2-2-2024

The Role of Mindfulness in Leadership Coaching

Dominick Juliano
Walden University

Walden University

College of Management and Human Potential

This is to certify that the doctoral dissertation by

Dominick Juliano Jr.

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. James Herndon, Committee Chairperson, Psychology Faculty
Dr. Michelle McCartney, Committee Member, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2024

Abstract

The Role of Mindfulness in Leadership Coaching

by

Dominick Juliano Jr.

MS, Walden University, 2009

BS, Park University, 2006

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial/Organizational Psychology

Walden University

February 2024

Abstract

Managers commonly face stressful environments, yet often do not receive adequate interventions or training to assist them in performing with presence in the moment. This may lead to declines in performance and even increased employee turnover intention. Leadership coaches apply a range of approaches reflective of their unique backgrounds, such as mindfulness, to their work with individuals and management teams. Utilizing the S-ART framework (self-awareness, self-regulation, and self-transcendence), this qualitative phenomenological study identified features that mindful leadership coaching may provide middle and senior managers in the medical and technology industries. Nine mindful leadership coaches were interviewed to provide insight into features of coaching programs and its contribution to leadership development. Results indicated that mindful leadership programs transform leaders through features that promote presence, ranging from common meditative practices to purpose-designed interventions promoting deeper awareness and emotional regulation. Future research should focus on the impact a mindful leadership program can have on work stress and coping behaviors. This study contributes to practice by providing a resource to address workplace stress and enhance the development of leadership behavior. Further, this study contributes to theory via an application of the S-ART framework to leadership development through a mindful leadership coaching program. Finally, this study highlighted features of mindful coaching and training such as breath awareness, internal alignment, and external presence through a variety of practices; providing implications for positive social change at individual as well as organizational levels.

The Role of Mindfulness in Leadership Coaching

by

Dominick Juliano Jr.

MS, Walden University, 2009

BS, Park University, 2006

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial/Organizational Psychology

Walden University

February 2024

Dedication

I dedicate this completed project to my son, Devlin, and to my wife, Erin. Thank you for your love, support, and encouragement. Life truly began the day I realized this world was bigger than just me.

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

In recent years, the utilization of professional coaching services by managers and leaders, often termed *executive coaching*, has become a popular choice for leadership development. According to the International Coaching Federation (ICF), in 2019, the annual expenditures companies invested into professional coaching worldwide was estimated at $2.9 billion, with executive and management clients as principal beneficiaries (ICF, 2020). To improve leadership potential, executive coaching programs are designed to assist the ongoing development of leaders as they handle issues, such as employee morale, restructures, and a variety of other major transitions facing organizations (Passmore & Lai, 2019). Accompanying this increased interest in coaching, practitioners and scholars alike have debated the best manner to conceptualize, define, and provide a measure of coaching skills; how effective the practice is; and how it should best be implemented. Over the past 3 decades, researchers have begun to explore the benefits of integrating mindfulness concepts and applications into the workplace, and the findings have coincided with a growth in the number of published papers exploring both the science and the practice of mindfulness (Passmore, 2019).

Despite these trends in the realm of workplace development, there is a lack of formal research on the role of mindfulness as it applies to executive coaching. The effects of globalization and technological innovation in recent years has revealed a necessity to adopt new job skills; has increased the pressures of work quality and productivity; and caused tighter time constraints, which have been observed systematically (Gonzalez-Palau & Medrano, 2022). The impact of the "be the best of the best" work culture has

introduced high levels stress and fatigue, which often lead to increases of employee absenteeism and turnover (Kerdpitak & Jermsittiparsert, 2020). As a result, work stress phenomena have rapidly expanded, representing a significant health risk factor to employees and affecting the organization as well (Morera et al., 2019). Therefore, it is imperative that organizational development professionals employ strategies designed to protect workers' health and meet the needs of the company (Passmore, 2019; Vella & McIver, 2018). Individuals who maintain a presence in the moment experience reduced risks of burnout and employee turnover (Kemper et al., 2015; Kersemaekers et al., 2018; Rupprecht et al., 2019). However, there is little to no evidence of the lived experiences of executive coachees who engage in mindfulness practices.

The results of this study have the potential to provide positive social change for both coaching clients and executive coaches. Coachees will have additional tools to assist them in improving their communication skills, reducing the risk of workplace burnout, managing stress, and facilitating an improvement in the quality of organizational interactions. The coaching profession may grow due to a deeper understanding of the evidence-based mindfulness techniques, which could positively affect the overall quality of leadership coaching.

In this chapter, I discuss the background of leadership coaching and the integration of mindfulness as a tool for leadership development. The problem of managers not receiving adequate coaching interventions to foster professional development and interpersonal communication is described. Mindful coaching interventions assist managers in making decisions from a locus of present-moment

awareness, a lack of which can be detrimental to the integrity of an organization, as is discussed in the problem statement. I also provide an explanation of the purpose of this study. The conceptual foundation for this study was based on the concepts of self-awareness, self-regulation, and self-transcendence (S-ART) comprising the S-ART framework, which I used to explain the self-processing and neurological mechanisms underlying mindfulness in executive coaching clients. Next, the study's design, scope, and limitations are discussed. I conclude the chapter by describing the significance of the study and its contribution to scholarly research.

Background of the Study

Two distinct yet analogous approaches to mindfulness in relation to executive coaching are mindfulness approaches, such as meditative and regulatory practice, and activities designed to objectively observe one's personal perspective. The first, commonly referred to as an integrated meditative approach to mindfulness, is derived from contemplative, cultural and philosophical traditions found in the Upanishads of Hindu philosophy and involves the cultivation of a moment-to-moment, nonjudgmental awareness of one's personal and present experience (Gupta, 2021). The second approach, heavily influenced by the work of Dr. Jon Kabat-Zinn, is derived from Western scientific literature and can be accurately described as a mindset of openness to a unique perspective in which the individual actively constructs their own categories and distinctions (Langer, 1989). This socio-cognitive approach to mindfulness differs from the former meditative approach because it often includes the external, material, and social context of individual participants (Baer, 2003).

Jonathan Passmore's (2017) research into mindfulness in organizations indicates the use of mindfulness as a tool is promising, and strong evidence for improvements in personal well-being have been documented over the past 30 years. However, Kabat-Zinn (2006) indicated more research work is required to better understand the role mindfulness can play in individual performance, team climate, and wider organizational performance. Davis and Bjornberg (2015) and Marianetti and Passmore (2012) discussed the importance of mindfulness to positive psychology as well as industrial/organizational psychology theory and practice. Mindfulness can be integrated into the workplace as a tool for improving personal and organizational well-being (Bedham & King 2021; Schwartz, 2018).

Scholars have discussed the connection between mindfulness and executive attention, observing there is a marked relationship between higher trait mindfulness and lower instances of interference in accuracy as well as reaction time in executive attention (Lin et al., 2019; Smart & Segalowitz, 2017). Researchers have concluded that mindfulness meditation facilitates emotional regulation and attention self-regulation (Kabat-Zinn, 2019), and mindfulness-based interventions utilized by coaches assist in clients obtaining and maintaining a formal presence in the moment. Other studies suggested clients implementing practices of mindfulness may address the potential physiological effects of stress by exploring a conscious evaluation of stimuli and grading their personal reaction to them, giving consideration that negative stimuli might not always be considered impactive (Arredondo et al., 2017; Heckenberg et al., 2018).

Problem Statement

Through an exhaustive literature review, I determined that a research gap exists between the pressure and demands of executive professionals and empirical evidence of successful coaching interventions that facilitate greater presence in the moment. This gap leaves management personnel and the organizations they lead vulnerable to poor decision making, declines in performance, and even increased employee turnover intention. Previous studies have observed mindfulness as a successful health intervention; however, there is less evidence within the literature regarding the application of mindfulness as a workplace intervention through professional coaching. As presented in Chapter 2, scholars have reported the potential implications of mindfulness-based practices on organizational leadership development (Wibowo & Paramita, 2022).

Shelly and Zaidman (2021) opined that investigation into the various ways in which mindfulness interventions are integrated into coaching interventions (e.g., raising questions, breathing techniques, the empty chair technique), and the outcomes of such methods in terms of the perceived outcomes of the process as described by the coaches may shed light on this gap. Schwartz (2018) suggested the role of the applied psychologist and coach practitioner in using mindfulness to enhance resilience remains worthy of greater examination. Furthermore, Passmore (2019) found that while results are promising for its use as a tool and strong evidence exists for improvements in well-being, more research work is needed to better understand the role mindfulness can play in individual performance, team climate, and wider organizational performance.

Historically, researchers have indicated the benefits of secular mindfulness-based interventions (MBIs) to include contributions to health management and general self-development, including psychological maturation and other competencies associated with leader effectiveness (Shelly & Zaidman, 2021; Spence & Cavanagh, 2019; Vonderlin et al., 2021). To date, executive professionals are increasingly exploring the use of mindfulness meditation and other MBIs; however, MBIs in a coaching context have presently received negligible attention in leadership development literature, and this leaves a division between theory and practice that includes the lack of understanding of leaders' developmental experiences with MBIs. Therefore, I conducted this study to expand the scholarly understanding of how leadership coaches observe the practice of MBIs in their clients' development as leaders.

Purpose of the Study

The purpose of this qualitative phenomenological study was to investigate what features that professional mindfulness-based coaching interventions may provide to executive leaders. An additional purpose of this study was to identify and examine mindfulness intervention techniques considered best practices (i.e., presence exercises, meditation sessions, and breathing techniques). I obtained thick descriptions and ascribed meanings pertaining to mindfulness experiences through interviews with nine mindful leadership coaches. The participants' interview data were then transformed into meaning units and textured thematic details were adapted into structures.

MBIs have been shown to potentially enhance leadership ability for individuals (Shelly & Zaidman, 2021); however, little qualitative research has explored the perceived

outcomes of executive coaching clients using MBIs from the perspectives of the coaches.

A qualitative approach was necessary to explore the coaches' experiences of using MBIs.

Further insight into how executive coaches perceive the outcomes of MBIs may provide

direction and guidance for organizations and leaders regarding developmental practices

that support leadership effectiveness.

Research Questions

Three research questions guided this study:

RQ1: How does engaging in mindfulness-based leadership coaching contribute to

a client's personal self-awareness of words and actions as a leader in an

organization?

RQ2: How does engaging in mindfulness-based leadership coaching contribute to

the regulation of personal emotions within leaders of an organization?

RQ3: How does engaging in mindfulness-based leadership coaching contribute to

the personal self-transcendence of leaders in an organization?

Conceptual Framework

The conceptual foundations for this study were MBIs, leadership coaching, and

the S-ART framework. MBIs may influence leadership coaching outcomes by improving

the coachee's ability to pay attention to their sensations, feelings, thoughts, and

environment in the here-and-now with an attitude of acceptance. Researchers and

practitioners have suggested that mindfulness-related changes in attention processes may

modify habitual reactivity in the context of negative self-beliefs (Aesbach et al., 2021).

MBIs have been shown to provide benefits, such as lowering stress, decreasing depression, and strengthening interpersonal relationships (Passmore, 2019).

The next conceptual foundation, executive coaching, is a valuable leadership tool to organizations that can help to build emotional stability, facilitate organizational development, and transform presence and self-awareness. According to Boysen (2018), effective coaching should be considered a transformational process where the coach is the catalyst, and the recipient gains and improves awareness around solutions, answers, and shifts that assist them in achieving goals and reaching a state of thriving. Executive coaching can provide a much-needed opportunity for leaders to increase their self-awareness and reflect on leadership skills and behaviors (Gyllensten et al., 2020).

The third conceptual foundation, the S-ART model, developed by Vago and Silbersweig (2012), provides an empirical framework to clarify how mindfulness may contribute to regulated emotions and stabilization of the mind as well as assist in the improvement of overall health and well-being. The S-ART model focuses on two specific mindfulness approaches: focused-attention concentration practice and open-monitoring receptive practice. According to the S-ART framework, mindfulness aids in individuals' development of self-awareness, behavior management, and doing things for the benefit of other people. Vago and Silbersweig created the S-ART framework with six factors that sustain mindfulness, and these factors are "intention and motivation, attention regulation, emotion regulation, memory extinction and reconsolidation, prosociality, and non-attachment and de-centering" (p. 15). The S-ART framework was instrumental in guiding the development of the open-ended interview questions of this study.

Nature of Study

The purpose of this qualitative study was to explore features that professional mindfulness-based coaching interventions may provide to executive leaders. The researcher's worldview, philosophical lens, beliefs, and experiences shape the interpretive framework of the study in qualitative inquiry (Creswell, 2013). For this qualitative study, I chose descriptive, transcendental phenomenology as the research design. One of the strengths of qualitative research is its ability to explain processes and patterns of human behavior, such as experiences, attitudes, and behaviors, which can be difficult to accurately capture quantitatively (Mohajan, 2018). A qualitative approach allows participants themselves to explain how, why, or what they were thinking, feeling, and experiencing at a certain time or during an event of interest. According to Giorgi (2009), transcendental phenomenology is an appropriate descriptive method to qualitatively interpret and understand ascribed meanings of lived experiences, and I applied it to the implementations of mindfulness in the current study.

In this qualitative study, I conducted in-depth, semistructured interviews to gather data from a sample of leadership coaches who regularly provide mindfulness-based coaching interventions to upper management personnel and organizational leaders. Utilizing an inductive data analysis approach, themes were grouped and analyzed to provide a thick description of the role of mindfulness in executive coaching.

Definition of Key Terms

Executive coaching: A structured, short- to medium-term relationship between two individuals, one of whom is aiming for professional development indexed by improvement in work performance (Joullié et al., 2022).

Leader development: The improvement in effectiveness of leaders and organizational success (Day et al., 2021).

Mindfulness: Clear comprehension aligned with purpose to help individuals see more clearly, respond more effectively to what life throws at them, and ultimately make wiser choices (Shapiro, 2020).

MBIs: Practices developed to cultivate a mindfulness state. These practices can be formal (such as Satya breath awareness exercises, walking meditation, and body scan awareness) or informal (e.g., active listening and independence of outcome) in nature (Zhang, et al., 2021).

Self-awareness: A range of components that can be developed through focus, evaluation, and feedback and provide individuals with an awareness of their internal state (e.g., emotions, cognitions, physiological responses) that drives their behaviors (e.g., beliefs, values and motivations) and an awareness of how this can impact and influence others (Carden et al., 2022).

Self-regulation: To create insights and awareness of one's own condition, limitations, and possibilities, and give direction to one's own life on all domains (Scholten et al., 2023).

Self-transcendence: The phenomenon of experiencing oneself as expanding both backward and forward in time; a feeling of connectedness to all of humanity, the earth, and the cosmos; and a turn toward existential concerns, such as the meaning of life and future death (Reischer et al., 2020).

Assumptions of the Study

I made assumptions about the coaches' basic knowledge of mindfulness, the potential of mindfulness, and the use of mindfulness as a coaching intervention. Another assumption in this study was that the participants possessed a desire to improve a client's emotional self-regulation through self-awareness. Additionally, it was assumed that executive coaches participating in the study wanted to improve the performance of their leadership coaching clients. I also assumed that the S-ART framework was an appropriate framework to explore self-awareness, self-regulation, and self-transcendence of mindfulness in executive coaching for this study.

Scope and Delimitations

The scope of this study involved executive coaches with clients in leadership positions who may experience varying levels of mindfulness. I conducted a descriptive, transcendental, phenomenological examination of coaches providing mindfulness-based coaching interventions. The findings of this study were generalized to the extent that the sample was a representation of the population. Coaches of entry-level workers, line supervisors, and nonmanagerial technical experts were not included as participants because their professional responsibilities differ from executive leaders.

Limitations of the Study

There were few limitations to this study because it was conducted on a volunteer basis and sought to report the experiences, perceptions, and reactions of coaches who provide mindfulness-based coaching interventions. However, one limitation I identified was that all coaching is not equal, and thus the delivery of MBIs may vary from one coach to the next. Coaches feature a variety of styles, fits, and approaches to mindfulness.

Another potential limitation was that this study was restricted to the United States, which places minor limits on generalization of the results. In qualitative research, findings are not necessarily generalizable to samples or populations outside the research sample frame. However, the findings may be applicable by presenting information for future research and furthering data regarding mindfulness in leadership coaching.

A potential limitation to the study is internal validity, which was mitigated by using member checking (i.e., verifying data supplied with participant) to validate the data collected. Member checking, or respondent validation, is often utilized in qualitative investigations and ensures accuracy (Birt et al., 2016). Another limitation was potential researcher bias, which refers to individual perceptions or opinions that could impact findings (see Allan, 2020). To mitigate this potential bias, I used basic journaling, including the documentation of my perceptions, opinions, and possible biases that may have impacted the research findings (see Marshall & Rossman, 2011).

Significance of the Study

Significance to Practice

A more implicit understanding of how executive coachees experience MBIs in their development as leaders can provide insight and guidance for both individual leaders and organizational practices. As outlined in Chapter 2, researchers have shown the beneficial effects of mindfulness practices on leadership development, including workplace resilience (Schwartz, 2018), open communication (Van Den Assem & Passmore, 2022), and an improvement in self-awareness and engagement (Sutton & Crobach, 2022). Spence and Cavanagh (2019) highlighted that MBIs can be implemented in a variety of ways, and mindfulness meditation, attention training, and mindful creativity all show improvement in presence to the moment and goal attainment.

The findings of this study may be beneficial for all populations but are particularly significant for leaders of organizations because executive coaching is becoming a more common practice in corporate culture. Furthermore, the findings are significant to the burgeoning realm of leadership development theory and may offer options to leaders not previously considered but found grounded in empirical evidence.

Significance to Theory

This research is significant to theory because it addresses an identified gap in the literature by expanding the understanding of how managers who engage in mindfulness-based coaching interventions grow and develop as leaders. Despite noted growth in literature, there is scant evidence regarding the association between leadership coaching and MBIs. The information that is available is mostly centered around the reduction of

stress and development of positive mental well-being via Kabat-Zinn's (1993) Mindfulness-Based Stress Reduction (MBSR) program or the development of mindfulness-based practices, such as those outlined in Passmore's (2019) *Mindfulness in Organizations*. There is little empirical evidence describing the lived experiences of executive professionals who engage in mindfulness-based coaching interventions.

As highlighted by Van Den Assem and Passmore (2022), research on the variations and levels of mindful coaching practice and personal mindfulness practice should be undertaken, including outcomes from the use of mindfulness in coaching contexts and consideration of how leaders determine if MBIs are useful or beneficial for them. In this study, I expanded on the literature in the field of industrial/organizational psychology regarding the outcomes of MBIs among executive coaches. Furthermore, the results of this study can provide insight into the use of mindfulness techniques as a method for professional development, assisting executive leaders with a decrease in burnout, clearer presence in the moment, and greater goal attainment (see Spence & Cavanagh, 2019).

Significance to Social Change

This study has potential implications for social change at the individual leader level as well as the organization and the leadership coach levels. A greater understanding of mindfulness coaching practices could provide developments in personal awareness (Shelly & Zaidman, 2021), more substance in interpersonal interactions, and an improvement in leadership performance (Spence & Cavanagh, 2019). Although metric returns on investment for coaching are often difficult to measure (Athanasopoulou &

Dopson, 2018), other demonstrable variables, such as employee performance metrics, self-reported stress levels, and employee satisfaction, may result (Passmore & Velez, 2015).

Studies have suggested that participation in a professionally developed coaching program provides benefits not only directly to leaders but to the overall organization as well (Zuñiga-Collazos et al., 2020). As senior managers develop their leadership capabilities through MBIs, it may result in a positive, social, communicative culture for all employees and their managers (Schwartz, 2018; Zang et al., 2022). This can assist leaders in enhancing their organizations by facilitating a clear and present to the moment focus on fulfilling the organization's vision, mission, and strategic goals.

Summary

Executive coaching has recently become a popular option to address issues impeding leadership development. According to Pandolfi (2020), executive coaching is constantly undergoing development, and coaches apply a range of approaches reflective of their diverse backgrounds to their work with executives and management teams. The problem is that many executives are not fully present to the moment when responding to emerging challenges of the 21st-century global environment (Rupprecht et al., 2019). Current approaches to leadership development fall short of providing training and coaching interventions supportive of mindful action and an embodied response to workplace stressors. The purpose of this qualitative phenomenological study was to investigate features that professional mindfulness-based coaching interventions may provide to executive leaders. An additional purpose of this study was to identify and

examine mindfulness intervention techniques considered best practices (i.e., presence exercises, meditation sessions, and breathing techniques). This research has implications for positive social change in that a better understanding of how leaders experience MBIs in their development as leaders may provide direction for both leaders and organizations on developmental practices supporting enhanced capacities.

In this chapter, I provided background information on executive coaching and mindfulness-based practices. The problem of this study was discussed along with the purpose and nature. An overview of the conceptual foundations was provided as well as the research questions developed to guide the study. I also described the phenomenological design, scope, and limitations. The chapter concluded with a discussion of the significance of this study and its contribution to scholarly work. In Chapter 2, I will explore the literature supporting this study.

Chapter 2: Literature Review

Executive coaching is becoming common in the workplace as its practice develops a more formal role through wider application. Effective coaching should be considered a transformational process where the coach is the catalyst and the recipient gains and improves awareness around solutions, answers, and shifts that may assist them in achieving goals and to reach a state of thriving (Boysen, 2018). Major companies, such as IBM and Motorola, routinely offer coaching as a component of their executive development resources and programs (Feldman & Lankau, 2015).

Many consider the evolution of executive coaching somewhat synonymous with that of other professional services, such as mentors, counselors, and consultants (Passmore & Lai, 2019). According to the Chartered Institute of Personnel and Development (CIPD), professional coaching is now considered one of the most reported learning and development methods that professionals have utilized in the last 12 months by 44% of surveyed organizations (CIPD, 2020). In fact, the annual expenditures companies invested into professional coaching worldwide was estimated to be $2.9 billion in 2019, with executive and management clients as principal beneficiaries (ICF, 2020).

The field of executive coaching is in a constant state of development, and as such, coaches apply a range of emerging approaches, reflective of their diverse backgrounds, to their work with executives and management teams (Pandolfi, 2020). The relationship between cognition, emotion, and behavior is the essence of psychology, and some might even suggest that mindfulness makes similar links between these three aspects of what it

is to be human (Passmore, 2018). Despite its growing popularity, no formal definition of a MBI seems to exist or can be formally agreed upon, often resulting in the concept becoming conflated with many common interpretations (Aesbach et al., 2021). However, scholars have often referred to mindfulness as attention paid to individual experiences as they arise, moment-by-moment, and in a manner that is open, nonjudgmental, nonreactive, and with an attitude accepting of situations as they are (Kabat-Zinn, 2006). Scholars observing mindfulness within the coaching field is unsurprising, especially with a growing interest in mindfulness practices emerging in the workplace (Badham & Graduate, 2021).

Although the historic concept of mindfulness dates back thousands of years to Zen Buddhist origins, professionals in the management arena might have only recently heard of mindfulness because the term has taken on a somewhat pop culture phenomenon (Passmore, 2019). Concepts of mindfulness as a tool for well-being and goal attainment has also gained some discussion amongst scholars (Spence & Cavanagh, 2019) but its usefulness in leadership coaching has not yet been studied. Supporters of mindfulness contend its practice offers deep benefits within the person and the organization, often assisting professionals in aligning personal values with their goals, with mindfulness offered as a "master key" to assist in unlocking potential (Bedham & King, 2021; Carleton et al., 2018; Passmore 2019). However, critics of mindfulness in the workplace have viewed the concept as a passing trend or even "mystical woo-woo" derived from outdated practice (Baer et al., 2019; Goldhagen et al., 2015; Purser, 2019; Whitehead et al., 2019). Despite a developing empirical base, scholars (Bedham & King, 2021; Shelly

& Zaidman, 2021; Van Den Assam & Passmore, 2021) agreed that literature is scant, and a need exists to broaden the understanding of practices of mindfulness in executive coaching.

The application of specific practices and concepts of mindfulness to executive coaching and an understanding of its wider implications on organizations remains largely unexplored. Various researchers have reported that mindfulness can be used to reduce the effects of stress and increase emotional stability, conscientiousness, agreeableness, and empathy as well as have a positive impact on prosocial behavior (Roberts et al., 2017; Shelly & Zaidman, 2021; Spence & Cavanaugh, 2019). Other researchers have linked mindfulness to mental well-being, suggesting that programs, such as Kabat-Zinn's (1993) MBSR, may help to improve employees' psychological functioning. However, few conclusions have been drawn about the effects of specific mindfulness-based programs for transferability to different groups and/or under specific conditions (Janssen et al., 2018). The purpose of the current study was to examine the role of mindfulness in executive coaching through the observed outcomes of client interventions. An additional purpose of this study was to identify best mindfulness executive coaching practices to contribute to the growing body of knowledge.

The subsequent literature review begins with a discussion of the conceptual foundation used to ground this study as well as the concepts of mindfulness and executive coaching. I also provide the findings of several studies explaining the relationship between mindfulness, executive coaching, and the S-ART model.

Literature Search Strategy

I began this literature review with a comprehensive search of library databases accessible through the Walden University Library. Electronic data searches were first conducted to classify and locate articles relating to various features that contain the phenomena of mindfulness and executive coaching. In addition to searching for the terms *mindfulness* and *executive coaching*, I also searched the terms of *burnout, stress, personality traits, leadership development, organizational change, resilience, conscientiousness,* and *well-being* as well as for any articles that related to the relationship between mindfulness and coaching.

Initially, my searches were set for a publication period of 2017 to 2022 to locate recent relevant studies. I also gathered more material from additional libraries, primarily using psychological and educational databases, including psychINFO, psychARTICLES, Academic Search Complete, SAGE Premier, Expanded Academics (using the search terms of *mindfulness techniques and coaching, leadership development and mindfulness, mindfulness and manager skills, mindfulness and resilience, mindfulness and executive coaching,* and *stress and resilience and conscientiousness*), ProQuest Central (using the search terms of *mindfulness* and *executive coaching*), Thoreau Multi-Databases (using the search terms of *mindfulness techniques and coaching, leadership development and mindfulness, mindfulness and manager skills, mindfulness and resilience, mindfulness and executive coaching,* and *stress and resilience and conscientiousness*), and Google Scholar (using the search terms of *mindfulness techniques and coaching, leadership development and mindfulness, mindfulness and manager skills, mindfulness and*

resilience, mindfulness and executive coaching, and *stress and resilience and*

conscientiousness).

Conceptual Framework

Three components composed the conceptual framework of this study: the concept

of mindfulness, the concept of executive coaching, and the S-ART framework as defined

by Vago and Silbersweig (2012).

S-ART Framework

The S-ART model, developed by Vago and Silbersweig (2012), is a framework of

self-awareness, self-regulation, and self-transcendence, illustrating a method for

becoming aware of the conditions that cause (and remove) distortions or biases.

According to (Vago & Sibersweig, 2012, para. 3), mindfulness is described as

"systematic mental training that develops meta-awareness (self-awareness), an ability to

effectively modulate one's behavior (self-regulation), and a positive relationship between

self and other that transcends self-focused needs and increases prosocial characteristics

(self-transcendence)." The S-ART model was developed by synthesizing the Eastern (i.e.,

Buddhist) traditional approaches and Western (i.e., contemporary) mindfulness models

with the purpose of explaining the self-processing and neurological mechanisms that

underly mindfulness.

With the framework, Vago and Silbersweig (2012) attempted to provide a unified

understanding of the mechanisms through which mindfulness functions by

operationalizing the concept in two ways: (a) as a broadly defined method for developing

a multidimensional skill set that ultimately leads to a reduction in self-processing biases

and creates a sustainable healthy mind, and (b) a continuous discriminative attentional capacity that is referred to as "mindful awareness," a skill amongst a set of other skills developed through specific meditation practices. Scholars observing mindfulness-based practices have noted improvements in the ability to be aware of personal experiences as they genuinely are with objectivity and without biases and personal interpretations (Minzlaff, 2019; Shelly & Zaidman, 2021; Van Dem Assem & Passmore, 2022). The core practices of the S-ART framework consist of focused attention and open monitoring (Tolbaños-Roche & Menon, 2021). Kabat-Zinn (2006) described these actions as mindfulness meditation. Other researchers have noted mindful actions contribute to emotional regulation through breath control (Passmore, 2017), their use of language, and the way they describe their reality (Shelly & Zaidman, 2021).

Self-Awareness

Benefits to leadership development through self-awareness have been observed by Beena et al. (2021) and include the embodiment of authentic leadership behaviors by focusing interventions on interpersonal triggers in addition to individual triggers. According to the researchers, assessments designed to identify self-awareness triggers may lead to deeper self-examination and personal self-awareness. Furthermore, these self-awareness triggers were identified as valuable resources to develop training programs for conflict management and ethical decision making. Self-awareness is considered paramount for effective leadership and is recognized as a cornerstone of authentic, servant, empowering, resonant, and transformational leadership styles (Amundsen & Martinsen, 2014; Boyatzis, 2008; Friedman et al., 2021).

Leaders who improve their self-awareness can elevate their effectiveness as well. Gotowski (2020) observed that psychological pitfalls are associated with leader strengths through inner dynamics. According to Gotowski, excessive application of positive attributes can result in them negatively affecting leadership effectiveness. An elevated self-awareness of overused strengths was found to minimize the associated negative impact on communication and interpersonal relations. In another study, Da Fonseca et al. (2022) conducted semistructured interviews with executives who had experienced working for a manager who displayed low self-awareness and found that managers who have low self-awareness exhibit toxic and destructive leadership behaviors, which often resulted in decreased employee engagement and even instances of employee retaliation.

Self-Regulation

Some benefits to leadership development through emotional regulation observed by Terrence and Conelly (2019) include the modification of personal situations and cognitive reappraisal, which proved to be positively associated with performance. In addition, emotional suppression was found to be negatively related to performance, and attentional deployment was not found to be related. Suppression was found to affect performance in leadership tasks regardless of gender, trait affectivity, and empathy. The authors suggested specific emotion regulation strategies may be more applicable to some leaders than others, and the regulation strategy (or lack thereof) utilized by a leader may stimulate or even obstruct their efficacy.

Wibowo et al. (2022) examined the impact of mindful and empathetic leadership on resilience with self-regulation as the mediating variable. The researchers concluded

self-regulation can mediate relationships amongst mindful leadership/empathetic leadership and turnover intention/resilience. Leadership development is often a systematic and exhaustive process that can be optimized by integrating an intentional system of emotional regulation. Similarly, Collins et al. (2021) concluded that leaders who exhibit anger and impulsive behavior are less likely to be viewed by their organization members as an ethical leader. Additionally, this high trait anger and impulsiveness may negatively affect a leader's perspective of their personal ability to engage in organizational change.

Self-Transcendence

The most significant benefit to leadership development through self-transcendence is the expansion of a leader's personal desire to provide service to others. According to Barton and Hart (2023), self-transcendence values capture the extent to which individuals care for the well-being of those to which they may have a direct responsibility and indirect influence. Reed (1991) described self-transcendence as an expansion of introspective boundaries inwardly, outwardly, and temporally. Reed (2008) developed self-transcendence theory to provide a framework for medical care providers and leaders by promoting a focus of well-being amid life-altering events. In the self-transcendence theory, Reed postulated that self-transcendence is an organic stage of development individuals must reach to feel fulfilled in life and obtain a sense of purpose.

Researchers have often theorized about self-transcendence as an ideal at the upper stages of human development and that it may not only be principally valuable but that it also provides interpretations for individual meaning and happiness (Maslow, 1971).

Davis (2020) sought to determine how members view leaders possessing qualities of self-transcendence and servant-leadership behavior. The author found that members conceptualize self-transcendence in leaders as those who refrain from satisfying their own personal interests and instead favoring openness to uncertainty and the needs of others. In another examination of the impact of self-transcendence across seven studies, Huang and Yang (2023) observed that both self-transcendence and self-enhancement are necessary for personal meaning and happiness; however, perceptions of personal meaning were found to be more self-transcendent than perceptions of happiness.

According to the S-ART model, six neurocognitive mechanisms underlie the process of mindfulness that can contribute to enhancing the three S-ART abilities, reducing self-biases, and bringing balance to a healthy mind: motivation and intention, attention regulation, emotion regulation, extinction and reconsolidation, prosociality, and nonattachment and de-centering. In the current study, I used these neurocognitive mechanisms to guide the open-ended interview questions. Thematic analysis of the data provided insight to the lived experiences of clients receiving mindfulness-based executive coaching interventions. The S-ART framework also provided a foundation to the research questions of this study as a mechanism for exploration of the concept of mindfulness in a leadership coaching context. Additionally, the S-ART framework provided an operational definition of mindfulness with which to examine its role in executive coaching and the lived experiences of clients who receive it as an intervention. Currently, no known studies exist applying the S-ART framework to observe features of mindfulness-based executive coaching.

Literature Review

Defining and Conceptualizing Mindfulness

For this qualitative study, used the concept of mindfulness to support the conceptual framework. Few can agree on a formal and historic definition of mindfulness, although a broad view firmly established since the 13th century can be examined, which goes beyond narrow disciplinary definitions that are currently on offer. The Oxford English Dictionary (OED) defines mindfulness as "the state or quality of taking thought or care of; heedful of; keeping remembrance of" (OED, 1979, p. 1801). Marlatt and Kristeller (1999) define mindfulness as "bringing one's complete attention to the present experience on a moment-to-moment basis." Brown and Ryan (2003, p. 822), posit "mindfulness can be considered an enhanced attention to and awareness of current experience or present reality."

According to Cavanagh and Spence (2013), defining mindfulness is no simple matter, as it can be used to denote a system of beliefs (philosophies), habitual predispositions (traits), a deliberate process (practices), or even resulting cognitive phenomena (states). Kabat-Zinn (2012) defines mindfulness using three significant words: intention, attention, and attitude – an individual's approach to the purpose of their thoughts. According to Kabat-Zinn, individuals who gain access to mindfulness and can utilize its tools consistently may become more intentional about their thoughts. The various definitions of mindfulness in the literature note that the focus of mindfulness is not on proposed outcomes but more appropriately focused on the processes of being, of awareness, attention, the present, and of a state of mind. Consequently, this action may

enable self-reflection to occur (Van Dem Assem & Passmore, 2022). To distinguish it from reflection, Evans et al. (2009, p. 379) saw mindfulness as "a form of present centered, nonjudgmental, and nonreactive awareness."

Despite ambiguous perspectives published on the concept of mindfulness, researchers continue to assert that a clear and agreed upon coach-practitioner definition of mindfulness has not been reached (Nilsson & Kazemi, 2016; Schwartz, 2018; Spence, 2019; Trowbridge & Mische Lawson, 2016). Few studies have explored the development and benefits of mindfulness in practice by coaches for themselves or their clients (Passmore, 2017). With respect to this position, it is often difficult to determine which definitions of mindfulness coaches and other practitioners have utilized, to what degree or effect they use it in practice, or even if they have independently developed their own concepts of mindfulness through the practice of it. Even though mindfulness can be quite difficult to define, it assists in keeping coaches connected with whatever is real in the moment for them or their clients (Van Dem Assem & Passmore, 2022). According to the researchers, additional research should be undertaken to include clients' own views on the use of mindfulness in various coaching contexts and consider how they determine it is useful or beneficial for them. Literature has identified a need for further research on issues and conditions that relate to definitions as well as the measurement of mindfulness (Spence & Cavanaugh, 2019).

Mindfulness Historical Overview

The origins of Mindfulness arguably date back thousands of years into recorded history. The documented roots of the concept typically fall into one of two prominent

categories, as it holds notoriety in diverse fields (Passmore, 2019). The first, based on a 2500-year old historical model, is rooted in Buddhist practices and scientific observation, and the second, a 32-year old contemporary model. The model is heavily influenced by Jon Kabat- Zinn's Mindfulness-Based Stress Reduction (MBSR) course, an adaptation of specific Buddhist techniques intended for general stress reduction (Kabat-Zinn,1990).

Zen Buddhism

Buddhist meditation is deeply rooted from within a 2,600-year-old philosophical doctrine facilitating Sakyamuni Buddha throughout India (Lomas, et al., 2017; Marx & Jones, 2017; Shonin, et al., 2014; Sipe & Eisendrath, 2012). According to Shonin et al. (2014), many contemporary mental health exercises often appear similar to forms of Buddhist meditation known as concentrative meditation, insight meditation, and mindfulness meditation. Meditative practices place an emphasis on improving personal awareness of their breath, their thoughts, and their bodily processes. Nhất Hạnh (1987) suggested that mindfulness is a vital part of the regulation of the breath to remain calm during adverse situations.

Mindfulness-Based Stress Reduction (MBSR)

Much of the existing literature regarding mindfulness originates most notably, from the pioneering work in the late 1970s of Jon Kabat-Zinn in behavioral medicine (Kabat-Zinn, 1982), with his introduction of mindfulness-based stress reduction interventions. The MBSR is described as a therapeutic and clinical application of mindfulness-based practices designed for the treatment of many psychological and physiological problems. Interest in the MBSR program has grown exponentially among

scholars and professionals over the last 30 years (Williams & Kabat-Zinn, 2011), and is now considered the most widely instructed secular form of mindfulness practice in academic medical centers and clinics throughout North America and Europe (Davidson & Begley, 2012).

Although mindfulness is often associated with meditation, mindfulness as a concept provides much more than just a meditation technique. Fundamentally, mindfulness can be viewed as a way of being. It can be viewed as a way for people to inhabit their bodies, their minds, and their moment-by-moment experience with openness and receptivity. Mindfulness is a deep state of awareness developed through knowing and experiencing life as it arises and passes away in each moment (Baer, 2014). Mindfulness can be conceived as an acknowledgment of reality that is devoid of judgment – a state in which one's feelings are received, accepted, and dealt with on an equivalent basis (Marx & Jones, 2017; Napoli, 2004; Nhất Hạnh,1987; Pierotti & Remer, 2017). Although much of mindfulness research has focused on patient benefits, research suggests that mindfulness interventions may be particularly useful for health care professionals and therapists as a means of managing stress as well as promoting self-care (Irving et al., 2009; Shapiro & Carlson, 2009).

Conceptualizing Mindfulness

One perspective proposes mindfulness is comprised of three core elements: intention, attention, and attitude (Shapiro & Carlson, 2009). Intention is a focus on knowing why we do what we are doing: it defines our aim, our vision, and our aspiration. Attention involves individuals being fully to the present moment, instead of allowing

individual attention to become preoccupied with the past or future. Attitude refers to the manner of thinking, feeling, or behaving, reflective of a state of mind or disposition. These three elements do not manifest separately – but are interwoven, each informing and cultivating the others. According to the authors, mindfulness is a moment-to-moment process. In another perspective, according to Grossman & Van Dam (2011), mindfulness can be described as (a) A temporary state of non-judgmental, non-reactive, present-centered attention and awareness that is cultivated during meditation practice. Next, it is (b) An enduring trait that can be described as a dispositional pattern of cognition, emotion, or behavioral tendency; (c) A meditation practice; (d) An intervention. The researchers conclude that dispositional mindfulness can be measured by at least eight self-report scales that are often uncorrelated with each other (Grossman and Van Dam, 2011).

Recently, both researchers and practitioners have applied mindfulness practices and interventions into business settings to reduce burnout and to improve focus, performance, and employee well-being (Altizer, 2017). However, most investigations into mindfulness have not been based on standardized or validated empirical research or outcome studies within the context of its use in a coaching environment (Grant, 2013; Virgili, 2013). Passmore and Amit's (2017, p. 5) concept of "mindful awareness" helps connect mindfulness through attention to reflection through the observation: "Mindful awareness is a way of being, as much as mindfulness is a chosen way of life."

Recent Findings on Mindfulness

Researchers have sought to determine which aspects of mindfulness-based practices (MBP) are perceived to be helpful and which are not. How mindfulness is integrated in private and work life, and what ways participating in an MBP is perceived to affect physicians' well-being as well as their private and work life. Aeschbach et al., (2021) determined that a tailored MBP can enable resident physicians to integrate mindfulness into their daily life, including work at the hospital, increase perceived self-care, and contribute to their well-being. Resident physicians reported perceiving a positive impact of the MBP on their interactions with patients, confirming previous literature supporting the mediating effects of self-awareness and mindfulness (Richards et al., 2010). Similar to meditation in practice, researchers note that mindfulness practices have shown efficacy for reducing subjective distress and future research should investigate this tailored MBP for resident physicians by comparing it to standard Mindfulness-based stress reduction (MBSR) outcomes (Kabat-Zinn,1990).

Although within a historic context mindfulness-based programs (MBPs) initially appear to be beneficial, researchers sought to determine the potential for harm. A study conducted by Baer et al., (2019) suggests that participants with severe psychological symptoms, comorbid conditions, and other such vulnerabilities (psychosis, trauma history, suicide risk) may benefit from MBPs in standard or adapted forms, and that some may show more benefit from MBPs than participants without such vulnerabilities. The sparse reviews that include data on adverse events and serious adverse events in evidence-based MBPs report that they have occurred in zero to 10.6% of participants, are

no more common in MBPs than comparison conditions (Kuyken et al., 2016; Wong et al., 2018), and are not attributable to the MBP, or are not clinically significant (Banks et al., 2015). Nevertheless, the potential for harm clearly occurs, and similar harm might arise in evidence-based MBPs, despite adaptations for contemporary mainstream contexts. The presence of structural and psychoeducational mindfulness data supports a need for further investigation.

In a study conducted by Janssen et al. (2018), it was determined that the most prominent outcomes observed from mindfulness-based interventions (MBSR, MBCT) were a reduction in levels of emotional exhaustion (a dimension of burnout), stress, psychological distress, depression, anxiety, and occupational stress. Further, improvements were found in terms of mindfulness, personal accomplishment (a dimension of burnout), (occupational) self-compassion, quality of sleep, and relaxation. The researchers suggest future qualitative studies to thoroughly investigate key aspects of mindfulness training programs and to examine factors that lead to successful long-term as well as short-term implementation in an organization.

A study of leaders' trait mindfulness concluded that it was indirectly related to transformational leadership through leaders' positive affect and leadership self-efficacy beliefs, (Carleton et al., 2018). According to the authors, individual self-efficacy beliefs are critical to the motivation to lead, (Chan & Drasgow, 2001) as well as to the effectiveness of individual leadership styles or techniques (Ng, Ang, & Chan, 2008). Grounded within the Mindfulness-to-Meaning theory (Garland et al., 2015), research conducted by Li et al., (2022) explored the internal relationship between trait mindfulness

and life satisfaction from the perspectives of cognition (core self-evaluation) and emotion (positive affect and negative affect). Results suggest that core self-evaluation and positive and negative affect were the mediators in the relationship. Furthermore, the researchers concluded that "core self-evaluation-positive affect" and "core self-evaluation-negative affect" were two mediating chain paths between trait mindfulness and life satisfaction (Diener et al., 2018).

To create a unified framework for understanding the mechanisms by which mindfulness functions, Vago and Silbersweig (2012) operationalized the concept in two ways. First, as a method for developing a multidimensional skillset that contributes to a reduction in self processing biases and creates a sustainable healthy mind. The second, a continuous discriminative attentional capacity referred to as "mindful awareness," a set of skills developed through specific meditative practices. The S-ART framework includes six component supportive mechanisms underlying the practice and cultivation of mindfulness as a state and trait: (1) intention and motivation; (2) attention regulation; (3) emotion regulation; (4) memory extinction and reconsolidation; (5) pro-sociality; (6) non-attachment and de-centering.

Future directions of mindfulness awareness in the professional as well as personal landscape includes mobile applications (apps), digital psychological interventions, and experimental installations to facilitate scientific study. Often, these might include those built for a different purpose than mindfulness training, but nonetheless relate to components of S-ART as well as other models of mindfulness, which present valuable interventions for improving individual mindfulness (Shamekhi & Bickmore, 2015). A

review of mindfulness-based applications conducted by Schultchen et al., (2021) evaluated apps from the European Apple App and the Google Play stores. The authors determined that despite a saturation of apps endorsing concepts of mindfulness, the overall quality of applications currently available is low, in terms of usefulness and ease of use. Most were found to lack verification of effectiveness and many posed privacy protection as well as security risks.

The previously discussed studies have provided a foundation for mindfulness and its benefits for organizations and leaders. These studies have shown the positive impact of mindfulness-based programs and interventions. The current study may add to the literature by using the S-ART model as a basis to investigate features of mindfulness in executive coaching.

Background of Executive Coaching

Early references to coaching in the workplace date back to 1937 as cited by multiple research papers over the past two decades (Grant, 2001). In a journalist's report by C.B Gordy, the Detroit editor of Factory Management and Maintenance, it was written '*whereas supervisors found it advisable in the early years to coach employees in the importance of spoiled work and cost reduction, it is now found the older men voluntarily assume this task in training the younger employees*' (Gordy, 1937, p.83). Executive coaching can trace its roots back to a time when management consultants commonly utilized Edgar Schein's (1969) "process consulting" methodology to facilitate individuals and organizations. Employees were assigned a mentor (often a senior member), to assist

with the career development of the mentee, and those experiencing difficulties at work would consult with an employee counsellor.

Parallel to the emergence of the humanistic movement in the 1960s, professional coaching began to gain traction within the workplace. Management literature captured the essence of how coaching could be utilized to develop performance and began to appear more in training and management journals. Prior to the 1970s, the term *Executive Coaching* wasn't widely utilized but the concepts of counseling alongside consulting became common in the corporate domain (Passmore & Lai, 2019). Companies often recruited external counselling executives so managers could utilize one-on-one sessions with them. This early coaching approach was referred to as 1:1 consulting and followed much of the same structure as the client/therapist relationship in terms of contracting, goals, delivery, and ethics (Pandolfi, 2020).

For many, this early concept of coaching was viewed as a sounding-board for top executives to process their work experiences (Schein, 1999). While the development of coaching has been transformed from a 'business model or 'service' (Briner, 2012) towards a more scientific rooted profession, more rigorous research is required to inform future practice. By many accounts, the evolution of executive coaching has become somewhat synonymous with that of other professional services such as mentors, counselors, and consultants (Passmore & Lai, 2019).

What many consider "modern" coaching psychology (CP) emerged in the early 2000s, around the same time as positive psychology began to rise in empirical data (Adams, 2016). In a recent survey, researchers indicate that coaching is now one of the

most commonly reported learning and development methods professionals have utilized in the last 12 months by 44% of surveyed organizations (CIPD, 2020). Atad and Grant (2021), describe coaching psychology as a 'grassroots' movement, led by founders of the Coaching Psychology Unit at the University of Sydney and the Special Interest Group in Coaching Psychology in the British Psychological Society (BPS). The BPS includes psychologists such as Stephen Palmer, Jonathan Passmore, and Alison Whybrow, who are considered experts in the realm of executive coaching. Recent developments in technology, combined with an emerging momentum in research, will move professional coaching services from a 'cottage industry' towards a fully mechanized process, enhancing accessibility, consistency and reducing cost (Passmore & Evans-Krimme, 2021).

A single unified definition of coaching has been a persistent debate within both coaching practice and research, across literature from practitioner's guides to academic texts (Brock, 2012; Passmore & Theeboom, 2016). Perspectives and individual emphasis varies, reflecting the orientation and focus of different writers (e.g. Whitmore, 1992; Grant & Palmer, 2002; Passmore & Fillery-Travis, 2011). Grant (2011) argues a succinct definition would aid in the development of evidence-based practices, such as coach training and education. The International Coach Federation (ICF) encourages coaches to provide the nature of their coaching practice and interventions during the contracting phase with clients, to ensure they understand the process and what the client can expect (ICF, 2017). Stokes & Jolly (2018) write there is little value in distinguishing between executive and leadership coaching, particularly where executive coaching takes place in

leadership development program or setting. According to Stern (2004), "executive coaching provides positive support, feedback, and advice on an individual or group basis to improve personal effectiveness in the business setting, many a time focusing on behavioral changes through psychometrics or 360-degree feedback for example."

Executive Coaching Outcomes

Researchers have sought to determine what outcomes executive coaching provides, and in recent years, this has been mirrored by growing literature examining the simple question: "is it worth it?" According to the International Coaching Federation (ICF), annual expenditures companies invest into professional coaching worldwide was estimated at $2.9 billion in 2019, with executive and management clients as principal beneficiaries (ICF, 2020). The results of a metanalysis conducted by Athanasopoulou and Dopson (2018) suggests that efforts to evaluate coaching Return on Investment (ROI) is made largely in vain, as financial investment is not an accurate measure of the benefits executive coaching provides. The authors' implications for coaching outcome studies call for the use of control groups, randomized experiments and rigorous statistical analysis (e.g. Ladegard & Gjerde, 2014; Moen & Federici, 2012b; Grant et al., 2010) which provide robust proof that coaching is not only effective, (De Haan & Duckworth, 2013) but represents a scientific, evidence-based research approach from which the existing body of knowledge can greatly benefit (Griffiths & Campbell, 2008).

Scholarly literature has explored "how to" effectively coach executives (Allen et al., 2011; Gentry et al., 2013), but research exploring "the benefits" that are created by effective executive coaching appear underreported. To better understand factors that

determine workplace coaching effectiveness, Bozer, & Jones (2018) performed a meta-analytic investigation, the results of which positioned coachee self-efficacy as a key psychological variable in executive coaching. The authors note that higher self-efficacy often indicates coachees are more likely to set more challenging goals. Further, associations demonstrated by Bandura (1986) between self-efficacy, challenging goals, greater application of attention and efforts in the face of challenges to goals (Judge & Bono, 2001; Stajkovic & Luthans, 1998) provide a basis for why high individual self-efficacy is an antecedent to successful coaching outcomes. Future research should explore whether conceptualizing goal orientation in alternative frameworks such as the four-factor framework proposed by Elliot and McGregor (2001) offer additional insights into understanding the importance of goal orientation and coaching outcomes.

To determine outcomes of individual coaching, the attribute of self-efficacy was considered and explored. Through an examination of recent meta-analyses, reviews and articles, Pandolfi (2020) conducted a systematic database search, selecting peer-reviewed articles published globally between 2009 and 2019. Qualitative evidence emerging from the review of literature suggests coaches should monitor and support building general and task-specific self-efficacy over time, which is positively associated with executive coaching outcomes. The researchers suggest a collaborative project between coaching practitioners, academics, and client organizations would be useful to future research by integrating the best available evidence and theory, to harmonize concepts, and the operationalization of key constructs and causal relationships.

Longenecker and McCartney (2020) provide a set of benefit trends that individual executives, boards of directors and organizations should consider in the development of their senior leaders through coaching. These benefits include improved executive focus, better alignment of key leadership behaviors, candid and ongoing feedback, accountability for appropriate leader behaviors, improved emotional intelligence and ego control and personal support and encouragement, among others. The researchers encourage organizations to evaluate their view and approach to executive coaching and identify specific leaders that might be in need of assistance in developing their leadership potential.

An examination of executive coaching outcomes in a field setting was conducted by De Haan et al., (2019) who developed a near-randomized controlled trial study, theorizing those aspects common to all coaching approaches are the main active ingredients, mediated by the working alliance (WAI) as the single-best predicting common aspect. Results of the data analysis confirmed the impact of "common factors" on coaching effectiveness (CE). The researchers discovered strong indications that the coaching relationship WAI as rated by both the coach and coachee correlates with coach- and coachee-rated CE to a considerable degree. This confirms work that was done by Baron and Morin (2009), Boyce et al. (2010), De Haan et al. (2013, 2016) and others as summarized in Grabmann et al. (2019). The researchers suggest that in future studies, more time points, including follow-up measurements, are provided so that the long-term predictive value of the active ingredients can be assessed.

According to Grailey et al. (2022) an admission to the effects of workplace stress can be viewed as taboo amongst managers in high-demand positions, who may perceive it as weakness. Rook et al. (2019) introduced an interpretative protocol to gauge senior executive stress, to flag potential stress issues as well as areas to be addressed in coaching or by health professionals. The researchers conclude that the protocol introduced utilizes a psychodynamic lens for gauging stress, permitting stress indicators to be detected by both coach and coachee, even if there is a possible lack of self-awareness, and in the face of self-deception or impression management. Future studies utilizing the Stress APGAR protocol, may identify a person's defenses and coping behaviors, which bear influence on the trajectory of the stress experience. Further, the protocol may also be used by experienced professionals in a noncoaching context, to determine if there are concerns, in terms of the person's health and functioning.

Nair & Bhaduri (2020) observed coaching to be beneficial in identifying personal and organization sources of stress with a view to managing it by developing self-mastery. The authors determined interventions adding value included: training on well-being and mindfulness, positive psychology, life coaching, supporting leaders with personal advisory, and remaining grounded on the self-coaching perspectives. Future research might focus on interventions that can add value, including training on well-being and mindfulness, positive psychology, life coaching, supporting leaders with personal advisory, making leaders coach back thereby staying grounded on the self-coaching perspectives.

Organizations utilizing workplace coaching over the last 40 years has risen dramatically (ICF, 2016) as many organizations recognize the potential benefits of workplace coaching, but little recognition has been given to factors that influence this benefit. To develop a greater understanding about the occupational and practice determinants of effective workplace coaching, Jones et al., (2018) examined the associations of two coaching practice factors (coaching format and external vs internal coaching provision), and coachees' job complexity with perceived outcomes from coaching. The results of the study indicate that external coaches and blended format coaching were most strongly associated with work well-being outcomes, contrary to previous meta-analytic findings suggesting that internal coaches are more effective than external coaches at improving coaching effectiveness (Jones et al., 2016). An examination of interaction effects indicated that coaching provided by external coaches was more strongly associated with outcomes for individuals working in the most complex job roles. An increase in coaching contact time could further explain the impact of blended format coaching on affective outcomes. Future research should seek to address this issue by measuring not only the frequency and duration of official coaching sessions but also the degree of unofficial, additional contact and support provided by the coach. Additionally, future research should seek a specific exploration of the role that autonomy of coach selection plays in the effectiveness of coaching.

A qualitative study conducted by Bertrand (2019) sought to determine if executive coaching is an effective strategy to prepare deans swiftly and ably for the unique requirements of the position, as well as to equip them with and/or improve

transformational leadership skills. The results were favorable towards coaching and showed associations in transformational leadership to be strongest in the component of intellectual stimulation. Increases in confidence for the coaching client are often a key incidental outcome of the coaching process. Future research is suggested to determine if a multiple-theoretical approach for measuring the effectiveness of executive coaching might be best to encapsulate the full measure of leadership capacity. Using multiperspective IPA (Interpretative Phenomenological Analysis), Kilpatrick (2022) explored experiences of challenges to confidence for senior leaders during leadership transition, and how coaching supports leaders with confidence at this transition point. Three key findings were presented: a framework of the experiences of confidence and loss of confidence across four interconnected areas; the role of the organization in the confidence of leaders; and how executive coaching can support confidence at this transition point. The study focused on a small sample and, although there may be temptation to generalize the findings, Kilpatrick aimed for theoretical transferability rather than generalizability (Smith et al., 2009). Future research should investigate the importance of the relationship between authenticity and confidence; vulnerability and confidence (including safe space created in coaching); and clarity in coaching and confidence.

Military organizations frequently emphasize professional development. The nature and the impact of leadership coaching programs are a key component of a leader development course for the United States Air Force that began in 2018. To examine the development of instructors as coaches, Hinck (2022) utilized a range of coaching

literature and the employment of a multiphased qualitative approach to both understand as well as evolve an emergent leadership coaching program in the USAF. The results of the study identified seven foundational components that should be used for a coaching program in the leadership development of instructors and six elements that the training program should be comprised of. Future research should examine in more detail how coaching is evolving across the military services. According to Eastman, (2019), key components of coaching education programs highlight the relationship that exists between coach and client, the trust shared between coach and client, how improvements in confidence imbues trust, and how the identity of a coach impacts the development of the client.

Researchers have noted leaders and managers face unprecedented challenges during unexpected catastrophes, and crises management remains a key skill (Tourish, 2020). To investigate how the COVID-19 pandemic initially affected organizational managers, as seen from the executive coaches' perspective, Terblanche (2022) conducted an interpretivist study of executive coaches from the USA, UK, Australia and South Africa during the initial stages of the pandemic. Results of the study indicated the following: crisis management theory (Lalonde & Roux-Dufort, 2012) is extended by suggesting greater priority should be applied to managers' personal well-being and by the addition of coaching as a new intervention to assist in the development of crisis management skills. Coaching efficacy theory (Feltz et al., 1999) is extended through the implication that executive coaching can foster certain crisis management skills and that benefits of coaching in non-crisis times are also relevant during a crisis. The researchers

concluded that the lived experience of managers who received coaching during the onset and through the experience of the pandemic contributes to future crisis management planning. Research conducted on organizations facing instability give evidence that as an approach, coaching may be efficient in enhancing the well-being and performance of managers and teams during crisis' such as the pandemic (Jarosz, 2021).

Another source of crisis arises during mergers and acquisitions (M&A). Thomas and Passmore (2021) explored opportunities and identified certain risks for introducing coaching to facilitate M&A transactions based on constructivist grounded theory. Evidence and analysis supported the view that most M&A failures can be traced to two primary areas: challenges to leadership, and cultural fit. The literature and the interviewees consistently referred to culture as a key variable to drive the success of mergers & acquisitions, and trust as an imperative for the coaching environment (Weintraub & Hunt, 2015). The research suggests a need for a long-term study populating a sufficient size of mergers and acquisitions samples that applied a coaching framework throughout the entire process and compare it to M&A transactions occurring without the support of coaching.

A study to evaluate the longitudinal outcomes of executive coaching was conducted by McInerney et al. (2021). The research offers evidence of individual positive effects persisting after the end of executive coaching interventions. These effects involve changed behavior, strengthened sense of self, increased developmental readiness, improved self-reflective skills, insight, and manager/leader identity formation. The

authors suggest that the persistence of the effects of well-being over time and by gender,

for coached managers warrants further investigation.

Researchers have noted executive coaching is an effective way to prepare clients

for broader roles, but what about professionals in academia? Bertrand (2021) conducted

an exploratory, qualitative study to determine if executive coaching is an effective

strategy to prepare deans quickly and effectively for the unique requirements of the

position, as well as to equip them with and/or improve transformational leadership skills.

Results showed that through the coaching process, deans attested to becoming more self-

aware, open-minded, humble, and compassionate. Additionally, deans described

improvements in empathetic behavior, their self-awareness and self-care. Another factor

observed to affect executive coaching lies within the culture that organizations exist. The

description of a coaching culture by Boysen et al., (2021) was found to foster employees

into the belief they can perform their best work. Positive communication practices

facilitated through coaching were found to influence employees in feeling listened to,

their input is valued, and they understand their role in supporting the organization.

Coaching and mentoring are observed to be crucial to effective leader-employee relations

which help to build trust, support, and partnership. The findings of Boysen align with

Landsberg's (2009) notion of the Skill-Will Matrix as leaders can coach both skill and

will development. Future research can expand on the tools and processes that can

promote a coaching culture that is embedded at all levels of the organization.

Considered one of the most thorough studies on the impact of executive coaching

(Boysen et al., 2021; Halliwell et al., 2021; Mukherjee & Sivaraman, 2022; Nyfoudi et

al., 2022), Smither et al. (2003), examined the effects of executive coaching on multisource feedback over time. Managers who worked with an executive coach were more likely to set specific (rather than vague) goals and to solicit ideas for improvement from their supervisors than those who did not. Managers who worked with an executive coach improved more than other managers in terms of direct report and supervisor ratings over time. The authors write that future research might examine if the effects of coaching are a reflection of the coach's particular style. In addition, research should investigate how the background of executive coaches (e.g., counseling psychology, organization development) might affect the coaching process or even outcomes of coaching. Executive coaches with specific backgrounds (e.g., counseling psychology) might be better suited for some situations (e.g., helping a senior manager overcome an aggressive or demeaning interpersonal style) but not for others (e.g., helping a senior manager integrate organizational cultures during a merger or acquisition).

In view of the challenges for research on the future of coaching, Boyatzis et al. (2022) identified and presented 22 specific research needs for the coming years, clustered within four themes. The following themes were presented: What are the desired outcomes of coaching? Client (coachee) satisfaction with their relationship with the coach and the process resulting from coaching (de Haan et al., 2019, de Haan et al., 2020). What processes and mechanisms of coaching are most effective and when? For example, coaching with compassion may leverage Intentional Change Theory (Boyatzis et al., 2019). What are the competencies of coaches that help clients change? A good definition

of a competency is: "a set of functionally related skills (i.e., behaviors) organized around an underlying intent that produces effective performance" (Boyatzis, 1982, 2018).

Under what conditions does coaching work with distinct groups of clients? This question focuses on how the "context" of a coaching experience and progress affects the efficacy and outcomes (Van Nieuwerburgh et al., 2020). According to the researchers, future exploration should focus on coaching approaches as well as examine the diversity of coaches. Further, research on which competencies may be more effective with different desired outcomes, different coaching processes or approaches, and different cultures in which the coaching occurs.

Among the observations made by Boyatzis et al. (2022), *the desired outcomes of coaching* were of particular interest to the study being proposed. The desired outcomes according to the literature include the following:

- Satisfaction with coaching relationship and with the results from the process (de Haan et al., 2019, de Haan et al., 2020).

- Client's intent and expectations for goals set during coaching (Grant, 2012; Spence et al., 2008).

- An improved sense of well-being (Spence & Grant, 2007).

- More substantial and coherent vision of ideal future results from coaching (Mosteo et al., 2016).

- Improvements to health such as quality of life measures, pain management, a focus on health, and potential behavior change (Sforzo et al., 2019; Wolever et al., 2013).

According to the research, numerous coaching outcomes have not been investigated or sufficiently studied. Self-change may be an important coaching outcome in behavior change as well as change in self-awareness, self-access, self-regulation, self-insight, self-congruence, and self-reflection (Diller et al., 2021a, 2021b).

Executive Coaching Females for Professional Development

According to literature, there is evidence that women and men experience the development of a leader identity differently (Bonneywell, 2017; Debebe, 2011; Ely et al., 2011), reflecting the possibility that leadership may still be defined by masculine norms and frame. In observation of this, coaching as a mechanism for leadership development for female leaders has received wider attention over recent years, (Kets de Vries et al., 2016; Skinner, 2014). For example, Lackritz et al. (2019) suggests that executive coaching may provide unique advantages among development programs designed specifically for the purpose of assisting women in appropriating leadership roles. Gray et al., (2019) conducted a qualitative study on a predominantly coaching-based development program designed to enhance career opportunities for female leaders within a complex multi-national organization. The results of the study indicate that executive coaching females for professional development, both individual and group, can generate a powerful effect on the promotion of reflection, self-confidence, and focus. Group coaching, in particular, was found to assist female clients in the generation of positive group dynamics by creating a shared-issue atmosphere. Further research was suggested in the area of gendered organizations and leadership as well as career development, utilizing a combination of coaching and sponsorship for both female and male leaders.

Although neither personal nor group coaching appears to provide a distinct advantage over the other, a combination of personal and group formatted coaching may provide a unique experience. Bonneywell and Gannon (2021) investigated the deployment of a combined program of executive and group coaching to support female leader development in a multinational organization. Results indicate the social nature of group coaching is particularly highlighted as supportive to female leaders in their personal choices and recognition of others' struggles and choices. The complementarity and synergistic nature of simultaneous coaching interventions on female executives, their teams, the organization, and beyond suggests executive coaching can not only enhance professional development but be an enabler of social change as well. This study identifies the coaching experience as a social process (Shoukry & Cox, 2018) and specifically discusses the powerful interplay between the two types of coaching from individual to group and back again. The authors conclude additional research exploring coaching as a social process, specifically in relation to social capital, as well as the use of simultaneous individual and group coaching of different populations and across different organizational settings would be beneficial.

To address physician burnout among a high-risk group of female junior faculty, researchers sought to determine the effectiveness of executive coaching in decreasing feelings of burnout and improving intent to stay at an academic medical center. Alexander et al. (2020) conducted a study on female faculty members who received individual and/or group coaching interventions over a six-month period. 100% of the respondents claimed a reduction in feelings of burnout and an intent to remain at the

institution. More than three-quarters of the participants felt coaching had a "very positive" impact on their feelings of burnout, and more than half reported coaching as having a "very positive" impact on their intent to remain. All participants reported feeling "very likely" to recommend executive coaching to their colleagues. This study suggests that executive coaching in early-career females can have a significant positive impact on both feelings of burnout and intention to stay. The researchers suggest larger studies should be conducted, to quantitate the impact of coaching on the prevention of burnout and reduction of its symptoms.

Managerial Coaching

The concept of managers incorporating coaching skills into their interactions with team members was first proposed in 1958 (Brock, 2008; Evered & Selman, 1989; Mace & Mahler, 1958). Managerial coaching differs from other related concepts such as mentoring, feedback, and counseling. However, there is little agreement as to how managerial coaching can best be defined, how it can be measured, or what value it may add (Dahling, et al., 2016). Managerial coaching is often depicted as a 'watered down' or limited version of executive coaching, with the basic premise being that external coaches have superior skills to managers-as-coach (Anderson, 2013; Carter, 2005; Fatien & Otter, 2015). On the other hand, managerial coaching can be viewed as an ongoing process of activities carried out by a supervisor to improve an employee's performance and assist the employee in attaining their potential. Demand for managers to demonstrate a 'coaching style' has been rising for the last decade (Beattie et al., 2014; Ellingeret al., 2016).

To conceptualize, define, and measure the use of coaching skills by managers and leaders, how effective it is, and how it should be used, Digirolamo and Tkach (2019) conducted a mixed-methods study utilizing interviews and surveys, with results indicating coaching skills are best conceptualized by managers and leaders as a style of participative management or leadership. The authors constructed a scale called the Manager and Leader Coaching Composite (MLCC) from a group of team-member survey items. The scale was correlated with a validated measure that suggests the use of coaching skills by managers and leaders is related to higher team-member engagement, better working relationships, and reduced intention to quit (Ellinger et al., 2003). Future studies should explore the differences between managers and leaders who use coaching skills, those who do not, and professional coaches as a means to confirm the claims of this research. Additionally, the 9-item MLCC scale presented should be further validated to establish a better measure of coaching.

There are few reliable and valid coaching scales designed for the business setting. McLean et al. 2005 developed a four-dimension framework of managerial coaching designed to identify developmental needs. The proposed framework consists of four major components: manager as coach, people working with the manager, task needs to be accomplished, and the working environment. According to the authors, effective coaching can be identified through the interrelations among these components.

The increase in popularity of managerial coaching can be attributed to several changes taking place in organizations over the past few years, such as the gradual shift to flatter organizational structures, pressure to lower training costs, and the desire for better

performance not only from senior executives, but from employees across all levels of the organization hierarchy (Dahling et al., 2016). In terms of identifying managerial candidates who are most likely to coach, Carvalho et al. (2022) determined that organizations should seek to hire incrementally-oriented managers as well as those possessing strong interpersonal skills. For organizations located in high power-distance societies, an attempt should be made to identify managers who are genuinely interested in helping others grow (i.e., servant leaders). Organizations can optimize the creative performance of employees through managerial coaching practices that serve to inform and empower them and increase their engagement in the creative process (Zheng, et al., 2022). According to Heslin et al., (2006), managerial coaching involves three activities that enhance employee performance: guidance, facilitation, and inspiration.

The survival of an organization depends largely on an ability to adapt to changes that develop at their own pace and are based on evolving dynamics. A clear example of this has been seen during the Covid-19 pandemic, where organizations faced wide-scale uncertainty and internal conflict, which can have a negative impact on employee motivation. Motivated individuals are found to invest more effort in their work than those who are unmotivated (Radojević, et al., 2020). Researchers noted that during a crisis such as the Covid pandemic, employees are relatively well motivated to engage with the support of managerial coaching based on coaching skills that facilitate communication between employees and managers (Stanković, & Radojević, 2022). The research observes that certain aspects of motivation for training and learning in the workplace should be studied more in the future and aligned with possible emergencies. Being

prepared for emergencies brings a better position to recover and continue operations should disaster or disease strike.

Coaching and feedback practiced by managers and immediate superiors in an organization may influence employees' behaviors towards more positive ones. According to Mohamad et al., 2020, this is most effective when employees develop confidence in their ability to perform assigned tasks. Findings of a study conducted by Ahmad et al. (2021) highlight that the relationship between managerial coaching behavior and managerial coaching process is able to influence employees' behavior. In another study, a thematic analysis of 580 responses to a survey examining the practice of managerial coaching through Appelbaum et al.'s (2000) Ability Motivation Opportunity framework revealed that managers regularly coached their own employees and were motivated by outcomes that they achieved through coaching. Furthermore, managerial coaching often results in employees becoming more innovative and achieve an improved readiness for change (McCarthy & Milner, 2019).

To examine the effect of managerial coaching on performance and investigate the mediating effect of psychological capital on the employee population, Novitasari (2021), distributed questionnaires to manufacturing companies in Tangerang, Indonesia. Utilizing an instrument adapted by Ellinger et al. (2003), results showed that the relationship between managerial coaching and performance is significantly mediated by psychological capital. During managerial coaching interventions, organization management can use various coaching techniques (such as listening, asking questions, and providing feedback) to communicate desired organizational outcomes to employees.

In a similar study, to determine the influence of managerial coaching on organizational performance (OP), Zuñiga-Collazos et al. (2020) measured OP through *internal, rational,* and *human relations* models. Through the lens of the internal model, the variable with the greatest impact to OP was the efficiency of internal operating processes. In the Rational model, the item with the greatest impact was the profitability of the organization, and in the Human Relations model, the highest-qualified factor was employee satisfaction and motivation.

How does managerial coaching affect the well-being of subordinates in the workplace when traditionality is a factor? Through a self-categorization perspective, Zhao and Liu (2020) hypothesized managerial coaching affects subordinates' workplace wellbeing through perceived insider status, and that Chinese traditionality moderates this indirect effect. Results of the study indicate that (a) managerial coaching was positively related to subordinates' workplace well-being; (b) perceived insider status mediated the linkage between managerial coaching and subordinates' workplace well-being; and (c) Chinese traditionality moderates the indirect relationship between managerial coaching and subordinates' workplace wellbeing via perceived insider status, such that the indirect effect was stronger for subordinates with low rather than high Chinese traditionality. Future research could examine other possible mediators, to link managerial coaching with subordinates' workplace well-being. Considering perceived insider status was only one dimension of belonging, and the authors expect further research could explore the other two dimensions (e.g., organizational identification and psychological ownership; Stamper

& Masterson, 2002) as mediators, to uncover how managerial coaching influences subordinates' workplace well-being.

The previously discussed studies have provided a foundation for executive coaching and its benefits for organizations and leaders. These studies have shown the positive impact of executive coaching through a diverse array of applications. The current study will add to the literature by using a standard instrument to measure mindfulness-based coaching interventions, the S-ART model, to investigate the effects of mindfulness on executive coaching.

Current Literature on Mindfulness in Executive Coaching

Although researchers and practitioners have linked mindfulness and organizations over the past 10 years, little empirical data linking coaching and mindfulness exist. Noted exceptions comprise studies by Spence et al. (2008), as well as by Collard and Walsh (2008), which conclude that sensory awareness mindfulness training in coaching reduced levels of self-reported stress and supported the attainment of pre-determined health goals. To explore mindfulness within organizations, researcher Jonathan Passmore conducted an empirical review of mindfulness in organizations to document its usefulness as an intervention. The results of the literature investigation concluded that while there has been considerable inquiry of health outcomes, organizational mindfulness research is still in an infant state despite wider-scale applications becoming more prevalent. The review calls for greater research into organizational mindfulness interventions through collaborations between organizations and consultants (Passmore, 2019).

Bedham and King (2021) noted the study of mindfulness in the workplace has the potential to make a significant contribution to a broader agenda through understanding it's mechanisms at work. According to researchers, the variability and ambiguity that surrounds what mindfulness stands for, allows for 'interpretive flexibility' when it is implemented into practice (Cook, 2016; Islam et al., 2017). According to researchers, mindfulness may manifest when coaches utilize managerial and instrumental forms of mindfulness as a form of 'personal awakening' to introduce extensive considerations and changes. This awakening utilizes four orientations (Individual Wisdom, Collective Wisdom, Individual Mindfulness, Collective Mindfulness) to capture observations, concerns and programs in a form that stimulates and supports further dialogue and empirical development (Williams & Kabat-Zinn, 2011).

The integration of mindfulness – the attention paid by an individual to experiences as they arise, moment by moment, and in a manner that is non-judgmental, non-reactive, open, and accepting – into executive coaching is gaining wider attention as mindfulness is incorporated into the workplace (Atad & Grant, 2021; Badham & Graduate, 2021; Bartlett et al., 2018). Mindfulness in coaching psychology focuses on a wide array of subjects from training and development, to managing stress at work, coaching and mentoring members of staff, managing sickness absence, team development, and dealing with conflict at work. In an empirical review conducted by Schwartz (2018), the ways in which mindfulness inputs facilitate the development of resilience in managing issues arising in working life was investigated. The results suggest that the popularity of mindfulness in the workplace has been fueled by publications,

government guidelines which recommend its use, media attention and widespread dissemination in workshops and teaching, both structured and of an ad hoc nature. Future research should focus on the role of the practitioner in using mindfulness to enhance resilience.

Some of the most commonly used mindfulness-based programs are workplace modifications of psychological-therapeutic meditation-based programs such as MBSR, Mindfulness-Based Compassion Therapy (MBCT) and Acceptance and Commitment Therapy (ACT). These programs primarily utilize a blend of 'focused attention' and 'open awareness' meditation and practices, while providing varied amounts of attention to compassionate 'loving-kindness' meditations and practices (Eby et al., 2019; Jamieson & Tuckey, 2017; Kreplin et.al., 2018; Valk et al., 2017). Hougaard and Carter (2018) equate the 'Mind of the Leader' with a combination of 'mindfulness', 'selflessness' and 'compassion' (referred to as the 'MSC' model). Meanwhile, researchers like Sinclair (2016), advocates a more skeptical approach to 'leading mindfully.' Sinclair's coaching, education and MBA programs provide a combination of reflexivity and experiential learning while giving deeper consideration to the identities of contemporary leaders, the purposes of leadership, and the mechanisms these are currently constructed and limited by embedded power relations in organizations (Bedham & King, 2019).

A definition of Buddhist mindfulness includes the view of embodiment as an interaction between the mind, body, and external world (Stanley, 2013). Embodiment theory (Barsalou, 2007) considers cognitive processes as grounded within sensory and motor experiences, and bodily experiences have a direct effect on the mind. Khoury et al.

(2017) suggests that embodied mindfulness is a primary change mechanism underlying the effectiveness of mindfulness-based coaching and psychotherapeutic interventions. Through psychometric validation, movement research, and other empirical studies, Attan et al. (2018) provided evidence for the psychometric validity of an assessment called Focus Energy Balance Indicator (FEBI), which shows that specific physical, emotional, cognitive, and behavioral characteristics factor into a framework for embodied coaching. The FEBI framework is a coaching tool designed to link self-awareness and self-regulation by working with movement and physical practices that are correlated with desired outcomes. Ideally, future research would establish the most efficient means and timelines for transforming states into enduring traits. Further, studies should investigate the effects of these patterns on our social circuitry in relationships or on teams.

Approaches to mindfulness in executive coaching have largely remained narrowly focused on perspectives drawn from Eastern contemplative traditions, rather than the broader field of psychological science. Spence and Cavanaugh (2019) examined the efficacy of three different approaches to mindfulness training based on how mindfulness facilitates the processing of information. An Eastern contemplative perspective - *meditation* (Kemp, 2017), a cognitive-attentional perspective - *attention training* (Langer, 2016), and a socio-cognitive perspective - *mindful creativity* (Wells & Matthews, 1994). The research findings indicate all forms of mindfulness training were associated with significant increases in mindfulness. Each approach showed a different pattern of improvements on mental health and wellbeing variables. Of particular interest for coaching, all forms of mindfulness training produced pre-post increases in goal

attainment, even though goals progression was not a feature of any mindfulness-based program. Future deconstruction studies should investigate the particular differential effects of each of different approaches to mindfulness. Secondly, further studies might seek to identify whether the addition of mindfulness interventions to existing coaching interventions may enhance outcomes.

Another study conducted by Minzlaff, (2019) integrates motivational interviewing and mindfulness with cognitive behavioral coaching. The integrative coaching model brings together strategies and techniques drawn from three evidence-based interventions – cognitive behavioral coaching (Passmore, 2007), motivational interviewing – MI (Anstiss & Passmore, 2013; Harakas, 2013), and mindfulness (Cavanagh & Spence, 2013). The integrative coaching model resulting from this study highlights the importance of considering and addressing three factors that can influence the outcome of coaching: (a) the effect of cognition on enhancing goal attainment, (b) the match between the client's readiness level and their stage of change, and (c) the emotional stress and/or mental distractions that a client may be experiencing in the workplace. The authors established that research in MI and mindfulness as they apply to coaching (Cavanagh & Spence, 2013; Passmore & Whybrow, 2007) has just begun and therefore requires future empirical work to assess these effects.

Herda et al. (2019) sought to observe the effects of supervisor coaching and workplace mindfulness on audit quality-threatening behavior (such as premature sign-off) among staff auditors. To measure workplace mindfulness, the authors adapted six items from the Mindful Attention Awareness Scale (Brown and Ryan 2003). The results of the

study highlight the importance of workplace mindfulness in task-specific environments and suggest supervisor coaching to be a practical technique to elicit workplace mindfulness among staff-level auditors. According to the authors, studies investigating whether and how senior leadership processes may work in conjunction with on-site supervisory coaching to reduce audit quality-threatening behavior among staff warrants future research.

Empirical evidence regarding mindfulness and its impact on emotional reactivity, behaviors, and wellness in consulting and coaching has seen an increase in recent years as mindfulness practices make their way from the clinical setting to the workplace. Altizer et al. (2021) evaluated what relationships exist between two personality assessments - the Hogan Personality Inventory (HPI; Hogan & Hogan, 2007) and Hogan Development Survey (HDS; Hogan Assessment Systems, 2014; Hogan & Hogan, 2009) and two measures of mindfulness - the Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006) and the Mindfulness Attention and Awareness Scale (MAAS; Brown & Ryan, 2003; Carlson & Brown, 2005). Results of the study indicate that clients lower in HPI Adjustment and higher in HDS Moving Away behaviors may more effectively manage their response to stressful situations through mindfulness-based practices over time. Clients higher in HPI Adjustment and in HDS Moving Against may not need to manage their stress response as much as they need to increase awareness of themselves and the impact their behaviors may have on others. Over time, mindfulness practices have the potential to impact personality-driven behaviors, but this remains to be seen in an appropriately designed study specifically within an organizational context. Additional

research to evaluate if the adoption of mindfulness practices reduces the frequency or severity of observed personality-driven derailing behaviors in the workplace would also be beneficial.

Roberts et al. (2017) suggests that mindfulness-based training can modify personality traits, including Emotional Stability, Conscientiousness, Agreeableness, and empathy, and can have a positive impact on prosocial behavior. Similarly, Passmore (2017) notes that mindfulness, and mindful coaching are continuing the wider 'Cognitive Behavioral' tradition, alongside approaches like Acceptance and Commitment Coaching (Anstiss & Blonna, 2015) and Compassionate Mind Coaching, (Anstiss & Gilbert, 2015) as a third-wave cognitive behavioral approach.

Shelly and Zaidman (2021) conducted a study to inculcate preliminary understandings regarding perceived outcomes of coaching processes incorporating Satya mindfulness techniques, as well as to assess the perceived outcomes of mindfulness-based coaching interventions across different points of time. The results of the study display benefits of mindfulness-based coaching for individuals across various points of time, and its implications for client well-being and performance at work. Positive results from coaching were realized within the first few sessions and continued to have an impact two years after the coaching intervention concluded. Satya coaches applied a number of methodologies for developing self-awareness, including mirroring, reflection, and inquiry. One can assume that at least some of the outcomes were initiated by this combination of methodologies (see Hall et al., 1999; Wasylyshyn, 2003). Future research should investigate the various ways in which mindfulness techniques are integrated with

other coaching techniques (e.g., raising questions), and the outcomes of such combinations in terms of the perceived benefits of the process as described by the coachees. Future research may not only extend the number of trainees, but should also incorporate the voice, experiences, and opinions of the coaches as well.

Findings of previously reviewed literature have consecutively contributed to a clearly defined question: "How do coaches use mindfulness in their practice and how do they determine it is useful or beneficial?" In an effort to provide an answer to this question, Van Den Assem and Passmore (2022) conducted a study to explore the meaning of mindfulness for experienced coaching practitioners in a practice context. Utilizing an interpretivist and constructivist approach, the in-depth interview method, and interpretative phenomenological analysis to analyze data, the authors determined that mindfulness was regarded by coaches as useful or beneficial in their coaching practice. According to the study, mindfulness played a significant role in informing and influencing practice, anchoring coaches in the present, or simply asking clients to pause and notice what is going on with them in their body, and in the moment to become more present and aware. It is suggested that future research reflect on both the descriptive as well as prescriptive elements of mindfulness research, and to embrace these contributions in terms of applying or integrating them into their own practice.

Summary

Prior studies of the multidisciplined nature of executive coaching poise it as somewhat synonymous with that of other professional services such as mentors, counselors, and consultants (Passmore & Lai, 2019). Previous articles have explored

mindfulness, often citing its deep benefits within leaders and organizations, assisting professionals in aligning personal values with their professional goals, maintaining attention in the present, and obtaining an objective state of mind (Bedham & King, 2021; Carleton et al., 2018; Van Dem Assem & Passmore, 2022). Researchers have called for future studies investigating the benefits of executive coaching through a variety of approaches, techniques, and interventions (Boyatzis et al., 2022; Passmore, 2019; Spence & Cavanagh, 2019). However, very little research has examined executive coaching from the framework of mindfulness interventions, and no known studies exist investigating the role of mindfulness in executive coaching utilizing Vago & Silbersweig's (2012) S-ART framework.

In this chapter, I reviewed the literature relating to the proposed study to examine features and potential experiences of a mindfulness-based coaching program. The review began with discussing the conceptual foundations that shaped this study, beginning with the S-ART framework. Then, the other variables of this study, Mindfulness and Executive coaching were examined to establish a narrow focus on the existing literature. The next chapter provides details about the methodology in which this study was carried out.

Chapter 3: Research Method

The purpose of this qualitative phenomenological study was to investigate features that professional mindfulness-based coaching interventions may provide to executive leaders. An additional purpose of this study was to identify and examine mindfulness intervention techniques considered best practice (i.e., presence exercises, meditation sessions, and breathing techniques). In this chapter, I present the research design and my rationale for choosing it. Additionally, in this chapter, I describe the role of the researcher and methodology, including the participant population, sampling strategy, and participant selection criteria. This chapter also includes explanations of the procedures for recruiting participants, data collection instrument, how I collected and analyzed the data, and issues regarding trustworthiness and ethics.

Research Design and Rationale

The central concept for this inquiry was leader development. Leader development was viewed as "the expansion of personal capacity for effectiveness in leadership roles and processes" (McCauley et al., 2010, p. 2). The central phenomenon of inquiry was mindfulness-based coaching interventions. Scholars often refer to mindfulness as the attention paid to individual experiences as they arise, moment-by-moment, and in a manner considered open, nonjudgmental, nonreactive, and with an acceptance of situations as they are (Kabat-Zinn, 2006). The primary data collection method used to answer this inquiry was open-ended interviewing. Open-ended interviewing was most appropriate for this study because I sought to understand the perceptions and lived experiences of leadership coaches who regularly provide mindful leadership coaching

interventions from their point of view and through their own words (see Patton, 2015; Rubin & Rubin, 2011).

In this study, I used qualitative phenomenological inquiry to explore observed features of mindfulness-based coaching interventions and its use in their development as leaders. Phenomenology refers to both a qualitative research design and the 20th century philosophical movement from which it arose. As a research design, phenomenology refers to an investigation into the meaning of first-person experience or subjective consciousness (Patton, 2015). The fundamental question within phenomenological inquiry is "What is the meaning, structure, and essence of the lived experience of this phenomenon for this person or group of people?" (Patton, 2002, p. 104). Thus, the researcher constructs a description of the essence of select experience humans encounter (Moustakas, 1994). A phenomenological approach was appropriate for this project because it most effectively fulfills the research purpose to deepen the understanding of the subjective experience of leaders who regularly engage in mindfulness-based practices (see Moustakas, 1994).

Basic qualitative studies focus on identifying the views of participants and understanding their experiences regarding the circumstances connected to the phenomenon of a study (Merriam & Tisdell (2016). I did not choose a basic qualitative design because this study was not guided by an explicit or established set of philosophic assumptions in the form of one of the known or more established qualitative methodologies. Caelli et al. (2003) suggested this can mean either that generic studies

may blend established methodological approaches to create something new or that the researcher claims no formal methodological framework at all.

I did not select a case study for my research design because I did not seek to analyze a bounded situation that occurs over time through comprehensive, in-depth data collection from one or more groups (see Patton, 2015). While case studies can be designed to provide a bounded explanation of single cases or phenomena, often they are intended to provide theoretical insight into the features of a broader population (Seawright & Gerring, 2014). Although both basic qualitative and case study approaches could have been used in this study, I chose a phenomenological inquiry because this approach provided the clearest methodology to investigate the observed features that mindfulness-based coaching interventions at least twice a month provide to clients during their leadership development.

Role of the Researcher

As the researcher of this qualitative study, I fulfilled the role of interviewer by engaging in open-ended interviews with select participants. Open-ended interviewing was the most appropriate option for data collection because I sought insight into features of mindfulness-based coaching interventions that organizational leaders experience (see Rubin & Rubin, 2011). Moustakas (1994) observed that within qualitative, phenomenological inquisition, researchers should show personal interest in what it is they seek to understand and an intimate connection with the phenomenon. Therefore, I acknowledge having a personal interest in and personal experience with both leader

development and mindfulness-based exercises. This research did not take place in my

work environment, and there were no other conflicts of interest or power differentials.

Methodology

Participant Selection Logic

The sample population for this qualitative study consisted of adults who served as

executive coaches to organizational leaders (i.e., middle and senior managers in medical

and technology industries). Participants had to have provided regular (i.e., twice a month)

mindfulness-based coaching interventions, such as meditation and active listening

exercises, to their clients for at least 3 months. The sampling strategy for this

phenomenological inquiry included participants who met predefined criteria (see Patton,

2015). To ensure proper implementation of participant selection and recruitment process,

I prescreened the participants using the screening tool located in Appendix A.

Once I received approval from the Walden University Institutional Review Board

(IRB), I contacted several executive coaching businesses that offered MBIs to introduce

my study and request their assistance in recruiting participants. I also posted a

recruitment announcement on several mindfulness-oriented professional groups on

LinkedIn and sent out recruitment messages using the personal messaging feature of

LinkedIn. From this pool, several individuals emailed and messaged me back to indicate

their interest. I contacted these potential participants by email to introduce the study via a

participant invitation letter. In this introductory email, I screened participants utilizing a

screening script (Appendix A) to confirm they met the inclusion criteria and briefly

reviewed the research purpose, research protocols and processes, and my expectations as

the researcher. Potential participants were also encouraged to ask questions to clarify understanding of their role, their rights, and my responsibilities as a researcher.

From this pool of screened participants, I selected an initial sample of individuals who met the inclusion criteria. Upon selection of the study participants, a follow-up email was sent to each participant to coordinate the next steps. In qualitative phenomenological research, sample sizes can vary considerably, and sample size is deemed sufficient when data saturation is reached and additional interviews or focus groups do not result in the identification of any new concepts (Sargeant, 2012). Interpretative phenomenological inquiries frequently draw on the accounts of a small number of people, with six being suggested as a preferable (Reid et al., 2005). My initial hope was to have anywhere between eight and 12 participants.

Instrumentation

The data collection instrument utilized for this qualitative inquiry was a video-recorded, in-depth, semistructured interview guided by the study research questions. Interviews were conducted via Zoom, which provided a transcript option for video and audio recordings. Having the interviews transcribed in this way provided me with the greatest chance to achieve an accurate, thick description of participants' lived experiences. Participants' responses to the interview protocol provided sufficient data to answer the central research question; however, the use of emergent opportunities to pose appropriate follow-up questions further illuminated leaders' experiences of mindfulness-based coaching interventions on their development as leaders.

Procedures for Recruitment, Participation, and Data Collection

To recruit participants, I contacted several mindfulness-based leadership coaching businesses to introduce my study and request assistance. A recruitment announcement was also posted on several mindfulness-oriented professional groups on LinkedIn, and I utilized my personal network through word-of-mouth recruiting. Responses to my request for participation were greeted with a brief message and a general overview of the study, a participant invitation letter, and a screening script (Appendix A). After an initial introduction and the screening of potential participants, I then scheduled interviews with participants who met the eligibility requirements.

Prior to conducting interviews, I secured informed consent from eligible participants via email in accordance with the American Psychological Association (APA) and the Walden University IRB. Following the interviewing protocol (Appendix B), I interviewed each participant via Zoom at a mutually agreeable time conducive to respectful interviewing and audio/visual recording of the interview. Interviews lasted approximately 30 minutes to 1 hour, were considered confidential, and were safeguarded by me, the researcher, in accordance with APA and IRB guidelines for ethical research. At the completion of the interview process and transcription of data, I sent each participant a thank you email along with a transcript of their interview and a request for verification of the transcript for accuracy.

Data Analysis Plan

The interview questions for this study were designed to illuminate the central research question. I utilized interpretive phenomenological analysis (IPA) to analyze the

phenomenological data collected because it combines psychological, interpretative, and idiographic elements (see Gill, 2014). According to the author, IPA studies do not test theories but are often relevant to the development of theories. Data analysis of IPA studies is considered *bottom-up*, which means researchers generate codes from the data rather than using a preexisting theory to identify codes applied to the data. According to Eatough & Smith (2017), there are seven steps to IPA analysis:

1. The developers of IPA suggest that researchers return to interview data during data analysis as needed and focus on meanings throughout the process of analysis (Smith & Osborn, 2008). Utilizing a framework of seven steps to IPA data analysis, I interpreted the insight provided by study participants by hand-coding higher order qualities found across connections utilizing Microsoft Word and a Microsoft Excel spreadsheet. Microsoft Word is a word processor program and Excel is a spreadsheet editor. The seven steps to IPA data analysis are: Reading and re-reading involved immersion into the data to generate a thick textural (i.e., "what" they experienced) description and structural description (i.e., "how" they experienced) from interview transcripts. This was performed while listening to the recording of the interview to check the transcription for accuracy and listening for nuances, emotion, and any other insights that might not have been noted previously.

2. Initial noting consists of free association and exploration of the data content without censorship. I generated a composite description of leaders' experiences with mindfulness-based coaching interventions that integrated

textural and structural descriptions. This was done on a per transcript basis

and was coded using margin notes.

3. Developing emergent themes positioned focus on specific chunks of the

    interview transcript and an analysis of my notes to formulate initial themes.

    Codes that were developed through initial noting in the previous step were

    then analyzed and like codes were clustered together.

4. Searching for connections across emergent themes involved abstracting and

    integrating themes by utilizing Microsoft Word and Excel software to assist

    with initial theming conventions.

5. Moving to the next case involved maintaining an open-minded observation of

    the individuality of each case as I moved to the next.

6. Looking for patterns across cases consisted of identifying patterns of shared

    higher order qualities across cases, taking note of idiosyncratic instances, and

    then hand coding them within a Microsoft Word document to remain as close

    to the data as possible.

7. Taking interpretations to deeper levels provided a deeper analysis of the data

    through the utilization of metaphors, temporal referents, and by importing

    other perspectives and theories.

To mitigate potential limitations identified in Chapter 1, several steps were taken

to ensure validity. One limitation was potential researcher bias, which referred to

individual perceptions or opinions that could impact findings (Allan, 2020). For this

purpose, I utilized basic journaling with the aim of improving the reliability of research

and identifying potential bias. Journaling can provide a continuous documentation of researchers' personal perceptions, opinions, and possible biases that may impact research findings (Marshall & Rossman, 2011). While writing the results of this study, these notes clarified researcher understanding of participant responses in the study.

A potential limitation at this stage involved issues with internal reliability. For this, I utilized member checking through transcription verification and reflexivity to explore the credibility of my results. I shared the transcription of each interview with the participant and requested that they verify the contents actively reflect their views, feelings, and experiences. Member checking or respondent validation is often utilized in qualitative investigations and ensures accuracy (Birt et al., 2016).

Issues of Trustworthiness

Credibility

According to Moustakas (1994), "In accordance with phenomenological principles, scientific investigation is valid when knowledge sought is arrived at through descriptions that make possible an understanding of the meanings and essences of experience" (p. 84). I addressed credibility or internal validity by strictly following the IPA method of data analysis for phenomenological research. In addition, I utilized member transcription verification and reflexivity.

Transferability

External validity or reliability, often referred to as transferability, is an important principle in data collection as well as reporting the findings. Van Manen (2023) cautions phenomenology does not allow for empirical generalizations, the production of law-like

statements, or the establishment of functional relationships. To promote consistent results of the study, I kept circumstances surrounding the interviews as informal as possible to reduce any influence of external factors that could introduce undesirable variations within the results (such as stress).

Dependability

Cattell, Eber, and Tatsuoka (1970) describe dependability as a correlation between two administrations of the same test when the lapse of time is insufficient for changes to occur To ensure dependability, I adhered to Walden University's standards and guidelines for quality. In addition, I engaged with my dissertation committee and incorporated all recommendations and suggestions, particularly regarding any potential issues of trustworthiness and ethical procedures.

Confirmability

For confirmability, the IPA method honors the concept of *bracketing* (suspending one's preconceived notions about a select phenomenon), which is fundamental to phenomenological research (Priest, 2002). This fundamental element is inherently reflexive, thereby fulfilling the standard of confirmability (Hamill, 2010). Thus, confirmability in a qualitative study requires the elimination of researcher bias and subjectivity, and the ability for emerging data to be corroborated (Ravitch & Carl, 2016). To mitigate potential bias, participant responses were checked against the transcripts of the interview to assure accuracy. Further, emerging themes were cross-checked after the creation of a matrix of participants' spoken words to avoid bias.

Ethical Procedures

In observance of the ethical principles of respect for persons, beneficence, and justice (Walden University, 2010), adherence to the American Psychological Association (APA) code of ethics (APA, 2017) was applied throughout this study. This was in accordance with APA General Principles E, A, and D respectively. Prior to engaging in any data collection, I secured Institutional Review Board (IRB) approval #06-27-23-0069540 in accordance with APA ethical standard 8.01. I presented recruitment material to potential participants by inviting them to participate in a voluntary interview-based research project exploring mindfulness-based coaching interventions and leader development.

The recruitment material included an explanation of the research purposes, including the purpose of fulfilling the requirements of my doctoral dissertation. Furthermore, the recruitment material included a link to my public LinkedIn professional profile. When following up with potential research participants, I sent them a participant invitation letter, and the informed-consent in accordance with APA ethical standard 8.02 and U.S. Federal Regulation 45 CFR 46.116. The research overview contained an invitation to participate in the voluntary study and material providing an outline on the procedures.

I conducted a screening script (see Appendix A) to identify potential participants and a review on all pertinent details covered in the overview packet with each interviewee. Prior to their initial interview session, participants were provided an opportunity to ask me any clarifying questions. Throughout the entire research process,

all participants were treated with respect and dignity in compliance with Walden University IRB standards and APA ethical principle E. No vulnerable populations, as defined by the IRB standards, were used in this research. Each research participant received and replied to an informed-consent email with a form that adheres to Walden University IRB standards and APA ethical principle 8.02.

The consent form included my contact information with telephone and e-mail information. I reviewed the consent form with the participant, prior to the full-interview session and ensured all required documentation was in good order. Participants had the opportunity to review the transcribed interviews intended for publication, at which time they were given the opportunity to clarify or correct the interview data. Furthermore, participants had the opportunity to withdraw material from their interview transcript in accordance with APA ethical standard 8.08.

To protect the confidentiality of participants, I did not include full names on the transcripts. All transcripts were safeguarded in my possession, and the transcription files were located on an encrypted and password protected computer hard drive in accordance with APA ethical standard 6.02. Digital audio files in my possession were safeguarded and password protected in accordance with APA ethical standard 4.03. Consent forms as well as participant-information sheets will remain in a locked storage container for 5 years, after which time they will be destroyed in accordance with APA ethical standard 6.02.

Summary

The purpose of this qualitative phenomenological study was to investigate features that professional mindfulness-based coaching interventions may provide to executive leaders. The qualitative phenomenological-research paradigm was the optimum research design to explore subjective features of the phenomenon under investigation (Giorgi, 2009; Moustakas, 1994). As described, the participant population was comprised of executive coaches who provide a regular (once every 2 weeks) mindfulness-based coaching program.

The role of the researcher for this qualitative phenomenological study was that of a non-biased interviewer. The primary recruitment strategy was through correspondence with several professional mindfulness-based executive coaching organizations, and through targeted outreach with mindfulness-oriented coaching professionals and groups on LinkedIn. The data collection instrument was an in-depth, semi-structured interview and the data-analysis method was an interpretive phenomenological analysis (IPA), as it combines psychological, interpretative, and idiographic elements (Gill, 2014). In the next chapter, Chapter 4, I will present the qualitative results and evidence of trustworthiness.

Chapter 4: Results

The aim of this qualitative phenomenological inquiry was to investigate features that professional mindfulness-based coaching interventions exhibit and offer to manager-leaders. I interviewed mindful leadership coaches who possessed 3 or more months of experience incorporating mindfulness interventions in their coaching practice. Three research questions guided this study:

RQ1: How does engaging in mindfulness-based leadership coaching contribute to a client's personal self-awareness of words and actions as a leader in an organization?

RQ2: How does engaging in mindfulness-based leadership coaching contribute to the regulation of personal emotions within leaders of an organization?

RQ3: How does engaging in mindfulness-based leadership coaching contribute to the personal self-transcendence of leaders in an organization?

A conception of mindfulness as a framework to facilitate personal awareness, emotional regulation, and transcendence beyond self-interests was reflected in the participants' interview responses.

In this chapter, I present the study setting, demographics of participants, and the procedures of the study. The processes for data collection and analysis are described before the verification of trustworthiness is discussed and the study results are presented.

Setting

The participants had provided mindful leadership coaching, executive coaching with mindfulness training, or mindfulness-based coaching interventions to middle and

senior manager leaders for at least 3 months in the United States. I recruited participants

through social media and networking websites. Each participant provided me with a time

and date convenient for them to be interviewed, and all interviews were conducted in one

sitting. During the data collection period, I used Zoom to interview participants because

of the ease of use of the platform and its recording capabilities. There were no personal or

organizational conditions that influenced participants or their experience at the time of

the study that influenced the interpretation of the study results.

Demographics

Out of the nine participants, eight were men and one was a woman. All

participants were 35 years old or older: Three participants were between the ages of 30 to

39, three were between the ages of 40 to 49, one was between the ages of 50 to 59, and

two were between the ages of 60 to 69. All possessed at least 3 months experience

coaching U.S. leaders while incorporating mindfulness interventions. All participants

reported at least 3 years of experience with mindful practice, with one having between 32

and 72 months, and five participants having between 73 months and 3 years of

experience. Three participants reported greater than 10 years of experience with

mindfulness practice. See Table 1 for gender, age, and years of experience.

Data Collection

Upon gaining approval to conduct the study from the Walden University IRB, I

began recruiting participants through LinkedIn and Facebook. I created a document to

keep track of people I contacted, the manner I contacted them (e.g., instant message,

email, website contact), and when and what their response was to identify possible

participants. I then sent out 10 initial invitations to several mindful-coaching Facebook groups and received zero responses the first week. During the second week, I focused on recruiting participants from LinkedIn and personally featured websites, which yielded far better results. An initial 20 potential participants were contacted the second week, and I repeated the process a third week with another 23 potential participants. A total of 43 invitations were sent via LinkedIn and personal messages through coaching websites over a period of 21 days, with 10 potential participants contacting me back to participate in the study. Participants were then emailed the study consent form, to which they emailed back the words, "I consent," to provide their consent to participate in the study. I collected and filed nine consent emails, and one participant stopped responding to my communication, so they were omitted from the study, which brought my total participants to nine, a number I estimated would still allow me to reach data saturation. This process of recruiting and interviewing took about 5 weeks in total, which was less time than originally anticipated.

After the participants' consent was received, each participant and I agreed upon a date to conduct their interview. All participants of the study were interviewed via Zoom, and each interview lasted approximately 30 to 60 minutes. I used Zoom to audio record all nine interviews; however, a cassette-recording device was also present as a backup in case any technical difficulties were encountered while using Zoom. I interviewed each participant in a quiet room in my home so that others could not hear our conversation and encouraged participants to do the same.

Before the interviews, each participant spent a brief time sharing their age, length of time providing mindful leadership services, and how long they had been familiar with mindful practice. Next, participants answered the interview questions, including probes following each question. I gave each participant an opportunity at the end of the interview to add any further insights they thought would be helpful. No variations were made to the data collection procedures outlined in Chapter 3, and no unusual circumstances were encountered.

Data Analysis

I utilized the IPA method to move inductively from significant statements to three main themes representing the research questions, each of which featured four subthemes and one additional theme to identify best practices. After conducting nine interviews, I transcribed the recordings using Microsoft Word to create an interview document on which to note words and phrases conveyed by participants. The transcripts were read and re-read several times to immerse myself in the data. Throughout the analysis, colors were utilized to highlight words and phrases that occurred frequently or were of significant value to identify codes. I wrote notes regarding pertinent content in the margin of the transcripts to facilitate the process of identifying emerging themes. Then, the identified codes and phrases were transferred to a Microsoft Excel spreadsheet to examine the frequency of the phrases and experiences shared by the participants to determine similarities and differences in the topics discussed. Table 1 displays the codes, themes, and subthemes from data analysis.

Table 1

Codes, Themes, and Subthemes

Codes	Themes and subthemes
Research Question 1: Walking their talk, core values, curiosity, interest, development, alignment, discovery, internally, meditation, awareness, engagement, behaviors, relationship, improvement, integrity, self-discovery, values, mindful listening, present moment, future self, presence, showing up, internal roles, consciousness, presence, meaning, body scan, journaling, empathy, non-reactive.	Theme 1: Self-awareness Subtheme 1a: Values identification Subtheme 1b: Self-evaluation Subtheme 1c: Presence Subtheme 1d: Relationship development Subtheme 1e: Best practices
Research Question 2: Cognitive reinterpretation, empathetic listening, capacity, expectation, normalize, support, challenge, family relationship, positive change, emotion, manage, behavior, conscious alignment, comfort zone, stretch zone, values, engagement, open-minded, meditation, body awareness, somatic, communication, active listening, mindful listening, present in the moment, roles, well-being, thoughts, getting in touch with themselves, capability, label emotions, breath work, awareness, reflection, non-reactivity, self-control, emotions, relationships, reframing emotions, mindful listening, self-management, emotion regulation, impulse control.	Theme 2: Self-regulation Subtheme 2a: Emotion management Subtheme 2b: Nonreactivity Subtheme 2c: Meditative practices Subtheme 2d: Conscious alignment Subtheme 2e: Best practices
Research Question 3: Identity, limitations, change, goals, contemplation, meditation, family, cognitive empathy, something greater, deep understanding, self, development, relationships, volunteer, behaviors, service, permission, growth, empathy, role model, clarity, reflection, non-profit, career change, introspection, servant leadership, consciousness, team dynamic-2, awareness, leadership, empathy, compassion.	Theme 3: Self-transcendence Subtheme 3a: Servant leadership Subtheme 3b: Reflection Subtheme 3c: Team dynamic Subtheme 3d: Cognitive empathy Subtheme 3e: Best practices

Once the Excel spreadsheet was populated, I assessed my codes and emerging themes to determine if I had reached data saturation. According to Hennik and Kaiser (2022), saturation occurs at a point in data collection that no additional issues or insights are identified and data become repetitive and redundant, and an adequate sample size has been reached. To assess saturation, I utilized code frequency counts, which involved counting codes in successive transcripts until the frequency of new codes diminished, signaling data saturation was reached (see Coenen et al., 2012; Francis et al., 2010; Morse et al., 2014). This study consisted of a relatively homogenous population; therefore, many of the codes focused on similar approaches to and observations of mindfulness in the context of leadership coaching, and I determined I reached data saturation at nine participants.

Metaphors and temporal referents were reviewed to deepen the analysis, and patterns of shared higher order qualities across cases were noted. After further analyzing the data analysis matrix within Microsoft Excel, I mapped out four subthemes related to the central theme and one subtheme identifying best practices coaches commonly use. No discrepant cases were identified; therefore, none were included in the demographic summary or data analysis. Finally, I generated textural and structural descriptions were generated for each of the 12 subthemes (see Table 2).

Table 2

Final Themes/Subthemes With Structural Elements

Themes/subthemes	Structural elements
Self-awareness	
Values identification	Cost benefit analysis of making a change. Identifying who they want to be. Reflecting on internal standards. Identifying leadership strategy and leadership ability.
Self-evaluation	Walking their talk. Assessing desired leadership engagement vs. feedback. Identify gaps between what they say their values are and what they're doing. Observe the impact of emotions and thoughts on behavior.
Presence	Capacity to simultaneously hold multiple perspectives. Awareness of environment, stimuli, and response.
Relationship development	Integrating empathetic listening processes. Exploring and understanding the impacts of leader behaviors. Impacts on interpersonal relationships. How we show up in the world to others. Empathetic communication.
Self-regulation	
Emotion management	Emotional responses leading to intersubjectivity. Open-mindedness to incremental stress. Getting in touch with your inner self. Pause to examine emotions.
Nonreactivity	Mental and emotional state modulates behavior. Communicating objectively and without judgement. Regulated emotions. Independence from outcomes and impacts. Shifting from reaction to response.
Meditative practices	Contemplation as an object of awareness. Observing mental, emotional, and physical processes. Engaging in deliberate and consistent practice. Formal meditation to informal practices. Breath control. Reframing existential point of view to a physiological one.
Conscious alignment	Differentiating expectations from capacities. Alignment among movement, decisions, and intentions. Personal accountability aligns actions with values. Awareness of impacts aligned to goal. Personal reflection. Harmonizing personal relationships.
Self-transcendence	
Servant leadership	Desire to provide service to others. Passion for volunteer opportunities. Deeper exploration of purpose and values. Present moment observation. Identifying motivators.
Reflection	Developing higher level of consciousness. Effective relationship development. Empathetic communication and leadership. Be the leader you wish you had. Awareness of desire to serve.
Team dynamic	Development of empathy and compassion in the workplace. Assuming a role of service. Trust and psychological safety.
Cognitive empathy	Empathetic listening process. Leading by example. Compassionate listening and communication. Understanding alternate perspectives.

Evidence of Trustworthiness

To increase the study's trustworthiness, I forwarded each participant their interview transcript and requested that they review their transcript for accuracy. In addition, when probing participants, I considered other views, perspectives, and potential themes to avoid assumptions about a participant's spoken words (see Merriam & Tisdell, 2016). To increase the trustworthiness of the study, I also addressed credibility, transferability, dependability, and confirmability.

Credibility

Credibility was reinforced by making sure each participant understood the consent form and inclusion criteria. After the interviews were conducted, I sent each participant their interview transcript and asked if there was anything that they would like to change or add. The participants were asked to request any changes to their transcript within 7 days, but all nine participants agreed their transcripts were accurate. An iterative review of the transcripts and my review of notes and several listening sessions of the interview recordings provided triangulation of the data, which also helped me to avoid bias. According to Patton (2015), researchers have the responsibility to minimize bias and cross-check and authenticate all data collected.

Transferability

I reinforced transferability by preparing a detailed description of the data analysis process to provide the reader with a step-by-step approach, applicable in a wider context (see Lincoln & Guba, 1985). Furthermore, I provided a clear description of the study's setting to illuminate how the study proceeded and described how the recorded Zoom

interviews were conducted. To explain the significance of the investigation, I described how emerging themes were determined (see Saldaña, 2016).

Dependability

In an effort to increase dependability, I confirmed all data with participants by providing them with a copy of the interview transcripts so they could verify the transcripts' accuracy. Additionally, I incorporated reflexivity to make certain that the collected data and research questions aligned with the purpose of the study and the procedures detailed in Chapter 3. This process assisted with triangulation of the data and ensured the accuracy of the data collected. All data were examined, the study instrumentation was outlined, and the research questions were answered to ensure the study could be replicated.

Confirmability

I ensured confirmability by keeping a record of the interview and data analysis processes while acknowledging my own internal biases. One bias I self-identified was having knowledge of mindfulness practices in a therapeutic setting, and to reduce this bias, I constructed the interview questions in a manner designed to seek participants' observations so that the information would represent their own perspective apart from mine. I also requested that participants check their interview responses to confirm the accuracy of their transcripts. Emergent themes were cross-checked by constructing a matrix of participants' spoken words.

Results

In this section, I present the results of the study as themes and subthemes that emerged from the data analysis. Themes were constructed using the central focus of each of the following research questions, and subthemes were depicted using excerpts from interview responses. To maintain the confidentiality of the mindful leadership coaches, I referred to participants by number (i.e., P1–P9).

Theme 1: Self-Awareness

I developed the first research question to focus on self-awareness, the first concept of the S-ART framework, which is comprised of a series of components that can be cultivated through focus, evaluation, and feedback. Participants shared that self-awareness was paramount to their clients' mindfulness state through a variety of statements and anecdotes. The five subthemes that emerged related to Theme 1 are:

- Subtheme 1a: Values identification.

- Subtheme 1b: Self-evaluation.

- Subtheme 1c: Presence.

- Subtheme 1d: Relationship development.

- Subtheme 1e: Best practices

Subtheme 1a: Values Identification

During interviews, mindful leadership coaches frequently mentioned clients identifying their internal values such as core values as well as desired leadership traits. These ranged from interventions developed to highlight how their current values do not align to those they desire, as well as developing an appreciation for the values they do

align with. Four of the nine leadership coaches interviewed made specific references to the importance of a client identifying their core values and an awareness of the alignment between those values and their current actions. What follows are some specific examples quoted from interviews.

> P1: The first, uh engagement is simple awareness. As you put it, you know, as you were saying, awareness. So just taking that as an object of their awareness is the first step. And then comes the more difficult part, which is engaging in the cost benefit analysis of making a change, a behavioral change, a leadership change. And that's often the confounding element. So, when someone says that simple awareness is itself curative, I don't believe that. I think that's totally false. You know, mindfulness is not a panacea. Uh, it's really the beginning of something, not the end. So, the first step really is mindful awareness of what's happening and then you face the choice of the dilemma because you have to understand both sides. You know, why am I not walking my talk? Well, there's a cost.

> P2: The first phase is when they look inward, and they start realizing more and more who they are. What serves them well? What doesn't serve them well then there is, like, a phase of, like questioning like. Who am I? What parts of myself do I need to improve or do I want to keep or do I want to change? And then naturally, I think it's an organic process that with the evolution of the personal development aspect of the practice of mindful leadership. There is an organic process in which all of that starts showing in the way they make decisions in the

way they create culture in the way they do business. Like, what their priorities are in terms of business and the way they develop professional relationships. The things that matter to them internally start to show in the way they run their companies.

P6: One of the things that I try to do as a first step is get clients to reflect on their internal standards and we'll, you know, translate that as values, but to be clear about them and what I call you know, align with them. To know whether there's a gap between what they say their values are and what they're actually doing. Yeah, I think there is absolutely that effect. And I see clients working on that a lot. And sometimes that means clients will leave their current employer because they realize there's too much of a gap between what they value and what the current employer is doing. So, it's one way to show up, but it also just shows up in how people are more intentional in their work.

P9: You know, it really depends on how much the client takes on. How much mindfulness practice do they actually do? Because the more you do it, the subtler it gets, and the more you can actually relate what you're experiencing to your life, including your strategy, strategies, and leadership ability. So, it's a client choice to engage in it and then the client choice as to how much, how long they want to engage in it in terms of their actual practice. You know, their values might change over time. The more practice they do. When I say practice, I mean. Sitting meditation practice. So that might change because they might start to see things a little differently. I mean for example, I was coaching somebody right before we

had this conversation. We're in the process of changing their standards. Because her assumption is well, I need to work harder than my team. So, her standards were "I have to work really hard," and now we're in the process of undercutting her standards or changing her standards.

Subtheme 1b: Self-Evaluation

Another topic frequently mentioned during the interviews of mindful leadership coaches involved a coachee's evaluation of themselves. These evaluations might range from their perceived effectiveness in leadership activities to topics they may have not considered prior to engaging in mindfulness interventions, such as an applied management of their emotions. Coaches frequently discussed concepts such as "checking in" with themselves through interventions such as the body-scan and other meditative practices. Five of the nine leadership coaches that were interviewed specifically referred to coaching clients engaging in self-evaluation. What follows are some examples quoted from interviews.

> P1: "So, something has to bother them and they have to be curious about it. Then during the sessions, that curiosity translates into inter-subjectivity."
>
> P3: Assessments that I use provide both quantitative and qualitative data. To literally measure the frequency of a leader's engagement in about 30 different leadership behaviors. That assessment is produced by the leadership challenge, which is one of the curricula that I am a certified master. To be able to facilitate and deliver. It's called the LPI or leadership Practices, Inventory 360.

P5: Well, first and foremost, you mentioned it's not necessarily who they are, but who they want to be, but to me it really starts with figuring out who you are first. So to me, the most basic effect that mindfulness has is to. Sort of getting in touch with yourselves on a deeper level to be more aware of your own emotions, of your own feelings. I mean, we have lots of blind spots. We don't know stuff or we don't see stuff about ourselves. That's also one of the, I think, powers of coaching. Having that outside perspective, someone who's holding up the mirror. They realize it has an impact or positive impact on their overall well-being. I mean, they were not coming to me because they wanted to increase their well-being or because they wanted to feel better. But it's a side effect that has definitely happened many times. People tell me I'm a bit more relaxed. I can take it, not just reacting blindly to emotions. Being able to control your or to observe your emotions and your thoughts, and having that small pause, that mindful pause. To decide, OK, how do I react to this? Or to decide OK, I'm not reacting to this, maybe I'll just keep listening. I think that's something that has I've heard several times.

P7: Yeah. So, one of the things that I do in my executive coaching sessions is I actually bring the coach team or my partner in coaching into the present moment with themself. And bring them into the present moment with a future self.

P8: Figuring out what somebody's values are because most people don't know how to bring meaning in their life, they don't know what's important for them. They don't know what their values are, and I use techniques to help people

actually bring clarity to what's important. To use their self-awareness to really come to a point where they understand. But these are the things that are important in my life and then from there help them to make their life more meaningful. Create strategies, whether that's at work or at home to make the life more meaningful, because that's what the research really says right, you can. You can definitely increase your well-being if you can bring meaning in your life, but you have to know what's important for you.

Subtheme 1c: Presence

Although less frequently mentioned during interviews conducted for this study, mindful leadership coaches indicated a coachee's "presence" influencing their self-awareness. According to the leadership coaches, concepts such as increasing personal capacity to understand multiple perspectives as well as deepening internal awareness provide clients with improvements to personal and leadership presence. Two of the nine leadership coaches that were interviewed mentioned client presence having an impact on their self-awareness. What follows are some examples quoted from interviews.

> P1: So, there are some aspects of coaching when you know, cuz we're talking about personal awareness here as opposed to, you know, any kind of professional strategy or tactics, so in terms of their personal awareness and how it affects their professional strategy and tactics, I would say there are those lessons from you know, the concrete operational stage of 7 and up. Until you know, they meet with a coach. So those lessons are often brought into the coaching engagement and kind of recalibrated. But then there is another entire range of personal awareness

which is not about things that have happened before, but about capacities that

have yet to be developed. So, there's a big difference between recalibrating that

which one has learned. Since the age of seven and that which could be possible if

one were to continue. To grow and develop and by develop, I specifically mean to

grow into their own next stage of development, which I mean for purposes of our

interview, we can define, as you know, an increasing capacity to simultaneously

hold more and more perspectives.

P2: There are different levels in which this awareness happens, like the most

superficial one would be awareness of my environment, awareness of where I am

here now. Another like the internal level would be awareness. My personal

experience as I am navigating this moment and we've talked about this too

already, like aware awareness on my mind and my mental processes, my

emotional responses, my, my physical experience. There is a third level of

awareness that can be developed and worked which is like. We call it deep

awareness.

Subtheme 1d: Relationship Development

Another subtheme frequently mentioned during interview questions focusing on

self-awareness was relationship development. This included not only the interpersonal

relationships encountered at the workplace but even relationships with friends and family.

Further, leadership coaches discussed the impacts of incorporating empathetic behaviors

such active listening and non-judgmental engagement. Seven of the nine leadership

coaches that were interviewed mentioned their clients' engagement with mindful

leadership coaching involved developments in their self-awareness, which in turn impacted their professional and personal relationships. What follows are some examples quoted from interviews.

> P1: So, I have seen an impact to the scope of their identity, increasing first to, you know, not only being identified. Their codes of conduct or their, you know, their institution, but also with the people in the institution. So that's one of the first things that happens because leaders are often, you know, pretty consistently they kind of are the culture of an institution and so. By using the empathic listening process, that very naturally gets them to grow in their identity in the sense of like, you know, becoming identified with ever wider groups of humans.

> P3: What I've heard in the client's own words anecdotally, would be the impact of their relationships beyond the workplace and with their relationships, whether that's at home with their spouse or partner or with their children or within their community. Because leadership is a relationship. And that relationship begins with one with that leader's self. When you start exploring and understanding your leader-self better than that strengthens your relationship with yourself, and then the positive effects of that relationship extend beyond and so it really becomes ripples of change and positive impact beyond the workplace. You know that we call it personal awareness or personal exploration. But as we know the lines are becoming much more blurred. Between work and life or workplace and home, and what affects one domain affects another domain, and that can be positively or

negatively. So, when someone is doing development on themselves at home, it's likely that that will have an impact on work and vice versa.

P4: "I mean it's increases in you know, improvements in the happiness, peace, love, joy, meaning fulfillment. And family relationships. Feeling awareness of their body."

P6: "Our official goal in leadership coaching is to help the person at work. People realize it helps them at home and their relationships with their spouses and kids."

P7: Yeah, this happens all the time and it's really refreshing and energizing for me to hear. So, I have clients that say I hired you because I know you built and sold a company and you're great at sales and marketing and we need to get better at that. I didn't realize that as we worked together that my friends and family and employees would start saying things like, wow, you seem so present and centered and calm. And so, they'll say I didn't expect that my way of showing up in the world would change enough that people would comment. I would also say while we don't do marriage counseling in our sessions that my primary relationship is improving dramatically, and my spouse is saying that I'm being more loving. So those are common things that happen, I think almost with every coaching client. Invariably, they report that the amount of self-limiting thoughts that typically come up are dramatically reduced. They report that the amount of time spent in thinking that generates stress and anxiety and worry that those are that's all reduced.

P8: I think mostly. It's the impact of empathy. I think a lot of leaders are still walking the hard leadership skill path. Where they preach that emotion should stay at home. And I think the day they realized that bringing empathy into leadership can make a tremendous difference in creating a very different workplace, creating a more humanized workplace. That allows for psychological safety and trust and all that good stuff. I think I've seen. I've seen a lot of leaders where that that was a big eye opener for them.

P9: One situation where a guy came back and said, you know, my relationship with my wife has gotten a lot better. So sure, I mean. This isn't about. Mindful leadership coaching isn't just about the work, it's about your life. That's when you lead yourself.

Subtheme 1e: Best Practices

An additional goal of this study was to identify mindful interventions that mindful leadership coaches consider "best practices." During interview questions that focused on self-awareness, a variety of techniques were discussed, with the most common being mediation-based practices, but also a variety of active-participant interventions were mentioned as well. Seven of the nine leadership coaches that were interviewed discussed techniques they commonly refer to in their practice. Most of the practices mentioned are common to a variety of mindful-based frameworks and programs such as guided meditation, active (mindful) listening, and body awareness exercises. Several unique interventions were mentioned, such as values sharing exercises, reverse roleplay, and

presence exercises were specifically designed or adapted by the coach through education and practice. What follows are some examples quoted from interviews.

> P2: We use fundamental meditation techniques to help them develop the mindfulness skills that then help them become more present in their activities, in the experience. That they are going through, but also more present in how they are experiencing internally. All of those activities which activate their inner leadership or their ability to respond consciously to whatever is happening in the moment.

> P3: Yes, the first being the engagement of a values identification and alignment exercise. It is a hands-on activity that is facilitated, but it is very much through the exploration of that individual's values and then the discussion. Of to what degree their activities, their actions, their appointments, their priorities are incongruence with their profiles, their professed values.

> P4: "Formal meditation practice to informal practice. You know, during sessions you know I open each, inviting clients to notice you know their body throughout the meeting time and beyond exercise. Personal awareness of the workplace and different breath work exercises."

> P5: And so, mindfulness, I think mindfulness practice, which can be meditative practices. They can help, I found to really listen, to actively listen in a sense that taking yourself out of the equation and just listening to what's coming in. Don't judge, don't categorize, or put labels on it. Just what is coming in and I think that's. So, are there activities? Yes, practicing mindful or active listening is one.

P6: Mindful listening would be one. Instead of thinking of the next thing you want to say, you can let your mind settle and go deeper into the person. Values should be another. You know what? During that reflective exercise and values and then sharing your values with a team member.

P8: "I do journaling. I do body awareness. I do focus attention practices. I do open awareness practices. Anything that allows them to bring awareness to their thoughts, to their feelings, to their body, to their environment."

P9: Well, I mean, there's two best practices in my view. One is they have to have a regular meditation practice. So I mean, I like to say 5 days out of 7, but seven days out of. Even better, and it it has to be, it has to be, you know, at least 15 minutes and preferably more. Because otherwise we're not going to get anywhere.

Theme 2: Self-Regulation

The second research question features a focus on self-regulation, the second concept of the S-ART framework, and is referred to as creating cognizance and deeper understanding of one's own condition, limitations, and possibilities, and to contribute oversight of one's own life at all levels. Participants related that self-regulation is essential to a mindfulness state in a variety of statements and anecdotes discussed. The five subthemes that emerged related to Theme 2 are:

- Subtheme 2a: Emotion management

- Subtheme 2b: Nonreactivity

- Subtheme 2c: Meditative practices

- Subtheme 2d: Conscious alignment

- Subtheme 2e: Best practice

Subtheme 2a: Emotion Management

In discussions during interviews, coaches frequently mentioned a coachees' ability to manage their emotions. Five of the nine leadership coaches interviewed made specific references to the development of emotion management through mindful practices. Examples include labeling emotions, breath work, and meditative interventions. Further, several coaches indicated during their interviews that the level of dedication and perseverance to the mindful leadership coaching program is highly indicative of the potential outcomes that clients can expect. What follows are some specific examples quoted from interviews.

> P2: "In your emotional responses to become acquainted with the way sometimes you know we process something intellectually and how that mental state has an emotional reflection on your body. And through those techniques, we become more emotionally intelligent."

> P3: So, it really depends on that client having an open mind about things they perhaps haven't considered. Maybe meditation is one of them. Maybe. Movement or exercise or some type of physical activity is another one. So I think their ability to regulate themselves personally is highly dependent upon to the degree to which they're willing to engage in deliberate practice, whether that's in one area or that's multiple areas that they're choosing to develop and utilize for their regulation.

P5: There, this alignment happens, but how does it happen? Yeah, but it would come back to probably what I said before in that it has this effect of they're getting more in touch with themselves, you know, and out of that. That that. That's what. Eventually allows them to be or to align their or to align with their. Desired leadership behavior. If someone is really uncomfortable speaking in front of people, maybe there's also another way to, well, you could do one on ones you don't need to be the type of boss that just stands in front of the whole office and announces something. If you feel really uncomfortable, you still need to get this out and announced. Why don't you just get a small group together if you feel more comfortable? Talking to three or four people at the same time. So, you know this way it sounds like we're always trying to avoid the issue they have, but it was in fact finding some practical short term solution while the client was working on, you know, the ability to eventually be able to stand in front of everyone or to deliver bad news more comfortably.

P8: They should, if they feel an emotion coming up, the first thing they should do is stop and take a breath. Because they need that space between stimulus and response. If they want to start navigating an emotion. So, I teach them, for example, STUMP, which is a very easy framework. There's a couple of others as well. Where you say if an emotion comes up, you're in an argument and you can feel. Now my chest is getting hot, then my hands are tingling. You just stop. You stop and you take a nice deep breath, which will give you enough time to notice what's actually going on. And then you can choose a response.

P9: So, in English, the assumption is I am my emotion. And that, you know, and so my emotion is actually in control rather than I'm in control. The emotions in charge of me and then, however, I, you know, relate to anger. For example, do I repress it? Do I? Act out. Do I reach for a cigarette? You know what? What is? What is it that I do?

Subtheme 2b: Nonreactivity

During interview questions examining client self-regulation through mindfulness interventions, mindful leadership coaches frequently mentioned the power of developing non-reactivity. Five of the nine leadership coaches interviewed referenced non-reactivity incorporated into self-regulation through mindful practices. Commonly discussed topics included the importance of incorporating emotion management as well as impulse control. What follows are some specific examples quoted from interviews.

P2: Intellectually, my clients are nice people, and they want the best for everything, you know, and they have very good intentions. But then in practice, you know, sometimes we get, so to speak, kidnapped by our emotions and our mental patterns, emotional patterns that bring our experience to places of difficulty, sometimes even toxicity. We want to be kind and we want to be compassionate. And we want to treat people kindly. I think that almost inherently, like humans, we tend to want the best for everybody. But then sometimes you know when we are unable to be aware of our mental state and our emotional state, those two modulate our behavior in ways that we don't agree. When clients

engage in mindful leadership coaching, they are more able to align their behavior with their true self.

P4: Communication is the biggest one. Just learning how to communicate their truths in an objective, not judgmental way, which is really effective. You know, most people run around with this anxiety that I was talking about. When really, what they mean is I'm feeling. I'm feeling, I'm feeling, you know. Yeah. And so that learning that you know, they come into more integrity with themselves and then you know, often times those things that they're seeking from before, start to happen. Flow, and all that kind of fun stuff.

P7: Right in every way they align. So emotional regulation. If I'm fully well-regulated and I'm not triggered, I'm not reactive. I am unable to have a small gap between stimulus and response. I am able to interface with the other humans in my life, in the business context. A business to be healthy and growing and employees that enjoy working in that company and with me and that they deliver the results to enable all of this to work. If I'm unregulated, I'm producing negative externalities that I have to then correct later. A negative externality here simply is that they quit because I was an *******. Pardon my French. Therefore, I've got to hire their replacement, which on average costs about $15,000. So now my profits are down. So, if I'm emotionally regulated, the turmoil that I produce in the company is dramatically reduced.

P8: I think quite often emotion regulation, you know, if an emotion comes up, it could be a perceived threat. For example, our limbic system of the brain will send

a signal to our prefrontal cortex. It helps us in interpreting that danger, whatever it is, and then sends the signal back down, and if that connection works well, then that's great. The connection between our limbic system up to the prefrontal cortex is much stronger than the other way round. That's why we have amygdala hijacks and all kinds of good stuff. But I sort of tried to explain them in very easy words that you know, you're not the only one in the world who has an amygdala hijack. You're not the only one in the world. That has difficulties in regulating their emotions. And its mindfulness that helps you to increase the bandwidth. The communication becomes 2 main parts of the brain and gives you the ability to pause before you respond. And it's understanding that is what you want to learn here. What you want to learn here is to shift from reacting to a situation to responding in a situation. Not being driven by compulsion, but by choice.

P9: Regulation is the key. So, you start with. You have to become self-aware and mindfulness in a sense is all about self-awareness. You start to become aware of when you're feeling an emotion, what the emotion is, when you're when you're feeling an impulse. Not giving in to the impulse and all of that takes place on the cushion. You know then. You go from self-awareness to self regulation or self management. Your traditional emotional intelligence categories. And self management is the is the jackpot, right? Because you actually know how you feel, and then you can not allow the emotion to be in charge. You make a decision as how you want to react in any given situation. For example, one little saying is don't get angry. Get curious. So, when you notice when anger arises, you could

think of that and rather then do what you habitually do with anger, you can say,

OK, well, tell me a little bit more about the mistake you just made. What

happened? And then you can you know, process that. So self-regulation is

mindful leadership in my view.

Subtheme 2c: Meditative Practices

During interview questions examining mindfulness interventions and client self-

regulation, meditative practices were frequently discussed by mindful leadership coaches.

Seven of the nine leadership coaches interviewed mentioned the value of meditative

practices when discussing self-regulation through mindful coaching interventions. Topics

discussed included guided meditation as well as meditative practices which include

breath work, body scans, and situational reframing. What follows are some specific

examples quoted from interviews.

P1: Contemplation and meditation help you take as an object of your awareness.

Almost everything in your existence. But getting to this, you know what in

computers you might call the firmware, so I think meditation and contemplation

are outstanding at helping you take all of your software as an object of your

awareness. But I'm not sure if it takes your firmware as an object of your

awareness, and that's the distinction I make with my clients. Because, you know,

mindfulness is literally in the name of my business and. So sometimes they will

ask me about this distinction.

P2: Activities that clients engage in are mindfulness meditation techniques that

help them increase their ability to be present, both externally with their

environment or what's happening around them and also internally. With their mental processes, emotional processes, physical processes as they are navigating any particular moment, and gaining that awareness helps them. Influence their experience, optimize their experience and then consciously choose how to respond. And before any given situation.

P3: So, it really depends on that client having an open mind about things they perhaps haven't considered. Maybe meditation is one of them. Maybe mindful movement or exercises or some type of physical activity is another one. So, I think their ability to regulate themselves personally is highly dependent upon to the degree to which they're willing to engage in deliberate practice, whether that's in one area or that's multiple areas that they're choosing to develop and utilize for their regulation.

P4: "Formal meditation practice to informal practice. You know, during sessions you know, I open each, by inviting clients to notice you know, their body throughout the meeting time and beyond exercise."

P5: It's so hard because when we listen, what automatically happens is we start formulating questions. I mean sort of replies in our heads. So, we're not, we're not listening 100 percent, 50% of our energy is used to process the information to think about how does this relate to us, we form opinions. And so, mindfulness, I think mindfulness practice, which can be meditative practices, they help (self regulation).

P7: A form of meditation that you basically just follow your breath. There's no mantra, there's no, there's nothing else besides sitting and following your breath and what it results in is creating a small gap between stimulus and internal response to stimulus. So essentially, we're removing triggers. A trigger is essentially stimulus and automatic response, and so with that practice someone can come into a meeting and say look revenue looks like it's down 20% next quarter instead of immediately. What the **** is going on? I can't believe you. There's a, just a even if it's a split second, a pause. Emotion doesn't necessarily arise right away, especially trigger-related emotion, and they can have a more thoughtful and kind and considerate response.

P9: So, with meditation practice, the mechanics are that something might come up where I'm get, I get angry. There's nothing I can do about it. Right? I'm just sitting here. So, the more I do this, the more I start to recognize I'm not the emotion. And then because I'm not the emotion, then I can say well, actually I'm feeling this emotion. In my body. So, reframing. An existential point of view to sort of more of a physiological point of view. I've got this emotion, emotions, or body sensations, plus a story. So, I can actually not be attached to the story, I can just feel how I feel and then I can decide what to do.

Subtheme 2d: Conscious Alignment

During interview questions examining mindful leadership coaching and client self-regulation, conscious alignment was frequently discussed by mindful leadership coaches. Seven of the nine leadership coaches interviewed mentioned conscious

alignment in their clients' self-regulation through mindful coaching interventions. Some of the topics discussed by coaches included a focus on the difference between their desired outcomes and the outcomes they are currently experiencing, as well as what is required to bring the two closer to synchronicity. Other topics mentioned interventions to increase capacity for emotional regulation. What follows are some specific examples quoted from interviews.

> P1: The alignment depends on improving their capacity for emotional regulation. And this is most often seen. The leaders' expectations of performance from their teams. So, a lot of leaders have to go through a process where they recognize that their ideas about what an individual or a team is capable of are falling far short of what those actual capacities are. And so, they have to both alter their expectations, but also figure out a way to help that person or that team.

> P2: Keeping an eye on how my movement, how my decisions, how my intentions every day are aligned for a higher good like kind of like an altruistic intention like this is not just about survival. This is not just about myself. This is not just about making money, but how is this business a vehicle for the greater good?

> P3: Back to our values, that is an area where it can be incredibly useful in emotional regulation. One of my values, for example, is well-being. And so, if I use well-being as a constant reminder to regulate my emotions, then it becomes I'm holding myself more accountable, because I am believing that it's important to align my actions with my values. Then, I need to support through my actions the values that I profess.

P6: And we do this in the 360, right, get feedback so people can be aware of how their impact is not what they wanted. So being more mindful allows us to be more aware of our goals, and what we want and through coaching, we can become more aware of our actual impact and then we can try to align those better. Well, there's certainly more reflection. Which is good, I'll encourage that. So, the other behavior here is just to stop the action, not just in the moment. As you mentioned, you take that breath, but also to make time could be taking a walk, could be sitting at the desk to reflect on how things are going during the week, and essentially that's what coaching is. Often is this process of public reflection. We sit with another person, reflect on what we've done this past week or two, and so people I find through coaching start doing that more themselves.

P7: I have one client that stopped drinking alcohol entirely after many years of daily alcohol consumption. I won't, yeah, I won't say they were alcoholic because I don't know, and that's not my role to. To pathologize them or to make that designation the way it came about was after eight months of every call that we did, they ultimately were referenced in some way, and we had a lot of wine or, you know, you know, my husband loves margaritas, and I don't like margaritas. I just reflect that I said, you know, I've heard alcohol mentioned in every conversation we've ever had, and that's not typical. What's going on with that?

P8: Yeah, because you have people, you know, once they start putting all of this together, you know increased self-awareness, the ability to navigate emotions, and the use of empathy. Some of them come back to you and say, you know I became

a better person at home. Because some people have never used those skills before.

They often become a better leader. They have employees who are more trusting.

They create better relationships and yeah, it's. It goes outside of the workplace it

becomes a human skill that they learn. I had several times people telling me that it

helped them a lot. It helped them in dealing with emotions in their private life as

well. It helped them in their relationships. It helped them in dealing with crisis,

especially during the (Coronavirus) pandemic.]

P9: A lot of economics is based on, you know, the person. My clients may not

know where they want to go. They just know that they've been asked to get a

coach, so then we have to start from scratch.

Subtheme 2e: Best Practices

An additional goal of this study was to identify interventions that mindful

leadership coaches consider "best practices." During interview questions that focused on

self-regulation, a variety of techniques were discussed, with the most common being

meditation-based practices, but several other interventions were mentioned as well. Six of

the leadership coaches that were interviewed discussed techniques they utilize regularly

in their practice. Commonly discussed interventions included techniques such as guided

meditation, body reflection and Somatic awareness. Further, several unique interventions

were mentioned, such as leaves on a stream, labeling emotions, emotion reframing, and

the STUMP framework were specifically designed or adapted by the coach through

education and practice. What follows are some examples quoted from interviews.

P2: There are different types of exercises or tools, techniques that we use, we go back again to meditation. There are certain meditation techniques that are specifically designed to become present in your emotional responses to become acquainted with the way sometimes you know, we process something intellectually, and how that mental state has an emotional reflection on your body. And through those techniques, we become more emotionally intelligent. There are other techniques that are designed to help you manage the experience that I'm going through. Say I'm frustrated or I'm angry or I'm scared. And feel guilty. And I ask is this the experience that I'm having at this moment? Then what do I do with that? There are certain other techniques, especially one that I call emotional processing tool, which helps me navigate that experience and process the emotions so that it doesn't take over my behavior and then I can choose. How do I want to respond? After I have processed and I have come back to a place of, like, more centered balanced experience, I can then respond.

P3: Mindful Meditation is an example of an activity depending on again it's very much, it depends because it depends on the preferences of the individual client. You know, if they are comfortable with reflective journaling, that might be an activity that I introduce them to or encourage their continued practice in. It might be mindful movement. If they are a yoga practitioner or are curious about putting some type of meditative movement into their practice, it might be encouraging that. So definitely, all of those options are available.

P4: You know, they've got all this anxiety that they're feeling in their body that they're trying to unskillfully relieve by saying all the things on their list. And I just interrupt them and ask them to tell me what they're feeling in their body. There's a lot of somatic exercise and it's, you know, it's, they'll name that just like them bringing awareness to that, like, letting go and just shifting. Yeah. Like, bringing awareness to their suffering.

P5: There is, for example, there is one exercise that's called "leaves on a stream" that's out of acts, which you may be familiar with. It's for acceptance and commitment therapy. So it's about observing your thoughts, and you imagine it's how guided meditation, and how mindfulness practice. You imagine you're standing on the side of a river, and you observe your thoughts and any thought that comes up you are asked to put it on a leaf and let it float down the river and every thought that comes up, you just take that thought. You put it on a leaf, you let it float down the river and watch it as it goes. And that's just one, you know, method obviously to create some distance between yourself and your thoughts, and I find it very. I find this helpful because there is this mistaken belief, or most people, including myself, often we often mistake our thoughts for the truth. Whatever we think we think. Oh, this is true, and we don't realize it's just a thought. whether it's true or not, or if it's something else.

P6: So, one of the top 100 for me is labeling emotions, meaning just naming them. So, an exercise would be throughout the week to notice what you're feeling and give it a name. When we label our emotions, we get power over them. We get

more awareness of them. We turn our attention to what we're feeling and then give it a name. The other one would be just to take a breath. You mentioned before dominating, you know, taking a breath. Get out of our heads, into our bodies and to notice what our bodies are experiencing, what we may be feeling emotionally, so we get more awareness when we take that moment to stop and breathe.

P9: Reframing an existential point of view to sort of more of a physiological point of view. I've got this emotion, emotions or body sensations plus a story. So I can actually just feel how I feel and then I can decide what to do so the first activity is reframing.

Theme 3: Self-Transcendence

The third research question was developed to focus on self-transcendence, the third concept of the S-ART framework. Self-transcendence is the transpiration of experiencing oneself connecting on a deeper level to all of humanity, the earth, and the cosmos; as well as a turn toward existential concerns such as personal purpose and the meaning of life. This hints at the possibility that integrating values focused on collective well-being may be an effective means to improve an individual's own well-being. Participants shared that self-transcendence was paramount to a mindfulness state in a variety of statements and anecdotes. The five subthemes that emerged related to Theme 3 are:

- Subtheme 3a: Servant leadership
- Subtheme 3b: Reflection

- Subtheme 3c: Team dynamic

- Subtheme 3d: Cognitive 3mpathy

- Subtheme 3e: Best practices

Subtheme 3a: Servant Leadership

In discussions during interviews, mindful leadership coaches frequently mentioned servant leadership when discussing observations they made of their clients, after engaging in mindful leadership coaching. Six of the nine leadership coaches interviewed made specific references to servant leadership emerging from the behavior of their mindful leadership coaching clients. Topics referencing servant leadership in the interviews largely discussed the development of awareness of the psychological self within clients. Other topics included exploration into personal leadership values and purpose, as well as opportunities for selfless service such as volunteerism. What follows are some specific examples quoted from interviews.

> P2: An impact that mindful leadership coaching has had on my clients is the desire to provide service to others. Like I think this is all part of that ability to connect internally as an intimate personal experience with something greater than themselves, overcoming what is being psychologically called the ego or the psychological self, which is just a part of our experience like the person being able to connect with something a little bit greater. Like the part of myself that connects me with everything else with everything that exists. From that perspective of totality. When they have a glimpse of that experience of totality, that something changes even when you are back in your egoic self or personal

psychological self. But you have a deeper understanding of our shared humanity or our shared, like kind of like. It makes it more obvious you know that whatever you're doing to yourself, you're doing to others, and whatever you're doing to others, you're doing to yourself.

P3: This is definitely an area where you know if a client has realized certain gifts and talents that they might feel are being under-utilized in the workplace. Or that they do have a passion or calling for something different from what they're doing in their day-to-day to be able to play to those strengths and better utilize those talents might be in a volunteer capacity. Certainly, if they're not in a position to you know, just quit their job and start looking for a different job, they might still be able to leverage some of their time and talents in an area through volunteerism. Which would definitely be in the service to others.

P4: No, it's been massive. I hosted an event a couple weeks ago with my teacher and we had over 80 CEO's, VC's, all kinds of different leaders from around the world and she, you know, she was a Buddhist nun for over a decade and worked a long time as a psychotherapist and the whole you know, focus of the event was exactly this, you know service. And there was a lot around climate change and so on. We had someone real time in the middle of the event. She makes, I believe, around a half million a year announced to the group that she realized, like in this meeting, that her purpose and calling in life was to focus on climate change and committed to changing her career to that, like right then.

P6: Probably. I would say less so. But I mean, there's a couple of people I can think of where they have explored their interest in nonprofit organizations and nonprofit work because as we talk about purpose and values, they get clear that that's really what they want to do with their lives. So yes, it does happen.

P7: I sat down with a client who had already made all the money he'll ever need in the history of the world, and he just unconsciously started a new business and was going after the same hamster wheel experience that we all go on as entrepreneurs, and as he unloaded this monologue after about 6 minutes, he was done, and I looked at him. And I said, who ******* cares? I said it like that. And he looked at me. He goes ah. Not even me. ****, I have to get out of this. It's not worth doing. I have to really be in service to the world now. All right, I'm going to talk to the board. I'll hire a CEO. I'll get out of it. He got out of it, went on to raise almost a billion dollars for what is now a very famous company that you would know. That is doing work that is meant to solve generational issues for the next hundred, 300 years, it will impact humanity. So sometimes my role, or I would say any, given great coaches role is to see very clearly in the present moment. So that's what the mindfulness part of this is what is going on with this person, deliver exactly the right words so they can see the full picture.

P9: Well, I mean when you say things that they didn't expect, I mean over the course of the program we will, you know, we'll talk about these kinds of things, what to expect. Like you know what? What's your, what's your motivation? What? You know, what are your values? What do you want to do? If you practice

mindfulness. Then you're going to be more likely to want to provide service, in

my view.

Subtheme 3b: Reflection

In discussions during interviews, mindful leadership coaches frequently observed

clients engaged in personal reflection after participating in mindful leadership coaching.

Seven of the nine leadership coaches interviewed made reference to clients engaging in

personal and professional reflection during and after mindful leadership coaching

interventions. Other topics discussed included facilitating a connection to something

greater as well as modeling client behavior to reflect the leader that clients wished they

had. In other instances, leadership coaches also discussed meditative practices that

promote personal reflection such as examining themselves through an objective and non-

judgmental lens. What follows are some specific examples quoted from interviews.

P2: I think uh, there is a progression. And the more they practice and the more

they grow or develop like, a higher level of consciousness that helps them with

that perspective. You know, of self and of self-transcendence, the more they get it,

you know like. Who I am? In a holistic way. The only thing meaningful is to use

my business to serve others, and I think there's not, like, any other development. I

think it's just a deepening of that understanding that deepens their desire to use

their business to contribute to a more healthy and balanced community.

P3: In this area, my belief is that a leader has to, like I mentioned earlier, develop

that relationship with themselves before they can effectively develop relationships

with others. So, kind of moving along the spectrum would be, you know I am

aware of my own self, and my leadership. Bright spots and blind spots as it might be, and once that acknowledgement and certain action items have been implemented, then it would move more into developing those effective relationships with others. And that may be any volunteer capacities that might be in you know, professional roles. That might be in, you know, their family.

P4: It goes a little bit beyond just the personal experience, but this has to do more with the client, and we could say a spiritual component of the practice. Like connecting in a simple way. Connecting with something greater than themselves or the vital energy that activates all life forms, so to speak. Like some people call it the universe, some people call it God. Some people call it life.

P5: It's yeah, it comes back to empathy, but in the sense that's what we do, and I think that's probably lifted from Simon Sinek, who said be the leader you wish you had. So, think back to when you were in that position or maybe you know, most people have some experience with a terrible boss. The terrible manager and you know, now you're in that position. And so, it's your choice. Do you want to act the same way that your boss that you hated 10 years ago acted?

P6: They (clients) reflect on their own values is something that they want to do. And so, it's reoriented. So, it probably is that people do more service, but it's certainly that I can speak more directly to what I observe, which is that they're more aware of their desire to serve and how they enjoy that.

P7: Now is the time. So that's mindfulness in a nutshell. Now. Now is the time to be doing the thing that we can start to into it is what we're here to do or what we

would prefer to do or what really the universe is trying to do through us at highest level of consciousness that I mentioned. And it starts becoming really uncomfortable not to address it. Not to address this thing that I'm feeling. Called to do. So that can catalyze an internal change in someone that isn't able to be catalyzed any other way. It is that memento Mori thing that can cause shifts faster than anything else and cause permanent change in the activities of someone's life faster than anything else.

P8: Right. They do this. They have the awareness, it's great. They say I love it. I change the way I lead, but I'm not going to tell people that I've started to practice mindfulness or whatever. But you have others who are going to turn around and say this is amazing. And I want more of that. And I want you to help me coaching my team. I have some friends that might be interested. I think there are there. There is an opportunity where this can get scaled by a leader who has experienced the difference it can make.

Subtheme 3c: Team Dynamic

While not mentioned in relation to self-transcendence as often, mindful leadership coaches discussed observations they made about clients' developments in team dynamics after participating in mindful leadership coaching. Three of the nine leadership coaches interviewed referenced team dynamics when discussing clients who engage in mindful leadership coaching interventions. Topics discussed included empathetic processes, trust and psychological safety, and promoting a mindful work environment. What follows are some specific examples quoted from interviews.

P5: Well, empathy, I think is one important thing. It allows people to be more empathetic, which I know some people that I or clients I work with have struggled with a bit. And once they were able to develop more empathy with that, I think came also that sense that it's not just me versus the others. We're sort of all in this together and to be able to zoom out and to see the whole thing as, hey, I'm just part of it and we're all connected and if I help you know someone else, I help everyone. I also help me. It sort of comes back to me.

P7: I'm gonna sit in the role of. In that specific part of me that feels queen like and when I am sitting in the queen like role, I can see that I must serve all of the people. I can now start to shape my business, that it's not just a direct-to-consumer coffee company that serves coffee drinkers. It's literally working on the benefit of the entire planet so that humans and animals and plants can have a thriving climate. That's a big shift. So, the activity is to sit in these different cells in order to see what is required of them.

P8: Yeah, because it (mindful leadership coaching) has a lot of side effects. I mean, a leader who has high self-awareness and knows how to navigate his or her emotions and brings empathy and compassion into the workplace. All of a sudden, that whole team dynamic will change. And their teams, he or she will be able to develop more trust within the team. They can develop the psychological safety they need for people to actually speak up and try out new things, and all of a sudden, there are new ideas coming out of the team. They're becoming more agile; they've become more innovative. Because they can actually try out new

things. So there's a whole lot of effects this can have on performance at work and not just the performance of the coachee but their teams. And they can bring this into the workplace and create better teams with more inclusion, with more belonging. That's sort of the nice side benefit of it.

Subtheme 3d: Cognitive Empathy

During study interviews, mindful leadership coaches discussed observations about clients' developments in cognitive empathy after participating in mindful leadership coaching. Cognitive empathy is described as an ability to understand another's perspective or mental state. Five of the nine leadership coaches interviewed referenced cognitive empathy when discussing observations made about clients who engage in mindful leadership coaching interventions. Topics mentioned during interviews included empathetic listening processes, improvements to awareness of self and others, and selfless service. What follows are some specific examples quoted from interviews.

P1: Because of my background in psychology and psychotherapy, I can sort of faithfully talk about this. So, for them, I will take a different approach and I will actually use a kind of *Cognitive Empathy* program. So, they still get the perspective taking and they have a different kind of empathic listening process, one that's more about cognitive empathy. And so, the impact will be a little bit less warm and fuzzy. For people at home and people at work. but. they will, for example, change their incentive programs. And that, to me, is a big win for someone.

P3: I have been working with the President of a bank who was a very self-described had demonstrated lots of narcissistic behaviors, pretty alpha oriented type A. Some of the classic behaviors that we associate with some of those classifications. And sense engaging in some of his own exploration of mindfulness and mindful awareness and mindful lead. Work he has now opened and made mindfulness courses available to all of his employees for free. It's paid for by the bank, and so I am leading a cohort of 20 bank employees through a four-week mindfulness course. That was an area that I had never considered that, you know, these leaders find it so effective for themselves that they then want to share it with their employees or individuals, that they. That that they serve in different capacities and so that's been just really a wonderful way of keeping you know, for him paying it forward certainly and making this available to all of their employees without their them having to pay for it, but also, he is leading by example.

P4: "It's yeah, it always comes back to you know that. The empathy part. How would you want to be treated? Put yourself in the other person's shoes or position being able to do that."

P8: It is the awareness that there is a different way of leading out there than what many of them have done before. And the moment they realized that, and they have the courage to try it out. Yeah, it's, it's, it's you unlock their potential, really. Its awareness is the biggest one. And I always say with awareness, you have to be careful what you're asking for because awareness can be painful as well. You can

become aware not only of the good things, but the bad things in the world as well. But I think it's that awareness that changes people.

P9: So, this is about empathy and compassion, right. I had a client who I went down a long path with, and he finally said oh, I see the problem is that I lack empathy. You know at that point, he started to listen to people and he started to actually understand that they were you know, had their own lives and that it wasn't about him. So, service could be service in the firm, service to your team service. Outside the firm, volunteering, it could be anything. So, you know it's all about the context and all about the personality. You know who are you? So, how can you give back? How can you know? How can it be kinder? How can you help people to realize their own potential. Or that service too? And so, once you. Once you start to develop empathy and compassion, which is you know, an outgrowth of meditation practice.

Subtheme 3e: Best Practices

An additional goal of this study was to identify interventions that mindful leadership coaches consider "best practices." Five of the nine leadership coaches that were interviewed discussed techniques they utilize regularly in their practice. During interview questions that focused on self-transcendence through mindful interventions, a variety of common techniques were discussed. Aside from mindful leadership coaches insisting on a consistent and habitual meditation practice, these techniques are designed to connect clients with a higher state of "self." Examples include integration of goal attainment behaviors, as well as a deeper awareness of the psychological self through a

cognitive and affective approach. Several unique interventions were mentioned, such as 360 psychometrics to raise internal awareness, identification of talents and deeper passion for leadership - most notably through volunteer opportunities, as well as kindness practices; were specifically designed or adapted by the coach through education and practice. What follows are some examples quoted from interviews.

> P1: So, the client identifies a goal. A professional goal that is both important but also elusive, and then I guide them through the identification of behaviors that they are currently engaged in, that take them away from that goal. And then, we together identify all of the yucky feelings that are associated with actually doing those behaviors, the behaviors that attempt to make the goal happen, and then we take those yucky behaviors and we surface a competing commitment. Because yucky feelings are often taking us in the opposite direction. So, you create the competing commitments that help them. Well, together we create competing commitments that we hypothesize help them not feel those bad feelings. So, this is the pleasure principle. Embedded in this process, you know you seek pleasure and avoid pain. Painful feelings are the first things that we ever learn to avoid. As soon as we're born. So, once you have the competing commitments, then you identify something called a big assumption. And the big assumption. Is the terrible catastrophe that happens when the person does not abide by the competing commitment. From there, the work is to discover whether or not the big assumption is true. And in fact, to find ways to disconfirm it.

P2: Yes, I think the beauty of this is that the mindfulness practice or discipline or method is the same like, the same exercises that help you become aware of your psychological self. And your emotions and your body are the same techniques that will also help you transcend those identifications and reconnect you with your higher self or the fundamental self or your essential self. So, in a way the same activities, same types of meditations, and also during our interview I have talked a lot about meditation, but there is also exercises, attention exercises that we practice that are not meditation, right, that are what we would call active practice or active meditation like things that we do in our everyday life. When we are writing an e-mail in a meeting, having a phone call or like, going about our day, you know. Exercises. Mindfulness exercises that apply in the present moment and not when I'm retreated, you know.

P4: You know, before you can find your self, you have to find a healthy sense of self. And so that's, for many of my clients, that's the beginning of our practice and even the ones where there's like more of this orientation towards like what we might call selfishness, there's still going to be. Especially even more so with them is a part of them that they're depriving, and that's why they have all this, like kind of selfish energy. And so, in teaching them how to love and care for themselves and, like meet those needs, then I believe it's the natural human response to help others.

P6: Well, to be specific, I mean I think the activities are the standard coaching activities of listening, you know reflecting back to clients, what they're saying,

doing an assessment, 360 psychometrics to raise awareness, all those things again raise the. The opportunity and the potential people have to be leaders, so people in coaching start to see WOW, I can do this. And so leadership for many technically oriented people who have been promoted because they're effective at getting stuff done or financially, you know.

P9: You develop empathy and compassion. Empathy and compassion. Yeah, so the activities are, I mean could be kindness practice for example. It could be just like me practice. It could be anything that helps them realize that everybody suffers just like they do. You know people think they're the only one who suffers. And when they start to recognize that's not true, then they're more likely to want to serve.

Summary

In Chapter 4, I reported the results of the study results, in which participants indicate mindful leadership interventions feature a variety of techniques and methodologies that can enhance the self-awareness, self-regulation and self-transcendence of coaching clients. In addition, participants detailed mindful leadership coaching interventions they considered best practices. All nine participants shared insight that mindful practice is recognized as a contemporary and evolving discipline, and the interview results are consistent with the growing body of research literature, which I will address in the next and final chapter. In Chapter 5, I elucidate the findings of this phenomenological exploration and discuss limitations encountered in this study. Finally, I

present recommendations for future study as well as discuss the implications for positive

social change.

Chapter 5: Discussion

The purpose of this qualitative phenomenological study was to investigate features that professional mindfulness-based coaching interventions may provide to executive leaders. An additional purpose of this study was to determine and illustrate mindfulness intervention techniques considered best practices (e.g., presence exercises, meditative sessions, and breathing techniques). I collected data by asking open-ended interview questions of nine mindful leadership coaches who had 3 or more months of experience incorporating mindful leadership interventions in their professional practice. These leadership coaches commonly worked with middle and senior managers and C-suite executives in the medical and technology industries.

Data analysis resulted in three main themes aligned with the S-ART framework and the research questions, and from each main theme, I identified four subthemes: Theme 1: Self-awareness with Subtheme 1a: Values identification, Subtheme 1b: Self-evaluation, Subtheme 1c: Presence, and Subtheme 1d: Relationship development; Theme 2: Self-regulation with Subtheme 2a: Emotion management, Subtheme 2b: Nonreactivity, Subtheme 2c: Meditative practices, and Subtheme 2d: Conscious alignment; and Theme 3: Self-transcendence, Subtheme 3a: Servant leadership, Subtheme 3b: Reflection, Subtheme 3c: Team dynamic, and Subtheme 3d: Cognitive empathy. Each main theme included an additional subtheme e related to best practices. In this chapter, I present my interpretation of the findings in view of the conceptual framework and the literature review as well as discuss the limitations of the study, provide my recommendations, and describe the implications before ending the study with a conclusion.

Interpretation of the Findings

In this section, I demonstrate how the current study findings illustrate features and other observations of mindful leadership coaching. Furthermore, this investigation confirmed current research, such as Passmore's (2019) study, regarding mindful interventions in terms of their effect, applications to a variety of populations, theoretical mechanisms, and practical implications, similar to investigations. According to Passmore, MBIs contribute to improvements in mental and physical health, cognitive and affective factors, and even interpersonal outcomes.

I utilized two lenses to interpret the findings of the study: the literature review and the conceptual framework. This interpretation section is arranged by the three principal themes identified in the S-ART model for mechanisms of mindfulness (Vago & Silbersweig, 2012) followed by five subthemes. The three research questions that guided this study were:

RQ1: How does engaging in mindfulness-based leadership coaching contribute to a client's personal self-awareness of words and actions as a leader in an organization?

RQ2: How does engaging in mindfulness-based leadership coaching contribute to the regulation of personal emotions within leaders of an organization?

RQ3: How does engaging in mindfulness-based leadership coaching contribute to the personal self-transcendence of leaders in an organization?

Theme 1: Self-Awareness

Theme 1 reflected participants' observations of client self-awareness after they engaged in mindful leadership coaching. The participants contend that the coaching intervention programs were beneficial in the development of clients' self-awareness. For example, one participant shared that mindful interventions were vital in allowing leaders to reflect on their alignment to their personal standards. Similarly, another coach shared that mindful practices provide a foundation for clients to identify performance shortfalls and develop more effective leadership behaviors.

Theme 1: Interpretation of the Findings in Light of the Literature Review

Self-awareness, often viewed as vital for effective leadership, is recognized as a foundation of authentic, servant, empowering, resonant, and transformational leadership styles (Amundsen & Martinsen, 2014; Boyatzis, 2008; Friedman et al., 2021). Studies have shown that mindful leadership coaches can augment their client's leader self-awareness by focusing attention on both interpersonal and personal triggers, which can influence clients to pursue interpersonal congruence and an embodiment of authentic leadership behaviors (Beena et al., 2021). Furthermore, self-awareness imparts an individual with awareness of their internal state (i.e., emotions, cognitions, physiological responses) that drives their behaviors (i.e., beliefs, values, and motivations) and an awareness of how this shapes and transforms others (Carden et al., 2022).

All participants shared that, as mindful coaches, one of the most basic and fundamental practices was for them to guide their clients to a clearer state of self-awareness, the first main theme. The subthemes of values identification, self-evaluation,

presence, and relationship development were similar in nature to the observations of Verhaeghen and Aikman (2019) in that MBIs could aid in identifying mechanical habits and automatic patterns of reactivity as well as an improvement to their awareness of momentary states of body and mind. Examples of similar conclusions can be seen in the work of Da Fonseca et al. (2022) who found that managers presenting low self-awareness are more likely to exhibit toxic and destructive leadership behaviors, which often result in decreased employee engagement and increased employee retaliation. Similarly, Gyllensten et al. (2020) observed that executive coaching can provide an opportunity for leaders to improve their self-awareness and reflect on leadership skills and behaviors.

Theme 1: Interpretation of the Findings in Light of the Conceptual Framework

As reported by Boysen (2018), effective coaching should be observed as a transformational process in which the coach is the catalyst and the client obtains and develops awareness around formulae, answers, and shifts that contribute to them in achieving goals and achieving a state of thriving. Four of the nine participants in the current study shared that mindful coaching interventions were supportive of the first subtheme of values identification through clients identifying their personal values, their desired values, and an awareness of differences between the two. Initially, mindfulness and presence may surface from externally identified motivators; however, according to Schuman-Olivier et al., (2020) the motivations for maintaining desired behavior change exist on a continuum from extrinsic to introjected, identified, internalized, and most optimally, intrinsic.

The participants share that mindful coaching interventions often influenced their clients to participate in the second subtheme of self-evaluation. Five of the nine leadership coaches that were interviewed specifically referred to coaching clients engaging in self-evaluation and evaluative practices. According to Desbordes (2019), On a theoretical level, modern models often propose that mindful training can impact self-related processes. Self-related processing applies to the complex construct of self as investigated across various disciplines, such as cognitive science, neuroscience, modern psychology (which includes clinical and behavioral psychology), and Western and Eastern philosophy (Verhaeghen, 2019). Arredondo et al. (2017) and Heckenberg et al. (2018) suggested that clients who incorporate practices of mindfulness can address impending physiological effects of stress by investigating a conscious evaluation of stimuli and evaluating responses to them while providing consideration that negative stimuli may not always be viewed as impactive.

Individuals who maintain the third subtheme, presence, in the moment of experience reduced risks like burnout and employee turnover (seee Kemper et al., 2015; Kersemaekers et al., 2018; Rupprecht et al., 2019). Two of the nine participants in the current study mentioned client presence impacting their self-awareness, making it one of the least discussed topics in this study. A central element of Eastern philosophy and associated paradigms of modern psychology emphasizes the importance of existing in the present moment and remaining fully aware of what is currently taking place, without dwelling upon the past or overemphasizing the future (Purser and Milillo, 2015). This does not suggest an extemporaneous approach to present-moment awareness but rather a

focus on one's current experiences and engagements in space and time (rather than future projections or past ruminations) to aid in relieving suffering and promoting satisfaction (Oh, 2022).

Mindful coaching interventions often contribute to qualities like lower stress, decreased depression, and reinforced interpersonal relationships (Passmore, 2019). The fourth subtheme to the main theme of self-awareness was relationship development, which focuses on the interpersonal and personal relationships of clients in the workplace. Seven of the nine participants mentioned their clients' engagement with mindful leadership coaching involved developments in their self-awareness, which in turn impacted their professional and personal relationships. According to Sutton et al. (2015), Self-awareness is described as a higher-level concept that includes the extent that people are consciously aware of their interactions or relationships as well as their internal states.

This present study's findings relative to the relationship between mindfulness and leadership coaching feature a variety of frameworks and strategies coaches used to assist their clients with obtaining a more mindful state through self-awareness. Seven of the nine participants discussed techniques they commonly refer to in their practice. In addition to meditative practices, the techniques ranged from values identification and alignment exercises to active (i.e., mindful) listening and body awareness exercises. Executive coaching theory often draws upon a variety of disciplines, including cognitive and humanistic psychology, adult learning and development, and even organizational development theories. A great deal of attention in coaching literature is focused on the methods and the impact of coaching, but it is also important to note that, as a human

development practice, coaching engagements can impact participants developmentally and transformatively (Campone, 2015).

Theme 2: Self-Regulation

Theme 2 reflected participants' observations of client self-regulation after they engaged in mindful leadership coaching. The participants explained that mindful leadership coaching intervention programs were beneficial in the development of self-regulation in a variety of ways. For example, one participant shared that mindful breath exercises can be as simple as intentionally stopping all activity to take a breath and notice sensations and emotions before resuming activity. Another executive coach related that management of personal emotions is highly dependent upon the degree to which the leaders are willing to engage in deliberate mindful practice, whether that is in one area or in multiple areas that they are choosing to develop. As a whole, participants seemed to agree that efforts to develop in one area, such as emotional regulation, seems to lead to other developments as well, such as a conscious alignment to positive leadership behaviors.

Theme 2: Interpretation of the Findings in Light of the Literature Review

Studies have shown that the regulation of emotions by senior managers and executives are positively impacted by the support of a leadership coach (Stanković and Radojević, 2022). Some benefits to leadership development through emotional regulation observed by Terrence and Conelly (2019) included the modification of personal situations and cognitive reappraisal, which proved to be positively associated with performance. Participants in the present study described features of mindful leadership

coaching as impactful to their clients' ability to implement tactics to process information while delaying an otherwise immediate response. Similarly, Collins et al. (2021) concluded that leaders who exhibit anger and impulsive behavior are less likely to be viewed by their organization members as an ethical leader. Additionally, this high trait anger and impulsiveness may negatively affect the leader's perspective of their personal ability to engage in organizational change.

The current study participants each expressed a strong impression that, as professional coaches, an important goal is to guide their client toward an optimal state of self-regulation, the second main theme. The subthemes of emotion management, nonreactivity, meditative practices, and conscious alignment were similar in nature to the observations of Kabat-Zinn (2019) who concluded that MBIs can assist with clients obtaining and maintaining a formal presence in the moment. Arredondo et al. (2017) and Heckenberg et al. (2018) suggested that clients who implement practices of mindfulness may impact the physiological effects of stress by investigating a conscious analysis of stimuli and assessing potential reaction to them, allowing a consideration that negative stimuli may not always be considered impactive.

Theme 2: Interpretation of the Findings in Light of the Conceptual Framework

MBIs have been shown to positively impact aspects of psychopathology, such as cognitive biases, affective dysregulation, and interpersonal effectiveness (Goldberg, 2022). The first subtheme, emotion management, focuses on how a client is managing their emotions. Five of the nine participants in the current study made specific references to the development of emotion management through mindful practices. Present literature

correlating mindfulness programs (primarily MBSR and mindfulness-based cognitive therapy) with active control conditions suggested that MBIs are beneficial in addressing a broad range of adversities (Zhang et al., 2021). According to Hoffman (2013), such adversities can include clinical disorders and symptoms, such as anxiety, depression, and stress as well as medical and well-being adversities, such as chronic pain, quality of life, and even psychological or emotional distress.

The primary theoretical premise behind MBIs is that, by practicing mindfulness (e.g., through activities such as breath work, meditation, and other mindfulness exercises), leadership coachees may become less reactive to unpleasant phenomena from within and more reflective, which may lead to positive psychological outcomes (Kabat-Zinn et al., 1992). The second subtheme, nonreactivity, put simply, is the ability of clients to not let their emotions control them. Five of the nine participants referenced that nonreactivity was incorporated into self-regulation through mindful practices. Mindfulness concepts and principles are often introduced to assist individuals in recognizing deteriorating moods and emotions without immediately judging or reacting to the phenomena (Kropp & Sedlmeier, 2019).

Current literature suggests that the third subtheme, meditative practices, can facilitate emotional regulation in addition to attention self-regulation (see Kabat-Zinn, 2019). As such, MBIs utilized by coaches assist in clients obtaining and maintaining a formal presence in the moment. Seven of the nine participants mentioned the value of meditative practices when discussing self-regulation through mindful coaching interventions. Inspired by Eastern spiritual traditions and surfacing recently across

Western cultures, meditation is often a collective term that encompasses numerous traditional and contemporary practices. Irrespective of this notable variety, however, meditative practices all share an overall purpose to self-regulate the body and mind, which can impact mental events by stimulating a specific attentional set (Becattini & Ciaunica, 2023).

The fourth subtheme, conscious alignment, focuses on leaders tailoring their mindset and actions toward their desired state of being. A study conducted by Longenecker and McCartney (2020) provides better alignment of key leadership behaviors that individual executives, boards of directors and organizations can consider in the development of their senior leaders through professional coaching. Seven of the nine leadership coaches interviewed mentioned conscious alignment in their clients' self-regulation through mindful coaching interventions. According to Morosanova (2021), conscious self-regulation is considered a reflexive means of setting personal goals and objectives as well as managing their achievement. Essential to this approach, the multidimensional architecture of self-regulation prescribes its general development, which, in turn, provides a resource for individuals, predicting potential success as well as contributing to engagement and psychological well-being.

Effective coaching is predicated on a proficiency in core coaching skills as well as the use of tools and techniques that orchestrate coaching engagement, relationships, and outcomes. The fifth subtheme, best practices examine interventions that participants feel produce the most positive and consistent results. A coach practicing with a limited toolkit of developmental frameworks and a narrow grasp on organizational dynamics can only

deliver so much value (Van Den Assem & Passmore, 2022). Six of the nine leadership

coaches discussed concepts and techniques they commonly refer to in their practice

during interview questions examining the second concept of the S-ART framework, self-

regulation. These activities ranged from situational reframing and emotion management

exercises to non-reactive exploration and meditation practices. Thus, operating within a

model (such as mindful leadership) can encourage and enable coaches to rise "beyond the

rote application of models or techniques in order to practice with greater artistry and to

devise novel, bespoke solutions for the needs of individual clients" (Kovacs & Corrie,

2017, p. 5).

Theme 3: Self-Transcendence

Theme 3 reflected participant leadership coach observations of client self-

transcendence after engaging in a mindful leadership coaching program. Through sharing

various experiences with clients and excerpts from coaching sessions, participants

explained that mindful leadership coaching intervention programs were beneficial in the

emergence of self-transcendence. For example, one participant explained that mindful

exercises incorporating empathy and compassion have changed not only clients, but

positively impacted their teams as well, encouraging innovation and psychological safety.

Another leadership coach related that the emergence of self-transcendent behaviors is

often related to leaders maturing from self-serving interests and values to a commitment

to the interests of others through the progression of a mindful leadership program.

Similarly, research by Kasser (2016), amongst others has concluded that intrinsic and

"self-transcendent" values are associated with an enhanced well-being, compared to materialistic or "self-serving" values.

Theme 3: Interpretation of the Findings in Light of the Literature Review

Wong et al. (2020, p. 1) observed that self-transcendence, the third theme of this study, can provide insight to our understanding of how leaders fundamentally shift their motivators and focus from self-serving interests to a pursuit of "something greater than oneself." Self-transcendence can be described by researchers as an experience spanning across numerous hierarchies where "the subjective sense of oneself as an isolated entity can temporarily fade into an experience of unity with other people or one's surroundings, involving the dissolution of boundaries between the sense of self and 'other' (Yaden et al., 2017, p. 1)." A study conducted by Reed (2018) suggests that self-transcendence is a perspective that arises through "developmentally maturing experiences," which mirrors observations made by mindful leadership coaches and discussed in interviews.

Participants shared that, as mindful coaches, the emergence of self-transcendence in their clients can be observed as a higher level of self-consciousness that helps them connect with others, the more they grow and develop with mindful practice. The subthemes (servant leadership, reflection, team dynamic, and cognitive empathy) are similar in nature to the insights of Abraham Maslow toward the concept of self-transcendence, which developed from his work on self-actualization and "peak experiences" shared by individuals. Maslow (1968) defined self-actualization in four parts: "the actualization of our talents, capacities, and potential; which in turn enabled a fulfillment of what we may perceive as our "mission" or vocation; which in turn involves

a deeper understanding of our own nature; and creates a trend in which we move towards personal integration and unity."

During interviews, several participants described their clients moving their careers in profoundly different directions after engaging in mindful leadership coaching, then they were when they began. For instance, several CEOs and executives left their successful corporate careers (and paychecks) in pursuit of leadership in non-profit organizations and other places because they felt their talents could best be applied through a genuine belief in something greater than themselves. These observations were similar to Maslow's (1971) conclusion that self-transcendence may involve a "profound sense of absorption, sense of loss in time, giving up the past and the future, and a narrowing of consciousness into present time and work."

Theme 3: Interpretation of the Findings in Light of the Conceptual Framework

The first subtheme to emerge from interview questions related to self-transcendence, servant leadership, takes place when a leader assumes a role of service to their coworkers and organization. According to Greenleaf, who first made mention of servant-leadership, it "begins with the natural feeling that one wants to serve, to serve first. Then a conscious choice brings one to aspire to lead" (Greenleaf, 1970, p. 13). Six of the nine leadership coaches interviewed made specific references to servant leadership emerging from the behavior of their mindful leadership coaching clients. One dimension of a servant-leader is his or her sense of intuition to develop a strong bond and trust in the people they serve. Participants shared that mindful coaching clients often discussed a deeper understanding of shared humanity and the desire to contribute to that shared

humanity. Similarly, research conducted by Davis (2020), concluded that the attitude of service is fundamental to leadership. The author writes that an implicit sense of empathy and a tolerance for imperfection in others is also important in a servant-leader.

The second subtheme, reflection can connect desired principles and strategies to actual performance through a series of introspective evaluations and re-evaluations. Diverse representations of mindfulness in the literature attribute the focus of mindfulness less on proposed outcomes, but more appropriately motivated by the processes of being, of awareness, attention, the present, and of a state of mind. Consequently, this action may enable self-reflection to occur (Van Dem Assem & Passmore, 2022). Seven of the nine leadership coaches interviewed referenced clients engaging in personal and professional reflection during and after mindful leadership coaching interventions. Ong et al., (2023) proposed that individual work reflection permits individuals a better understanding of their team's needs, and as a result, will perform higher levels of task-, relational-, and change-oriented leadership behaviors as well as become more effective leaders within their teams. The results of their study indicate that "individual work reflection shapes leadership behaviors and effectiveness via understanding the team's needs, beyond a wide range of related constructs (e.g., feedback seeking, mindfulness, and rumination), as well as commonly studied predictors of leadership behaviors."

While not mentioned in relation to self-transcendence as often, three of the mindful leadership coaches discussed observations they made about client developments in the third subtheme, team dynamics, after they participated in mindful leadership coaching. According to literature, high-stress environments, like high-risk organizations,

dictate that collective actions are necessary for anticipating potential threats and quickly containing threats (mindful organizing), which requires a high degree of participatory communication from everyone in the organization, from the top levels of management to those on the front- line (Ford, 2018; Renecle et al., 2020; Vogus & Rerup, 2017).

The fourth subtheme that emerged during interviews with mindful leadership coaches, cognitive empathy, is the ability for people to empathize with the perspective of another person. Five of the nine leadership coaches interviewed referenced cognitive empathy when discussing observations made about the self-transcendence of clients who engage in mindful leadership coaching interventions. Empathetic leaders can assess situations, emotions, motives, and perspectives of another; they can see through a different person's eyes, influence group interactions and social change, and inspire selfless service (Hoffman, 2000). This essentially allows leaders to cognitively engage in interactions and handle situations with an idea of how another person is viewing them and being affected by outcomes (Eklund & Meranius, 2021).

The fifth subtheme, best practices explores interventions identified by participant coaches who feel are impactful the most. Contemporary research within the field often concludes that mindfulness is a concept more complex than a singular construct. Much of this has been an examination into why mindfulness interventions lead to such a wide spectrum of positive outcomes (Verhaeghen, 2019). Five of the nine leadership coaches discussed concepts and techniques they commonly refer to in their practice during interview questions examining the third concept of the S-ART framework, self-transcendence. These interventions ranged from the immunity to change method and

kindness practices to modeling leader behavior after retrospectively desirable traits. This proposed mechanism of mindfulness practice contributes to increased self-transcendence, which implies increased decentering, a deeper awareness of interdependence between self and others, and higher compassion (Vago & Silbersweig, 2012).

Limitations of the Study

This study presented few limitations. The sample size of nine participants limited immediate transferability to other leadership coaching contexts outside of the medical and technology fields this study was based on. However, the thickness of the data may improve possible transfer to other settings. Other limitations of the study included researcher bias, the abstract nature of mindful coaching interventions, and demographics of participants. Researcher bias was an identified limitation because I have previous experience with a mindful cognitive behavioral therapy program; to reduce this bias, I avoided discussing previous experiences in the program at length. Furthermore, I attempted to provide an open mind to mindful practices I may be familiar with, focusing solely on the experiences of participants and apart from my own.

The participants of the study were selected via a professional networking website (LinkedIn), and personal websites featured by coaches, so this data may or may not be representative of a wider sample of mindful leadership coaches not affiliated with networking websites and not featuring their own private websites. Further, participants were leadership coaches from the United States who incorporate MBIs and training into their practice, and these features may vary outside the US. Further, this use of mindfulness-based interventions is an abstract concept applied to the wider foundation of

a leadership coach's practice according to their education and experience, which can vary from one coach to another. Some coaches seemed to focus a majority of their services around MBIs while others viewed mindfulness as a separate framework to draw identified coaching resources from on an as-needed basis.

The sample for this study was randomly selected, however it may still contain demographic bias. The study sample was comprised of eight males and one female participant who were age 30 and above, and of various ethnic and educational backgrounds. Gender bias may have impacted the findings, as male coach responses could have differed from what the female coach shared. Finally, this study was focused in the United States. Although several of the coaches possessed international executive coaching experience, it was noted that cultural differences can play a significant role in determining preferences in styles of leadership coaching, and this study focused on coaching experiences that were obtained within the US.

Recommendations for Future Research

The institution of mindfulness-based coaching interventions for leadership development is in its infancy, and as such, many opportunities remain for further research that explores mindfulness interventions in a professional manager-leader development context. After performing and reflecting upon this qualitative phenomenological study, several recommendations surfaced. Participants in this study possessed differing perspectives and definitions of mindfulness, from an embodiment that embraces elements of eastern philosophy, to a more secular and physiological approach. For example, one coach focused more on internal balance and harmonization of his clients through selfless

acts and servant leadership, while another coach focused more on the positive impacts of developments within a leader's interpersonal behavior. Future research could examine how these variances among approaches to mindfulness may influence leadership coaching outcomes across a broader spectrum of applications.

I also recommend deeper exploration into the impacts that mindful leadership coaching may have upon negative stress-coping behaviors within leaders. One of the themes to emerge from this study was a conscious alignment to internal self-control. During interviews, several participants indicated that mindful leadership coaching often led to their clients scaling back on the use of alcohol, engaging in dangerous behaviors (narcotics, solicitation, etc.), and other coping mechanisms in response to stress. A longitudinal quantitative study could examine the impact of organization stress on leaders' coping behaviors, moderated by the effects of a mindful leadership coaching program.

One limitation of this study was a potential demographic bias in techniques and perspective, as there were eight male participants and one female. Further research analyzing how the features of mindful leadership coaching programs provided by female leadership coaches to female coaching clients may differ from male coaches providing coaching to other males. The results could then be compared to the coaching approaches utilized when there is a difference in sex between coach and coachee to determine the most effective mindful coaching dynamic in each situation. An investigation into these differences and similarities may shed light toward a firmer understanding of effective coach-client relationships in a mindful leadership coaching context.

Implications for Change

The findings of this study have implications for positive social change at the practice, theoretical, and social change levels. The scope of this study involved executive coaches with clients in leadership positions providing leadership coaching and development through a program featuring mindful interventions. As outlined in Chapter 2, researchers have indicated potential outcomes of mindfulness practices on leadership development such as lower stress and greater workplace resilience (Schwartz, 2018).

Implications to Practice

This study contributed to practice by providing a resource that professional coaches, leaders, and organizations interested in exploring mindful leadership coaching interventions may reference. On an individual level, coaches are at the forefront of educating others about the potential benefits of engaging in a mindful-based coaching program, and the features these programs may provide to individual clients as well as the organizations they serve. However, as identified in chapter 2, there appeared to be limited research organizations may reference when exploring mindful coaching in the context of leadership development.

The results of this study suggest mindful leadership coaches transform their clients through a mixture of practices, some focused on the alignment of current client behaviors to desired goal execution (focused attention). While others focused upon increasing a client's ability to process internal emotions such as stress, anger, and anxiety by the incorporation of internal awareness and breath control exercises (open monitoring). All nine of the executive coaches interviewed agreed that the daily practice

of meditation contributed to deeper levels of self-awareness and emotional regulation within their clients, contributing to presence and authentic responses.

Implications to Theory

This study contributed to the literature by highlighting an application of the S-ART framework to leadership development through a mindful executive coaching program. Originally developed by Vago and Silbersweig (2012), the S-ART framework of self-awareness, self-regulation, and self-transcendence (S-ART), illustrates the self-processing and neurological mechanisms that cause (and remove) distortions or biases through the pursuit of a state of mindfulness. According to Tolbaños-Roche and Menon (2021) the core practices of the S-ART framework consist of focused attention and open monitoring which closely mirrors the results of interviews featured in this study. This not only validates the framework but lends credibility to future study examining the relationship between the framework and mindful leadership coaching and training programs in the workplace.

Implications for Social Change

Implications for social change were found at individual leaders as well as organizational and coach levels. This study highlighted features of mindful coaching and training such as breath awareness, internal alignment, and external presence through a variety of practices designed to develop better leaders. Further, interviews identified that incorporating mindful practices at the leader level sometimes led to organization-wide incorporation of the program. Finally, this study provides a basis for mindful leadership

coaches to reference when considering what techniques other mindful coaches are utilizing, offering them a greater opportunity to design and expand their own practice.

Conclusion

The present research study examined the role of mindfulness in executive coaching and what features the leadership development program incorporates and offers. This research gap was identified after reviewing current literature and identifying a lack of academic exploration into studies identifying what mindful leadership coaches feel they offer to their clients. Through the analysis of interviews, this qualitative phenomenological study determined that mindful leadership programs fundamentally transform leaders through the development of a personal commitment to presence and awareness interventions. This was largely illustrated by similar perspectives shared by coaches who have observed the way features of these coaching programs contribute to leadership development within their clients.

Despite minor limitations, this study's data provides valuable insight into the way that mindful leadership coaching is applied to leaders. The framework of S-ART and its role in exploring the mechanisms of mindfulness contributed to a firmer understanding of the necessary features of a mindful leadership coaching program to encourage a state of mindfulness and a better leader. Future research should focus on the impacts a mindful leadership program can have on work stress and coping behaviors. Although mindful leadership coaching programs have been shown as beneficial regarding leadership and organization development, additional research is necessary to gain a clearer

understanding; and ways to implement mindful leadership coaching more effectively as a

leadership development tool remain in progress.

References

Adams, M. (2016). Coaching psychology: An approach to practice for educational

    psychologists. *Educational Psychology in Practice, 32*(3), 231-244.

    https://doi.org/10.1080/02667363.2016.1152460

Aeschbach, V. M., Fendel, J. C., Schmidt, S., & Göritz, A. S. (2021). A tailored

    mindfulness-based program for resident physicians: A qualitative

    study. *Complementary Therapies in Clinical Practice*, *43*.

    https://doi.org/10.1016/j.ctcp.2021.101333

Ahmad, N., Sa'adin, I., Haron, H., Noranee, S., Noorkorina, T., Mohd, T., & Hafiz, N.

    (2021). Practice of managerial coaching and employees performance behavior.

    The Empirical Economics Letters, 2, 155-161.

Alexander, L., Rachel Bonnema, M. D., & Sharon Reimold, M. D. (2020). Executive

    coaching women faculty: A focused strategy to build resilience. *Physician*

    Leadership Journal, *7*(1), 41-44.

Altizer, C. C., Ferrell, B. T., & Natale, A. N. (2021). Mindfulness and personality: More

    natural for some than others and how it matters. *Consulting Psychology Journal:*

    Practice and Research, 73(1), 51.

American Psychological Association. (2017). *Ethical principles of psychologists and*

    code of conduct (2002, amended effective June 1, 2010, and January 1,

    2017). https://www.apa.org/ethics/code/

Amundsen, S., & Martinsen, O.L. (2014). Self-other agreement in empowering

    leadership: Relationships with leader effectiveness and subordinates' job

satisfaction and turnover intention. *Leadership Quarterly, 25*(4), 784–800.

https://doi.org/10.1016/j.leaqua.2014.04.007

Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching

outcomes: is it the journey or the destination that matters the most? *The*

Leadership Quarterly, 29(1), 70-88. https://doi.org/10.1016/j.leaqua.2017.11.004

Attan, A., Whitelaw, G., & Ferguson, E. (2018). A practical model for embodied

coaching. *Coaching: An International Journal of Theory, Research and Practice,*

11(1), 16–29. https://doi.org/10.1080/17521882.2017.1351460

Avolio B. J., & Hannah S. T. (2020). An enduring leadership myth: Born a leader or

made a leader? *Organizational Dynamics*, *49*(4), 1–

8. https://doi.org/10.1016/j.orgdyn.2019.08.002

Bachkirova, T. (2008). Coaching supervision: Reflection on changes and

challenges. *People and Organisations at Work*, *17*.

Badham, R., & King, E. (2021). Mindfulness at work: A critical re-

view. *Organization*, *28*(4), 531–554. https://doi.org/10.1177/1350508419888897

Baer, R., Crane, C., Miller, E., & Kuyken, W. (2019). Doing no harm in mindfulness-

based programs: Conceptual issues and empirical findings. *Clinical Psychology*

Review, 71, 101–114. https://doi.org/10.1016/j.cpr.2019.01.001

Barton, C., & Hart, R. (2023). The experience of self-transcendence in social

activists. *Behavioral Sciences*, *13*(1), 66. https://doi.org/10.3390/bs13010066

Becattini, V., & Ciaunica, A. (2023). Selfless minds, unlimited bodies? Homeostatic

bodily self-regulation in meditative experiences. *PsyArXiv, 30*.

Beena, P., Nair Shreekumar, K., & Teegalapelly, P. (2021). Self-awareness trigger

leading to authentic leadership: Conceptualization and development of reliable

and valid self-awareness trigger scale. *Dynamic Relationships Management

Journal (DRMJ)*, *10*(1). https://doi.org/10.17708/DRMJ.2021.v10n01a02

Bertrand, D. W. (2019). The practice of executive coaching to improve leadership

capacity in academic deans at American higher education institutions. *Coaching:

An International Journal of Theory, Research and Practice, 12*(2), 110–124.

https://doi.org/10.1080/17521882.2018.1545136

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A

tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health

Research*, *26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Bonneywell, S., & Gannon, J. (2021). Maximising female leader development through

simultaneous individual and group coaching. *Coaching: An International Journal

of Theory, Research and Practice.*

https://doi.org/10.1080/17521882.2021.1938621

Boyatzis, R. E. (1982). *The competent manager: A model for effective performance.* John

Wiley & Sons.

Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management

Development, 27*(1), 5–12. https://doi.org/10.1108/02621710810840730

Boyatzis, R. E. (2019). Coaching with intentional change theory. *Professional Coaching: Principles and Practice*, 221-230.

Boyatzis, R. E., Hullinger, A., Ehasz, S. F., Harvey, J., Tassarotti, S., Gallotti, A., & Penafort, F. (2022). The grand challenge for research on the future of coaching. *Journal of Applied Behavioral Science, 58*(2), 202–222. https://doi.org/10.1177/00218863221079937

Boysen, S. M., Arya, T., & Page, L. (2021). Organizational and executive coaching: Creating a coaching culture in a non-profit. *International Journal of Evidence Based Coaching & Mentoring, 19*(2), 115–132. https://doi.org/10.24384/v95s-3g56

Bozer, G., & Jones, R. J. (2018). Understanding the factors that determine workplace coaching effectiveness: a systematic literature review. *European Journal of Work and Organizational Psychology, 27*(3), 342–361. https://doi.org/10.1080/1359432X.2018.1446946

Brown, S. W., & Grant, A. M. (2010). From GROW to GROUP: Theoretical issues and a practical model for group coaching in organisations. *Coaching: An International Journal of Theory, Research and Practice*, *3*(1), 30-45.

Campone, F. (2015). Executive coaching practices in the adult workplace. *New Directions for Adult & Continuing Education*, *2015*(148), 59–67. https://doi.org/10.1002/ace.20152

Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: A systematic literature review. *Journal of Management Education*, *46*(1), 140–177. https://doi.org/10.1177/1052562921990065

Carleton, E. L., Barling, J., & Trivisonno, M. (2018). Leaders' trait mindfulness and transformational leadership: The mediating roles of leaders' positive affect and leadership self-efficacy. *Canadian Journal of Behavioural Science/Revue Canadienne des Sciences du Comportement*, *50*(3), 185.

Carvalho, C., Carvalho, F. K., & Carvalho, S. (2022). Managerial coaching: Where are we now and where should we go in the future? *Development & Learning in Organizations, 36*(1), 4–7. https://doi.org/10.1108/DLO-01-2021-0020

Cattell, R. B., Eber, H. W., & Tatsuoka, M. M. (1970). *Handbook for the Sixteen Personality Factor Questionnaire (16 PF)*. IPAT.

Chan, K. Y., & Drasgow, F. (2001). Toward a theory of individual differences and leadership: Understanding the motivation to lead. *Journal of Applied Psychology*, *86*(3), 481–498. https://doi.org/10.1037/0021-9010.86.3.481

Charlick, S., Pincombe, J., McKellar, L., & Fielder, A. (2016). Making sense of participant experiences: Interpretative phenomenological analysis in midwifery research. *International Journal of Doctoral Studies, 11*, 205-216.

Chaskalson, M., & McMordie, M. (2017). *Mindfulness for coaches: An experiential guide*. Routledge.

Coenen, M., Stamm, T. A., Stucki, G., & Cieza, A. (2012). Individual interviews and focus groups in patients with rheumatoid arthritis: A comparison of two qualitative methods. *Quality of Life Research*, *21*, 359-370.

Collins, M. D., & Restubog, S. L. D. (2021). The effect of trait anger and impulsiveness on ethical leadership and support for organizational change. *Journal of Research in Personality*, *91*. https://doi.org/10.1016/j.jrp.2021.104072

Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, *68*, 491-516.

Da Fonseca, S., Myres, H., & Hofmeyr, K. (2022). The influence of self-awareness on effective leadership outcomes in South Africa. *South African Journal of Business Management*, *53*(1), 1–15. https://doi.org/10.4102/sajbm.v53i1.2720

Dahling, J., Taylor, S., Chau, S., and Dwight, S. (2016), Does coaching matter? A multi-level model linking managerial coaching skill and frequency to sales goal attainment, *Personnel Psychology, 69(*4), pp. 863-894.

Davis, C. J. (2020). The relationship between servant leadership and self-transcendence in a spiritual organization. *International Journal of Servant-Leadership*, *14*(1), 381–403. https://doi.org/10.33972/ijsl.35

Day, D., Bastardoz, N., Bisbey, T., Reyes, D. & Salas, E. (2021b), Unlocking human potential through leadership training and development initiatives, *Behavioral Science and Policy, 7*(1), 41-54, https://doi.org/10.1353/bsp.2021.0001

De Haan, E., Gray, D., & Bonneywell, S. (2019). Executive coaching outcome research in a field setting: A near-randomized controlled trial study in a global healthcare

corporation. *Academy of Management Learning & Education, 18(4)*, 581–605. https://doi.org/10.5465/amle.2018.0158

De Haan, E., Molyn, J., & Nilsson, V. O. (2020). New findings on the effectiveness of the coaching relationship: time to think differently about active ingredients? *Consulting Psychology Journal: Practice and Research, 72*(3), 155-167. https://doi.org/10.1037/cpb0000175

Desbordes, G. (2019). Self-related processing in mindfulness-based interventions. *Current opinion in psychology*, *28*, 312-316.

DiGirolamo, J. A., & Tkach, J. T. (2019). An exploration of managers and leaders using coaching skills. *Consulting Psychology Journal: Practice and Research*, *71*(3), 195–218. https://doi.org/10.1037/cpb0000138

Duval, S., & Wicklund, R. A. (1972). *A theory of objective self awareness.* Academic Press.

Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, *6*, 495-525. https://doi.org/10.1146/annurev.clinpsy.121208.131208

Ellinger, A. D., Ellinger, A. F., & Keller, S. B. (2003). Supervisory coaching behavior, employee satisfaction, and warehouse employee performance: A dyadic perspective in the distribution industry. *Human Resource Development Quarterly, 14*(4), 435–458. https://doi.org/10.1002/hrdq.1078

Eklund, J. H., & Meranius, M. S. (2021). Toward a consensus on the nature of empathy: A review of reviews. *Patient Education and Counseling*, *104*(2), 300-307.

Eatough, V., & Smith, J. A. (2017). Interpretative phenomenological analysis. *The Sage handbook of qualitative research in psychology*, 193-209.

Feltz, D. L., Chase, M. A., Moritz, S. E., & Sullivan, P. J. (1999). A conceptual model of coaching efficacy: Preliminary investigation and instrument development. *Journal of Educational Psychology, 91*, 765–776.

Ford, J. L. (2018). Revisiting high-reliability organizing: Obstacles to safety and resilience. *Corporate Communications: An International Journal, 23*(2), 197-211. https://doi.org/10.1108/ccij-04-2017-0034

Francis, J. J., Johnston, M., Robertson, C., Glidewell, L., Entwistle, V., Eccles, M. P., & Grimshaw, J. M. (2010). What is an adequate sample size? Operationalizing data saturation for theory-based interview studies. *Psychology and Health*, *25*(10), 1229-1245.

Friedman, A., Hancock, B., & Thompson, P. A. (2021). Data-based self-awareness as the foundation for effective leadership. *The Journal of Nursing Administration*, *51*(10), 478–480. https://doi.org/10.1097/NNA.0000000000001049

Garland, E. L., Farb, N. A., R. Goldin, P., & Fredrickson, B. L. (2015). Mindfulness broadens awareness and builds eudemonic meaning: A process model of mindful positive emotion regulation. *Psychological Inquiry*, *26*(4), 293–314. https://doi.org/10.1080/1047840X.2015.1064294

Gentry, W. A., Manning, L., Wolf, A. K., Hernez, B. G., & Allen, L. W. (2013). What coaches believe are best practices for coaching: A qualitative study of interviews

from coaches residing in Asia and Europe. *Journal of Leadership Studies*, *7*(2), 18–31. https://doi.org/10.1002/jls.21285

Gerace, A., Day, A., Casey, S., & Mohr, P. (2013). An exploratory investigation of the process of perspective taking in interpersonal situations. *Journal of Relationships Research, 4*, E6. https://doi.org/10.1017/jrr.2013.6

Gill, M. (2014). The possibilities of phenomenology for organizational research. *Organizational Research Methods, 17*(2), 118-137.

Goldberg, S. B. (2022). A common factors perspective on mindfulness-based interventions. *Nature Reviews Psychology*, *1*(10), 605-619. https://doi.org/10.1038/s44159-022-00090-8

Goldhagen B., Kingsolver K., Stinnett S., and Rosdahl, J. (2015). Stress and burnout in residents: Impact of mindfulness-based resilience training. *Advanced Medical Education Practice*, *6*, 525-532 https://doi.org/10.2147/AMEP.S88580

Goldin, P. R., & Gross, J. J. (2010). Effects of mindfulness-based stress reduction (MBSR) on emotion regulation in social anxiety disorder. *Emotion*, *10*(1), 83–91.

González-Palau, F., & Medrano, L. (2022). A mini-review of work stress and mindfulness: A neuropsychological point of view. *Frontiers in Psychology*, *13*, 1–9. https://doi.org/10.3389/fpsyg.2022.854204

Good, D., Lyddy, C., Glomb, T., Bono, J., Brown, K., Duffy, M., and Lazar, S. (2016). Contemplating mindfulness at work: An integrative review. *Journal of Management, 42*(1), 114-142. https://doi.org/10.1177/0149206315617003

Gotowski, W. (2020). Elevating Leadership Effectiveness by Building Self-Awareness of

    Inner Dynamics. *Dyskursy o Kulturze*, *14*, 29–49.

    https://doi.org/10.36145/DoC2020.14

Grailey, K., Leon-Villapalos, C., Murray, E., & Brett, S. J. (2022). Exploring the working

    environment of Hospital Managers: a mixed methods study investigating stress,

    stereotypes, psychological safety, and individual resilience. *BMC Health Services*

    Research, *22*(1), 1-15. https://doi.org/10.1186/s12913-022-08812-7

Grant, A. M. (2012). An integrated model of goal-focused coaching: An evidence-based

    framework for teaching and practice. *International Coaching Psychology Review,*

    7(2), 146-165.

Gray, D., De Haan, E., & Bonneywell, S. (2019). Coaching the "ideal worker": Female

    leaders and the gendered self in a global corporation. *European Journal of*

    Training and Development, 43(7–8), 661–681. https://doi.org/10.1108/EJTD-01-

    2019-0011

Greenleaf, R. (1970). *The servant as leader*. The Robert Greenleaf Center.

Gupta, B. (2021). *An introduction to Indian philosophy: Perspectives on reality,*

    knowledge, and freedom. Routledge.

Gyllensten, K., Henschel, C., & Jones, G. (2020). The experience of executive group

    coaching - A qualitative study. *International Coaching Psychology Review, 15*(1),

    37–43.

Halliwell, P., Mitchell, R., & Boyle, B. (2021). Interrelations between enhanced

    emotional intelligence, leadership self-efficacy and task-oriented leadership

behaviour–a leadership coaching study. *Leadership & Organization Development Journal, 43*(1), 39–56. https://doi.org/10.1108/LODJ-01-2021-0036

Hamill, C. (2010). Bracketing–practical considerations in Husserlian phenomenological research. *Nurse Researcher.* 17. 16-24. https://doi.org/10.7748/nr2010.01.17.2.16.c7458.

Heckenberg, R. A., Eddy, P., Kent, S., & Wright, B. J. (2018). Do workplace-based mindfulness meditation programs improve physiological indices of stress? A systematic review and meta-analysis. *Journal of psychosomatic research*, *114*, 62-71.

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, *292*, 114523.

Herda, D. N., Cannon, N. H., & Young, R. F. (2019). The effects of supervisor coaching and workplace mindfulness on audit quality-threatening behavior among staff auditors. *Current Issues in Auditing, 13*(1), 1–6. https://doi.org/10.2308/ciia-52324

Hinck, J. M. (2022). Leadership coaching as a transformative process in the military. *International Journal of Evidence Based Coaching & Mentoring, 20*(1), 20–34. https://doi.org/10.24384/6cf9-v073

Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice.* Cambridge University Press. https://doi.org/10.1017/CBO9780511805851

Huang, M., & Yang, F. (2023). Self-transcendence or self-enhancement: People's perceptions of meaning and happiness in relation to the self. *Journal of*

Experimental Psychology: General, *152*(2), 590–610.

https://doi.org/10.1037/xge0001297

Hyland, P. K., Lee, R. A., & Mills, M. J. (2015). Mindfulness at work: A new approach to improving individual and organizational performance. *Industrial and Organizational Psychology, 8*. 576 – 602.

Ivey, A., Ivey, M., and Zalaquett, C. (2012). *Essentials of counseling and interviewing* (2nd ed.). Brooks/Cole, Cengage Learning.

Janssen, M., Heerkens, Y., Kuijer, W., van der Heijden, B., & Engels, J. (2018). Effects of mindfulness-based stress reduction on employees' mental health: A systematic review. *PLoS ONE, 13*(1), 1–37. https://doi.org/10.1371/journal.pone.0191332

Jarosz, J. (2021) The impact of coaching on well-being and performance of managers and their teams during pandemic. *International Journal of Evidence Based Coaching and Mentoring, 19* (1), 4-27. https://doi.org/10.24384/n5ht-2722

Jones, R. J., Woods, S. A., & Zhou, Y. (2018). Boundary conditions of workplace coaching outcomes. *Journal of Managerial Psychology, 33*(7–8), 475–496. https://doi.org/10.1108/JMP-11-2017-0390

Joullié, J.-E., Gould, A. M., & Spillane, R. (2022). The language of executive coaching: A developmental framework. *Academy of Management Learning & Education*, *21*(4), 690–704. https://doi.org/10.5465/amle.2017.0429

Kabat-Zinn, J., Maisson, A. O., Kristeller, J., Peterson, L., Fletcher, K., Pbert, L., Lenderking, W., & Santorelli, S. (1992). Effectiveness of a Meditation Based

Stress Reduction Program in the Treatment of Anxiety Disorders. *American Journal of Psychiatry*, *149*, 936-943.

Kabat-Zinn, J. (2006). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice, 10*(2), 144–156. https://doi.org/10.1093/clipsy.bpg016

Kabat-Zinn, J. (2019). You Can't Get There from Here. *Mindfulness*, *10*(5), 972-978. https://doi.org/10.1007/s12671-019-01149-z

Kasser, T. (2016). Materialistic values and goals. *Annual Review of Psychology*, *67*, 489–514. https://doi.org/10.1146/annurev-psych-122414-033344

Minzlaff, K. (2019) Organizational coaching: integrating motivational interviewing and mindfulness with cognitive behavioural coaching, *Coaching: An International Journal of Theory, Research and Practice, 12(*1*)*, 15-28, https://doi.org/10.1080/17521882.2018.1478437

Kerdpitak, C., & Jermsittiparsert, K. (2020). The effects of workplace stress, work-life balance on turnover intention: An empirical evidence from pharmaceutical industry in thailand. *Systematic Reviews in Pharmacy*, *11*(2), 586–594. https://doi.org/10.5530/srp.2020.2.86

Kersemaekers, W., Rupprecht, S., Wittmann, M., Tamdjidi, C., Falke, P., Donders, R., et al. (2018). A workplace mindfulness intervention may be associated with improved psychological well-being and productivity. A preliminary field study in a company setting. *Frontiers in Psychology 9*(195). https://doi.org/10.3389/fpsyg.2018.00195

Khoury, B., Knäuper, B., & Pagnini, F. (2017). Embodied

    Mindfulness. *Mindfulness 8*, 1160–1171 https://doi.org/10.1007/s12671-017-

    0700-7

Kilpatrick, A. (2022). Senior leadership transition: how coaching supports challenges to

    confidence. *International Journal of Evidence Based Coaching & Mentoring*, 81–

    96. https://doi.org/10.24384/VAQC-EF26

Kovacs, L., & Corrie, S. (2017). Building reflective capability to enhance coaching

    practice. *Coaching Psychologist*, *13*(1), 4–12.

    https://doi.org/10.1002/9781119835714.ch8

Kropp, A., & Sedlmeier, P. (2019). What makes mindfulness-based interventions

    effective? An examination of common components. *Mindfulness*, *10*, 2060-2072.

Lalonde, C., and Roux-Dufort, C. (2012), Challenges in teaching crisis management.

    Journal of Management Education, 37(1), 21-50,

    https://doi.org/10.1177/1052562912456144

Langer, E. J. (1989). Minding matters: The consequences of mindlessness–mindfulness.

    In *Advances in experimental social psychology* (Vol. 22, pp. 137-173). Academic

    Press.

Tolbaños-Roche, L. & Menon, P. (2021). Applying the S-ART Framework to Yoga:

    Exploring the Self-Regulatory Action of Yoga Practice in Two Culturally Diverse

    Samples. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.585300

Lawrence, P. (2019). What happens in group supervision? Exploring current practice in Australia. *International Journal of Evidence Based Coaching & Mentoring, 17(*2), 138–157. https://doi.org/10.24384/v0d6-2380

Lin, Y., Fisher, M., and Moser, J. (2019). Clarifying the relationship between mindfulness and executive attention: a combined behavioral and neurophysiological study. *Social Cognitive Affective Neuroscience. 14*, 205–215. https://doi.org/10.1093/ scan/nsy113

Longenecker, C., & McCartney, M. (2020). The benefits of executive coaching: voices from the C-suite. *Strategic HR Review, 19*(1), 22–27. https://doi.org/10.1108/SHR-06-2019-0048

Luberto, C. M., Hall, D. L., Park, E. R., Haramati, A., & Cotton, S. (2020). A perspective on the similarities and differences between mindfulness and relaxation. *Global Advances in Health and Medicine*, *9*. https://doi.org/10.1177/2164956120905597

Merriam-Webster. (n.d.). Self-awareness. In *Merriam-Webster.com dictionary*.

McCarthy, G., & Milner, J. (2019). Ability, motivation and opportunity: Managerial coaching in practice. *Asia Pacific Journal of Human Resources, 58* (1), 149-170. https://doi.org/10.1111/1744-7941.12219

McInerney, É., Giga, S., & Morris, A. (2021). Does it last?: A systematic review of the enduring effects on managers from executive coaching. *International Coaching Psychology Review*, *16*(2), 1-29.

McLean, G. N., Baiyin Yang, Min-Hsun Christine Kuo, Tolbert, A. S., & Larkin, C. (2005). Development and initial validation of an instrument measuring managerial

coaching skill. *Human Resource Development Quarterly, 16*(2), 157–178. https://doi.org/10.1002/hrdq.1131

Renecle, M., Gracia, F., Tomas, I., & Peiró, J. (2020). Developing mindful organizing in teams: A participation climate is not enough, teams need to feel safe to challenge their leaders. *Journal of Work and Organizational Psychology*, *36*(3), 181–193. https://doi.org/10.5093/jwop2020a18

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, *7*(1), 23-48.

Morera, L., Marchiori, G., Medrano, L., and Defagó, M. (2019). Stress, dietary patterns and cardiovascular disease: A mini-review. *Frontiers in Neuroscience. 13*(1226). https://doi.org/10.3389/fnins.2019.01226

Morosanova, V. I., Bondarenko, I. N., & Fomina, T. G. (2022). Conscious Self-regulation, Motivational Factors, and Personality Traits as Predictors of Students' Academic Performance: A Linear Empirical Model. *Psychology in Russia: State of the Art*, *15*(4), 170–187. https://doi.org/10.11621/pir.2022.0411

Morse, W. C., Lowery, D. R., & Steury, T. (2014). Exploring saturation of themes and spatial locations in qualitative public participation geographic information systems research. *Society & Natural Resources*, *27*(5), 557-571.

Mosteo, L. P., Batista-Foguet, J. M., Mckeever, J. D., & Serlavós, R. (2016). Understanding cognitive-emotional processing through a coaching process: The influence of coaching on vision, goal-directed energy, and resilience. *The Journal*

of Applied Behavioral Science, 52(1), 64-96.

https://doi.org/10.1177/0021886315600070

Mukherjee, T., & Sivaraman, S. (2022). Coaching across generations: Enabling sense-making in a multigenerational world. *NHRD Network Journal*, *15*(2), 189-207.

Nair, R. R., & Bhaduri, N. (2020). Leadership stress and coaching implications. *NHRD Network Journal*, *13*(2), 184-189.

Ng, K. Y., Ang, S., & Chan, K. Y. (2008). Personality and leader effectiveness: a moderated mediation model of leadership self-efficacy, job demands, and job autonomy. *The Journal of Applied Psychology*, *93*(4), 733–743. https://doi.org/10.1037/0021-9010.93.4.733

Novitasari, D. (2021). The role of managerial coaching on performance: Mediating analysis of employee psychological capital. *International Journal of Social and Management Studies, 2*(3), 70–83. https://doi.org/10.5555/ijosmas.v2i3.34

Nyfoudi, M., Shipton, H., Theodorakopoulos, N., & Budhwar, P. (2022). Managerial coaching skill and team performance: How does the relationship work and under what conditions? *Human Resource Management Journal*, 1. https://doi.org/10.1111/1748-8583.12443

Oh, W. (2022). Understanding of self: Buddhism and psychoanalysis. *Journal of Religion and Health*, *61*(6), 4696–4707. https://doi.org/10.1007/s10943-021-01437-w

Ong, M., Ashford, S. J., & Bindl, U. K. (2023). The power of reflection for would-be leaders: Investigating individual work reflection and its impact on leadership in

teams. *Journal of Organizational Behavior*, *44*(1), 19–41.

https://doi.org/10.1002/job.2662

Pandolfi, C. (2020). Active ingredients in executive coaching: A systematic literature review. *International Coaching Psychology Review*, *15*(2), 6–30.

Passmore, J. (2017). Mindfulness in coaching: Choosing our attitude. *The Coaching Psychologist,* *14*(1), 48–49.

Passmore, J. (2018). Mindfulness in coaching: Being the observer. *The Coaching Psychologist*, *14*(2), 105–107.

Passmore, J. (2019). Mindfulness in organizations (part 1): A critical literature review. *Industrial and Commercial Training*, *51*(2), 104–113. https://doi.org/10.1108/ICT-07-2018-0063

Passmore, J. (2019). Mindfulness in organizations (Part 2): A practitioners' guide to applying mindfulness-based approaches in leadership development, workplace wellbeing and coaching. *Industrial and Commercial Training*, *51*(3), 165–173. https://doi.org/10.1108/ICT-07-2018-0064

Passmore, J., & Yi-Ling Lai. (2019). Coaching psychology: Exploring definitions and research contribution to practice? *International Coaching Psychology Review*, *14*(2), 69–83.

Passmore, J. & Rosie Evans-Krimme. (2021). The future of coaching: A conceptual framework for the coaching sector from personal craft to scientific process and the implications for practice and research. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.715228

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Purser, R. and Lewis, D. (2021). Neuroscience of meditation: Help or hindrance? In M. Farias, D. Brazier (Eds.), Oxford Handbook of Meditation. Oxford University Press.

Purser, R., and Milillo, J. (2015). Mindfulness revisited: A Buddhist-based conceptualization. *Journal of Management Inquiry, 24*(1), 3-24. https://doi.org/10.1177/1056492614532315

Reed, P. G. (2003). The theory of self-transcendence. In M. J. Smith & P. Liehr (Eds.), *Middle range theories in nursing* (pp. 145–165). Springer

Reid, K., Flowers, P., and Larkin, M. (2005) Exploring lived experience: An introduction to interpretative phenomenological analysis. *The Psychologist, 18*(1), 20-23.

Reischer, H. N., Roth, L. J., Villarreal, J. A., & McAdams, D. P. (2021). Self-transcendence and life stories of humanistic growth among late-midlife adults. *Journal of Personality*, *89*(2), 305-324. https://doi.org/10.1111/jopy.12583

Renecle, M., Gracia, F. J., Tomas, I., & Peiró, J. M. (2020). Developing mindful organizing in teams: A participation climate is not enough, teams need to feel safe to challenge their leaders. *Revista de Psicología del Trabajo y de las Organizaciones*, *36*(3), 181-193.

Ridder, H. G. (2017). The theory contribution of case study research designs. *Business Research, 10*(2), 281–305. https://doi.org/10.1007/s40685-017-0045-z

Rook, C., Hellwig, T., Florent-Treacy, E., & Kets de Vries, M. (2019). Workplace stress in senior executives: Coaching the "uncoachable." *International Coaching Psychology Review, 14*(2), 7-23.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Sage.

Rupprecht, S., Koole, W., Chaskalson, M., Tamdjidi, C., & West, M. (2019). Running too far ahead? Towards a broader understanding of mindfulness in organisations. *Current Opinion in Psychology*, *28*, 32-36. https://doi.org/10.1016/j.copsyc.2018. 10.007

Sargeant, J. (2012). Qualitative research part II: Participants, analysis, and quality assurance. *Journal of Graduate Medical Education, 4*(1)*, 1–3.* https://doi.org/10.4300/jgme-d-11-00307.1

Schein, E. H. (1969). Process consultation: Its role in organization development.

Scholten, E. W. M., Van Bennekom, C. A. M., Visser, J. M. A., Reneman, M. F., De Groot, V., Meijer, J.-W. G., Smeets, R. J. E. M., & Post, M. W. M. (2023). Using self-regulation assessment to explore associations between self-regulation, participation and health-related quality of life in a rehabilitation population. *Journal of Rehabilitation Medicine*, *55*. https://doi.org/10.2340/jrm.v55.2531

Schuman-Olivier, Z., Trombka, M., Lovas, D. A., Brewer, J. A., Vago, D. R., Gawande, R., Dunne, J. P., Lazar, S. W., Loucks, E. B., & Fulwiler, C. (2020). Mindfulness

and behavior change. *Harvard Review of Psychiatry, 28*(6), 371–394.

https://doi.org/10.1097/HRP.0000000000000277

Schwartz, A. (2018). Mindfulness in applied psychology: Building resilience in

coaching. *Coaching Psychologist*, *14*(2), 98–104.

Seawright, J., and Gerring, J. (2014), Case selection techniques in case study research: A

menu of qualitative and quantitative options. *Political Research*

Quarterly. https://doi.org/10.4135/9781473915480.n31

Sforzo, G. A., Kaye, M. P., Harenberg, S., Costello, K., Cobus-Kuo, L., Rauff, E.,

Edman, J. S., Frates, E., & Moore, M. (2019). Compendium of health and

wellness coaching. *American Journal of Lifestyle Medicine*.

https://doi.org/850489AJLXXX10.1177/1559827619850489

Shelly, R., & Zaidman, N. (2021): Outcomes of mindfulness-based coaching for

managers. *Coaching: An International Journal of Theory, Research and Practice*.

https://doi.org/10.1080/17521882.2021.2017472

Shamekhi, A., & Bickmore, T. (2015, August). Breathe with me: A virtual meditation

coach. In *International Conference on Intelligent Virtual Agents* (pp. 279-282).

Springer.

Shapiro, S. L. (2020). *Rewire your mind: Discover the science and practice of*

mindfulness. Aster.

Sliwinski, J., Katsikitis, M., & Jones, C. M. (2017). A review of interactive technologies

as support tools for the cultivation of mindfulness. *Mindfulness, 8*(5), 1150–

1159. https://doi.org/10.1007/s12671-017-0698-x

Smart, C., and Segalowitz, S. (2017). Respond, don't react: The influence of mindfulness training on performance monitoring in older adults. *Cognitive Affective Behavioral Neuroscience. 17*, 1151–1163. https://doi.org/10.3758/s13415-017-0539-3

Smither, J., London, M., Flautt, R., Vargas, Y., and Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, *56*(1), 23–44. https://doi.org/10.1111/j.1744-6570.2003.tb00142.x

Smither, J. W. (2011). Can psychotherapy research serve as a guide for research about executive coaching? An agenda for the next decade. *Journal of Business & Psychology*, *26*(2), 135–145. https://doi.org/10.1007/s10869-011-9216-7

Smither, J. W., London, M., & Reilly, R. R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, *58*(1), 33–66. https://doi.org/10.1111/j.1744-6570.2005.514_1.x

Spence, G. B., & Grant, A. M. (2007). Professional and peer life coaching and the enhancement of goal striving and well-being: An exploratory study. *The Journal of Positive Psychology, 2*(3), 185-194. https://doi.org/10.1080/17439760701228896

Spence, G. B., Cavanagh, M. J., & Grant, A. M. (2008). The integration of mindfulness training and health coaching: An exploratory study. *Coaching: An International*

Journal of Theory, Research and Practice, 1(2), 145-163.

https://doi.org/10.1080/17521880802328178

Spence, G. B., & Cavanagh, M. J. (2019). The impact of three forms of mindfulness

training on mindfulness, well-being and goal attainment: Findings from a

randomised controlled trial and implications for coaching. *International Coaching*

Psychology Review, *14*(2), 24–43.

Stanković, T., & Radojević, T. (2022). Employees motivation and managerial coaching

during the pandemic covid-19 at the research institute. *European Journal of*

Applied Economics, 19(1), 16–29. https://doi.org/10.5937/EJAE19-35560

Stern, L. R. (2004). Executive coaching: A working definition. *Consulting Psychology*

Journal: Practice and Research, *56*(3), 154. https://doi.org/10.1037/1065-

9293.56.3.154

Sutton A., Williams H. M., Allinson C. W. (2015). A longitudinal mixed method of self-

awareness training in the workplace. *European Journal of Training and*

Development, *39*(7), 610-627. https://doi.org/10.1108/EJTD-04-2015-0031

Sutton, A., & Crobach, C. (2022). Improving self-awareness and engagement through

group coaching. *International Journal of Evidence Based Coaching & Mentoring,*

20(1), 35–49. https://doi.org/10.24384/dqtf-9x16

Terblanche, N. H. D. (2022). Managers' responses to the initial stages of the Covid-19

pandemic: an executive coaching perspective. *Personnel Review, 51*(5), 1534–

1552. https://doi.org/10.1108/PR-07-2020-0540

Thomas, H., & Passmore, J. (2021). Coming together: A grounded theory study of the role of coaching in the mergers & acquisitions process. *International Coaching Psychology Review, 16*(1), 54–66.

Tolbaños-Roche, L., and Menon, P. (2021). Applying the S-ART framework to yoga: Exploring the self-regulatory action of yoga practice in two culturally diverse samples. *Frontiers in Psychology*, 2674.

Torrence, B. S., & Connelly, S. (2019). Emotion regulation tendencies and leadership performance: An examination of cognitive and behavioral regulation strategies. *Frontiers in psychology*, *10*, 1486.

Tourish, D. (2020). Introduction to the special issue: Why the coronavirus crisis is also a crisis of leadership. *Leadership, 16*(3), 261-272 https://doi.org/10.1177/1742715020929242

Vago, D. & Silbersweig, D. (2012). Self-awareness, self-regulation, and self-transcendence (S-ART): A framework for understanding the neurobiological mechanisms of mindfulness. *Frontiers in Human Neuroscience*, *6*. https://doi.org/10.3389/fnhum.2012.00296

Van Den Assem, B., & Passmore, J. (2022). How experienced coaches use mindfulness in practice and how they know it is useful or beneficial. *Consulting Psychology Journal, 74*(1), 116–141. https://doi.org/10.1037/cpb0000219

Van Manen, M. (2023). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Taylor & Francis.

Van Nieuwerburgh, C., Barr, M., Munro, C., Noon, H., & Arifin, D. (2020). Experiences of aspiring school principals receiving coaching as part of a leadership development programme. *International Journal of Mentoring and Coaching in Education*, *9*(3), 291-306.

Van Velsor, E., McCauley, C. D., & Ruderman, M. N. (2010). *The center for creative leadership handbook of leadership development* (Vol. 122). John Wiley & Sons.

Verhaeghen, P. (2019). The mindfulness manifold: Exploring how self-preoccupation, self-compassion, and self-transcendence translate mindfulness into positive psychological outcomes. *Mindfulness, 10*, 131–145.

Vogus, T. J., & Rerup, C. (2017). Sweating the "small stuff": High reliability organizing as a foundation for sustained superior performance. *Strategic Organization, 16*(2), 227- 238. https://doi. org/10.1177/1476127017739535

Vonderlin, R., Müller, G., Schmidt, B., Biermann, M., Kleindienst, N., Bohus, M., and Lyssenko, L. (2021). Effectiveness of a mindfulness- and skill-based health-promoting leadership intervention on supervisor and employee levels: A quasi-experimental multisite field study. *Journal of Occupational Health Psychology*, *26*(6), 613–628. https://doi.org/10.1037/ocp0000301

Whitehead, R., Bates, G., Elphinstone, B., Yang, Y., and Murray, Greg. (2019). Nonattachment mediates the relationship between mindfulness and psychological well-being, subjective well-being, depression, anxiety, and stress. *Journal of Happiness Studies. 20*. https://doi.org/10.1007/s10902-018-0041-9

Wibowo, A., & Paramita, W. (2022). Resilience and turnover intention: The role of mindful leadership, empathetic leadership, and self-regulation. *Journal of Leadership & Organizational Studies*, *29*(3), 325–341. https://doi.org/10.1177/15480518211068735

Wolever, R. Q., Simmons, L. A., Sforzo, G. A., Dill, D., Kaye, M., Bechard, E. M., Southard, E., Kennedy, M., Vosloo, J., & Yang, N. (2013). A systematic review of the literature on health and wellness coaching: Defining a key behavioral intervention in healthcare. *Global Advanced Health Medicine*, *2*(4), 34-53. https://doi.org/10.7453/gahmj.13.042

Xiaojun Li, Liping Ma, & Qi Li. (2022). How mindfulness affects life satisfaction: Based on the mindfulness-to-meaning theory. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.887940

Yaden, D. B., Haidt, J., Hood, R. W., Vago, D. R., and Newberg, A. B. (2017). The varieties of self-transcendent experience. *Review of General Psychology. 21,* 143–160. https://doi.org/10.1037/gpr0000102

Zhang, D., Lee, E. K. P., Mak, E. C. W., Ho, C. Y., & Wong, S. Y. S. (2021). Mindfulness-based interventions: An overall review. *British Medical Bulletin*, *138*(1), 41–57. https://doi.org/10.1093/bmb/ldab005

Zhao, H., & Liu, W. (2020). Managerial coaching and subordinates' workplace well-being: A moderated mediation study. *Human Resource Management Journal, 30*(2), 293–311. https://doi.org/10.1111/1748-8583.12280

Zheng, L., Wang, Y., Guo, Z. and Zhu, Y. (2022) Effects of managerial coaching on
employees' creative performance: cross-level moderating role of a climate for
innovation. *Leadership & Organization Development Journal, 43(2)*, 211-224.
https://doi.org/10.1108/LODJ-03-2021-0132

Zuñiga-Collazos, A., Castillo-Palacio, M., Montaña-Narváez, E., & Castillo-Arévalo, G.
(2020). Influence of managerial coaching on organizational performance.
Coaching: An International Journal of Theory, Research and Practice, 13(1), 30-
44. https://doi.org/10.1080/17521882.2019.1619795

Appendix A: Screening Script

The following questions are designed to screen potential participants for my study to ensure participants meet the criteria. If any question is answered with a no, the individual will not participate in the study.

1. Do you currently reside in the United States?

2. Are you an adult who has provided mindful leadership coaching to organizational leaders in the medical or technology industry in the for at least three months?

3. Do you provide a regular (twice a month) mindfulness leadership coaching interventions such as meditation and active listening exercises?

Appendix B: Interviewing Protocol

The purpose of this qualitative phenomenological study is to explore features that mindfulness-based interventions may provide leadership development through professional coaching. An additional purpose of this study is to identify and examine common mindfulness interventions and techniques currently in use by leadership coaches (ie: presence exercises, meditation sessions, and breathing techniques) and to identify best practices.

Qualitative research depends heavily upon providing verbal data, and the communication between researcher and participants play a role in achieving thick, rich descriptions of a phenomenon (Giorgi, 2009). The questions listed here are based on the self-awareness, self-regulation, and self-transcendence (S-ART) framework developed by Vago & Silbersweig (2012), and will be utilized as a guide (to allow for flexibility), in this semi-structured interview. Active listening and interviewing techniques, as described in Ivey et al. (2010), will be utilized to clarify participants' descriptions and further elaborate details.

The interview will begin with basic open-ended demographic questions to develop rapport and to establish basic information about participants. Next, intentional and semi-structured interview questions that are designed to build rapport and a flowing exchange between interviewer and interviewee (Ivey et al., 2010) will be introduced. Finally, probing questions designed to dig deeper will also be asked. These will assist the interviewee if they are having a hard time describing their thoughts or if he or she seems

stuck. Observational notes will be kept throughout the interview describing affect, posture, gestures, and any emotional expressions that may occur in response to the corresponding questions.

Warm-Up Questions: *These questions are not designed to collect any demographic information, but to provide me with a context for their coaching experience and to make them comfortable.*

1. How long have you been engaged in leadership coaching? How about with mindfulness coaching?
2. What has been your most prominent experience with mindfulness-based leadership coaching?

Interview Questions:

Self-Awareness

a. How do you see your clients' strategies and leadership activity align to their internal standards, after having engaging in mindful leadership coaching?

b. Are there specific activities your clients engage in during mindfulness-based leadership coaching that you believe significantly impact your client's personal awareness at the workplace?

c. Are there any other changes in your client's personal awareness affecting their leadership potential that has occurred since providing mindful leadership coaching?

Self-Regulation

a. What are some activities you engage in with your executive coaching clients you feel impact their ability maintain control over their emotions?

b. What are ways a coachee's emotional regulation aligns with desired leadership behavior (thoughts, feelings, and responses), when clients engage in mindful leadership coaching?

c. Have you noted any other developments in personal regulation that impacts a client's ability as a leader since they began engaging in mindful leadership coaching?

Self-Transcendence

a. How would you describe the impact that mindful leadership coaching has had on your client's personal desire to provide service to others in a leadership capacity?

b. Were there any activities you engaged in during your mindful executive coaching you feel influenced your client's desire to serve others in a leadership capacity?

c. After providing mindful leadership coaching, have you noted any other developments in your client's desire to provide service to others as a leader?