the study proposes utilizing strategies to increase leadership self-efficacy.

The research in the section indicates (leadership) self-efficacy is positively correlated with achievement and persistence, competence and success, and motivation and desire to lead.

Mindfulness and leadership self-efficacy have now been defined and analyzed through current research. The next section will review research regarding whether mindfulness may be a successful strategy to increase leadership self-efficacy, and in turn increase an individual's motivation to lead.

Mindfulness as a Strategy to Increase Self-Efficacy

Ehrlich's 2017 article on mindful leadership synthesizes much of the current research regarding leadership and mindfulness. Ehrlich provides in-depth information about mindfulness and the different aspects of the practice. The author of the article also discusses applications of mindfulness in organizations and in leadership, such as the ability of mindfulness to increase self-efficacy in leaders. The article shares specific strategies around mindfulness that can be implemented (Ehrlich, 2017).

A 2018 study by Barling, Carleton, and Trivisonno looked at how mindfulness is related to transformational leadership. The researchers hypothesized that mindfulness leads to positive affect, which leads to higher self-efficacy, which then leads to more successful transformational leadership. The study ultimately looked at 183 leader-follower groups identified through Clearvoice Research Panel Services. The study proved the hypothesis of the researchers, that the higher a leader's mindfulness abilities were, the higher their transformational leadership abilities, though the cause is not a direct correlation, but indirect, through affect and self-efficacy. The research will be useful in informing research into mindfulness and leadership self-efficacy as it supports continuing research into mindfulness as a key to successful leadership and leadership self-efficacy. The research supports the need to identify strategies to increase leadership self-efficacy (Barling et. al.). In the study, we will look at whether mindfulness could be one such strategy.

The literature review has provided a basis for the current study through studies related to mindfulness, leadership self-efficacy, and mindfulness as a strategy to increase leadership self-efficacy, as well as research around motivation and desire to lead and its relationship to leadership self-efficacy. In addition to its basis in the literature and current research, the study is also based on self-efficacy theory.

Theoretical Background

Leadership self-efficacy is one's perception of their own ability to self-regulate their thoughts and motivation, and successfully address the challenges of leadership (Avolio et al., 2012). The proposed study is based on the theoretical framework of self-efficacy theory. Self-efficacy theory tells us that success is more likely when one has a positive sense of their own self-efficacy, or ability to lead (citation). Those with high self-efficacy are also more likely to persevere through challenges, such as the process of pursuing a leadership role (citation).

Self-efficacy theory is demonstrated within the literature review in the historical background. Federici and Moen (2012) show that increasing self-efficacy improves competence and success. Another study shows the positive correlation between motivation and leadership self-efficacy and that increasing leadership self-efficacy can increase the motivation to lead (Cho et al., 2015). Yet another study demonstrates the positive correlation between self-efficacy and the desire to lead (Cziraki, et. al, 2018).

We see from self-efficacy theory that increasing leadership self-efficacy may increase one's desire to lead, persistence when pursuing a leadership role, and competence and success in leadership roles (Bandura, 1994). The proposed study looks at the relationship between self-efficacy, specifically leadership self-efficacy, and mindfulness, and whether there is a correlation

between the two. It also analyzes whether current leaders have a higher level of self-efficacy than potential leaders, or those not currently in leadership roles.

In the chapter thus far, we have looked at the historical foundation for the study in the available research and literature, as well as the theoretical foundation in self-efficacy theory. We will now look at how those elements relate to the study problem statement, purpose of the study, and research question.

Summary

The study will investigate the relationship between levels of mindfulness awareness and leadership self-efficacy in current and potential leaders to inform strategies developed to increase employee participation in the pursuit of, and engagement in, leadership positions. The purpose of the study is to explore the connection between mindfulness awareness and leadership self-efficacy across two groups of leaders: current leaders and potential leaders (those who could, in the future, become organizational leaders).

Educators and employers research, develop, and implement strategies to increase motivation to lead, including on increasing leadership-self-efficacy to increase motivation to lead. Often these strategies are aimed at individuals and groups underrepresented in leadership for a particular sector or organization, such as women in STEM professions (Isaac et. al., 2012). The study seeks to inform these tasks by looking at the relationship between leadership self-efficacy and mindfulness awareness. There is currently a lack of research connecting mindfulness awareness and leadership self-efficacy. Additionally, the relevant research has been looked at in isolation and not interconnected, such as looking only at leadership self-efficacy *or* mindfulness awareness, instead of looking at leadership self-efficacy *and* mindfulness

awareness. The study will analyze the relationships between mindfulness awareness and leadership self-efficacy.

The literature review gave us an understanding of both mindfulness awareness and leadership self-efficacy. It also ascertained that (leadership) self-efficacy is positively correlated with achievement and persistence, competence and success, and motivation and desire to lead. It also examined mindfulness as a potential strategy to increase self-efficacy (Ehrlich, 2017; Barling et. al., 2018). If the study shows levels of leadership self-efficacy are positively correlated with levels of mindfulness awareness, and leadership self-efficacy can increase desire and motivation to lead as well as success and achievement, then mindfulness awareness strategies could ultimately result in an increase in leadership participation in those receiving the mindfulness intervention.

The research question that will be examined through the research study are:

Research Question: Is there a correlation between an individual's level of mindfulness awareness and their level of leadership self-efficacy, and does any correlation found exist in both the current leader group and the potential leader group?

Chapter two reviewed the literature that pertains to the research study. Section one introduced chapter two and the purpose of the research study. Section two discussed the historical background related to the study topics. Section three explored the theoretical framework for the research study. Section four outlined conclusions resulting from the review of the research literature. The next chapter, chapter three, provides a thorough explanation of the methodology that was used to conduct the research study.

Chapter 3

Introduction

This study investigated the relationship between levels of mindfulness awareness and leadership self-efficacy in current and potential leaders. This may inform strategies being developed or adapted to increase employee participation in the pursuit of, and engagement in, leadership positions. Chapter three addresses the following: research design; rationale for the research method; research questions; setting of the study; study sample; role of the researcher; selection of participants; instrumentation; IRB process; data collection; triangulation; and data analysis.

Research Design

The non-experimental correlational quantitative study analyzed the relationships between mindfulness awareness and leadership self-efficacy in current and potential leaders. Lester and Lochmiller define quantitative research as, "Research approaches that use numeric data to represent individuals, experiences, and outcomes and to identify, understand, and assess the strength of relationships between data points" (2017, p. 294). This method was appropriate for this study as the study collected numerical data on the relationships between leadership self-efficacy and mindfulness awareness. Correlation analyses were conducted to determine relationships between mindfulness awareness and leadership self-efficacy among 2 populations: current and potential leaders.

The study was also non-experimental, defined as, "A type of quantitative research wherein the practitioner-scholar does not manipulate the variables, rather they attempt to make

descriptive and inferential claims about the patterns, trends, or relationship within the data set"
(Lester & Lochmiller, 2017, p. 293). This fit the study, as there is no variable manipulation in the
study, just the attempt to discern relationships between variables.

A cross-sectional digital survey was disseminated via email to the sample of employee
participants (refer to Sample section below). The survey included the following three
components: a collection of questions regarding demographic information, information around
one's motivation to lead, and current status regarding being in a leadership position; a
mindfulness awareness screening tool (MAAS, Brown & Rayn, 2003); and a leadership self-
efficacy screening tool (LEQ, Avolio & Hannah, 2013). Both the MAAS and the LEQ are
screening tools that have been validated through research studies (Avolio, et. al., 2012; Brown &
Carlson, 2005). The three components are described in detail in the Instrumentation section of
this chapter.

Rationale for the Study

Research exists that investigates mindfulness (Ehrlich, 2017) as a strategy to increase
self-efficacy (Barling, Carleton, & Trivisonno, 2018), and leadership self-efficacy and its
relationship to pursuing leadership positions in employment (Cziraki, Read, Spence, Laschinger,
& Wong, 2018). The study seeks to explain how the two factors, level of leadership self-efficacy
and level of mindfulness awareness, relate to each other in two separate groups: those who are
potential leaders (or non-leaders), and those who are current leaders. The study will assist in
filling in the gap in knowledge regarding these relationships in the distinct groups of current and
potential leaders.

The study looks at the relationship between mindfulness awareness and leadership self-
efficacy in current and potential leaders. Research shows that there is a relationship between

leadership self-efficacy and an individual's motivation to lead (Isaac et al., 2012). Some research has been done surrounding strategies to increase leadership self-efficacy and whether that would increase motivation to lead to individuals who are part of underrepresented groups (Ehrlich, 2017 & Isaac et al.). Additional strategies need to be identified and developed to build that self-efficacy in potential leaders (Barling et al., 2018).

Research Question

The study is guided by a research question that aided in determining the delimitations of the study and keeping the study focused. The research question under investigation for the study is:

<u>Research Question:</u> Is there a correlation between an individual's level of mindfulness awareness and their level of leadership self-efficacy, and does any correlation found exist in both the current leader group and the potential leader group?

Setting

The setting of the research study is Minnesota State Community and Technical College (M State), which is a two-year public multi-campus college made up of four separate campuses in West Central Minnesota. The campuses are located in Detroit Lakes, Fergus Falls, Moorhead, and Wadena. The Moorhead campus is considered urban as a part of the Fargo-Moorhead community, while the other three campuses are considered rural. The campuses are all about an hour away from each of the others. The college serves over eight thousand students annually through credited courses in over seventy career and liberal arts programs on our four campuses and online. M State had 422 employees at the time of the study, which includes staff, faculty, and administrators.

Sample

The sample for the study is the employees of Minnesota State Community and Technical College (M State), including staff, faculty, and administrators on all campuses and online. M State is made up of four campuses in Minnesota, located in: Detroit Lakes, Fergus Falls, Moorhead, and Wadena. There were 422 collegewide employees at the time of the study.

The study uses a nonprobability sample, defined by Lester and Lochmiller as, "when a practitioner-scholar includes the entire population in their research" (2017, p. 143). The study used this method to attempt to attain a larger sample size than probability sampling, as the entire population is already small.

Selection of Participants

After the study received approval from the M State Institutional Review Board, the researcher provided the Dean of Institutional Effectiveness and Accreditation, who oversees the work of the M State Institutional Research Board, with a digital link to the online, confidential survey. Selection of study participants was done by the Dean sending the study's confidential survey link electronically via email to all M State employees: staff, faculty, and administrators. Participants self-selected for participation by completing the study. At the beginning of the survey, participants provided active consent (see Appendix A) for their confidential data to be used, although the survey did not connect the participant with their responses.

Role of the Researcher

The role of the researcher in the study was to create the study instrument, attain Institutional Review Board approval to conduct the study from both M State and Winona State University, create an email (see Appendix B) with the confidential survey link to be sent to the Dean of Institutional Effectiveness and Accreditation for dissemination via email, and then receive the anonymous, aggregated study data for analysis. As the researcher, I do have a bias

towards wanting to identify strategies to increase leadership self-efficacy, though I am unbiased about how that is done and do not have a bias regarding the outcome of the study.

Instrumentation

The study used an instrument (see Appendix C) that incorporates the collection of some demographic data, as well as screenings for both mindfulness awareness and leadership self-efficacy. Since we measured the relationship between those two screening results, it made sense to use pre-existing, validated screening tools that specifically measure those variables in participants. This enabled the researcher to compare the results against each other while utilizing the demographic data in analysis. The instrument for the research was in the form of an electronic SurveyMonkey survey, with the electronic link emailed to participants by the head of the Institutional Review Board, the Dean of Institutional Effectiveness and Accreditation. The instrument began with demographic data collection. As a note, some of the questions asked in this section were required to be included so that the study could receive permission to use the Leader's Efficacy Questionnaire, or LEQ. Demographic data from the following areas was be collected:

- Whether the participant is a staff member, faculty member, or an administrator. For the purposes of the study, staff and faculty will be considered potential leaders, and administrators will be considered current leaders

- Age

- Gender

- Nativity, or whether they were born in the United States or outside the United States

- Culture, or whether they identify as Hispanic/Latinx

- Race

- Highest level of education completed

- Whether they consider themselves part of a protected class or a group underrepresented in M State leadership. Protected class as defined by Minnesota State as including, but not limited to, race, sex, color, creed, religion, age, national origin, disability, marital status, status regarding public assistance, sexual orientation, gender identity, or gender expression

- Number of years they have been employed post-high school

- Number of years they have been at M State in their current position

- Number of years they have been at M State in any position

- Number of years of work experience relevant to their current position

- Number of days spent in leadership training courses

- Staff and faculty were also askedWhether they aspire to a leadership position at M State

- Whether they aspire to a leadership position outside of M State

Administrators were also asked:

- If they had been hired as an Administrator at M State, or if they had previously been staff or faculty whether they had or had not aspired to an M State leadership position at that time, or whether they felt that their attainment of a leadership position at M State was the natural progression of their career at M State

- Number of years in leadership positions at M State

- Number of years in leadership positions at our outside of M State

- The number of employees they currently supervise

- The highest number of employees they have ever supervised at one time

Following the demographic information collection section, the mindfulness awareness tool used was the Mindfulness Attention Awareness Scale (MAAS). The MAAS is described in the scale document itself as:

The MAAS is a 15-item scale designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present. The scale shows strong psychometric properties and has been validated with college, community, and cancer patient samples. Correlational, quasi-experimental, and laboratory studies have shown that the MAAS taps a unique quality of consciousness that is related to, and predictive of, a variety of self-regulation and well-being constructs. The measure takes 10 minutes or less to complete. (Brown & Ryan, 2003)

The leadership self-efficacy tool that was utilized was the Leader's Efficacy Tool (LEQ). The LEQ is described as:

The Leader's Efficacy Questionnaire (LEQ) is based on Leader Self and Means Efficacy Theory (see references) and is unique because it captures both leaders' self-efficacy, the confidence individuals have in their own capabilities to lead, as well as leaders' beliefs in the extent that their peers, senior leaders, resources and other means in their environment will support their leadership: means efficacy. That is, personal self-efficacy is only half of the leader efficacy story - leaders must also generate confidence that their context will support their performance as a leader. Research has shown that means efficacy operates along with self-efficacy to separately and distinctly influence performance - the LEQ captures both. (Avolio & Hannah, 2013).

Both the MAAS and the LEQ are screening tools that have been validated through research studies (Brown & Carlson, 2005; Avolio et. al., 2012). The researcher analyzed data

from these instruments for current and potential leader groups, made comparisons, and looked at the differences in, and the characteristics of, both groups.

Institutional Review Board (IRB) Process

Approval to conduct the research study was obtained from the M State IRB, as well as the Winona State University IRB. The researcher completed the human subject's education module, determined the review type, completed the protocol packages, and submitted the packages to the Institutional Review Boards. If the human protections administrator who reviewed the packages made recommendations, the researcher would have implemented all necessary changes. Until written IRB approval was received, the researcher did not contact, select, or communicate with the potential participants. Additionally, data was not collected until IRB approval.

Data Collection

The research began upon receipt of IRB approval from both M State (see Appendix D) and Winona State University. The researcher generated the link to the online SurveyMonkey digital survey instrument and it was emailed to all M State employees by the Dean of Institutional Effectiveness and Accreditation. The employees who participated voluntarily chose to complete the survey. The survey remained open for one and a half weeks, with a reminder email sent out one week after the initial email was sent. When the survey ended, the researcher analyzed the data. All data will be destroyed upon completion of the research study.

Data Analysis

The quantitative study and the data analysis was based on a descriptive research methodology in order to analyze the numeric dataset. The researcher utilized SAS and Excel to analyze the data. The data analysis used simple linear regression. The R and R^2 was be calculated

to compare the data from current leaders with the data from potential leaders. P was used to test for statistical significance. Once all the data was collected, the researcher used a fit plot, and also compare the LEQ and MAAS scores of the two groups.

Summary

Chapter three was comprised of fifteen sections (including the introduction and summary) related to the research involved in the study. First, the introduction introduced chapter three and the purpose of the study and problem statement. The next thirteen sections addressed: the research design, the rationale for the research method, the research questions, the setting of the study, the study sample, the role of the researcher, the selection of participants, instrumentation, the IRB process, data collection, triangulation, and data analysis.

Chapter four will present the findings of the study, followed by chapter five, which will include an interpretation of the results, implications of the findings, and recommendations for future research around leadership self-efficacy and mindfulness awareness.

CHAPTER 4

Results/Findings

This quantitative study explored how leadership self-efficacy and mindfulness awareness relate to each other in both current and potential leaders. Research methodology was described in chapter three. Chapter four reviews the problem statement, research design, participant demographics, and presents the findings from the data analysis.

Review of the Problem Statement

Educators and employers research, develop, and implement strategies to increase motivation to lead. Often these strategies are aimed at individuals and groups underrepresented in leadership within a particular sector or organization, such as women in STEM professions (Isaac et. al., 2012). The study seeks to inform these tasks by looking at whether increasing one's level of mindfulness awareness is related to one's level of leadership self-efficacy. There is currently a lack of research connecting mindfulness awareness and leadership self-efficacy. Additionally, the relevant research has not been interconnected, but looked at in isolation from the other factor (mindfulness *or* leadership self-efficacy, not mindfulness *and* leadership self-efficacy). The study will analyze the relationships between mindfulness awareness and leadership self-efficacy in both current and potential leaders.

Review of the Research Design

The non-experimental correlational quantitative study will analyze the relationships between mindfulness awareness and leadership self-efficacy in current and potential leaders. Lester and Lochmiller define quantitative research as, "Research approaches that use numeric data to represent individuals, experiences, and outcomes and to identify, understand, and assess the strength of relationships between data points" (2017, p. 294). This method is appropriate for this study as the study

will collect numerical data on the relationships between leadership self-efficacy and mindfulness awareness, as well as motivation to lead.

Participant Demographics

While the digital survey link was sent to 422 M State employees, it was completed by 155 individuals, for a response rate of 36.7%. A participant's responses were deleted if they did not answer the consent question in the affirmative, or if they did not complete both the LEQ and the MAAS. The sample was 98.33% white, with no one identifying as Hispanic/Latinx. Additionally, 98% of participants were born in the United States.

Out of all participants, 89% were between the ages of 35-64. The largest age group was those ages 55-64, which made up 37% of all respondents. We had no respondents under the age of 25.
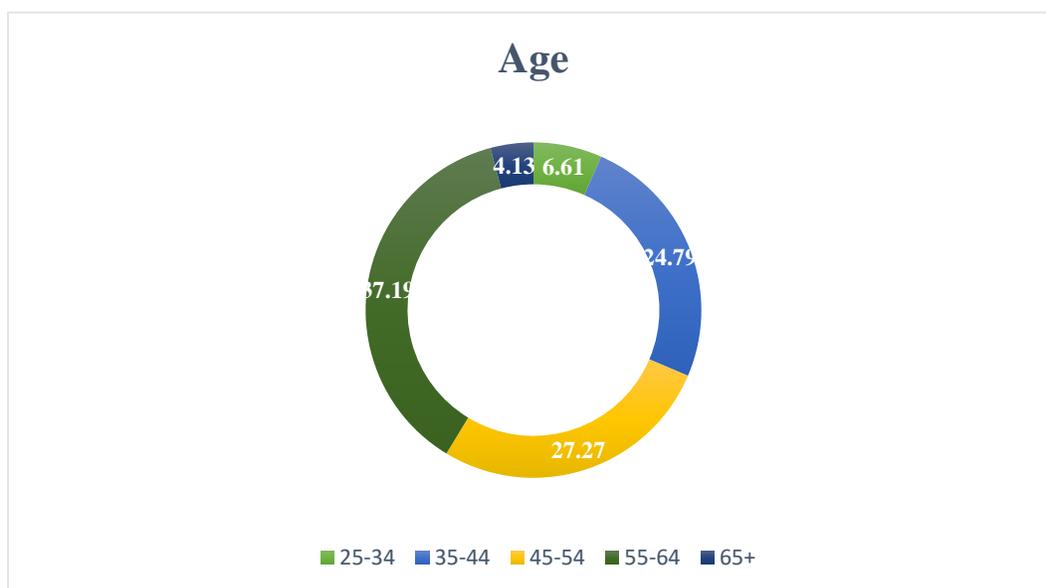

Figure 1. Age of Participants

The majority of respondents were women, making up 60% of participants, with men making up 37%, and 3% did not wish to answer.
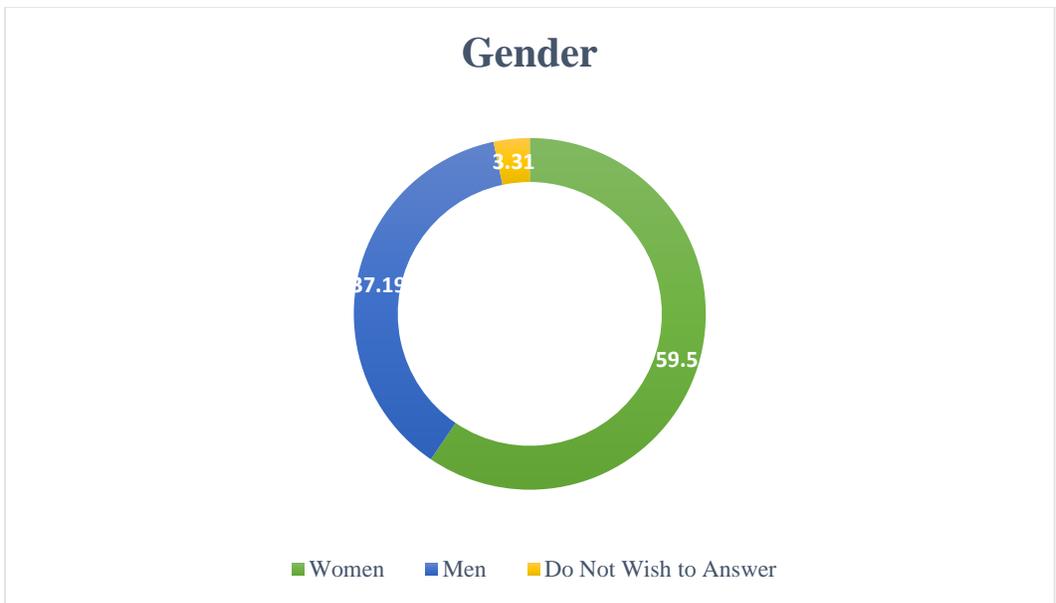
Gender

Figure 2. Gender of Participants.

When asked about highest level of education completed, all respondents had completed a high school diploma or GED. About half, at 48%, had a technical degree, Associate's Degree, had completed some college, or had a Bachelor's Degree. The majority, at 51%, had a Master's, Professional, or Doctoral Degree either completed or in progress.

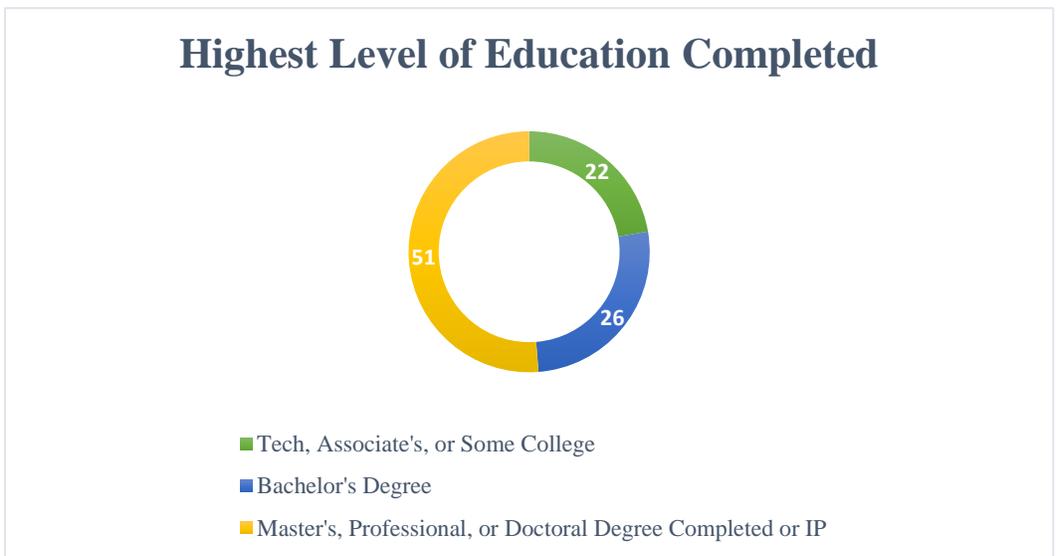**Highest Level of Education Completed**

Figure 3. Highest Level of Education Completed by Participants.

When asked whether respondents considered themselves part of a protected class or a group underrepresented in M State leadership, 21% said they do. We used the Minnesota State definition of protected class, which is, "including, but not limited to, race, sex, color, creed, religion, age, national origin, disability, marital status, status regarding public assistance, sexual orientation, gender identity, or gender expression."
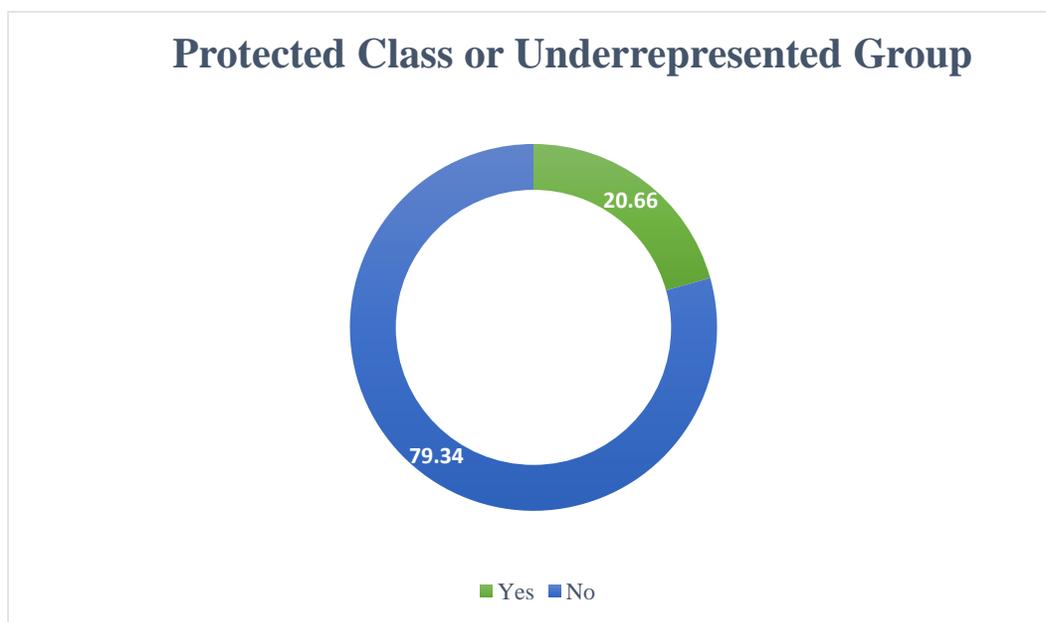

Figure 4. Participant Self-Identification of Being Part of a Protected Class or Group Underrepresented in M State Leadership.

The vast majority of respondents were potential leaders, or staff and faculty. There were 12 responses from Administrators, or current leaders. As of May 4th there were 31 employees who would be identified as Administrators under our definition of those at the supervisory Director level and above, which means that 38.7% of M State Administrators participated in the study.
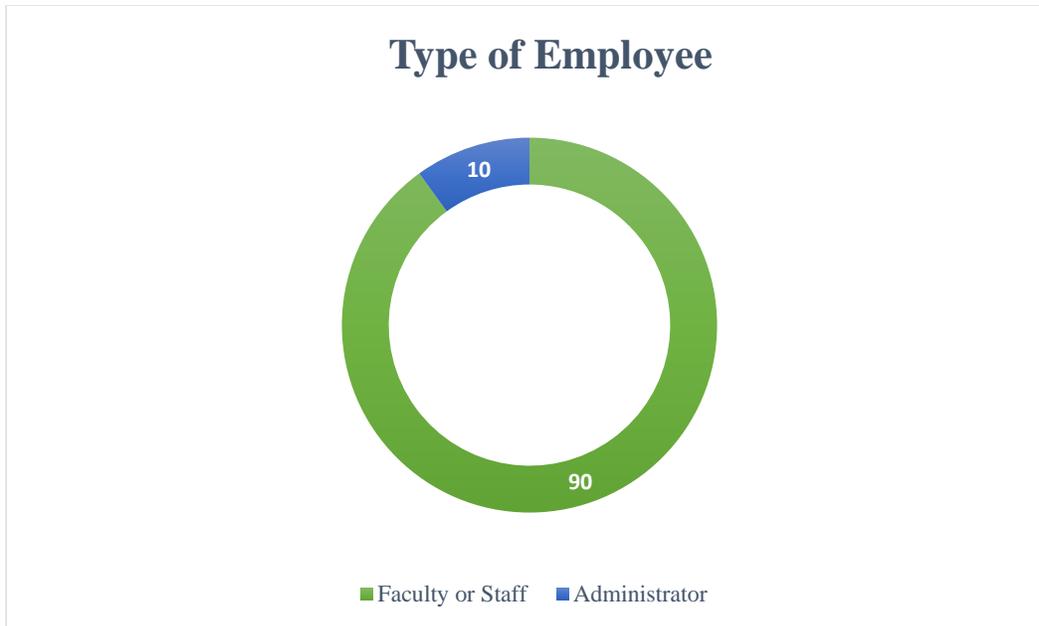
Figure 5. Employee Type: Faculty/Staff or Administrator (Potential vs. Current Leaders).

Findings

The analysis of the data from this study show a positive correlation between participant levels of leadership self-efficacy and levels of mindfulness awareness. This correlation is statistically significant. Administrators, or current leaders, show higher levels of both leadership self-efficacy and mindfulness awareness compared to potential leaders (staff and faculty).
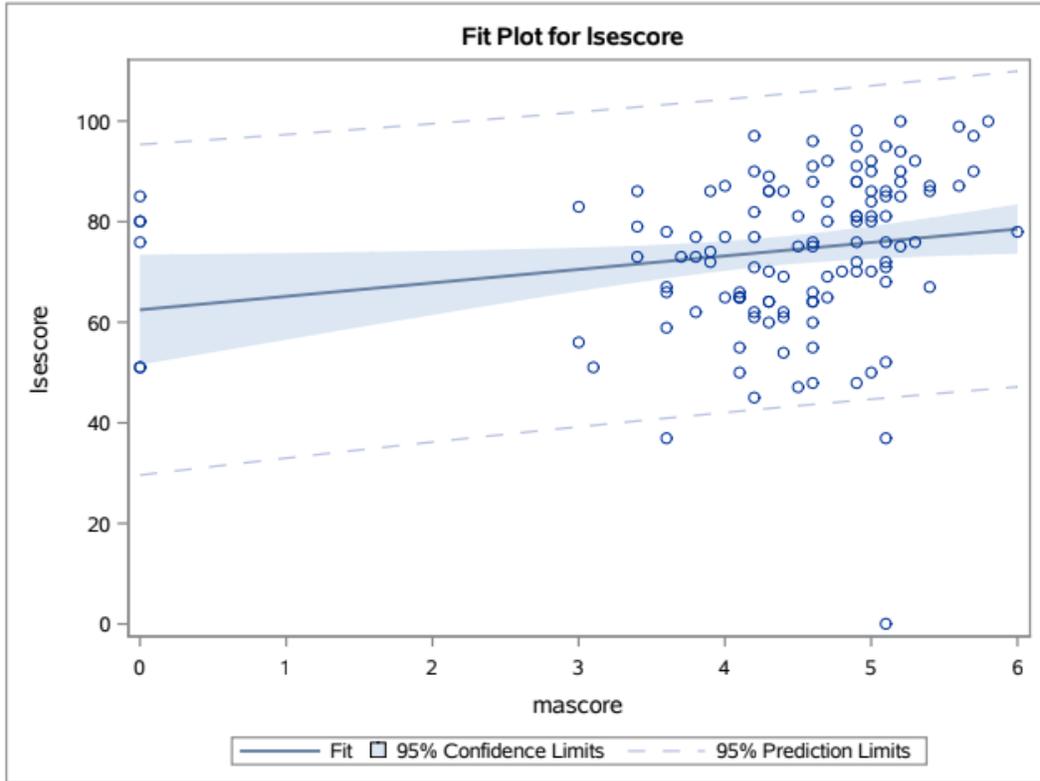
Figure 6. Fit Plot for LEQ and MAAS Scores.

Table 1 shows the LEQ and MAAS scores for all participants combined, and not separated into current and potential leaders.

LEQ Score - ALL		
Test score range:	Mean	**74.11**
0 (low) to 100 (high)	Median	76
MAAS Score - ALL		
Test score range:	Mean	**4.35**
1 (low) to 6 (high)	Median	4.6

Table 1. Scores - Mean, Median, and Range – All Participants.

Table 2 shows the LEQ and MAAS scores of staff and faculty only.

LEQ Score – Staff & Faculty		
Test score range:	Mean	**73.32**

0 (low) to 100 (high)	Median	75
MAAS Score – Staff & Faculty		
Test score range:	Mean	**4.31**
1 (low) to 6 (high)	Median	4.6

Table 2. Scores - Mean, Median, and Range – Staff and Faculty.

Table 3 shows the LEQ and MAAS scores of Administrators only.

LEQ Score - Administrators		
Test score range:	Mean	**81.25**
0 (low) to 100 (high)	Median	85
MAAS Score - Administrators		
Test score range:	Mean	**4.65**
1 (low) to 6 (high)	Median	4.6

Table 3. Scores - Mean, Median, and Range – Administrators.

As you can see in Table 4 below which compares the LEQ and MAAS scores of staff and faculty versus Administrators, the Administrators scored higher in both leadership self-efficacy on the LEQ, and in mindfulness awareness in the MAAS.

Scores:	Staff/Faculty	Administrators
LEQ - 0 (low) to 100 (high)- Mean	**73.32**	**81.25**
MAAS - 1 (low) to 6 (high) - Mean	**4.31**	**4.65**

Table 4. Scores – Staff/Faculty vs. Administrators.

Figure 7 shows the MAAS and LEQ scores of both current and potential leaders, and shows that current leaders scored higher in both mindfulness awareness and leadership self-efficacy.
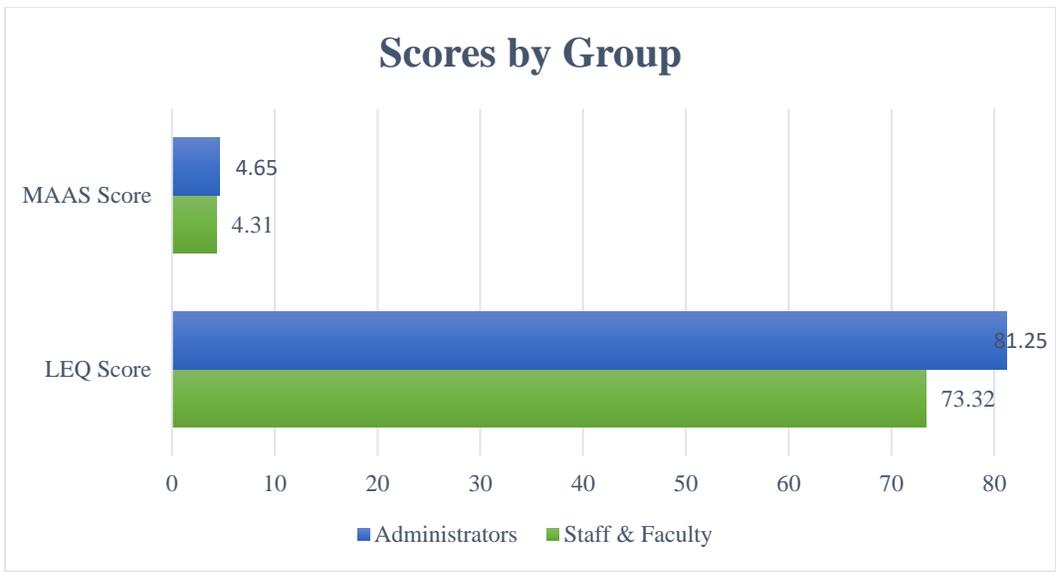
Figure 7. Scores -MAAS and LEQ – Administrators and Staff/Faculty.

Figure 8 shows the MAAS scores of both current and potential leaders, while Figure 9 shows the LEQ scores of the two groups.
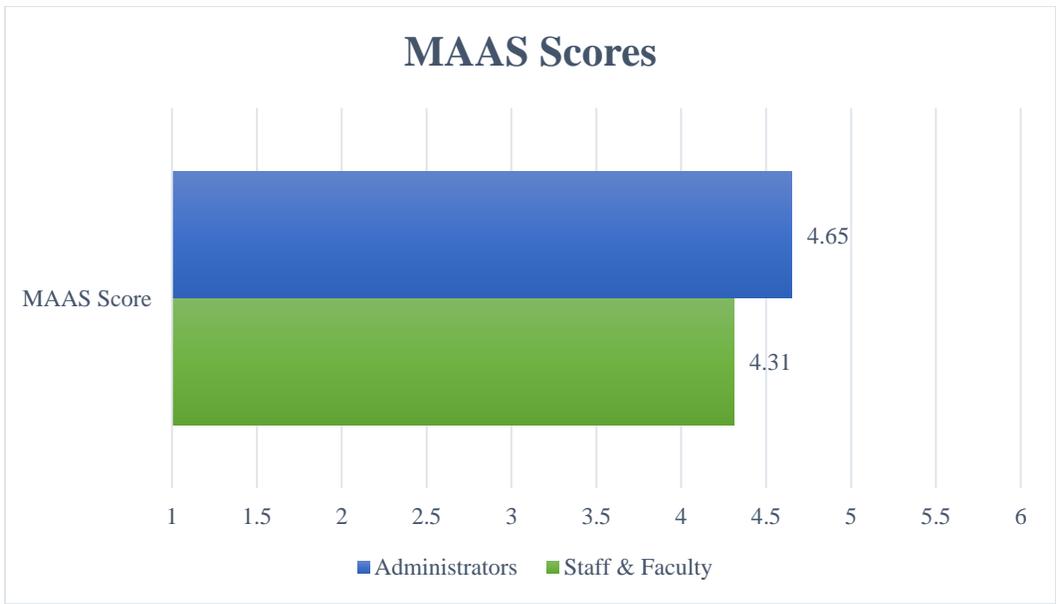

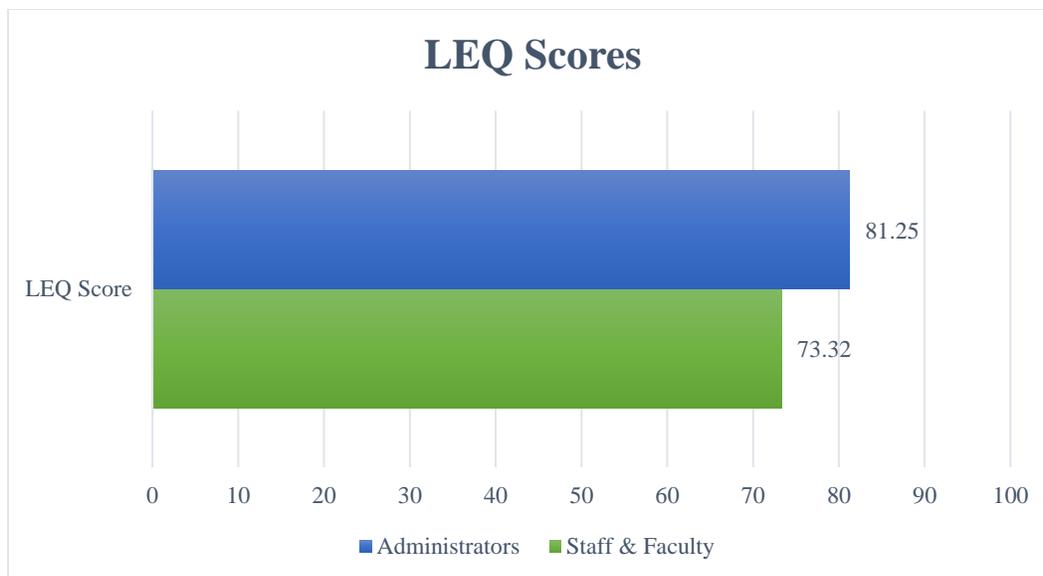*Figure 8.* Scores -MAAS – Administrators and Staff/Faculty.

Figure 9. Scores - LEQ – Administrators and Staff/Faculty.

The data analysis shows an R^2 of 0.038512. R^2 lies between 0 and 1 and is a quantitative measure of how well the fitted model, containing the explanatory variable (mindfulness awareness), predicts the response variable (leadership self-efficacy), which indicates the correlation between the two variables. The higher the R^2 value, the stronger the correlation. The R^2 value of this study is low, which you can also see visually when looking at the fit plot *(Table 7.)*. The correlation between leadership self-efficacy and mindfulness awareness (see R below) is not very strong. However, it is likely that the low R^2 can be partially explained by how sparse the model is. If the study added other participant characteristics (age, level of education, etc.) we would likely see the model fit improve (higher R^2 value), a stronger correlation (higher R value), and a more statistically significant model (lower p value). (Bansal, 2015)

The R value is 0.19625, which is the Pearson Correlation Coefficient (Lester & Lochmiller, 2017, p. 203). This value indicates the degree of relationship between leadership self-efficacy and mindfulness awareness. It can range from -1 to 1, with -1 indicating a perfect negative correlation and 1 indicating a perfect positive correlation, while 0 would indicate no correlation between the two variables. This study's Pearson coefficient of correlation, R=0.19625, indicates a weak positive correlation between leadership self-efficacy and mindfulness awareness. (Bansal, 2015)

The P value is 0.032. This indicates that the correlation is statistically significant. The data provides strong evidence (p=0.031) of a linear association between mindfulness awareness and leadership self-efficacy. The intercept is 62.467. This is part of the equation for the trendline on the graph below (the y-intercept) (*Figure 6.*). It represents the predicted leadership self-efficacy when mindfulness awareness=0. The point estimate for mindfulness awareness (MA) is 2.677. This is also part of the equation for the trendline on the graph below (the slope). It indicates that there is an increment of 2.677 in leadership self-efficacy for every 1-unit increment in mindfulness awareness.

This data analysis shows that there is a positive, statistically significant correlation between levels of leadership self-efficacy and mindfulness awareness. It also shows that Administrators, or current leaders, scored higher in both leadership self-efficacy and mindfulness awareness.

Chapter 5

Conclusions, Implications, and Recommendations

This quantitative study explores how an individual's levels of leadership self-efficacy and mindfulness awareness relate to each other, and also whether those indicators or their relationships indicate a greater motivation to lead. The study revealed a positive correlation between levels of leadership self-efficacy and mindfulness awareness in both current and potential leaders. It also indicates that individuals who are current leaders have higher levels of both leadership self-efficacy and mindfulness awareness than do potential leaders. The study was guided by a research question that aided in keeping the study focused. The research question being investigated by the study was:

Research Question: Is there a correlation between an individual's level of mindfulness awareness and their level of leadership self-efficacy, and does any correlation found exist in both the current leader group and the potential leader group?

Conclusions

Using the data analysis, some conclusions can be made. There is a positive correlation between levels of leadership self-efficacy and mindfulness awareness. This correlation occurs in both the current leaders (Administrators) and potential leaders (faculty and staff). Although correlation does not equal causation, these results could indicate that raising levels of mindfulness awareness in individuals may, in turn, raise their levels of leadership self-efficacy.

In this study, current leaders scored higher than non-leaders in both leadership self-efficacy and mindfulness awareness:

Scores:	Staff/Faculty	Administrators
LEQ - 0 (low) to 100 (high)- Mean	**73.32**	**81.25**
MAAS - 1 (low) to 6 (high) - Mean	**4.31**	**4.65**

Table 4. Scores – Staff/Faculty vs. Administrators.

This may show that those with motivation to lead, demonstrated by their willingness to accept and retain positions of leadership as Administrators, have a higher motivation to lead in part due to their higher levels of leadership self-efficacy and mindfulness awareness.

Implications from the Study

Strategies to raise mindfulness awareness may also raise leadership self-efficacy. This may also increase motivation to lead if individuals have low motivation to lead due to low leadership self-efficacy.

Recommendations for Future Research

This study analyzed the relationship between one's level of mindfulness awareness and their level of confidence in their own leadership abilities, or leadership self-efficacy.

Next steps include further exploring the relationship between mindfulness awareness and leadership self-efficacy. A multiple regression, as opposed to the simple regression the researcher used for the study, could be used to get a clearer picture of the relationships between the variables from the data collected in this study. A study with a larger sample size and more well-defined populations, as well as more stringent controls of external threats to validity, could provide stronger evidence of the positive correlation between levels of leadership self-efficacy and mindfulness awareness. Additionally, a well-controlled experimental study could be done that looks at leadership self-efficacy in two groups that either did, or did not, receive an intervention shown to increase mindfulness awareness, which could prove causation and that raising mindfulness awareness increases leadership self-efficacy. Additionally, that study or others could seek to determine if the strategy ultimately led to higher motivation to lead.

Additional research should be done to understand the relationships between mindfulness awareness, leadership self-efficacy, and motivation to lead and to determine if increasing mindfulness

awareness in groups underrepresented in leadership could lead to their increased motivation to lead, and ultimately lead to higher leadership diversity.

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Appendices

Appendix A
Consent Form

Consent Form: Mindfulness Awareness and Leadership Self-Efficacy in Current and Potential Leaders

What is this research study about?

This research study is designed to explain how the level of an individual's leadership self-efficacy and their level of mindfulness awareness relate to each other in two groups: current and potential leaders. We hope to learn about the relationship between these levels across two groups because it may lead to strategies being identified and developed to build self-efficacy in potential leaders, and whether that may lead to increased willingness to purse leadership positions, especially in underrepresented groups.

All data collected for this study is anonymous and will not be linked back to any of your identifying information.

What activities will this study involve?

If you decide to participate, you will be asked to use a link provided to you via email to complete a one-time, confidential online survey that should take about 10 minutes to complete.

How much time will this take?

Participation will require approximately 10 minutes to complete the one-time online survey.

Are there any risks for participating?

There are no appreciable risks from participating in this study.

Are there any benefits for participating?

There are no appreciable benefits from participating in this study.

What are my rights as a participant?

Participation in this study is voluntary and you may stop at any time. You may decide not to participate or to discontinue participation at any time without penalty or loss of benefits. A decision not to participate or withdraw will not affect your current or future relationship with Winona State University or Minnesota State Community and Technical College.

Who can I contact if I have questions or concerns about this study?

If you have any questions about the study or your participation, contact Dr. Emmanuel Felix at (507)457-5694.

Who can I contact if I have questions about my rights as a participant?

If you have questions about your rights as a participant, contact Human Protections Administrator Brett Ayers at 507-457-5519 or bayers@winona.edu. This project has been reviewed by the Winona State University Institutional Review Board for the protection of human subjects.

Appendix B
Email Invitation to Participate in the Study

Subject: Please take this quick, 10-minute survey!

Please take just a few minutes to complete this confidential, online survey to inform my study, Mindfulness Awareness and Leadership Self-Efficacy in Current and Potential Leaders. I really appreciate it!

If you decide to participate, you will be asked to use a link provided to you via email to complete a one-time, confidential online survey that should take about 10 minutes to complete. All data collected for this study is anonymous and will not be linked back to any of your identifying information.

Participation in this study is voluntary and you may stop at any time. You may decide not to participate or to discontinue participation at any time without penalty or loss of benefits. A decision not to participate or withdraw will not affect your current or future relationship with Winona State University or Minnesota State Community and Technical College.

If you have any questions about the study or your participation, contact Dr. Emmanuel Felix at (507)457-5694.

If you have questions about your rights as a participant, contact Human Protections Administrator Brett Ayers at 507-457-5519 or bayers@winona.edu. This project has been reviewed by the Winona State University Institutional Review Board for the protection of human subjects.

Appendix C
SurveyMonkey Survey Instrument, Including LEQ and MAAS Tools

Welcome to My Survey & Demographic Questions

1. **Consent Form**
Relationships Between Mindfulness Awareness and and Leadership Self-Efficacy: Comparing Current and
Potential Leaders
What is this research study about?
This research study is designed to explain how two factors, level of an individual's leadership self-efficacy and
their level of mindfulness awareness, relate to each other in two groups: current and potential leaders. We
hope to learn about the relationship between these relationships as it may lead to strategies being identified
and developed to build self-efficacy in potential leaders, and that may lead to increased willingness to purse
leadership positions, especially in underrepresented groups.
All data collected for this study is anonymous and will not be linked back to any of your identifying information.
What activities will this study involve?
If you decide to participate, you will be asked to use a link provided to you via email to complete a one-time,
confidential online survey that should take about 10 minutes to complete.
How much time will this take?
Participation will require approximately 10 minutes to complete the one-time online survey.
Are there any risks for participating?
There are no appreciable risks from participating in this study.
Are there any benefits for participating?
There are no appreciable benefits from participating in this study.
What are my rights as a participant?
Participation in this study is voluntary and you may stop at any time. You may decide not to participate or to
discontinue participation at any time without penalty or loss of benefits. A decision not to participate or
withdraw will not affect your current or future relationship with Winona State University or Minnesota State
Community and Technical College.
Who can I contact if I have questions or concerns about this study?
If you have any questions about the study or your participation, contact Dr. Emmanuel Felix at (507)457-5694.
Who can I contact if I have questions about my rights as a participant?

If you have questions about your rights as a participant, contact Human Protections
Administrator Brett Ayers
at 507-457-5519 or bayers@winona.edu. This project has been reviewed by the Winona State
University
Institutional Review Board for the protection of human subjects.
***If you agree to participate, responding to the survey questions constitutes your consent.
Participation***
is voluntary and you may stop participating at any time.
***Click "Yes" if you agree to participate in this study. Click "No" if you do not wish to
participate in this***
study. Participation is voluntary and you may stop participating at any time.
*
Yes
No
2
* 2. What is your age?
Under 18
18-24
25-34
35-44
45-54
55-64
65+
* 3. What is your gender?
Female
Male
Other (please specify)
* 4. Where were you born?
United States
Outside of the United States
* 5. Are you of Hispanic, Latino, or of Spanish origin?
Yes
No
6. What is your race? (please check all that apply)
Native Hawaiian or other Pacific Islander
American Indian or Alaska Native
Asian or Asian American
Hispanic or Latino
Black or African American
White or Caucasian
Other (please specify)
3
7. What is the highest level of education that you have completed?
Less than high school
High school
Trade/technical training

Some college
Associate degree
Bachelor's degree
Master's or professional degree in progress
Master's or professional degree (DDS, JD, MD, etc.)
Doctorate in progress
Doctorate (Ph.D., Ed.D., etc.)
8. Do you consider yourself to be a part of a protected class, or a group underrepresented in M State
leadership?
(Defined by Minnesota State as including, but not limited to race, sex, color, creed, religion, age, national
origin, disability, marital status, status regarding public assistance, sexual orientation, gender identity, or
gender expression)
Yes
No
9. Number of years employment following high school:
10. Number of years experience at M State in your current position:
11. Number of years at M State in any position:
12. Number of years of ANY work experience, at M State and elsewhere, relevant to the work you have done
at M State:
13. Besides courses in your high school and college education, how many total days have you spent in
leadership training courses? (your best estimate)
4
* 14. Are you:
Staff
Faculty
Administrator (Cabinet, Deans, and Directors who are on the Supervisor in Charge/Campus Lead
Contact lists)
Follow-Up Questions for Staff & Faculty

* 15. Do you aspire to become an Administrator at M State?
Yes
No
* 16. Do you aspire to become an Administrator or leader outside of M State?
Yes
No
Follow-Up Questions for Administrators

17. If you started at M State as staff or faculty, did you aspire to become an Administrator here, or was it just
the natural progression of your employment?
*

As staff or faculty, I did not aspire to become an Administrator
As staff or faculty, I aspired to become an Administrator
It was the natural progression of my employment
N/A, I started at M State as an Administrator
18. Number of years experience in leadership positions at M State:
19. Number of years experience in leadership positions at M State and elsewhere:
5
20. Number of employees you currently supervise:
21. Largest number of employees that you have ever supervised at any one point in time:
Leadership Self-Efficacy

Directions: Think about yourself as a leader in your organization and for each item below, indicate
your level of confidence from not at all confident to totally confident.
Not at all
confident
Moderately
confident
Totally
confident
22. As a leader I can energize my followers to * achieve their best.
Not at all
confident
Moderately
confident
Totally
confident
* 23. As a leader I can develop agreements with followers to enhance their participation.
Not at all
confident
Moderately
confident
Totally
confident
* 24. As a leader I can coach followers to assume greater responsibilities for leadership.
Not at all
confident
Moderately
confident
Totally
confident
* 25. As a leader I can inspire followers to go beyond their self-interests for the greater good.
Not at all
confident
Moderately
confident

Totally
confident
* 26. As a leader I can get my followers to meet the requirements we have set for their work.
6
Not at all
confident
Moderately
confident
Totally
confident
27. As a leader I can utilize the forms of rewards and punishments that work best * with each
follower.
Not at all
confident
Moderately
confident
Totally
confident
* 28. As a leader I can get followers to identify with the central focus of our mission.
Not at all
confident
Moderately
confident
Totally
confident
* 29. As a leader I can rely on the organization to provide the resources needed to be effective.
Not at all
confident
Moderately
confident
Totally
confident
* 30. As a leader I can go to my superiors for advice to develop my leadership.
Not at all
confident
Moderately
confident
Totally
confident
* 31. As a leader I can effectively lead working within the boundaries of the organization's
policies.
Not at all
confident
Moderately
confident
Totally

confident
* 32. As a leader I can count on my leaders to support high standards of ethical conduct.
Not at all
confident
Moderately
confident
Totally
confident
* 33. As a leader I can rely on my leaders to come up with ways to stimulate my creativity.
Not at all
confident
Moderately
confident
Totally
confident
* 34. As a leader I can count on others to give me the guidance I need to complete work
assignments.
7
Not at all
confident
Moderately
confident
Totally
confident
35. As a leader I can rely on my peers to help * solve problems.
Not at all
confident
Moderately
confident
Totally
confident
* 36. As a leader I can determine what leadership style is needed in each situation.
Not at all
confident
Moderately
confident
Totally
confident
* 37. As a leader I can motivate myself to take charge of groups.
Not at all
confident
Moderately
confident
Totally
confident
* 38. As a leader I can remain steadfast to my core beliefs when I'm challenged.

Not at all
confident
Moderately
confident
Totally
confident
* 39. As a leader I can motivate myself to perform at levels that inspire others to excellence.
Not at all
confident
Moderately
confident
Totally
confident
* 40. As a leader I can develop detailed plans to accomplish complex missions.
Not at all
confident
Moderately
confident
Totally
confident
* 41. As a leader I can strive to accomplish the targeted goals set by my superiors.
Not at all
confident
Moderately
confident
Totally
confident
* 42. As a leader I can think up innovative solutions to challenging leadership problems.
8
Not at all
confident
Moderately
confident
Totally
confident
43. As a leader I can distinguish the ethical components of * problems/dilemmas.
Mindfulness Awareness

Directions: Below is a collection of statements about your everyday experience. Using the scale
below, please indicate how frequently or infrequently you currently have each experience. Please
answer according to what really reflects your experience rather that what you think your experience
should be. Please treat each item separately from every other item.
Almost never Very infrequently

Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 44. I could be experiencing some emotion and not be conscious of it until some time later.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 45. I break or spill things because of carelessness, not paying attention, or thinking of something else.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 46. I find it difficult to stay focused on what's happening in the present.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 47. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 48. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.
9
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

49. I forget a person's name almost as soon as I've been told it * for the first time.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 50. It seems I am "running on automatic," without much awareness of what I'm doing.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 51. I rush through activities without being really attentive to them.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 52. I do jobs or tasks automatically, without being aware of what I'm doing.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 53. I find myself listening to someone with one ear, doing something else at the same time.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always

* 54. I drive places on 'auto pilot' and then wonder why I went there.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always
* 55. I find myself preoccupied with the future or the past.
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always
* 56. I find myself doing things without paying attention.
10
Almost never Very infrequently
Somewhat
infrequently Somewhat frequently Very frequently Almost always
57. I snack without being aware * that I'm eating.
Completed!

Thank you so much, your participation, is very much appreciated. Have a great day!

Appendix D

IRB Approval – M State

Minnesota State
Community and Technical College

February 19, 2020

To Whom It May Concern

Minnesota State Community and Technical College (M State) has given Kitra Nelson permission to conduct research involving its employees, conditional on the approval of the research proposal by M State's Institutional Review Board. As a condition for conducting the research, M State guarantees that a subject's decision whether to participate or not participate, or to withdraw from the study, will not affect the subject's current or future relationship with M State. We understand that a statement to that effect will be included in all informed consent documents or verbal informed consent procedures used by the investigators conducting the study.

Sincerely,

Steve Erickson
Dean of Institutional Effectiveness

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