

**St. Petersburg University
Graduate School of Management**

Master in Management Program

**MINDFULNESS AS A FACTOR OF STRATEGIC LEADERSHIP IN
RUSSIAN COMPANIES. A CONSTRUCTION COMPANY CASE**

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ЗАЯВЛЕНИЕ О САМОСТОЯТЕЛЬНОМ ХАРАКТЕРЕ ВЫПОЛНЕНИЯ ВЫПУСКНОЙ КВАЛИФИКАЦИОННОЙ РАБОТЫ

Я, Сараева Анастасия Евгеньевна, студент второго курса магистратуры направления «Менеджмент», заявляю, что в моей магистерской диссертации на тему « Осознанность как фактор стратегического лидерства в российских компаниях: пример строительной компании», представленной в службу обеспечения программ магистратуры для последующей передачи в государственную аттестационную комиссию для публичной защиты, не содержится элементов плагиата.

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Описание цели, задач и основных результатов	Целью данной Выпускной Квалификационной работы является определение влияния коллективной и групповой осознанности на развитие стратегического лидерства. В рамках работы автор рассмотрел стратегическое лидерство как важный феномен в обеспечении эффективности организации в турбулентной среде. Автор предложил к рассмотрению такие понятия, как командная и индивидуальная осознанность сотрудников в качестве факторов, влияющих на развитие стратегического лидерства в компаниях. В результате количественного анализа была доказана связь групповой, индивидуальной осознанности и стратегического лидерства, а качественный анализ, проведенный в компании, позволил определить дополнительные факторы, оказывающие влияние на эту связь.
Ключевые слова	Групповая осознанность, индивидуальная осознанность, стратегическое лидерство, изменчивая среда

ABSTRACT

Master Student's Name	Anastasia Saraeva
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Description of the goal, tasks and main results	The goal of this Master Thesis is to determine the impact of collective and group mindfulness on the development of strategic leadership. The author considered strategic leadership as an important phenomenon in ensuring the effectiveness of an organization in a turbulent environment. Then author proposed for consideration such concepts as team and individual mindfulness as factors influencing the development of strategic leadership in companies. As a result of the quantitative analysis, the relationship between group, individual mindfulness and strategic leadership was proved, and the qualitative analysis carried out in the company made it possible to identify additional factors that influence this relationship.
Keywords	Group mindfulness, Individual mindfulness, Strategic Leadership, Turbulent Environment

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CHAPTER 1. INTRODUCTION

1.1 Topic relevance and background

Humanity has not yet met what is happening in the world now. Constant pace when we need to run just to be in place. In 1987, the abbreviation VUCA (Bennis, Nanus, 1987) was first used to describe Volatility, Uncertainty, Complexity and Ambiguity of the general conditions and situations characteristic of modern economic, political and social space.

According to Michael A. Hitt, the competitive landscape of the 21th century included «increasing strategic discontinuities and disequilibrium conditions; a blurring of industry boundaries; hypercompetitive markets; an extreme emphasis on price, quality, and customer satisfaction; a growing emphasis on innovation and continuous learning; and changing employee expectations and careers» (Hitt et al., 1998).

The development of the Internet and IT technologies has triggered the transition to a new network economy, where firms compete across the boundaries in multiple markets, both service and goods, as well as multiple geographic markets across country boundaries. Moreover, now firms compete not only with other firms, but even with their consumers — individuals who can promote their goods and services over the Internet (for example, using social networks). All of the above illustrates the rapidly growing scale of competition in all markets.

Strategic discontinuities are largely triggered by new and highly valuable technologies — disruptive innovations that generate fundamental changes in the market, reducing the value of existing technologies or completely destroying old ones, creating new markets through cost savings or providing a unique customer experience (e.g. streaming services, online banking, taxi sharing services, smartphones). Discontinuities and uncertainty can also be created by major economic and social changes. Nassim Taleb in 2007 described the idea of «black swan» events that cannot be predicted due to their extreme rarity, but which can lead to catastrophic consequences for the whole world. Examples of such events are the dotcom bubble in 2001, the crash of the U.S. housing market during the 2008 financial crisis and the latest global shock due to the COVID—19 pandemic, which radically changed the way people and organizations operate: from a massive shift to remote work to a changes in business model.

New technologies and major shifts in economic activity, along with hyper competitive markets and blurring of industry boundaries, created significant challenges for managers.

Scientists and practitioners emphasize the presense of a management crisis at the moment, which will cause a change in established paradigm. (Vikhansky, 2018; Kleyner, 2014). Those

practices that were successfully used in companies earlier have now ceased to work. The inability to deal with the environmental turbulence suggests highly ineffective strategic leadership, the main reasons for which are emphasis on short-term returns, an inappropriate prominence of stockholders, almost to the exclusion of other stakeholders; hubris and personal greed driving strategic decisions; and unethical, sometimes even illegal, practice (Hitt et al., 2010). At the same time, if some companies go bankrupt due to ineffective management, others are rapidly developing and established in the market (Collins, 2001), this suggests that the company's management is successful in implementing strategic leadership.

Strategic leadership can be characterized by the ability of companies to maintain short—term financial stability while ensuring its long-term development. For the successful implementation of strategic leadership, the leader should possess cognitive and behavioral flexibility, have different management styles and techniques in his or her arsenal and use each one in accordance with the situation. Although the field of strategic leadership has been widely studied by researchers, it is now significantly fragmented and theorized. On the one hand, there is a lack of integrated models that describe the prerequisites, consequences, and, most importantly, the factors contributing to the development of strategic leadership in companies, on the other hand, there are few quantitative and qualitative studies proving the existing models of strategic leadership.

In this Master's thesis, the authors examined the phenomena of group and individual mindfulness as internal factors affecting the development of strategic leadership.

The study of mindfulness as a specific quality that allows individuals and teams to actively analyze the current situation and realize their limitations has gained widespread popularity over the past few decades. Mindfulness has been shown to have a positive effect on both the cognitive and physical individual qualities, and the qualitative and quantitative outcomes of individuals and teams in the workplace and organizations as a whole. Many large companies choose mindfulness as their core business strategy and competitive advantage, and are adopting corporate mindfulness practices both to reduce stress and improve wellbeing and to make strategic decisions.

Although the concepts of mindfulness and strategic leadership have not been directly linked in the scientific literature, there are many prerequisites for this connection. In this paper, we connect these phenomena for the first time and prove that individual and collective mindfulness are contributing internal factors to the development of strategic leadership in companies.

1.2 Relevance of the study

This study has both theoretical and practical significance. First of all, the study proposed the structure of strategic leadership in the organization, and also identified the main qualities of strategic leadership at the individual and group level. Secondly, the study proposed phenomena of individual and group mindfulness of the company as internal factors for the strategic leadership development and this connection has been proven empirically. Thus, the study contributes to a more integrated view of strategic leadership in theory.

Practical relevance is characterized by the fact that allows, to a certain extent, to find an answer to the question: «How modern companies can ensure their long-term viability, and how leaders can develop skills for effective management in turbulent environment? »

As a result of the study, a model for the development of strategic leadership skills through mindfulness was proposed. In this study authors also verified and tested tools for measuring mindfulness and strategic leadership in a company, and described how research findings could be applied in the company within the framework of corporate development, team building and motivation system.

1.3 Research gap, goal, and questions

Research gap:

Although the field of strategic leadership has been widely studied by researchers, it is now significantly fragmented and theorized.

Firstly, there is a lack of integrated models that describe the prerequisites, consequences, and, most importantly, the factors contributing to the development of strategic leadership in companies.

Secondly, the strategic leadership factors that are cited in meta-studies are mainly external factors related to the dynamics of the market, competitors, industry and others. At the same time, researchers consider a fairly small number of internal factors that determine the effectiveness of strategic leadership. Most of the internal factors are related to the quantitative characteristics of companies (performance, age, size), while there is a lack of analysis of qualitative indicators related to the company's climate, communication, employee characteristics, etc. A special role in the formation of strategic leadership has mindfulness, both at the group and at the individual level. In practice companies seek to increase their level of mindfulness, both group and individual, through collective activities and through programs for the development of individual mindfulness. At the same time, research on the role of mindfulness in strategic fields is extremely fragmented.

Finally, there is a lack of quantitative and qualitative studies proving the existing models of strategic leadership and the role of mindfulness in its development.

Research goal

The research goal of the study is to determine the impact of individual and group mindfulness on the development of strategic leadership

To achieve the abovementioned goal, several **research objectives** have been stated:

1. To conduct literature overview of strategic leadership phenomena and define the research gap;
2. Select factors of strategic leadership, develop theoretical model, state hypotheses and empirical assumptions;
3. Choose a case for the study;
4. Collect and adapt data for quantitative research;
5. Perform quantitative analysis to test the model;
6. Collect data for qualitative research;
7. Conduct a qualitative analysis;
8. Analyze the results obtained at the quantitative and qualitative phases;
9. Provide recommendations for practical application in companies

In order to achieve the goal, it is necessary to answer the main research questions:

Q1: How can mindfulness affect the level of strategic leadership in a company?

Q2: What factors can affect the relationships between mindfulness and strategic leadership?

1.4. Research methodology

The study uses a case—study research strategy, and has a single-case study design, and has a single-case study design that allowed fully analyze the relationship between variables, as well as draw conclusions for future research. The study uses a mixed-method explanatory approach, which made it possible to first quantitatively prove the relationship between variables, and then use qualitative methods to interpret the quantitative results. Survey and semi-structured interviews were used as data collection methods.

The research was divided into two phases, quantitative and qualitative.

For the quantitative part, the following **hypotheses** were stated:

1. Group mindfulness has a positive impact on strategic leadership;
2. Individual mindfulness has a positive impact on group mindfulness;
3. Individual mindfulness is positively associated with strategic leadership via group mindfulness

For the qualitative part, the following **empirical assumptions** were stated:

1. Group mindfulness develops through the practice of group discussions;
2. Group mindfulness is influenced by the dynamism of the internal and external environment, as well as the complexity of the tasks.

1.5. Overview of Chapters

The study consists of 5 main chapters. The first chapter is devoted to describing the context of the research, the motivation for the research, the definition of the research gap, as well as the goals, objectives and research questions.

Chapter 2 provides a literature review, offers an overview of the theoretical constructs of strategic leadership, its development, its components and properties, also discusses the concepts of group and individual mindfulness and their relationship with strategic leadership.

Chapter 3 describes the methodology employed to conduct this study. It provides rationale for a case study design and provides an overview of each study phases.

Chapter 4 analyzes the results of quantitative and qualitative research.

Finally, Chapter 5 discusses the interpretation and implications of the results and introduces recommendations.

CHAPTER 2. THEORETICAL BACKGROUND

2.1 Definition of strategic leadership

Defining strategic leadership should start with defining *strategy* and *leadership* separately.

Business strategy represents the pattern of choices an organization makes to position itself for superior performance over time (Hughes et al., 2014, 30).

While in general, *leadership* exists when a group of 2 and more people has created common direction, alignment and commitment.

Unfortunately, an attempt to combine these two concepts, giving a definition of strategic leadership, will not be crowned with success. Although strategic leadership is the integration of strategy and leadership, analysis of the relevant literature on strategic leadership has confirmed that the authors define the term in different ways and within different concepts. Moreover, the researchers note (Samimi et. Al., 2019) that despite the fact that it is a vast and expanding field of research, there is a «surprising lack of consensus according to the concept of Strategic Leadership, as is evident from the wide variety of definitions and conceptualizations that exist in the literature».

Other cutting-edge scholars of strategic leadership field (Bonardi et al., 2018) in the Leadership Quarterly's Call for Paper emphasize that critical weakness in current knowledge of strategic leadership is the «lack of integration between micro- and macro-perspectives of leadership, and the dialogue among leadership scholars in the organizational behavior, IO psychology, and strategic management fields». The lack of integration and dialogue leads to diverse terminology, disconnected constructs and fragmentation (Bonardi et al., 2018), therefore researchers emphasize the need to present a more compelling definition of strategic leadership and to organize the field through an integrative framework that suggest opportunities for future research (Samimi et al., 2019). However, it has also been suggested that the apparent fragmentation of the literature is the result of the complexity of the topic, because “the role of strategic leaders is multifaceted and complex, and it can manifest in various firm-level outcomes in vastly different ways» (Samimi et. al., 2019).

In order to define the concept of strategic leadership, the author decided to analyze the definitions of strategic leadership from several sources and highlight common features. The decision was due to the fact that, despite the existence of a large number of studies on strategic leadership and information fragmentation, the synthesis of definitions would allow the author to single out a united concept of strategic leadership for using in the present Master's thesis as a dependent

variable. **Table 1** summarizes the main points from the definitions of strategic leadership used most often by scholars in this field.

Table 1 Representative definitions of strategic leadership

Author	Definition of Strategic Leadership
Boal and Hooijberg (2001)	The capacity to learn, the capacity to change, and managerial wisdom. Creation of meaning and purpose for the organization, leadership of organizations; people who have overall responsibility for the organization
Boal and Schultz (2007)	Creation of meaning and purpose for the organization
Boal (2004)	Series of decisions and activities both process—oriented and substantive in nature, <...> by reaffirming core values and identity to ensure continuity and integrity as the organization struggles with known and unknown realities and possibilities. Develops, focuses, and enables an organization's structural, human, and social capital and capabilities meet real—time opportunities and threats. Makes sense of and gives meaning to environmental turbulence ambiguity, and provides a vision and roadmap that allows an organization to evolve and innovate
DeChurch, Hiller, Murase, Doty, and Salas (2010)	Leadership at the top levels of the firm, involves establishing a vision and setting broad objectives for the overall organization
Denis, Lamothe, and Langle (2001)	Dynamic and collective phenomenon, and its influence extends beyond a focal organizational boundaries
Elenkov, Judge, and Wright (2005)	Process of forming a vision for the future, communicating subordinates, stimulating and motivating followers, and engaging strategy—supportive exchange with peers and subordinates
Finkelstein, Hambrick, and Cannella (1996)	Study of executive leadership from a strategic choice perspective. executives who have overall responsibility for an organization — their characteristics, what they do, how do they do it, and particularly, how they affect organizational outcomes
Hambrick (2007)	Shared activity, and the collective cognitions, capabilities, and interactions of the entire TMT enter into strategic behaviors
Hernandez, Eberly, Avolio, and Johnson (2011)	Individuals at the top of an organization are responsible for making strategic decisions. They also create an overall purpose and direction for the organization, which guide strategy

	implementation and formulation
House and Aditya (1997)	Directed toward giving purpose, meaning, and guidance to organizations, [whereas supervisory leadership is] behavior intended to provide guidance, support, and corrective feedback for the day—to—day activities of work unit members
Rowe W G., Nejad M H. (2009).	The ability to influence others in the organization to voluntarily make day—to—day decisions that lead to the organization’s long—term growth and survival, and maintain its short—term financial health
Ireland and Hitt (1999)	A person's ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization
Vera and Crossan (2004)	Focuses the people at the top of the organization. It considers executive work not only as relational but also as a strategic and symbolic activity.

Source: Samimi M., Cortes F. A., Anderson H. M., Hermann P., (2019). What is strategic leadership? Developing a framework for future research. The Leadership Quarterly. (Article in press, available online 17.01.20)

As a result of the definitions’ analysis, several common points were identified, some of which were combined by the author into groups, and some were considered separately. Thus, as a result of the analysis of existing definitions of strategic leadership, the following common components were identified:

- 1) Strategic leadership is associated with existence in an uncertain, turbulent environment;
- 2) Strategic leadership is considered as a dynamic phenomenon, a continuous process that has an effect in the long-run;
- 3) Strategic leadership involves taking certain actions: learning, changing, making decisions, meeting opportunities and threats, creating a roadmap/ guidance, implementing strategy, maintaining flexibility;
- 4) Strategic leadership is associated with specific cognitive abilities or mental work: definition of meaning and purpose, core values and identity, strategy formulation, anticipation, thinking strategically;
- 5) Strategic leadership includes the interaction of people with each other: working with others, influencing beyond boundaries, communication, stimulating and motivating;

Also, most authors have defined strategic leadership as a phenomenon related to the influence of individuals at the top organizational levels (CEO, Top Management Teams);

Some authors defined the concept of strategic leadership as an individual's ability (Ireland, Hitt, 1999), others, on the contrary, argue that this is a collective phenomenon and shared activities (Hambrick, 2007), others suggest that strategic leadership can be both individual and group (Beatty & Quinn, 2002), and also go beyond the organization's focal boundaries (Denis, Lamothe, Langley, 2001).

Definitions confirm that strategic leadership represents a complex, multifaceted competency that has many nuances and subtleties, making it difficult to easily codify (Hitt, Duane, 2002).

In order to apply the phenomenon of strategic leadership in a master's thesis, it is important to propose a definition and, given the complexity and versatility of the phenomenon, to define the conditional boundaries, within which the concept will be used. Therefore, constituent parts, properties of strategic leadership should be defined.

At the beginning, it is important to consider strategic leadership within the framework of leadership theory in order to trace the development of this phenomenon. The main leadership theories are presented in the **Table 2**.

Table 2. Leadership theory development

Leadership theory, Authors	Year	Description of the concept
Traditional approach		
Trait theory Stogdill (1948); Gordon Allport	From 1940s	What makes a good leader is a combination of certain mental, physical and social characteristics that anyone can develop.
Behavioral theory Stogdill & Coons, 1957; Blake & Mouton, 1964 Bowers & Seashor, 1966 Owens, 2007	From 1950s	A leader is determined not by his qualities and characteristics, but by his behavior. Anyone with good training can become a good leader, thus leaders are made, not born.
Contingency Theory House, 1971; Fiedler, 1964; Hersey & Blanchard ,	From 1960s	There is no single right way of leadership, leadership is influenced by different factors, so each style of leadership must be considered in a specific context. Thus, leaders who

1977		perform at the maximum level in some circumstances may perform less when placed in a different environment.
Contemporary approach		
Transactional leadership theory	From 1970s	There is a transaction between the leader and the follower: the leader articulate, what is expected from the vollover, and how they will be rewarded (or punished) for completing the task. After leader provides constructive feedback to keep everybody on task The leader needs to find a way to align individual and organizational goals
Transformational leadership theory Worthwhile, Bass 1990, 1995; Yammarino, Spangler, 1993; Leithwood 1992	From 1980s	The relationship between a leader and followers is built on the personal qualities of the leader, especially on charisma. The transformational leader builds a lasting trusting relationship with followers, changes their followers through their inspirational nature and charismatic personality. As a result, the motivation and a sense of belonging of employees increases, because they can easily identify themselves with a leader and a goal
Upper echelons theory Hambrick, Mason, 1984	1984	Leaders in the top management of the company personally assess the environment and all the situations they encounter. Thus, the executive's behavior is heavily dependent on his experience, values and persona. The subjective behavior of the leader determines the strategy of the company and influences the actions of others.
Strategic leadership Maghroori & Rolland, 1997; Finkelstein, Hambrick, & Cannella, 2009	From 1990	Leadership in a company is more impersonal, it is about interaction within and beyond the organization. Strategic leaders analyze and interpret the external environment to focus on fears and opportunities to influence the values of followers. Mainly studies the relationship of the chief executive officer (CEO), their top management team and the board of directors.

Source: compiled by the author

Thus, while traditional approaches have considered the specific determinants of effective leadership (traits and behavior), contemporary leadership theories combine approaches and emphasize the situational nature of leadership, which largely depends on the context in which the organization is located.

Strategic leadership is a concept that differs from others, mainly in its scope. Strategic leadership does not refer only to the interaction of the leader and the follower, this leadership is also

at the level of the organization and also considers the interaction of the organization and the external environment and has strategic implications for the organization.

Richard L. Hughes, Katherine Colarelli Beatty, and David L. Dinwoodie (2014) in their book on strategic leadership in organizations, list 3 main characteristics of strategic leadership that distinguish it from other types of leadership:

- **Broad scope of influence.** Strategic leadership goes beyond the direct functioning of the leader and even outside the organization, as it includes influencing other stakeholders. The organization is considered as an interdependent and interconnected system of many parts;
- **Long term impact.** The impact of strategic leadership is felt over a long period of time. Thus, one of the important functions of a strategic leader is the ability to keep long—term goals in mind while working towards achieving short-term goals. The authors' research on «Leading Strategically» program participants (Center for Creative Leadership) showed that balancing the current and long-term needs considered as the main challenge for participants;
- Strategic leadership often **implies significant organizational change.** In order to maintain a long-term stability, an organization needs to go through changes on a regular basis, because without change there is no development. The strategic leadership function is navigating these changes.

Moreover, despite the fact that many scholars classify strategic leadership only as top management activities (Vera & Crossan, 2004; DeChurch et al, 2010; Finkelstein & Hambrick, 1996), other authors emphasize that CEOs and Top Management Teams are not the only strategic leaders in an organization (Hughes et al, 2014; Denis & Lamothe, 2001; Hambrick, 2007).

In an environment of heightened uncertainty, organizations need to be constantly aware of the changes that occur in the environment, and those at the lower and middle level know best customers, competitors and industry trends. Moreover, a leader alone will not be able to provide long-term potential; decision-making has become difficult due to the large amount of information and mixed signals. In this way, the lines between strategy making and strategy implementation, and the lines between planner and implementer have become blurred (Hughes et al, 2014). Therefore, in order to achieve enduring performance potential, organizations now need to develop strategic capabilities across the enterprise, in leaders, employees and teams.

Taking into account above mentioned definitions of strategic leadership, its overarching nature at the organizational level and its long-term impact, in present thesis we will define strategic leadership as *a combination of competencies, processes and activities across all levels in the organization that allow make day-to-day decisions leading to the organization's long-term growth and maintaining its short-term financial health.*

2.1.1. Strategic Leadership as a combination of leadership styles

According to the contingency theory of leadership, there is no one right leadership style or ideal set of characteristics of a leader; on the contrary, the effectiveness of leadership varies depending on the situational context and the set of external and internal factors of the organization (House, 1971; Fiedler, 1964; Hersey & Blanchard, 1977). According to contemporary scholars, VUCA-environment places serious demands on strategic leaders, one of which is «behavioral complexity» (Denison, Hooijberg, & Quinn, 1995). In order to ensure a long-term growth and short-term financial results, while leading a change, a leader needs to be able to play competing roles at the same time, apply different leadership styles and use them competently, depending on the situation. Thus, a strategic leader needs to be «ambidextrous» (Tushman & O'Reilly, 1996) — to be able to simultaneously implement diverse courses of action: incremental and discontinuous innovation, exploration and exploitation, flexibility and control (Vera, Crossan, 2004, 227). This is also consistent with Rowe's (2001) description of strategic leaders who combine managerial leadership — sensitive to the past — and visionary leadership — future oriented.

Glenn Rowe and Mehdi Nejad in their article (2009) identified the qualities of a strategic leader. They provided examples of top executives in companies who have achieved incredible success because they have been able to combine day to day activities and sustained growth (ex. Lego, Westjet). According to the authors, these executives were strategic leaders. Although, strategic leaders are rarely seen, they are capable of delivering incredible growth for the company. Strategic leadership solves the problem of choice and compensates for the weaknesses of managerial and visionary leadership styles used separately. The **Table 3** summarizes the main characteristics of managerial and visionary leadership.

Table 3. Characteristics of managerial and visionary leadership

Managerial leadership	Visionary leadership
<ul style="list-style-type: none"> • Goals are born of necessities, not desires and dreams; goals based on past; • The main role is seen to be the maintenance of order in the company; • Have no personal attachment, may have problems expressing empathy; • Engage in, and support, short-term, least-cost behavior to enhance financial performance; • Use a system of rewards and punishments; • Influence actions and decisions of employees; • Involved in situations and contexts characteristic of day-to-day activities; • Work more comfortable in functional areas of responsibilities; • Less likely to make value-based decisions • Use linear thinking models; 	<ul style="list-style-type: none"> • Proactive, form ideas on their own, put forward new assumptions, unconfirmed earlier; • The main role is to ensure the development of the company in the future, to be a driver of change, mainly through the development of people; • Ideas and values are of paramount importance to them; they build relationships with people at the level of intuition and empathy; • More willing to invest in innovation, human capital, and maintaining an effective culture to ensure long-term viability; • Influence attitudes and opinions of others within the organization, change their way of thinking; • Form new approaches to known problems; challenge the status quo, are associated with a high level of risk; • Work with complex tasks, with information overload; engage in multifunctional, integrative tasks; • More likely to make decisions based on values; • Use non-linear thinking
Possible drawbacks	
<p>Focusing on short-term, less risky goals cannot ensure the long-term success of the organization</p>	<p>They are oriented towards the future and tend to ignore short-term stability, can choose high-risk decisions that jeopardize the current state of the organization.</p>
Advantages	
<p>Contribute to the strengthening of culture, strategy and structure in the existing organization in a stable and defined environment by exploiting and refining current ways of doing things.</p>	<p>Promote change and learning in the organization, used effectively in turbulent, uncertain environments to cope with crises and fundamental change</p>

Source: Rowe W G., Nejad M H. (2009). Strategic leadership: short-term stability and long-term viability. Ivey Business Journal

In short, managerial leaders are guided by clear rules of reward-punishment; they are not emotionally connected with employees and are not inclined to take risks. Managerial leaders think through short-term goals trying to extract maximum profit here and now, usually this is a least-cost approach. Thus, they make impossible long-term viability of the company.

The visionary leaders, by contrast, are focused on the future. They develop a vision of their own based on strong values and are eager to share vision among other people. Emotional, charismatic influence on others is the primary mean of goal achievement. The visionary leader's goal is to invest in the long-term future development of the organization. But at the same time, leaders often ignore current affairs, cope less well with assigning and verifying tasks, and can put at great risk the existence of an organization at the present time. If the managerial style deprives the company of the future, then the visionary style puts the present at risk, which is more dangerous.

Vera and Crossant (2004) also examined the dual nature of strategic leadership, combining transactional and transformational leadership styles, which are in general similar to managerial and visionary styles and represent people-oriented and task-oriented directions.

Each leadership style effectively manifests itself in different environments, unstable and uncertain. Transformational leadership, by addressing the values of people and strong informal influence, can help a company to cope with crises and major changes, therefore it is more effective in turbulent environments. The transactional leadership promotes a gradual, evolutionary approach and strengthening of the organizational structure when the environment is stable and certain.

The strategic leadership implies a combination of two styles, and its effect is superior to their sum. Strategic leaders encourage innovation, realizing that innovation and change provide enduring performance, while at the same time they are mindful of how the organization operates, thereby not taking arrogant risks, endangering financial stability. *The key characteristics of strategic leaders* are the following (Rowe, Nejad, 2009):

- Synergistic combination of managerial and visionary leadership;
- Emphasis on ethical behavior and value-based decisions;
- Simultaneous overseeing operating (day-to-day) and strategic (long-term) responsibilities;
- Leaders have strong, positive expectations of the performance they expect from their superiors, peers, subordinates, and themselves;

- Implementing both financial and strategic control measures, with the emphasis on strategic;
- Using linear and nonlinear thinking patterns;
- Strong belief that their choices have an impact on the organization and the environment that is strategic choice.

The authors also argue that different leadership styles can bring different wealth outcomes. For example, a managerial style is able to maintain the stability of the firm in the short term and, at best, generate short-term profits, but this turn will not be supported in the long term. In the case of visionary leadership, the time to create value for it is the shortest due to the impossibility of maintaining stability in the present moment, relying only on the future. As the illustration shows, only strategic leadership, based on the synergy of styles, can ensure the long—term success of the company.

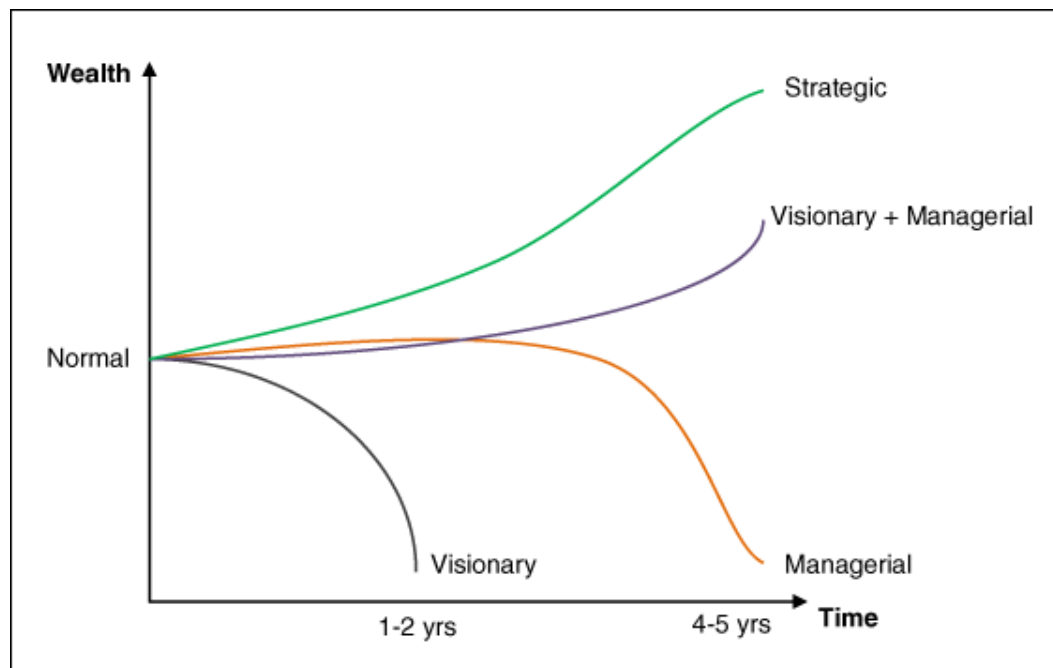


Figure 1. The impact of different leadership styles on wealth creation

Source: Rowe W G., Nejad M H. (2009). Strategic leadership: short-term stability and long-term viability. Ivey Business Journal

Thus, theoretically, strategic leaders have a set of characteristics and qualities that are simultaneously inherent in both visionary and managerial strength, but the question remains open: which ones are necessary for the development of strategic leadership? Now, we will consider strategic leadership from the point of view of its specific competencies.

2.1.2 The integrative competences approach to strategic leadership

Strategic leadership manifests itself in an ambiguous, complex, and information—overloaded environment (Hambrick, 1989; Lightman). Therefore, in order to act effectively and achieve long—term growth, a leader need develop certain qualities. As a result of the analysis of the literature, two theoretical models (**Figure 2**) were found that highlight the key characteristics of an effective strategic leader: An integrative model of Boal & Hooijberg, 2001 and Model of strategic leadership by Davies J. B., Davies B, 2004.



Figure 2. Integrative models of strategic leadership

These models are distinguished by the fact that the first combines the new and emerging leadership theories that consider the totality of the cognitive, behavioral and spiritual qualities of a leader and their impact on strategic leadership, while the second model considers strategic leadership in terms of the individual characteristics of the leader, as well as certain organizational processes that provide the existence of a strategic leader at all levels of the organization.

What these models have in common is how they define the main individual characteristics of a strategic leader, namely, absorptive capacity, adaptive capacity (capacity to change), and managerial wisdom. The short description of these characteristics is following:

Absorbtive capacity represents a capacity to learn, includes the ability to notice new information, process it and use it applying to new ends. (Cohen & Levinthal, 1990). This characteristic is extremely important for the leader of the organization, as leaders have the ability to influence the organization and change existing patterns of behavior. Consequently, the leader should create the context in which organizational learning takes place (Boal & Hooijberg, 2001).

Adaptive capacity represents an ability to change. In an environment of high competition and constant uncertainty, the success of an organization depends on strategic flexibility (Hitt, Keats, DeMarie, 1998). This ability allows the company to proactively and quickly respond to changes in the conditions. Organizational ability to change implies that leaders have cognitive and behavioral complexity, flexibility (Boal & Whitehead, 1992; Hooijberg et al. M 1997; Zaccaro, 1996a) and openness to change.

Managerial wisdom may be determined as the capacity to take the right action at the right time (Davies & Davies, 2004). It combines discernment and Kairos time (ability to decisive actions) (Boal & Hooijberg, 2001). Discernment combines the ability to see subtle changes in the environment, as well as an understanding of social actors and their relationships. The concept of social intelligence is closely related to the understanding of others, and its two main components are social awareness or empathy and social skills to achieve social compromise. Kairos time means being able to take the right action at a critical moment, or Kairotic moment (Bartunek & Necochea, 2000).

Davies & Davies (2004) also single out the 4th component, which is important for strategic leadership – a **dissatisfaction or restlessness with the present**. This can be described as the ability of a leader to constantly maintain «creativity tension», to be clearly aware of where he and the team want to be and to understand where they are now (Senge, 1990). Since the leader is the main agent of change, this ability provides constant observation of points for development, not allowing stagnation.

In order to ensure that the mentioned above characteristics of strategic leadership exist, it is important to understand what exactly needs to be done to insure their presence. Thus, we narrow the focus down to the specific skills that a strategic leader can develop. Narrowed focus, firstly, will give a more practice-oriented form to the concept, which is currently greatly theorized, and secondly, it will determine how strategic leadership can be measured, which is necessary for the purposes of scientific research in this thesis.

2.1.3. Strategic leadership skills

As mentioned earlier, there are many theoretical models of strategic leadership, but they lack of practical implications and tools for applying this concept in organizations. During the process of literary review, authors could find a fairly large amount of business literature and articles from reliable sources (ex, HBR, EBSCO), which are written by management practitioners. They propose

tools for strategic leadership development and apply it in numerous leadership trainings, for example, «Leading Strategically» training by Center for Creative Leadership (CCL)¹.

At the same time, the developed concepts and tools are validated quantitatively at large samples, therefore, they have considerably high reliabilities. In this paper, we use the classification of strategic leadership skills based on two main works of Hughes, Beatty and Dinwoodie (2014), and Schoemaker, Krupp, Howland (2013). These works were chosen because, firstly, they simultaneously explain the mechanism and provide data for its measurement, and secondly, they were practically tested in organizations (sample is more than 20 000 executives).

The scientific articles on strategic leadership skills distinguish mainly the skill of strategic thinking (ex. Pisapia et al, 2004). Undoubtedly, this is an important skill that can be directly related to the development of absorptive capacity, but more skills (social, behavioral) are most likely needed to develop other leadership characteristics.

The authors and practitioners at the Center for Creative Leadership identify 3 fundamental skills of a strategic leader: strategic thinking, strategic action, and strategic influence (Hughes et al, 2014).

Strategic thinking involves the cognitive and social processes that lead to a shared understanding of the complex relationship between the organization and its environment. It also involves using that understanding to set the direction for the organization's future;

Strategic acting is taking decisive action consistent with the strategic direction despite the inherent ambiguity, chaos, and complexity inherent in organizational life. At its core, it involves translating thinking into priorities for collective action;

Strategic influence is engendering commitment to the organization's strategic direction by inviting others into the strategic process, forging relationships inside and outside the organization, and using organizational culture and systems of influence

From the definitions, we can see that this skill set correlates with the strategic leadership characteristics above. For example, for the development of absorptive capacity, strategic thinking skills are necessary, for the implementation of strategic changes in the organization, strategic thinking, strategic actions are needed, as well as strategic influence on others – inspiration of subordinates with the idea of change. Managerial wisdom is mainly associated with strategic influence, as this component refers to strengthening interaction with others, and involves the

¹ [Leading Strategically Experience \(LSE\) | Strategic Leadership Program | CCL](#)

development of emotional intelligence. The authors of another study (Schoemaker, et al., 2013) identified 6 key strategic leadership skills that were tested against 20,000 executives.

Both classifications are logically interconnected and complement each other, therefore **Table 4** presents strategic leadership skills that are competencies that can be developed. For a more convenient perception and measurement, we will combine skills of a strategic leader in one concept Strategic Leader’s Competency. Further in the practical part, when composing the survey, specific tactics will be considered and included in the strategic Strategic Leader’s Competency questionnaire.

Table 4. Strategic leadership skills set

Strategic Thinking Skills	
Scanning (Anticipate)	Ability to detect ambiguous threats and opportunities on the periphery of business through environmental scanning, involve non—linear thinking
Visioning	Ability to go beyond the existing situation and provide a direction for the development of the organization, while correlating the future picture with the real characteristics and capabilities of the organization
Reframing (Challenge)	Ability to question the status quo, challenge a leader's own and others’ assumptions and encourage diversity of opinions. Reframing the problem from various perspectives. Taking action only after examination of a problem through many lenses.
Making common sense	Ability to create a shared vision of the situation, attitude to share implicit knowledge
Systems thinking (Interpret)	Ability to synthesize all the conflicting and complex input and to recognize patterns, push through ambiguity, and seek new insights. Ability to extract the necessary information from a huge amount of data
Strategic Acting Skills	
Decide	The ability to consider several options at once in any situation. Following a disciplined process that balances accuracy and speed, allows for trade—offs, and takes both short—term and long—term goals into account. A streamlined decision—making process
Learn	Ability to search for the lessons in both successful and unsuccessful outcomes. Ability to study leader’s own and teams’ failures in an open,

	constructive way to find the hidden lessons.
Strategic Influence Skills	
Involve	Ability to create a common understanding of the situation, the ability to find an approach, demonstrating the importance of goals to each participant, encouraging the success of employees, personally and publicly
Emotionally connect	The ability to inspire other people to achieve organizational goals, the ability to create a trusting atmosphere and recognize the inner motives of other people
Align	Ability to find common ground and gain support from stakeholders with different views and goals. Success depends on active communication, trust building and frequent interaction.

Source: compiled by the author

2.1.4. Collective Strategic leadership skills

Analysis of the relevant literature has shown that some authors refer strategic leadership only to senior management (Vera & Crossan, 2004; DeChurch et al, 2010; Finkelstein & Hambrick, 1996), while others refer to strategic leadership as collective phenomena and consider it at all levels across the organization (Hughes et al, 2014; Denis & Lamothe, 2001; Hambrick, 2007).

We have previously found that strategic leaders have behavioral and cognitive complexity (Boal & Hooijberg, 2001), are able to combine different styles depending on the situation, and use their skills to maintain short—term financial stability and long—term enduring potential. While a strategic leader, possessing certain qualities, aligns the structure and processes in the organization for the successful implementation of strategic leadership at all levels, *then how is strategic leadership manifested in followers?*

In their study of the strategic speed of companies, Davis, Frechette and Boswell (2010). empirically tested and identified 3 main people factors of strategic leadership or speed in a company. These factors characterize the nature of organizing current routines in a team and collective interaction, which is the driver of the speed of the organization. The factors are clarity, unity and agility.

Clarity is characterized by a clear understanding of the team's overall goal as well as the current situation the team is facing and the internal capacities that will allow team to achieve the goal;

Unity is manifested in the fact that people are ready to go in a certain direction and realize the need to work with each other in order to move forward. The main driver for the unity development is collaboration;

Agility is willingness to turn and adapt quickly while keeping strategic goals in mind. Agile team is open to different ways of achieving its goal and can quickly change these ways in accordance with changing circumstances, as the authors emphasize: «Agility is about heading consistently north, but being willing to use sails one day and the onboard motor the next, as conditions demand» (Davis et al., 2010);

Based on their Global Speed Survey, the authors have developed a special tool for measuring three indicators called the Strategic Speedometer. This modified questionnaire will be used to measure strategic leadership in present thesis.

Thus, we examined the concept of strategic leadership from different angles and highlighted the main aspects. To summarize, strategic leadership is characterized by a set of practices, skills and relationships of people in an organization, which, when interacting, ensure short-term financial stability and long-term performance. At the same time, strategic leadership is especially important in an unpredictable environment, such an environment places serious demands on the leader and the team, the leader needs to train cognitive and behavioral complexity, that is, to think non-linearly and use different leadership styles depending on the situation. A strategic leader is characterized by the absorptive, adaptive capacity to change and managerial wisdom.

We also looked more narrowly at the skills a strategic leader can develop to be more effective. By developing strategic leadership skills of thinking, action, and influence, he or she can more clearly see the goal and communicate it to employees, inspire employees to achieve it and encourage them to collaborate. Under the influence of the leader, the employees gain a clear vision of the strategy, they get more engaged in collaboration, and also better orient in environment through agility. The model of strategic leadership in organization is given below (**Figure 3**).

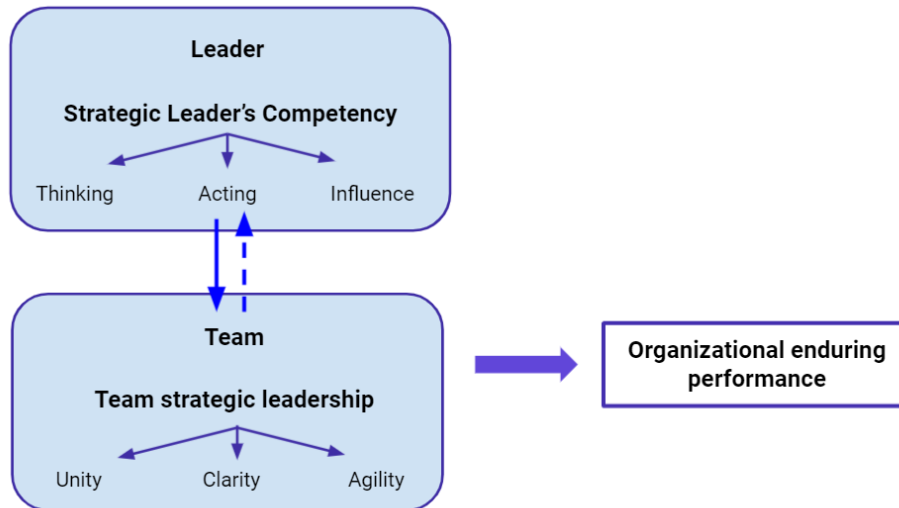


Figure 3. The model of strategic leadership

2.1.5 Factors of strategic leadership

The literature review identified various factors that researchers associate with strategic leadership, including both external (industry dynamics, competitor behavior, environmental uncertainty) and internal (firm age, organizational culture) (Samimi, 2020). In the literature on strategic leadership, little attention has been paid to internal factors, especially those related to the characteristics of employees and managers. Recently, the interest in management has been directed towards modern concepts of development in organization, in particular, awareness. Many researchers argue and prove scientifically that awareness, as a certain cognitive quality of a person, is capable of influencing many indicators. In the past few years, awareness has begun to be actively studied in the context of work (Reb, 2016; Langer, 2013).

Many foreign companies are implementing special awareness programs, not only to reduce stress, but also to make strategic decisions. Examples include Aetna, which has implemented programs «Viniyoga Stress Reduction» and «Mindfulness at Work», Intel with a 9-week «Awake @ Intel»Program. But perhaps the most famous is «Search Inside Yourself» - the program for the development of emotional intelligence, which was introduced by Google in 2007 (RBC).

Thus, taking into account the influence of mindfulness on a person's cognitive abilities and behavior, it can be assumed that mindfulness can be a catalyst for the development of strategic leadership skills in a manager and collective strategic leadership. The concept of mindfulness will be discussed later.

2.2. Mindfulness. Definition and scientific approaches

Over the past 2 decades, interest in the study of the mindfulness phenomenon has grown rapidly in organizational psychology and organizational behavior. There has been accumulated evidence to suggest that mindfulness contributes to the optimal functioning of individuals, groups, and organisations (Akin and Akin, 2015; Bakker and Schaufeli, 2008; Brown and Ryan, 2003; Dane and Brummel, 2013; Seligman and Csikszentmihalyi, 2000). Till the present moment research has evolved into two main bodies: first is focused on individual mindfulness and the second studies the social processes of collective mindfulness.

Historically, the study of mindfulness is rooted in the Eastern Buddhist tradition that has existed for at least 2500 years. But since the 1980s, mindfulness has been introduced in Western science by John Kabat-Zinn as a secular practice for use in psychology and medicine. The research then expanded into an organizational context, examining the impact of mindfulness on employee well-being and performance, intra-group and inter-group interactions, interactions between leaders and employees, and qualitative and quantitative organizational outcomes in general.

The concept of mindfulness is a complex multidimensional construct, and currently does not have a single universally used definition. In this master thesis, the concepts of individual and group (organizational) mindfulness will be considered, therefore it is important to define these concepts.

Table 5 shows the definitions of individual mindfulness that are used by organizational and psychological scholars.

Table 5. Definitions of individual mindfulness

Source	Definition of individual mindfulness
Baas et al. (2014)	A <i>state</i> of conscious <i>awareness</i> resulting from living <i>in the moment</i> (Brown & Ryan 2003, Kabat-Zinn 1994)
Brown & Ryan (2003, p. 822)	The <i>state</i> of being <i>attentive to and aware of</i> what is taking place in the <i>present</i>
Carlson (2013, p. 175)	<i>Attention</i> to one's current experience and non evaluative observation of that experience (Bishop et al. 2004)
Dane (2011, p. 1000)	A <i>state</i> of consciousness in which <i>attention</i> is focused on <i>present-moment</i> phenomena occurring <i>both externally and internally</i>
Eisenbeiss & van Knippenberg (2015)	A <i>meta-cognitive ability</i> defined as «a state of being attentive to and aware of what is taking place in the present» (Brown & Ryan

	2003, p. 822) and involves <i>conscious perception and processing of external stimuli</i> (in contrast to automatic tendencies)
Kabat—Zinn (2003)	Intentionally paying <i>attention</i> to one’s ongoing <i>sensory, cognitive, and emotional experiences without judging</i> any part of this experience
Hulsheger et al. (2013, p. 310)	A state of <i>nonjudgmental attentiveness to and awareness of moment-to-moment experiences</i> (Bishop et al. 2004, Brown & Ryan 2003)
(Langer, 1989, 1997).	Openness to <i>novel information</i> in the <i>present moment</i> , while having <i>awareness of multiple perspectives, by creating new categories</i>
Langer (1993, p. 44).	Having the capacity to see any situation from <i>several perspectives</i>
Langer (2014, p. 11)	An active <i>state of mind</i> characterized by <i>novel distinction-drawing</i> that results in being (a) <i>situated in the present</i> , (b) <i>sensitive to context and perspective</i> , and (c) <i>guided</i> (but not governed) by rules and routines
Leroy et al. (2013, p. 238)	A receptive <i>attention to and awareness of external</i> (e.g., sounds) and <i>internal</i> (e.g., emotions) <i>present-moment</i> states, events, and experiences (Brown & Ryan 2003, Dane 2011)
Niemiec et al. (2010, p. 345)	A receptive <i>state of mind</i> wherein <i>attention</i> , informed by <i>awareness of present experience</i> , simply <i>observes</i> what is taking place
Reb et al. (2014)	<i>Present-moment awareness</i> with an <i>observing, nonjudging</i> stance (e.g., Bishop et al. 2004, Brown et al. 2007, Mikulas 2011)
Ruedy & Schweitzer (2010, p. 73)	An individual’s <i>awareness, both internally</i> (awareness of their own thoughts) <i>and externally</i> (awareness of what is happening in their environment)
Zhang et al. (2013, p. 433)	A <i>present-focused awareness and attention</i> (the <i>presence factor</i>) with an <i>open attitude</i> toward ongoing events and experiences (the <i>acceptance factor</i>) (Bishop et al. 2004)
Zhang & Wu (2014, p. 24)	A <i>mental state</i> with the characteristics of <i>present-focused awareness and attention</i> (Bishop et al. 2004, Brown et al. 2007, Langer 1989b)

Source: Sutcliffe M K., Vogus J T., Dane E. (2016). *Mindfulness in Organizations: A Cross—Level Review. Annual Review of Organizational Psychology and Organizational Behavior*;

If we summarize the definitions obtained, the main features of mindfulness are clearly distinguished:

- 1) Mindfulness is a mental state, which means that it can be achieved, but it is not a permanent characteristic of a person, it can be activated and deactivated;
- 2) Mindfulness is a present-focused state, that is, focusing on what is happening at a given moment;
- 3) Mindfulness is associated with the purposeful focus of attention, and attention is wide, that is, it covers simultaneously the internal processes of a person (thoughts, emotions) and external events of the environment around him;
- 4) Mindfulness is associated with the state of awareness — being consciousness of something (in this case, in internal and external processes in the present moment);
- 5) Mindfulness includes a component of acceptance (or non-judgement) — that is, while paying attention to events in the present moment, a person refrains from evaluating and judging these events.

These characteristics of mindfulness are closely aligned with the Eastern tradition (for example, Buddhism), which emphasizes the importance of an open and accepting attitude towards the events that a person encounters. This view of mindfulness is closely related to meditation practices as the main exercise for achieving a state of mindfulness (Kabat-Zinn, 1982). As mentioned above, the practice of mindfulness began to be used in the West thanks to John Kabat-Zinn. But due to the fact that meditation is a key component in the study of mindfulness, this direction is still accepted to be attributed to the Eastern, it is also called Meditation-oriented mindfulness (Kang Y., Gruber J., Gray R.). Therefore, let us assume that researchers using the above-mentioned characteristics in the definition of mindfulness, as well as using meditative interventions in research, act in the Eastern scientific approach.

Among the definitions given, three can be noted, which to some extent differ from others (Langer, 1989, 1993, 2014). These definitions link mindfulness with *novel distinction-drawing, creating new categories and seeing a situation from several perspectives*. This understanding of mindfulness belongs to Mindset-oriented mindfulness and was introduced by Harvard professor Ellen Langer (Langer, 1974), who is considered a key researcher of mindfulness in the West. Langer considers mindfulness from a cognitive perspective and associates it more directly with creative thinking than Eastern approach (Sutcliffe et al, 2016). Thus, according to Langer's approach, mindful individuals engage in conscious thinking and thoughtful actions, and therefore have a higher awareness of multiple perspectives that are context dependent (Langer et al., 1978).

Both perspectives have certain similarities and differences. **Table 6** demonstrates the comparative characteristics of the Eastern and Western perspectives of mindfulness.

Table 6. Comparison of Western and Eastern Approaches to Mindfulness

Eastern Mindfulness perspective (meditation-oriented)	Western Mindfulness perspective (mindset-oriented)
Similarities	
Quality of mind	State of mind
Attention and awareness in the present moment	Openness in the present moment
Nonjudgmental acceptance	Openness to novel information, seeing multiple perspectives and as a consequence, less judgmental evaluation of other's behavior
Differences	
The state of mindfulness is achieved through meditation practice	A state of mindfulness can be achieved at any point in time through cognitive rethinking.
Aims at blurring preestablished categories, especially those of self versus others (eg., Gyatso, 1986).	Creating new categories, thereby examining old concepts in a new light (Langer, 1989)
Meditation instructions often include a nongoal-directed and nonjudgmental observation of internal and external stimuli (e.g., Kabat-Zinn, 19)	Involves goal-oriented cognitive problem solving that requires consideration of information or situations from multiple perspectives to increase creativity and openness (e.g., Langer & Moldoveanu, 2000)

Source: compiled by the author

Thus, the following similarities in the concept of mindfulness from two perspectives can be seen:

- 1) Both include an attention component and an openness to new information with flexible curiosity;
- 2) The acceptance component is important in both directions. In mindset-oriented mindfulness, a person welcomes new information without rejecting it and considers different points of view. Similarly in meditation-oriented mindfulness, a person accepts the present moment without criticizing or judging it;

- 3) Both approaches affect automatism, the tendency to perform certain actions or think unconsciously, without making an effort, out of habit

Although there are some differences between the concepts, these differences can be justified. At the same time, Ellen Langer herself emphasizes that the two approaches are simply two paths to the same state of mindfulness.

Therefore, in this master thesis, individual mindfulness will not be considered from a specific approach, but will denote the general cognitive state of the individual.

Thus, further, individual mindfulness will be understood as the cognitive quality of a person, which is characterized by his ability to purposefully direct his attention to and be aware of his internal processes (thoughts, feelings, emotions), notice the changes taking place in the environment while being open to all incoming information, without his own judgments and evaluations.

2.2.1 Elements of mindfulness and their workplace effect

As it can be seen from the definitions of mindfulness, most authors distinguish 4 main components: (1) awareness, (2) sustained attention, (3) focus on present moment, and (4) nonjudgmental acceptance (e.g., KabatZinn et al., 1985; Teasdale, Segal, & Williams, 1995, Feldman et al. (2007)). All components of mindfulness affect each other and each in turn affects certain qualities and abilities of a person. Here we will consider each indicator in sequence, and also describe how these indicators can affect the individual during work.

Awareness

Awareness is a state in which an individual has conscious knowledge of his internal and external experiences, including body sensations, thoughts and emotions, and external events, including such as sights and sounds (e.g. Brown & Ryan, 2003).

Awareness as the element of mindfulness (Akin and Akin, 2015) is linked to self-awareness (Brown and Ryan, 2003; Glomb et al., 2011; Gunaratana, 2002) and self-regulation (Bishop et al., 2004; Reb et al., 2014). Employees who are aware of the workplace, their work assignments and their peers and colleagues will have better interpersonal relationships that facilitate communication and task performance (Dane and Brummel, 2013; Reb et al., 2014). Also, in a state of awareness, an individual may be more likely to notice cognitive biases and traps arising in his thoughts, understand the nature of these distortions and, as a result, reconsider his decision about a particular task, which will also contribute to improving performance. Furthermore, Brown and Ryan (2003) argue that

«awareness» improves clarity and vividness of the tasks that employees work on. Thus, having more clarity especially with reference to role clarity may help individual employees be more actively engaged in work (Dane and Brummel, 2013; Griffin et al., 2007). The facet of awareness is a basic component of awareness and facilitates the inclusion of other components (Gunasekara, 2018).

Sustained attention

The facet of «attention» is defined as the process of focusing conscious awareness over a prolonged period of time on the present experience (Bishop et al., 2004; Brown and Ryan, 2003). Thus, «awareness» helps develop «attention» skills. Whenever the mind wanders, attention is gently but firmly brought back to the original target of focus. This component of sustained attention has been associated with positive mental health outcomes, including reduction in ruminative processes (Chambers, Lo, & Allen, 2008) and anxiety (Wells, 2002). The development of attention also affects the development of willpower, self-regulation and the ability to focus on a long-term goal. Gunasekara, 2018 has also proven the positive impact of sustained attention on work performance. Individual employees with a high level of attention can carefully select and focus effectively on performing tasks in a given situation (Dane and Brummel, 2013). Moreover, individuals with improved attentional skills were found to have the capacity to switch attention between tasks without losing the awareness (Bishop et al., 2004). Thus, having a high level of attention can be instrumental for employees to perform tasks that require shifting attention from one to the other. Being attentive helps keep employees away from distraction while working, so as to avoid errors and mistakes, as well as to keep them interested in and engaged/involved in work that they do (Dane, 2011; Dane and Brummel, 2013; Leroy et al., 2013).

Focus on present moment

That component of mindfulness was defined by Kabat-Zinn (2000) as being «here and now» to avoid the mind from wandering. Several researchers claim that «present focus» can be promoted by an increased level of «attention» skill developed from «awareness» (Brown and Ryan, 2003; Coffey and Hartman, 2008; Dane, 2011). By focusing on the present moment, the individual directs attention to what is happening in each moment of awareness here and now (e.g., Baer, 2003). This state is the opposite of the state of mind wandering and preoccupation with infinite flow of thoughts.

The human brain has a default mode network (default state network of the brain) in which thoughts live, it is also called a narrative. This is a stream of thoughts that do not stop in the head and often it is these automatic thoughts that cause stress. These are thoughts about oneself, about the world, evaluating oneself from the outside and comparing with others, experiencing about the future

or thinking about the past. Also, the default mode network tends to create loops, generating even more negative thoughts from negative thoughts, thus, a person is in a cognitive distortion that has nothing to do with reality, his level of stress increases and he can no longer consciously understand what is happening around. Rumination is associated with increased depressive symptom severity. In contrast, when a person focuses attention on the present moment, either through purposeful focusing of attention or through activity, this narrative system weakens its influence. Many discoveries have been made in science that have linked the practice of meditation to a decrease in DSN activity.

Obviously, this quality also has an impact on the individual in the workplace. Present focus was empirically found to help improve individual employees' creativity and their enlarged interest in new experiences (Haas and Langer, 2014). The ability of mindful individuals to be at the present moment increases their willingness to engage in what they do (Malinowski and Lim, 2015). Bishop et al. (2004) also argue that mindfulness practitioners do not bring pre—conceived expectations on what the present should or should not be; rather they have an open attitude towards the present situation. This openness to present experience helps increase energy and mental resilience of employees in the face of challenging work situations (Bishop et al., 2004; Reb et al., 2015). Subsequently employees can approach and perform tasks in engaging, interesting and even novel ways (Langer and Moldoveanu, 2000; Leroy et al., 2013).

Nonjudgmental acceptance

Bishop et al. (2004) referred to this facet as «acceptance» of self, curiosity and openness towards one's experience in the present moment. Nonjudgmental acceptance involves experiencing thoughts, sensations, and events as they are at the moment they enter one's consciousness, without judging them as being good or bad, desirable or undesirable, important or trivial (Germer, Siegel, & Fulton, 2005). Acceptance is to allow all experiences—pleasurable, neutral, and painful—to arise without trying to change, control, or avoid them. Moreover, The facet of «acceptance» was found to be an emotion regulation strategy that helps enhance individual employees' emotional intelligence and personal resilience (Brown and Ryan, 2003; Malinowski and Lim, 2015; Reb et al., 2015). According to Malinowski and Lim (2015), a non-judgemental individual is the one who can positively engage in work even after experiencing a high emotional state of mind. This is because individuals with a non-judgemental mindset are able to accept stressful events at the workplace, rather than appraising the situations with negative thoughts developed through past experiences.

As a result of this positive acceptance, the level of work engagement may increase (Leroy et al., 2013; Malinowski and Lim, 2015). Glomb et al. (2011) also concur that a mental attitude of

acceptance is positively associated with emotional regulation and interpersonal relationships, which help enhance motivation to work. Through acceptance, the individual can better adapt to changing environmental conditions and experience less stress in the workplace and in the unpredictability that most companies currently face.

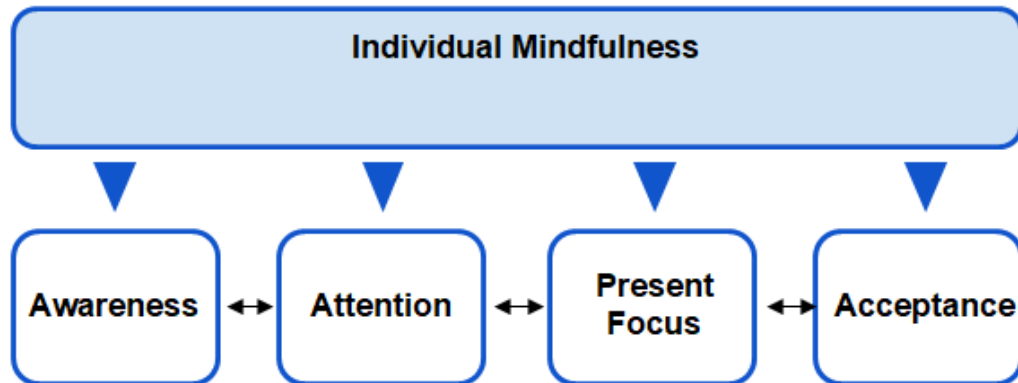


Figure 4. Four components of individual mindfulness

Source: compiled by the author

2.2.2 Relationship between Leader's mindfulness and Leader's Strategic Competency

Earlier we mentioned that strategic leader operates in an uncertain, complex environment. In order to be effective, it is important for him or her to develop Strategic Leader's Competency – strategic thinking, acting and influence skills. These skills correlate with the qualities of a strategic leader: cognitive complexity, behavioral complexity, social intelligence, which Huijberg (1997) considered in the Leaderplex model.

Cognitive complexity implies that leader thinks non-linearly, looks for more information and spends more time interpreting it. Leader sees the world as an integral system, where all parts are connected, therefore he/her can notice connections and patterns between seemingly unrelated objects (for example, leader may see new business ideas).

Closely related to cognitive complexity is **Cognitive flexibility**, which is characterized by the human ability to change thinking patterns, depending on the situation, the ability to revise one's beliefs and consider several options (Cañas, Quesada, Antolí, & Fajardo, 2003).

Behavioral complexity means that leader owns a wide repertoire of leadership roles and is able to use different ones and change them, depending on situations (for example, simultaneously control the precise task completion, and provide emotional support to subordinates).

Social complexity (social intelligence) characterizes the ability of leader to be aware of his/her and other's feelings and emotions and react in the most appropriate way.

If these qualities are a consequence of the 3 leadership skills development, the question arises, what can contribute to a more effective acquisition of these skills?

It can be noticed that qualities mentioned in one way or another are associated with 4 components of mindfulness: awareness of what is happening, investing attention, present focusing in order to adapt to current conditions, and full acceptance of the incoming information. Therefore, it is logical to assume that the mindfulness of the individual is an important factor in the development of these qualities.

Literature review on this field confirmed the impact of mindfulness on the qualities mentioned above, as well as other qualities inherent to a strategic leader: the ability to combine short-term and long-term perspectives (Baron & Rouleau, 2018), the ability to adapt organizational changes (Hyland et al., 2015). The **Table 8** lists the qualities that are positively associated with mindfulness.

Table 8. The Impact of Mindfulness on the Qualities of a Strategic Leader

Strategic Leader's Quality	Author, article title
Strategic Thinking	
Cognitive flexibility	Moore, Malinowski, 2009
Cognitive complexity	Dharshini, Goonetilleke, 2016
Control of attention (selection of appropriate targets)	Reb et al, 2016
Vision	Vu & Burton, 2020
Information—processing and decision—making	Sauer and Kohls, 2011
Strategic Acting	
Leadership flexibility (self-assertive and directive vs collaborative and supportive behavior, long-term strategy vs short-term execution)	Baron & Rouleau, 2018
Ability to adapt to organizational change and change organizational culture	Hyland et al., 2015; Kohls et al., 2013; King & Badham, 2018
Strategic influence	
Context-sensitive respond to other's needs	Brown & Ryan, 2003, Chiesa et al., 2011; Condon, 2017
Managerial wisdom	Vu and Burton, 2020

Maturity, insightful understanding of different stakeholder perspectives	Burton, Vu, 2020
Relationship quality and communication	Good et al., 2016

Source: compiled by the author

Thus, if mindfulness is positively associated with the qualities of strategic leader, and these qualities are trained with the help of 3 skills (Thinking, Acting, Influence), we assume that the higher the leader's mindfulness, the better he/she masters these skills, that is Strategic Leader's Competency.



Figure 5. Relationship between leader's mindfulness and Strategic Leader's Competency

2.2.3. Group mindfulness

The essence of mindfulness is its effect on automatism or mindlessness. An individual, who acts on «autopilot», adheres to the old modes of thinking, does not notice new possibilities. A mindful person, on the contrary, remains susceptible to everything that happens around and inside, tries to explain cause-and-effect relationships for himself, remains open to new possibilities and information.

In an organization, mindfulness takes on an even more important role. The concepts of mindfulness and mindlessness can be also applied to organizations. When organizations are mindless, they tend to act as is customary, according to established rules, by inertia, are be closed to new opportunities, afraid of change. They are influenced by cognitive biases and stereotypes and risk to misestimate, misunderstand, misspecify what they think they face (Weick, 2009). The opposite concept is organizational mindfulness. A key concept in the study of organizational mindfulness is that of Weick and colleagues, which evolved from their study of High-Reliability

Organizations (HROs) such as aircraft carriers, air-traffic control (and commercial aviation more generally), and nuclear power-generation plants (see Rochlin, LaPorte, & Roberts, 1987; Roberts, 1990; Weick, Sutcliffe, & Obstfeld, 1999) that operate complex technologies in complex, dynamic, interdependent, and time-pressured social and political environments. The mindlessness of such companies can lead to irreparable consequences, even to death, and environmental disasters, which is why such organizations need to be mindful in order to constantly monitor the environment and notice even the smallest changes in it.

The study of HROs was then expanded to include conventional organizations (Ray et al., 2011), that are named RSO (Reliability Seeking Organizations). In such companies, mindfulness is considered more in terms of increasing efficiency, looking for new opportunities for development. The lack of mindfulness of such companies will most likely not lead to critical disasters, but it can lead to irrational management of resources, unhealthy climate in the company, which can put the company at risk.

The research of group mindfulness, in turn, was based on the already mentioned concept of Ellen Langer and its 3 features of mindfulness: *novel distinction-drawing, creating new categories and seeing a situation from several perspectives*. Thus, mindful organizations pay close attention to what is going on around them, refusing to function on «autopilot»; induce a rich awareness of discriminatory detail and a capacity for action (Weick et al. 1999, p. 88). These organizations seek to learn what they do not know (Ray et al., 2011).

If earlier we defined individual mindfulness as a set of internal processes, then organizational mindfulness, in turn, is a function of social practices, both action (Weick & Roberts 1993) and communication (Cooren 2004). In other words, organizational mindfulness is a means of engaging in the everyday social processes of organizing that sustains attention on detailed comprehension of one's context and on factors that interfere with such comprehension (Vogus & Sutcliffe 2012; Weick et al. 1999; Weick & Sutcliffe 2001, 2006, 2007).

It is also worth defining the concept that will be used in research, so it is important to separate *organizational mindfulness and mindful organizing*. These are two interrelated terms, but mindful organizing is a dynamic social process based on extensive communication, information updating and teamwork (Vogus & Sutcliffe, 2012; Weick et al., 1999). While the organizational mindfulness is relatively stable characteristic of the organization, consisting of routines and guidelines. It is important to note, that mindful organizing is not a part of organizational mindfulness, it is, however, a useful tool for transforming principles of organizational mindfulness

into action (Vogus & Sutcliffe, 2012; Weick et al., 1999). In this paper, the concept of mindful organizing will be used for analysis, considering the relationship of mindfulness and team strategic leadership, which is the first level in the company. In what follows, we will refer to the concept of mindful organizing as group mindfulness for a more convenient perception.

The authors of organizational mindfulness theory (Vogus & Sutcliffe 2012; Weick et al. 1999; Weick & Sutcliffe 2001) have identified 5 interrelated processes (**Figure 6**) that characterize group mindfulness, the **Table 9** includes the characteristics of these factors. In accordance with the theory, 5 process are also typical for mindful organizing, they do not apply to the whole organization, but to divisions and teams.

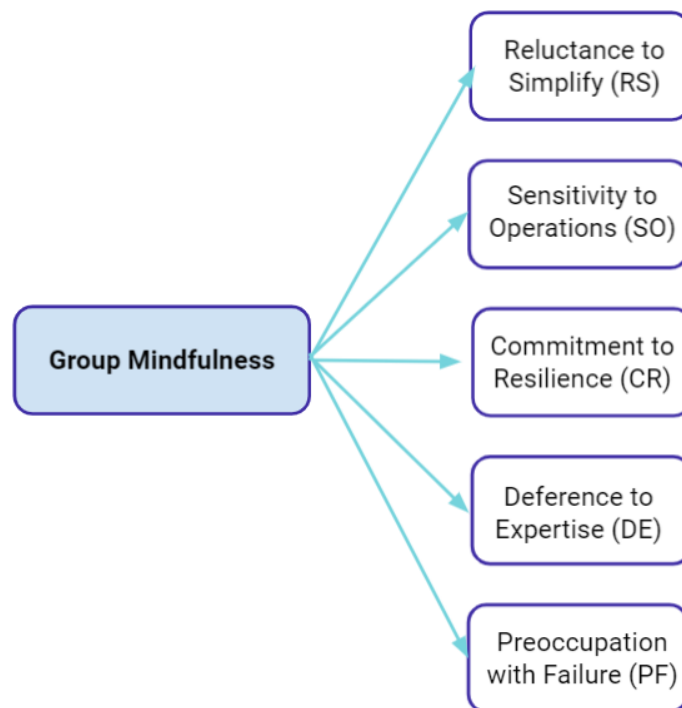


Figure 6. The Group mindfulness construct

Source: compiled by the author

Table 9. Components of group mindfulness

Factor	Description
Reluctance to Simplify (RS)	When a team encounters new information, employees abandon a simplistic view of the problem, work in a familiar scenario. Employees try to look at ordinary things from a different angle, find new facets and form new knowledge, instead of looking for information that supports old expectations

	and beliefs
Sensitivity to Operations (SO)	Constant attention of the team to the current situation, in real time, which allows to make adjustments to prevent serious errors
Commitment to Resilience (CR)	The ability of the team to quickly cope with unpredictable situations, correct mistakes before they cause serious harm, readiness for any surprises
Deference to Expertise (DE)	Attitude towards colleagues in terms of their experience and skills, and not position in the company, understanding that authority is not equal to expertise
Preoccupation with Failure (PF)	The organization's sensitivity to possible failures, attention to minor mistakes, encouraging reporting of the mystery, open discussion of problems in the team. Attention to seemingly insignificant details

Source: compiled by the author

Although the described 5 factors are very clear, there is no specific algorithm or list of sufficient organizational practices, techniques, processes that would provide a high level of organizational mindfulness. There are only some assumptions, for example, Vogus and Welbourne (2003) have identified practices that can affect 3 out of 5 processes (the use of skilled employees for Reluctance to simplify, positive employee relations for Sensitivity to operations, emphasis of training for Commitment to resilience).

We can make assumptions about what practices affect other factors: Preoccupation with failure and Deference to expertise. In order for the company to work on errors and avoid them, it is important that the company maintains open conversations, employees are not afraid to express their opinion. At the same time, it is important to build the process of working on mistakes in such a way that employees are not afraid to communicate them. This correlates with the concept of 2 types of communication behaviors, advocacy and inquiry (Garvin, Roberto, 2001). Advocacy is characterized by the fact that the participants in the discussion make statements, inquiry consists in asking questions in order to find a solution. The authors of the concept believe that it is important that the team knows how to combine these tactics and use them depending on the situation.

So, for example, in the case when it is necessary to find a solution to a problem, it is important that the opinions of the majority of participants are taken into account, at the same time, in critical situations, it is important to clearly understand what to do and how. In this case, advocacy of the leader is the most acceptable behavior. We hypothesize that component of Preoccupation with

failure may be developed when the company uses both methods of discussion rather than specific one.

Deference to expertise is characterized by the fact that decisions in the company are made by those who have more competencies in this, and not who have certain position in the company. Therefore, the company values the work of each employee and the initiative. In a quantitative study of 5 factors, Bagrationi (2017) was able to prove that the deference to expertise is related to the trust and ability of employees to show independence and initiative. We assume that the component Deference to expertise is enhanced when employees in a company can freely unite into groups to solve specific tasks and problems.

Thus, the following empirical assumption can be proposed:

Assumption 1:

Group mindfulness develops through joint gatherings and a combination of both advocacy and inquiry behaviors, and also through a decentralized system whereby members of the community can freely and independently unite to solve problems.

2.2.4 Connecting group mindfulness, individual mindfulness and strategic leadership

Earlier we described the concept of individual mindfulness and its 4 components. It would be logical to assume that when employees become more mindful, this affects their interaction with other employees, as a result communication between them improves and, therefore, group mindfulness increases. At the moment, the connection between group and individual mindfulness is a subject of discussions in the scientific literature (Reb et al., 2016; Kelemen, Born, Ondráček, 2020). There are questions whether group mindfulness is a consequence of an aggregated indicator of the individual mindfulness or whether employee mindfulness is connected with a group mindfulness through other processes (mediators).

The authors also suggest that there is both a direct and a feedback loop between group and individual mindfulness. This makes sense because the relationship between variables is a cyclical and dynamic process of co-enrichment. To date, there is very little quantitative evidence of this connection. In present work, we will consider the influence of individual mindfulness on the group mindfulness and the prerequisites for this connection will be the effects of mindfulness on the individual, which then, when manifested in several individuals, immediately affect their general interaction. The Table shows the scientifically proven outcomes of mindfulness for the individual and describes connection between individual and group mindfulness.

Table 10. Outcomes of individual mindfulness and its connection to group mindfulness

Effect of Individual mindfulness	Influenced component of group mindfulness	Description
<p><i>Prosocial behavior</i> consideration of the needs and wishes of others before making decisions or taking action, (Van Doesum et al., 2019); <i>Empathy</i>, a felt connection with others (Shapiro et al., 1998)</p>	<p>Deference to expertise</p>	<p>Mindful individuals tend to interact more productively, making decisions in a team; they tend to listen to the opinions. Mindful employees are also respectful of the work of their colleagues.</p>
<p><i>Work engagement</i>, (Dane, Brummel, 2014); <i>Effective interpersonal communication</i> (e.g. Bishop et al., 2004; Dane and Brummel, 2013; Hyland et al., 2015)</p>	<p>Sensitivity to operations</p>	<p>Mindful employees are better engaged in the day-to-day activities, therefore they maintain attention to work details, and also seek to learn functionality outside of their own. They communicate with each other on a daily basis in order to gain a complete picture of the situation in the workplace.</p>
<p><i>Proactive coping with challenges</i>, (Reb et al., 2015; Hülshager et al., 2012); <i>Objective perspective</i> even in stressful situations, (Hulsheger et al., 2013); <i>Positive influence on mind—state</i>, (Bishop et al., 2006; Dane, 2011) <i>Improved judgment and problem—solving capabilities</i>, (Olafsen, 2017)</p>	<p>Commitment to resilience</p>	<p>Mindful employees remain resilient to stress and can remain productive in difficult situations. They are ready to be actively involved in solving problems and can better orient themselves in the event of an unforeseen situation. Since such employees are less stressed, they maintain clarity of mind and quality of problem solving even in difficult situations.</p>
<p><i>Increased attention, cognition, emotion, behavior</i> (Good et al, 2016; Bishop et al., 2004; Dane and Brummel, 2013; Hyland et al., 2015); <i>Capacity to switch attention between tasks</i> without losing the awareness (Bishop et al., 2004); <i>Objective consideration of things</i>,</p>	<p>Preoccupation with failure</p>	<p>Mindful workers have better developed abilities to sustain attention, involvement in the moment, therefore, an employee can be more likely to see minor changes in the situation, see mistakes in the early stages and prevent them.</p>

<i>more accurate decisions</i> , (Dane and Brummel, 2013).		
<i>Increased creativity</i> , decreased accidents and better retention of information, (Langer & Moldoveanu, 2000); <i>Interest in new experiences</i> (Haas and Langer, 2014).	Reluctance to simplify interpretations	Mindful employee do not tend to rely on habitual patterns of thinking and behavior, they try to create new categories, look for a way to do things in a new way.

Source: compiled by the author

Taking into account the literature review and already known information from research, we present the following hypothesis for quantitative analysis:

H1: *Individual mindfulness has a positive impact on group mindfulness;*

Now we should consider the influence of mindfulness on the main phenomenon studied in this work – strategic leadership. Earlier we looked at collective strategic leadership as the interconnection of three components: **Agility, Unity, Clarity**.

It is logical to assume that these indicators of strategic leadership will increase with increasing group mindfulness. By developing the Preoccupation with Failure, and Commitment to Resilience, the employees become more prepared to the challenges and better responds to changing environmental conditions. They also become more cohesive in the problem—solving process, thus having an impact on the agility and unity components.

Developing the Deference that expertize, employees respect each other, actively help each other, which can affect their Unity.

Finally, by developing the Reluctance to simplify and Sensitivity of the operations, the employees actively interact and immerse themselves in the details of the work, gaining a better grasp of the situation, that is, Clarity.

Therefore, we state the following hypothesis:

H2: *Group mindfulness has a positive impact on Group Strategic Leadership;*

Finally, assuming that individual mindfulness may be related to group mindfulness, it can be assumed that individual mindfulness will also influence strategic leadership. Mindfulness affects certain characteristics of individuals, thus increasing their attention and mindfulness, thereby increasing the indicator of Clarity. Under the influence of mindfulness, empathy and social skills of individual increase, and consequently, their interaction with each other, therefore their Unity, will

increase. Finally, mindfulness influence the cognitive flexibility and resilience – the main qualities for coping with stressful and unexpected situations, and as a result, team Agility increases.

We assume that group mindfulness can serve as a mediator in these relationships, that is, if the mindfulness of several people in the team develops its strategic leadership, it is logical that if the whole team becomes more mindful, this will strengthen the relationship between indicators.

The final hypothesis is following:

H3: *Individual mindfulness is positively associated with strategic leadership via group mindfulness.*

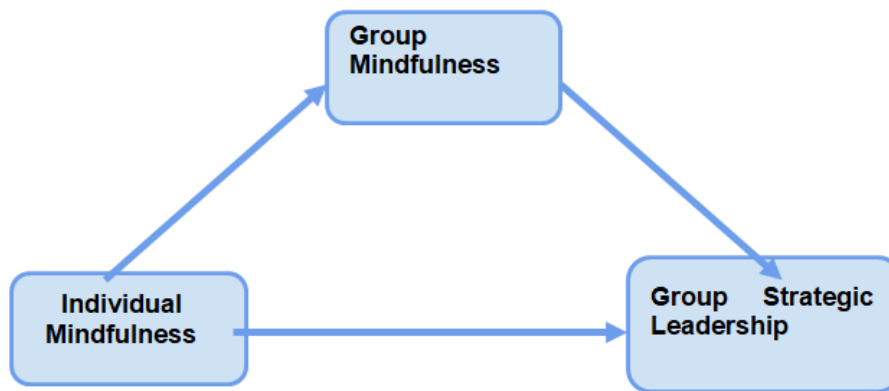


Figure 7. Relationship between Individual, Group mindfulness and Strategic leadership

Source: compiled by the author

It is also worth considering some factors that can influence this relationship. Teams in a company usually have different functions and tasks. It should be assumed that complex tasks require more cognitive capacity and creative thinking from employees. Donald Campbell (1998) gave the classification of 4 types of tasks according to their complexity: Decision, Judgment, Problem, Fuzzy (Figure 8).

These tasks are characterized by uncertainty, multiplicity of paths and outcomes. The Decision type of task is usually defined as routine tasks, or tasks using minimal analytical skills. Judgement tasks are associated with the presence of different options and the formulation of a judgment, a person knows how to perform a task, but does not know the exact outcome of the implementation (ex: market analysis). Problem type of tasks is associated with multiple paths, that is, a person needs to choose a way to achieve a goal. And finally. Fuzzy type of tasks is the most

difficult, since tasks involve multiple outcomes and paths and require high cognitive abilities and creativity from the performer.

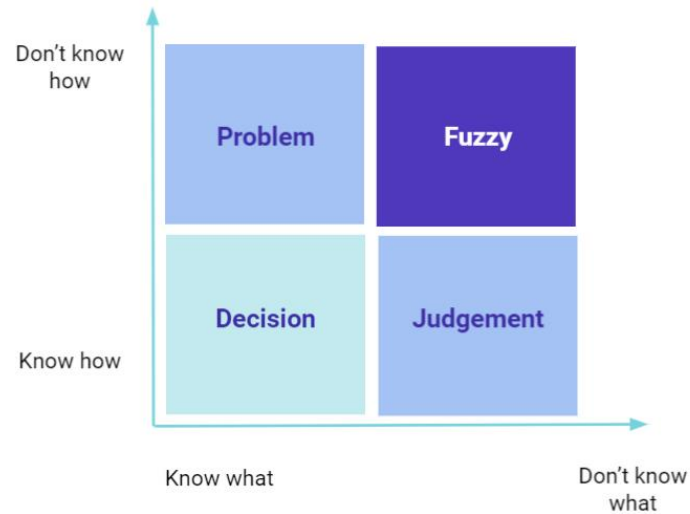


Figure 8. Four types of tasks

Source: compiled by the author

We can assume that the more difficult the tasks, the more cognitive resources are required from employees. Difficult tasks increase stress to employees about uncertainty.

The environment, in which the team is located, internal and external, also influences its perception of the situation. It can be assumed that the uncertainty of the environment and the complexity of tasks increase the level of stress of employees and require additional efforts and abilities from them, which in turn can contribute to a decrease in mindfulness and an increase in automatically stress responses. Thus our final assumption is the following:

Assumption 2:

Group mindfulness is negatively influenced by the dynamism of the internal and external environment, as well as the complexity of the tasks

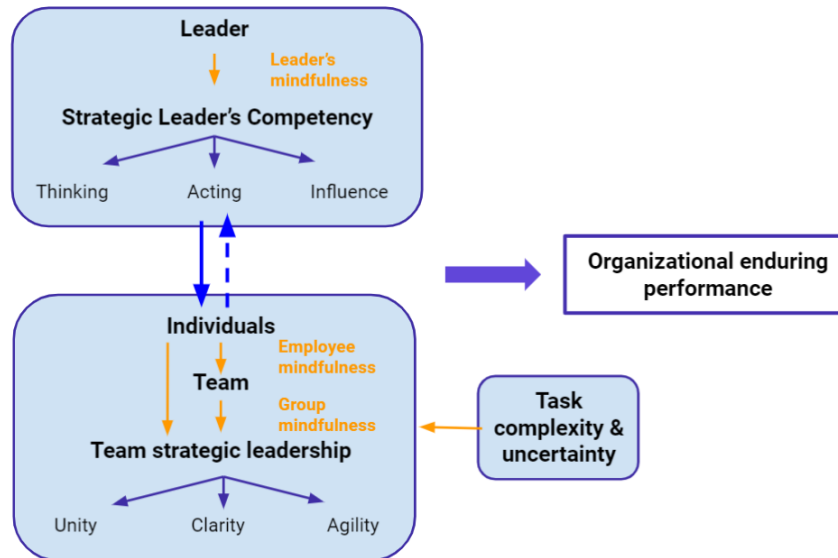


Figure 9. The theoretical model of research

Source: compiled by the author

The Figure 9 illustrates a theoretical model that will be the basis for empirical research. This is a model of strategic leadership of the company, which considers the internal factor of mindfulness (individual, leader, group), as well as the factor of Task complexity and Uncertainty. Hypotheses that need to be checked are highlighted in orange.

A complete list of hypotheses and assumptions is given below:

H1: Individual mindfulness has a positive impact on group mindfulness;

H2: Group mindfulness has a positive impact on Group Strategic Leadership;

H3: Individual mindfulness is positively associated with strategic leadership via group mindfulness;

Assumption 1: Group mindfulness develops through joint gatherings and a combination of both advocacy and inquiry behaviors, and also through a decentralized system whereby members of the community can freely and independently unite to solve problems;

Assumption 2: Group mindfulness is negatively influenced by the dynamism of the internal and external environment, as well as the complexity of the tasks

CHAPTER 3. METHODOLOGY

In the process of literature review, we identified the factors that can influence the development of strategic leadership in a company and provided a theoretical model for the development of strategic leadership. The main factors included in the model are: leader's mindfulness, individual mindfulness and group mindfulness.

The research questions for the master's thesis are:

Q1: How can mindfulness affect the level of strategic leadership in a company?

Q2: What factors can affect the relationships between mindfulness and strategic leadership?

Also, in the process of the literature review, the following research assumptions and hypotheses were stated. They, when verified, would allow to answer the research questions:

H1: Individual mindfulness has a positive impact on group mindfulness;

H2: Group mindfulness has a positive impact on Group Strategic Leadership;

H3: Individual mindfulness is positively associated with strategic leadership via group mindfulness;

Assumption 1: Group mindfulness develops through joint gatherings and a combination of both advocacy and inquiry behaviors, and also through a decentralized system whereby members of the community can freely and independently unite to solve problems;

Assumption 2: Group mindfulness is negatively influenced by the dynamism of the internal and external environment, as well as the complexity of the tasks

3.1 Research method and design

The present research represents a **single embedded case study** research design. These research method and design were chosen for the following reasons:

First, hypotheses and assumptions involve the use of both qualitative and quantitative methods. This allows to study in a greater extent the relationship between concepts that were not previously connected in the scientific literature. The main goal of the case study is generating an in depth understanding of a specific topic (Simons, 2009, p.10) and in-depth exploration from multiple perspectives. Also the main question of the case study «how» relate to the research questions;

Secondly, the theoretical model reflects several levels of management, namely leaders and employees in teams; therefore, for research it is important to have access to both leaders and

employees of their departments (teams). That is why embedded single-case study design was chosen. Yin, (2014) also said that an embedded case study is an analysis of several subunits, thus it is reasonable to conduct it inside one main case.

3.2 Research approach

Since both qualitative assumptions and quantitative hypotheses need to be tested in order to answer research questions, authors use the mixed-method approach within the case study. The study design is explanatory sequential design because the data collection occurred in «two distinct interactive phases» (Creswell & Plano Clark, 2011, p. 71). At the first quantitative stage, it is important to test quantitative hypotheses in order to empirically test the existence of a connection between phenomena. Qualitative research is based on quantitative results and is used to interpret the results obtained and to study the problem more deeply. Thus, an explanatory case study explains how and why some sequence of events happened (Yin, 2014) and may lead to the identification of best practices (Merriam, 2009).

For quantitative and qualitative data collection, surveys and semi-structured interviews are used, respectively.

3.3 Criteria for a single case selection

In present research the authors set the goal of examining a typical case within the framework of certain criteria. For research, it is important to analyze the company operating in an uncertain environment, as this is a prerequisite for strategic leadership. The authors sought to show that the indicator of mindfulness, which can be measured in any company, affects the level of strategic leadership, that is, the company's ability to act effectively in conditions of uncertainty. The study of a typical case allows to justify the possibility of generalizing conclusions using testing on other companies. The following criteria were determined for case selection:

1. The company operates in a turbulent, changeable environment or undergoes internal changes;
2. The company has a wide range of functions, different departments with a diverse nature of tasks and work. This is necessary for testing the assumption 2;
3. This is a company with a small number of employees, up to 100, which makes it possible to extend the research to the whole sample;

4. The company has a developed organizational structure, consists of departments and managers, while team members actively interact with their managers;
5. The researcher has access to all employees and leaders of the company;
6. The researcher has the opportunity to conduct study in 2 stages and return to respondents if needed;
7. The company has been on the market for more than 10 years, while annually increasing its return. This criterion allowed choosing a company that is able to maintain a balance between current financial stability and growth in the long term, 10 years is enough to exclude factors of luck and market fluctuations factors.

In accordance with the criteria, construction company X, a developer of suburban settlements, was selected. At the moment, the company is undergoing serious internal changes in the structure and product line, the company also has a long production cycle, therefore it is subject to constant external changes that may negatively affect its stability. The company has been already existed on the market for 13 years, and before the pandemic, it increased its financial indicators every year.

The company includes has 72 employees, while it has a developed structure, consisting of subsidiaries and 8 divisions with different functions, from the finance to R&D.

The criteria for the successful conduct of the research procedure were also met: the researcher had full access to the data sources (to employees and managers), has the opportunity to ask additional questions and return to respondents.

3.4 Unit of analysis

At each stage of research, the unit of analysis is the individuals in the company. These are employees and managers (48 in total).

3.5 Validity and reliability of the study

Construct validity

In order to ensure the construct validity, several sources of evidence were used, firstly, the measures were developed and tested at the quantitative stage, then at the qualitative stage to maintain objectivity, expert interviews with HR-manager were conducted;

Internal validity

For an explanatory case study, internal validity means that the researcher needs to establish causal relationships in the process of data analyzing (Yin, 2013). Internal validity was provided, firstly, by quantitative research, namely mediation analysis confirmed the presence of a connection and relationship, secondly, at the stage of qualitative research, pattern matching was used to compare the results, rival explanations were also taken into account;

External validity

This indicator reflects the degree of generalizability of the research results. In the case study, it is worth talking not about statistic generalization, but about analytical (Yin, 2013). To ensure external validity, a thorough theoretical analysis was carried out, on the basis of which hypotheses were put forward for empirical testing. Also, using a single case study as a typical case allow to test the results in other companies operating in a changing environment;

Reliability

To ensure replicability of the study, the scales were tested and validated, a description of the methodology and data collection process in this study can serve as a case study protocol, which allows conducting other studies on the basis of present research.

Next, it is worth to briefly describe the data collection process at each stage of the mixed-method research. The detailed plan of the study and tools for data analysis process is shown in the **Figure 10**.

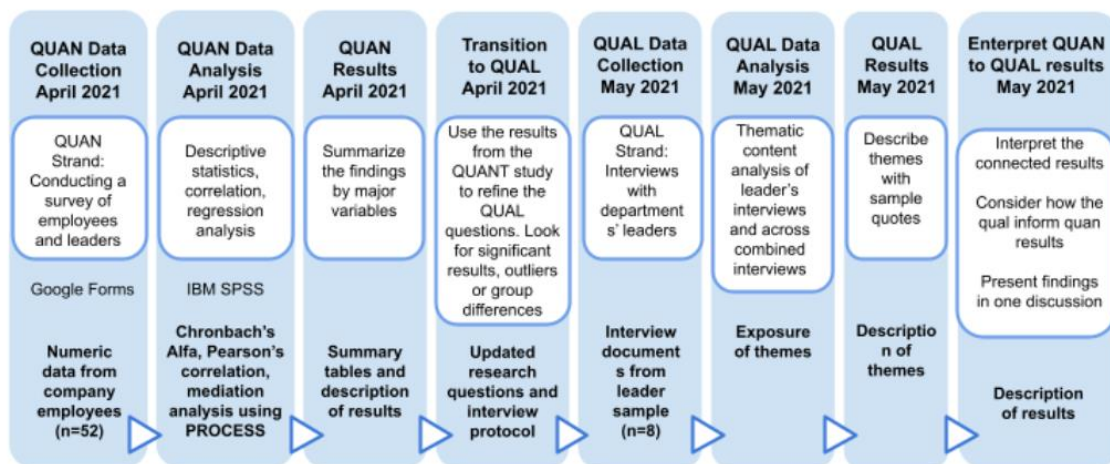


Figure 10. Explanatory sequential mixed methods diagram

Source: compiled by the author

3.6 Quantitative Phase Methodology

Sample

The selected company has 72 employees, of which 11 are heads of divisions, one CEO and one Executive Director. It was important to collect responses from 72 people. A total of 48 people, thus the response rate were 60.6%. Sample technique in research is purposive, where the whole population is important.

Procedure

For the purposes of the study, survey for employees were compiled. The data collection period was 1 week.

The survey was compiled in the Google Forms and was disseminated through the corporate portal Bitrix-24 with a description of the study, its purpose and useful input for the company.

Measures

Questionnaire Development

For quantitative research 2 scales were taken from existing studies, where their reliability and validity was proved in a large sample of respondents, 1 scale were developed by the author based on a literature review and existing research.

The survey for employees was called «The level of team mindfulness and strategic leadership» and contained a total of 46 questions in 9 sections. At the beginning of the survey, there was a short letter describing the research, it was important to emphasize not the scientific purpose of the study, but the benefits for the company. Also in the letter was a message about the anonymity of this survey and the average completion time (7 minutes).

Group Strategic Leadership Scale

The scale was compiled by the author using the Global Speed Survey (Davis, Frechette, 2010), validated on 231 leaders and STRAT tool for measuring strategic leadership skills of a team (Hughes, Beatty, 2014). This tool was developed by the authors at the Creative Leadership Center and used to diagnose teams.

Ultimately, the questions were collected and divided into three groups in accordance with the people factors: Clarity, Unity and Agility. After conducting the survey, it was necessary to check the validity of this scale with Cronbach's Coefficient and factor analysis. Initially, the scale consisted of 21 questions, but after a pilot questionnaire with a group of respondents, 2 questions were deleted due to misinterpretation by the participants, and some questions were reformulated and shortened.

Group Mindfulness

In order to measure a group mindfulness, it was decided to use the Mindful Organizing Scale developed by Weick & Rerup, (2009). The scale consists of 9 items, which refer to 5 dimensions. The scale was translated into Spanish, German and other languages, its validity was practically verified and proven.

Individual Mindfulness

The main criterion when choosing a scale for measuring individual mindfulness was its ability to be used for employees, that is, it was necessary for it to indicate such qualities that measure mindfulness and are important for work performance. It was also important for the measure to be multidimensional in order to find out exactly to what extent aspects of mindfulness are developed among employees and how it manifests in their workplace.

For the assessment of individual mindfulness, the Cognitive and Affective Mindfulness Scale (CAMS—Revised; Feldman et al., 2007) was chosen. The scale thought to be more appropriate in the current study due to its broad conceptual coverage (Bishop et al., 2004) and its high reliability score (Cronbach α ranging from 0.77 to 0.81 generated from the prior studies), moreover the scale has already been used in several researches connected individual mindfulness and workplace outcomes (ex. Gunasekara, Shaomei Zheng, 2018). The scale combines cognitive and affective qualities of mindfulness and covers 4 domains, among which are *attention regulation, present—focus, awareness and non-judgement*. Another important advantage of this scale is its compactness – it consists of 12 items. There are 3 questions that are reversed-score, so it is necessary to revisit the results during the interpretation in order higher scores to indicate a higher level of mindfulness.

Likert scale was selected for the measurement of above-mentioned indicators. The Likert scale is widely used in studies on mindfulness in the workplace, in medical institutions. The 5 points for the scale were chosen, specifically with labels «Completely disagree», «Disagree», «Neutral», «Agree», «Completely agree». The 5 points scale is the most appropriate for the present research because, given the large number of questions (46), it is the minimum number of points that will be the least confusing and will increase the response rate (Bouranta, et al., 2009), and the scale of 5 options is also intuitively understandable.

Data analysis methods

In the process of quantitative analysis, it was necessary to test the following hypotheses:

H1: Individual mindfulness has a positive impact on group mindfulness;

H2: Group mindfulness has a positive impact on Group Strategic Leadership;

H3: Individual mindfulness is positively associated with strategic leadership via group mindfulness;

Thus, the main hypothesis was the hypothesis about the relationship of 3 variable, the other two were used additionally to check how the variables are related to each other.

The quantitative analysis process was divided into the following stages: validation of measurements, descriptive statistics, mediation analysis, linear regression, interpretation of results

The table shows the main methods for analyzing data, conducting tests for validity, which were used in a quantitative study.

Table 11 . Tools and methods for quantitative analysis

Program	IBM SPSS Statistics
Types of analysis	Descriptive statistics, Linear regression, Mediation analysis in PROCESS SPSS
Reliability of scales	Cronbach’s Alpha coefficient (>0,7)
Internal validity	Factor Analysis with principle component analysis, Varimax rotation Bartlett’s Test of Sphericity (p<0,001) Kaiser-Meyer-Olkin (KMO) (>0,6)

Source: compiled by the author

Mediation analysis

To test the underlying hypothesis, OLS regression in SPSS and PROCESS macro was used as recommended by Hayes (2013) to estimate direct and indirect effects for mediation testing.

Media analysis is typically the standard technique and procedure to test theories in order to understand the causal relationship (Baron & Kenny, 1986; MacKinnon, 2008; Preacher & Hayes, 2004; Shrout & Bolger, 2002). Mediation analysis is prevalent in the social sciences among researchers in organizational behavior (Holland, Shore, & Cortina, 2016; James & Brett, 1984), social and behavioral sciences (Kenny & Judd, 2014), strategic management (Aguinis, Edwards, & Bradley, 2016),. In these areas of research, usually devoted to the study of human behavioral vague constructs, which are composed of several latent variables, mediation analysis reveals causal relationships between such latent variables Baron and Kenny (1986). A serious advantage of this method in comparison, for example, with regression analysis, is precisely the ability to verify the

causality that any one phenomenon is a consequence of another, and not vice versa. Therefore, mediation analysis is best suited to study the relationship between multidimensional variables in this study. Also, a literature review found more mindfulness studies that use mediation analysis as a primary method to confirm the presence of a causal relationship between variables (Ray et al., 2016; Reb et. Al, 2019). The following mediation model was built:

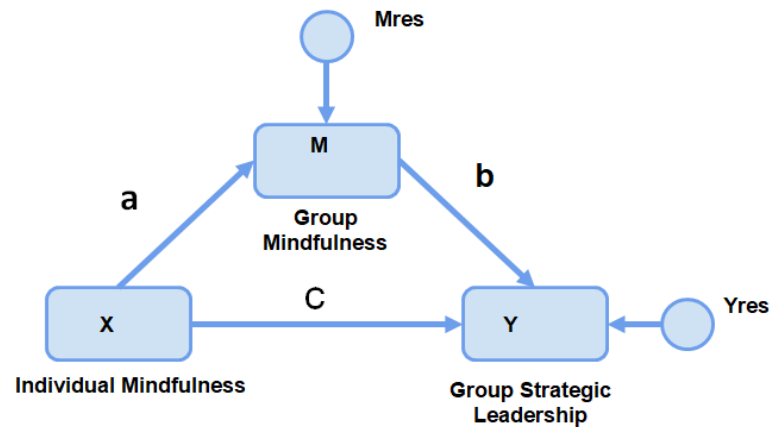


Figure 11 The mediation model

In the process of qualitative research, the main method of data collection was semi-structured interviews, since the authors had to look into the problem and consider it from different angles.

CHAPTER 4. DATA ANALYSIS & RESULTS

4.1 Qualitative phase analysis

Stated hypotheses are the following:

H1: Individual mindfulness has a positive impact on group mindfulness;

H2: Group mindfulness has a positive impact on Group Strategic Leadership;

H3: Individual mindfulness is positively associated with strategic leadership via group mindfulness;

The number of respondents as a result of the study was 40 employees. The most of responses was received from the Exploitation department (18%), Land development and Sales (17%). The gender ratio in the company is approximately equal; men are 52%, women 48% (Figure 12)

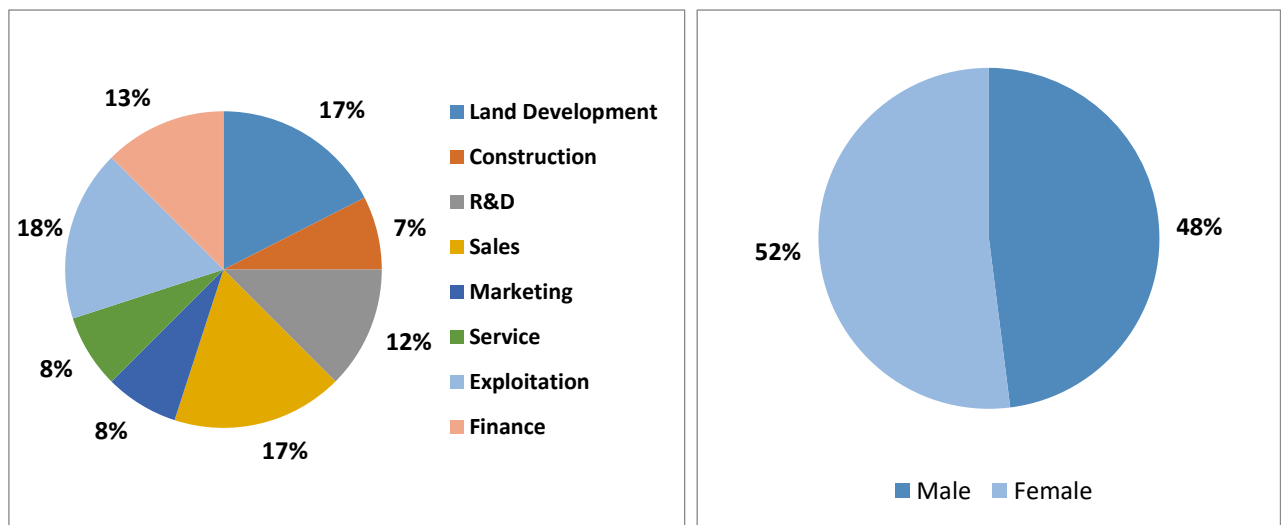


Figure 12 Survey respondents statistics

In general, the company collective is fairly young, the age of majority of employees (48%) is between 26 and 35 (Figure 13).

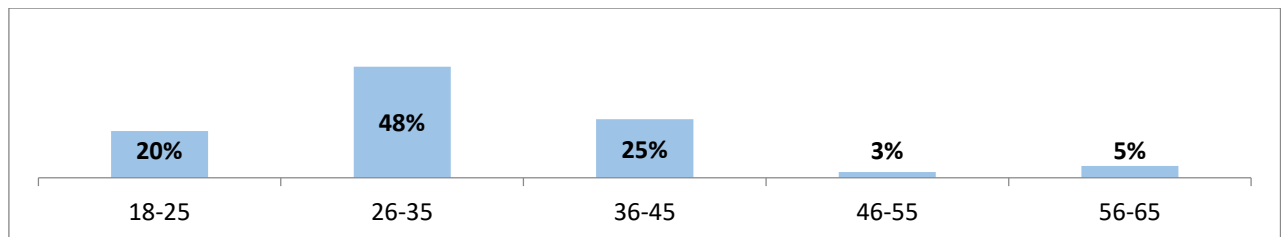


Figure 13. Employees age distribution

Analysis of key indicators throughout the company

From the diagram below, it can be seen that the highest indicator for the company as a whole is group mindfulness, while individual mindfulness of the employee is significantly lower than the other indicators. The analysis of indicators of individual mindfulness showed that employees are less focused on the present, while the analysis of the survey showed that the majority of employees have worried thoughts about the future.

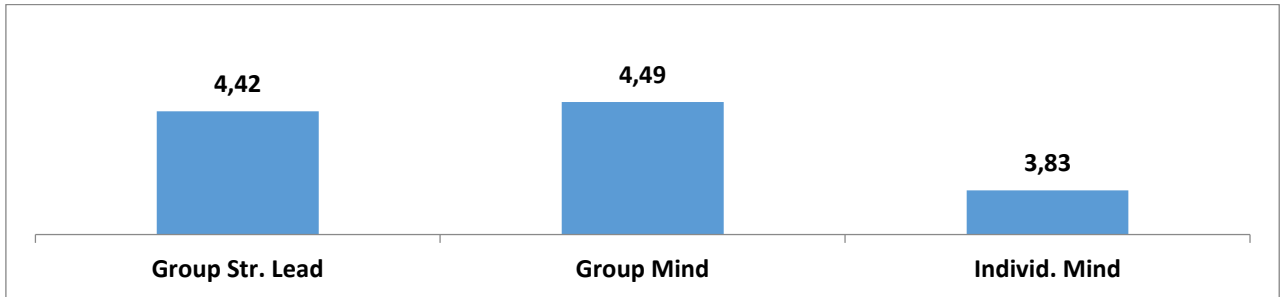


Figure 14. Overall company coefficients

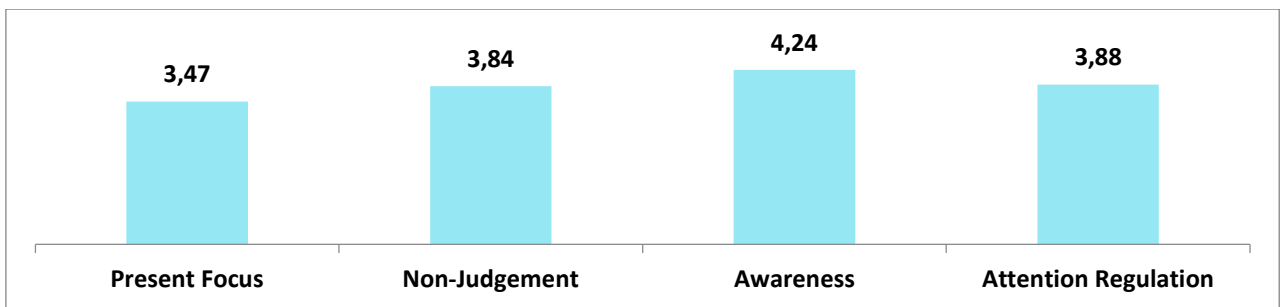


Figure 15 Mindfulness components of the whole company

The strategic leadership indicator is 4.42 (Figure 15), while the assessment of individual indicators of strategic leadership makes it clear that the company is dominated by the indicator of unity, with the least Clarity. At the same time, when analyzing the answers, the majority of employees note that in their departments there is insufficient balance between short-term and long-term goals, and they also often spend time on unproductive activities.

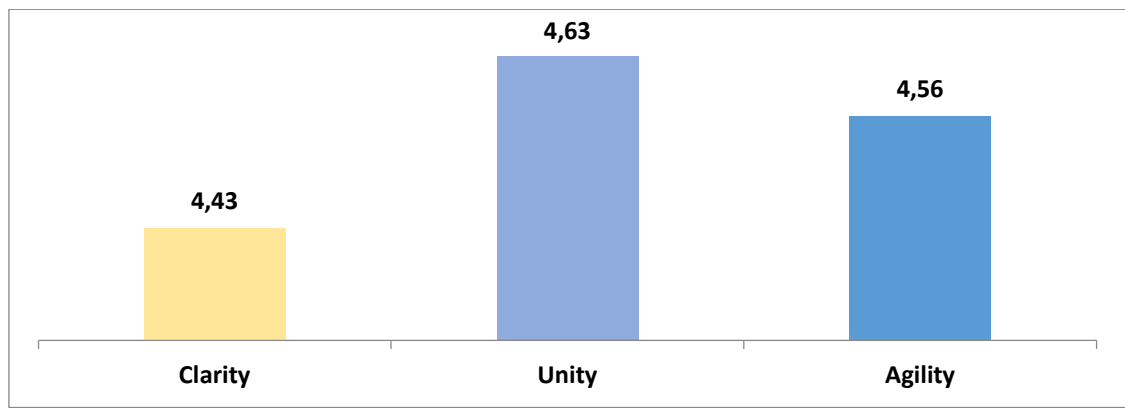


Figure 16. Team Strategic Leadership coefficients for the company

Thus, it can be assumed that the company is currently in a state of high uncertainty, employees do not clearly understand the direction of the company's development, while they are immersed in performing routine tasks. It also can be assumed that a low indicator of Present Focus indicates that employees are worried about the future, that is, they feel uncertainty and instability.

At the same time, the company has a very highly developed moral support, team spirit and group mindfulness, that is, employees feel the need to support each other in this situation of uncertainty and most likely, thanks to joint support and mutual assistance, they maintain work and financial performance at a stable level.

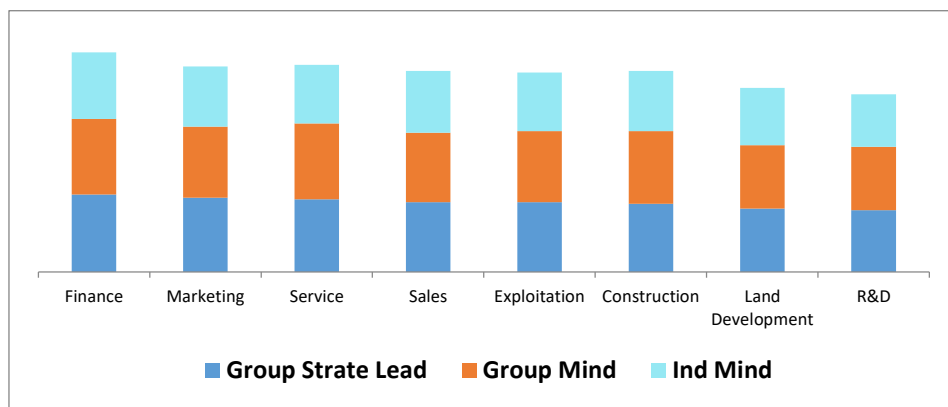


Figure 17. Coefficients by departments

When analyzing indicators by department, it can be seen, firstly, the trend of mutual changes in indicators. Secondly, there are some clear outliers. So the finance department has the highest ratios, while the Land Development and R&D department have lower ratios. It can be assumed that this trend is influenced by the nature of the uncertainty and the complexity of the tasks with which departments work. So, if the financial department mainly works with understandable tasks, then other two mainly meet with types 3 and 4 of tasks (when the outcome and solutions are unclear),

therefore, their stress level may be increased, which generally reduces the level of mindfulness and efficiency. These situations are worth paying attention to when conducting interviews in order to find out the possible reasons for this ratio.

Statistics analysis

Before conducting mediation analysis and testing hypotheses, it is important to check the resulting measures for reliability and validity. The Cronbach's Alpha coefficient for all scales is of satisfactory level of internal consistency within the four constructs (Cronbach's Alpha > 0,7), the Bartlett test of sphericity is also significant for 3 scales ($p < ,000$), and the measure of Kaiser-Meyer-Olkin (KMO) also has satisfactory level ($> 0,6$).

The scales of Group and Individual mindfulness were taken as already proven and validated, the Team Strategic Leadership scale the author developed by herself, based on two other indicators.

Therefore, it was important to conduct a factor analysis to prove that these indicators of Unity, Agility, Clarity, indeed, measure strategic leadership and do not intersect with each other. In the process of factor analysis, 4 items were excluded from the questionnaire, since they did not share variation with others, had overlaps, and the indicator «Cronbach's Alpha if item deleted» was high. After removing 4 items, exploratory factor analysis divided components into 3 factors corresponding to the theory (Unity, Agility, Clarity). Thus, the final version of the scale contains 13 items, and has a satisfactory level of reliability and consistency between the factors. Thus, the measure can be used in subsequent studies.

Table 12. Reliability and validity indicators

Scale	N of Items	Cronbach's Alpha	KMO
Team Strategic Leadership scale	13	,861	,698
Group mindfulness	9	,790	,732
Individual mindfulness	12	,853	,683

Table 13. Rotated component matrix

	Component		
	1	2	3
GSL_C1	,827		
GSL_C2	,800		
GSL_C3	,795		
GSL_C4	,774		
GSL_C5	,734		
GSL_C6	,625		
GSL_A1		,865	
GSL_A2		,795	
GSL_A3		,480	
GSL_A4		,448	
GSL_U1			,936
GSL_U2			,856
GSL_U3			,467

Mediation analysis

The correlation matrix (Table 14) showed that there is a moderate, positive, significant association between the variables. A stronger correlation is observed between Group Strategic Leadership and Group Mindfulness, which indicates that the variables change in the same direction.

Table 14. Correlation matrix

Variable	Mean	SD	1	2	3
1. Group Strategic Leadership	4,45	0,45	—	,586**	,555**
2. Group mindfulness	4,5	0,65		—	,534**
3. Individual mindfulness	3,8	0,47			—

Notes: N= 40, **p<,01; *p<,05

Scatterplots of variables were plotted (Figure 18) to prove the existence of a linear relationship between indicators.

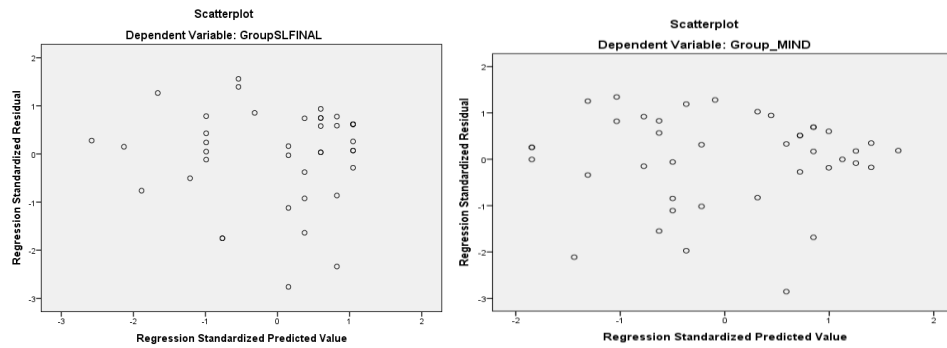


Figure 18. Scatterplots

For hypotheses testing OLS regression using SPSS was ran. And also the PROCESS macro was used to estimate direct and indirect effects for mediation testing

Table 15. Regression results for mediation model

	Group Mindfulness			Group Strategic Leadership		
	b	SE	t	b	SE	t
Constant	2,83	0,44	6,37***	1,6	0,59	2,71**
Individual mindfulness	0,43	0,11	3,8***	0,24***	0,12	1,9
Group mindfulness				0,43	0,15	2,86**
Indirect effect (Confidence interval)				0,19 (BCLB=0,05, BCUB=0,33)	0,07	
Total effect (Confidence interval)				0,42 (BCLB=0,19, BCUB=0,66)	0,11	3,67***
Direct effect (Confidence interval)				0,24 (BCLB= -0,01 , BCUB=0,49)	0,12	1,9
F	12***			13,4***		
R²	0,4			0,26		

Notes: Unstandardized coefficients are reported. BCLB refers to lower limit of the 95% confidence interval and BCUB refers to upper limit of the 95% bootstrapped confidence interval; *** p<0.001; ** p<0.01; * p<0.05

According to Hypothesis 1, the relationship between individual and group mindfulness was positive and significant. (b=0,43, p< 0,01);

Mediation analysis with the included Group mindfulness mediator showed that the total effect (direct and indirect combine effect) of Individual mindfulness was significant for Group Strategic leadership ($b = 0.42$, $p < 0.001$, bias-corrected bootstrap confidence interval did not include zero $BCLB = 0.19$, $BCUB = 0.66$).

The direct effect between the indicators turned out to be insignificant ($b=0,24$, $p>0,05$, $BCLB= -0,01$, $BCUB=0,49$ the interval include zero).

At the same time, the indirect effect was significant for the model ($b=0,19$, $p<0,01$, ($BCLB=0,05$, $BCUB=0,33$ the interval did not include zero).

Thus, the Hypothesis 3 were partially proved.

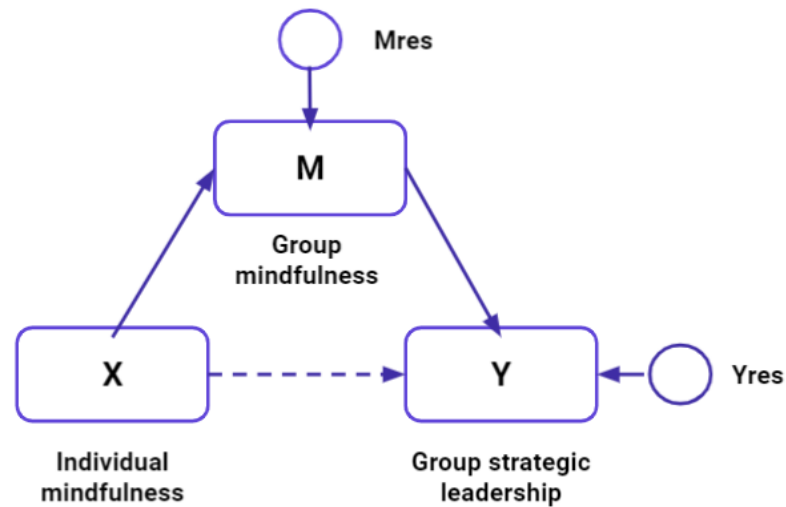


Figure 19. Mediation model

For testing the Hypothesis 2, the linear regression was run (Table 16)

Table 16. Linear Regression indicators

Regression 1.					
Dependent Variable: Group Strategic Leadership					
Predictor: Group mindfulness					
R Square	SE	DW	F	t	VIF
,343	,42039	1,705	20,373**	4,514**	1

The R square indicator equal to 0,343, it means that Group mindfulness describes 34% of variance in Strategic leadership. Although it is generally accepted that the coefficient of determination is considered satisfactory when it is greater than 6, in this case, complex and multifaceted indicators are analyzed. It makes sense that strategic leadership is influenced by many other organizational factors, thus 34% can be considered sufficient to describe the relationship

between indicators. This connection is also confirmed by the significant Student t-test ($t=4,514$; $p<0,01$) and ANOVA ($F=20,34$; $p<0,01$). Therefore, the Hypothesis 2 was confirmed.

4.2 Discussions of quantitative part

Thus, as a result of quantitative analysis, we have confirmed hypotheses 1, 2 and 3. This means that the individual mindfulness of employees can contribute to the development of group mindfulness. The theoretical analysis confirms that the more mindful an employee becomes, the more effectively he interacts with colleagues and thus contributes to group mindfulness and the effect increases if mindfulness develops in several employees. This attitude is quite logical, but it is worth remembering that individual mindfulness predicts group mindfulness only 40%. Group mindfulness can be influenced by other factors, such as a changing environment or corporate culture. So, for example, if the processes in company are adjusted in such a way that does not contribute to proactivity, freedom of speech, creativity, the individual mindfulness of employees will likely not play a big role here.

We have also proven a positive relationship between group mindfulness and strategic leadership. Thus, really improving the communication of employees, their training, immersion in work, contribute to the fact that employees become more united, they clearly understand where the company is heading and are able to adapt to changing conditions. Thus, the company becomes more efficient, rapidly changing and competitive, which means that it ensures itself a long-term existence in the market.

Finally, the third hypothesis has also been proven. The mediation model shows that although individual mindfulness is not directly related to strategic leadership, it indirectly affects it through group mindfulness. Thus, it is important to understand that in order to ensure the long-term potential of the company, it is necessary for employees to develop mindfulness, that is, a cognitive quality that allows them to generate new ideas themselves, to communicate more effectively with colleagues to solve problems. At the same time, it is important that the team creates conditions for increasing group mindfulness, for example, general meetings are introduced, open and honest conversations, initiative and independence of employees are encouraged. Thus, the synergy effect will be achieved, which will contribute to the enduring performance of the company.

In the process of data analysis, we also received general results for the company, which it would be interesting to check in a qualitative study, for example, the analysis showed a low level of personal mindfulness of employees, while the level of group mindfulness is high. The survey showed that employees are currently in a state of uncertainty, they note not very efficient allocation

of resources and also do not understand the general goal of departments and the company. It can be assumed that as the company is in the process of rapid changes, the overall level of stress increasing. Such a situation will require increased management attention to the state of employees, since in the long term such a situation, combined with high loads and an unclear vision of the path, can lead to burnout.

We also looked at performance across different departments and found significant high performance in the financial department, while we found low performance in departments dedicated to innovation and development. In the process of qualitative research, it will be interesting to study the reasons for this state of affairs and additional factors influenced all indicators.

4.3 Qualitative phase of analysis

When embarking on a qualitative analysis, it is important to take into account the results that were obtained during the quantitative analysis, as well as the assumptions that were developed during the analysis of the literature.

Theoretical assumptions are as follows:

Assumption 1: Group mindfulness develops through joint gatherings and a combination of both advocacy and inquiry behaviors, and also through a decentralized system whereby members of the community can freely and independently unite to solve problems;

Assumption 2: Group mindfulness is negatively influenced by the dynamism of the internal and external environment, as well as the complexity of the tasks

It was also important to analyze the indicators of departments that differ significantly from the general average, this is the financial department, the land development department and R&D.

To begin with, it is worth giving a brief description of each division of the company.

The Figure 20 shows a diagram of the company organization. As it can be seen from the diagram, Company X consists of two subsidiaries, a cottage settlement company itself and a service company. This division is due to the roles that these companies play in the customer value chain. The company «X. Cottage Villages» provides a full cycle of creation and sale of the company's products: development, construction and sale to the end customer. When a client buys a house or a land plot, «X. Cottage Villages» puts the client to a Service company, which ensures the client's further comfortable living in the cottage village. Thus, the company X provides an uninterrupted cycle of interaction with the client.

For the analysis of the cases, it was important to develop criteria for their selection. The following criteria were highlighted:

1. Response rate for departments should be approximately equal, and be greater than 50%, in order to maintain the objectivity of the assessments;
2. The number of employees should be approximately equal in order for their comparison to be justified;
3. It is important that the departments perform different functions in order to test the assumption about the influence of the nature of tasks and uncertainty on the indicators of mindfulness and strategic leadership.

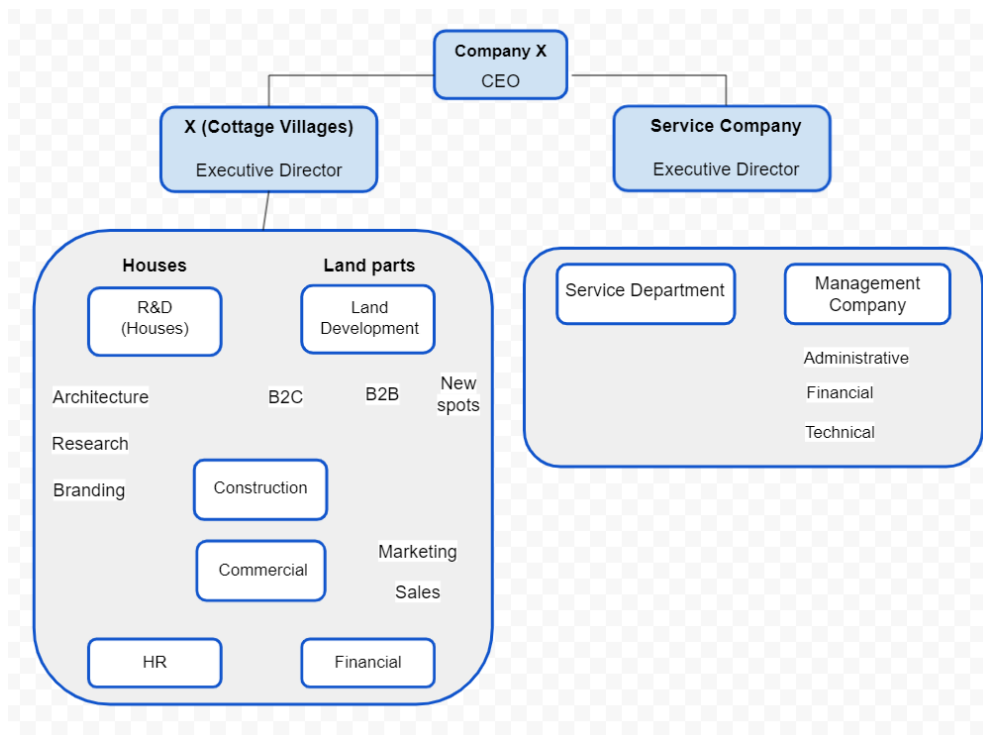


Figure 20. The organizational structure of X company

Therefore, for the case analysis, 8 departments were selected, approximately equal in size, response rates and performing different functions. It was decided to consider separately the Sales and Marketing departments and not the Commercial department entirely due to the fact that the number of employees in the entire department significantly exceeds other divisions.

Also, among the selected cases, the R&D (Houses) department was chosen, which is cross-functional. Since in the company this department represents a separate product direction – ready-made houses and involves tasks specific to this particular department, despite its cross-functionality, it was chosen along with others for analysis. The Table 17 contains information about each department, as well as a brief description of the functionality and its role in company X.

Table 17 . Departments Description

Department/ Division	N of employees	Responses (rate)	Function and role in the company
Financial	7	5 (71%)	The department is the final link in all operations of the company, where all processes flow. Works with primary documents, accounting, financial management, and payroll. The department acts as a controller, structures and systematizes the operations taking place in the

			company
Marketing	5	5 (100%)	The department is responsible for leads generating – the first contact of the client with the company, and the transfer of the client to the sales department. The department is also responsible for shaping the perception of the company and the product. The department is one of the first links that generates profit in the company.
Sales	10	7 (70%)	The task of the department is to sell the company's product, interact with the client, build relationships with him and bring him or her to a deal. The department is the key link that generates profits and maintains the current financial stability of the company.
Construction	8	5 (63%)	The department is directly involved in the creation of a product – the construction of houses and communications in cottage settlements. The department carries out the transition of the product from the concept to its final form. There are two main processes in the work of the department: the creation of working documentation and the construction itself. In the value chain, the department is located between Land Development and R&D (Houses), which check the implementation of the project, and the commercial department, which gives feedback and sells the product to the end customer.
Land development	9	7 (78%)	The department performs two functions: the search for new land spots and project management – bringing the cottage village from concept to implementation. The main activity and role in the company in this direction is the accumulation and distribution of all necessary information between other departments.
R&D (Houses)	6	5 (83%)	The department represents a separate product line of ready-made houses. The team in the department is cross-functional, including architectural design, marketing research, branding, finance – like a small company within a company. The main role of the department is market research and development of new products in the company.
Service	5	5 (100%)	The primary task of the department is after-sales customer service. The main role of this department for the company is to increase the loyalty of customers in relation to the company.
Exploitation company	10	7 (70%)	The main task of this division is to serve customers who have already become residents of cottage villages. The division performs a number of functions, from the operation of engineering systems to holding celebrations in cottage villages. The main role for the company is maintaining customer

			loyalty, building a long-term cycle of interaction with the client.
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Source: compiled by the author

The analysis of interviews

In the process of quantitative analysis, the positive impact of group mindfulness on strategic leadership was verified. And also 3 departments were identified, the indicators of which are significantly different. It was decided to compare the results obtained from the interviews with the department managers in order to find out why there is such a significant difference. During the interview, the questions were divided into blocks: environmental uncertainty and the complexity of tasks, group practices for analyzing the situation, the ability to maintain a balance of long-term and short-term goals.

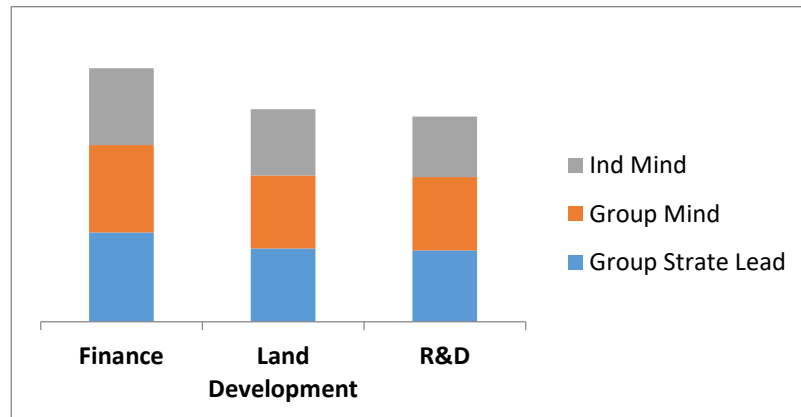


Figure 21. Departments comparison

First, the responses received from interviews with heads of three departments were analyzed.

Q1: Please rate the uncertainty of the external environment for the team and the complexity of the tasks?

Finance: «... for a manager, tasks are always vague, but I always inform my employees how, when and what needs to be done. I don't know how to set tasks that you don't understand yourself.

Our tasks are generally clear, each has its own functionality, but often unexpected circumstances arise, many unexpected cases come from other departments. In general, the company is very restless, it is difficult to plan in such a situation»

Land Development: «Highly volatile environment, there are always some unforeseen problems, adventures, or a task comes down from above that needs to be done quickly.

Basically, we have the first and third types of tasks, that is, there are routine tasks, but most often unexpected and difficult ones, when you need to come up with a solution.»

R&D: «We have a very high level of uncertainty, we have almost nothing to rely on in our work, mostly only on each other. Now we are performing a huge scale of functions, because of this we have large processing. <...> The team is cross-functional, we create new products, which the company has never done before. We often have to invent something and approach problems creatively, because we usually do not know right how to solve the problem»

Thus, the analysis shows that the Land development and R&D departments really operate in a very unpredictable environment, and often do things that they did not do before. The finance department characterizes with more understandable tasks, but the manager notes that for her very often the tasks are vague and incomprehensible, but she nevertheless seeks to formulate the task in such a way that it is meaningful to the employees and it is clear to them. In this case, it can be assumed that it is even more important for teams that operate in an uncertain environment to develop mindfulness, both group and individual, since the environment imposes difficult requirements on employees. Thus, Assumption 2 has been proved.

Q2: What group practices do you and your team use for joint immersion into problem and analysis?

Finance: «The team has no daily meetings – fewer words, more action. I address tasks to each employee personally, we discuss other important issues in the messenger personally.

Our team has a very high level of trust and informal communication»

R&D: «The specificity of the department lies in the fact that basically all the projects of the department are connected with other departments. Therefore, the main practice in the team is working groups, both within the department and when interacting with other departments, for example, construction, service.

There is a practice of weekly news, where the team shares project news and good practices. At these meetings, we can draw the attention of another project manager, who has not yet encountered this, so that he can check it in his project»

Land Development: «The practice of long meetings of 5-6 hours, in order to gain a general understanding of the situation, it happens that ideas come to us only at the end <...> The best results are obtained just after such sessions. We don't do them often, we don't set clear rules and discuss to the maximum what comes to everyone's mind and exactly in the amount of time that is needed»

After analyzing the statements, it can be concluded that in the financial department, employees and the manager usually do not discuss the implementation of tasks, it can be assumed that this is also influenced by the fact that tasks in their complexity do not require a joint search for a solution, each employee knows that he needs to do. Employees discuss problems and emerging difficulties informally and are ready to respond quickly in case of an unforeseen situation. It can be assumed that, in general, employees and the manager have a high level of mindfulness and independence, which, combined with fairly understandable tasks and a lower level of uncertainty, manifests itself in well-coordinated work and the ability to maintain a balance of short-term and long-term goals. So, the leader notes that the team is currently working on a large project to transform the internal accounting system.

In the case of the R&D department, it seems that despite the words of the leader about the effectiveness of such long meetings, in fact they are not so effective, since they take a lot of time, only at the end can employees come to a decision. The leader himself describes the meetings as very long, during which employees ask each other many questions. This tactic of behavior is characterized as inquiry (Garvin, Roberto, 2001), but as the author said, effective team is able to maintain a balance of searching and action. In such a situation, it is important to have a clear order of actions, perhaps the team may find it useful to have an outside facilitator who would control the effectiveness of the interaction. When analyzing the complex indicator of strategic leadership, it was revealed that among the main characteristics, clarity is least developed in the team, which confirms the fact that perhaps due to insufficient understanding of the goal and situation, the team's interaction occurs in this way.

The land development team consists of project managers, whose tasks also include interaction with other departments. As far as it was clear from the words of the leader, the team does not hold specific meetings that would be aimed at analyzing the situation, searching. The leader emphasizes that there is news in the team, where everyone shares good practices, but does not report of their failures or the lesson learned. It seems that such practices are not left for use by employees. The least developed indicator of agility in the team is the ability to adapt to circumstances and

change the direction of movement. This indicator grows just in the process of learning and working on mistakes.

For further analysis, it would be interesting to know how meetings are held in other departments in which group mindfulness is most developed.

Such departments after the financial department are the service and construction department. The following responses were received about the nature of joint meetings:

Service:

Regular general meetings with employees for discussion, held 1 time in 2 weeks

Algorithm:

Employees prepare personal questions

At the meeting, setting tasks

Checking the completion of previous tasks

General announcements for everyone

Employees ask questions

Urgent mini-meetings may be organized if new introductory

«We try to discuss all important issues so that everyone understands the big picture, if something is not clear for the employees, I am always in touch»

Construction:

- Daily meetings of 15 minutes to «reconcile hours»

- Production meetings once a week, 2-3 hours for detailed discussion of problems and decision-making. The purpose of these meetings: decision-making, raising team spirit, so that all employees come together, as they are far from each other every day

- Urgent working groups to solve a specific problem

- **Working groups with other departments**

Algorithm:

Each team member reports for his the project,

Final session - discussion of an important issue for the team (for example, a tender procedure), discussion of ways to improve efficiency within the team. If there are problems in current operations, ways of improvement are discussed.

«At meetings we discuss how we can work more efficiently, everyone can speak. We can discuss issues for 1-2 hours, but there is always a framework, since we need to fulfill the plan. We can stop in time»

Thus, the above examples show that in departments with a higher level of group mindfulness, employees conduct fairly structured meetings with a course of action and a common goal. At the same time, such meetings presuppose inquiry approach, that is, a joint search for a solution, but also advocacy – the leader has the right to make the final decision. This combination allows to simultaneously be open to new opportunities and act quickly in the face of change.

Therefore, it can be assumed that the group mindfulness of employees develops through general meetings, which are built on the principle of combining Inquiry and Advocacy. Thus, assumption 1 can be confirmed.

4.2 Discussions of qualitative part

Thus, during the qualitative analysis, interviews were conducted with the heads of the departments of company X. The authors managed, firstly, to determine the factor of environmental variability and the complexity of tasks and its impact on the group and individual mindfulness of employees. Thus, if a team operates in a changing environment, when new inputs may appear every day, and also performs tasks that suggest multiple options for decisions and outcomes, this imposes additional requirements on the team.

With increasing uncertainty and complexity, the level of stress increases (Ray et al., 2016), which is negatively associated with individual mindfulness. If the stress level of several team members increases, this affects group mindfulness as well. Thus, these factors of uncertainty and complexity are negatively associated with group and individual mindfulness. As a result of a decrease in mindfulness, the level of strategic leadership, that is, efficiency decreases. In that way employees turn on the so-called «doing mode» of work (Lyddy, Good, 2017), on autopilot, without realizing what is happening.

Thus, in teams that work in an uncertain environment and with complex tasks, it is important to develop both individual and group mindfulness of employees. Development can take place through various practices, both meditative and those aimed at developing attention, in order to move from «doing mode» to «being by doing» (Lyddy, Good, 2017), which is characterized by the ability to focus on the moment while performing work. At the group level, mindfulness can be increased, for example, by inviting external facilitators from outside, or from other departments of the company, who will allow the team to highlight new sides of the problem in order to find a solution.

It was also found that in the teams with the lowest level of mindfulness, either there is no work on the discussion of errors, or the team is very focused on discussion and immersion, thus

practicing an inquiry approach to discussion. At that time, teams with a higher level of mindfulness developed a structured system of discussions and meetings, with clear goals, and also limited in time. Thus, such teams combine both an advocacy and an inquiry approach (Garvin, Roberto, 2001), combining search and solution. It is this combination that allows the team, on the one hand, not to plunge into an endless discussion of the solution, without action, on the other hand, it does not orient the team only to fulfill the instructions of the leader, giving the opportunity to discuss the problem and look for the most successful solution. Thus, in order to increase team mindfulness, it is important to organize meetings in such a way as to limit them in time and give them a certain structure.

CHAPTER 5. PRACTICAL IMPLICATIONS & CONCLUSIONS

5.1 Managerial implications

As a result of this study, data were obtained that have practical significance. First, we have substantiated that through the development of mindfulness, individuals and groups can develop strategic leadership. If a company pays attention only to the substantive part of strategy formation, and does not take into account the level of strategic leadership of strategy implementers, the company's opportunities for the success of strategic development are limited.

Also, it is important to develop both group and individual mindfulness, so that a division or company can successfully cope with the «challenges» for strategic development.

The revealed fact that the development of strategic leadership is strongly influenced by the level of unpredictability of the external environment in which the unit operates looks very promising. The higher the uncertainty, the more difficult it is to form effective strategic leadership.

This information is important to take into account, for example, when assessing the heads of different departments. A successful company takes into account that leaders, in conditions of high uncertainty, solve more complex problems and, accordingly, this should be taken into account both in assessment and in motivation. The most important conclusion seems to be the proof that the development of collective leadership depends on the special types of activities of employees of the divisions to reflect on their activities and systematic work to understand their activities. Collective mindfulness develops on the basis of special forms of collective organization of employees' work. And another important point that is directly related to practice is related to the fact that there is a level of awareness of the interaction of units. If it is low, it reduces the efficiency of the entire company.

And finally, an important point directly related to practice is the level of mindfulness of the interaction of units. If it is low, it reduces the efficiency of the entire company.

5.2 Theoretical Contribution

This study contributes to the organizational behavior and leadership theory in several ways, firstly, it offers a model of the structure of strategic leadership in an organization and identifies the skills of strategic leadership, both group and individual.

Second, the research contributes to a more integrative theoretical approach to the strategic leadership, proposing factors of group and individual mindfulness as internal organizational factors

for the development of strategic leadership. Thus, the author has developed a theoretical model (Figure 22) of strategic leadership in a company, which includes the interaction of the leader and employees, internal factors of group and individual awareness, as well as external factors of uncertainty and complexity.

Finally, research contributes to the theory of mindfulness by linking the phenomenon of mindfulness to organizational characteristics that were not previously considered in this theory.

All in all, present research contributed to the formation of a more holistic understanding of the internal organizational factors that affect the effectiveness of the organization.

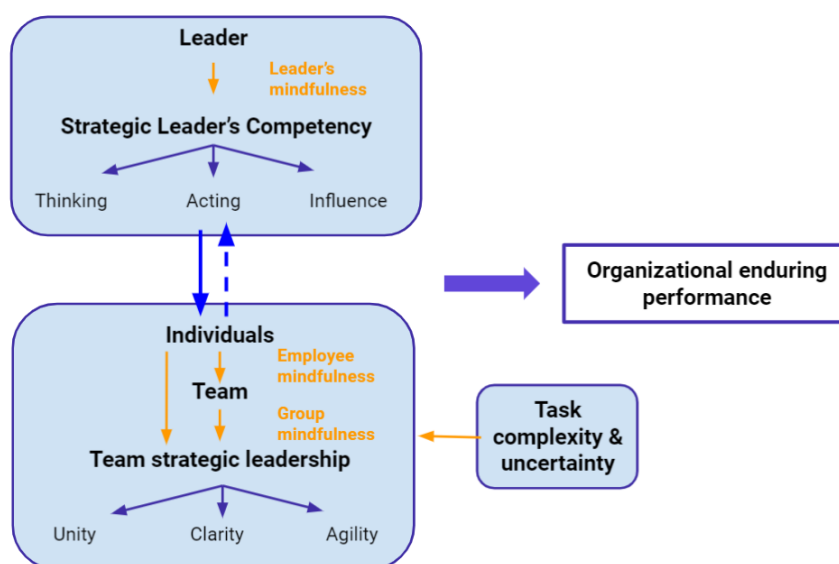


Figure 22. The model of strategic leadership

5.3 Limitations and suggestions for further research

This study has several limitations:

First, the method used is a single case study conducted within one company. Therefore, a quantitative relationship and qualitative results have been proven for one company in a specific context. In this regard, the question of the possibility of generalizing these results is open now. Additional research according to the methodology described in the study in other companies from other industries will confirm the validity of the results;

Secondly, the quantitative relationship of indicators of group, individual mindfulness and strategic leadership was tested on a relatively small sample (N=40). In future studies, it will be

interesting to analyze the relationship of these indicators on a larger sample, as well as using more advanced analytical methods, such as Structural Equation Modeling in AMOS SPSS. This will allow to explore latent connections and consider additional variables that can influence the relationship of mindfulness and strategic leadership, for example, organizational culture, leadership style, etc.

Thirdly, the study of group mindfulness was carried out within the company and analyzed the divisions, in the future it will be interesting to conduct such a study not at the team level, but at the organizational level, measuring and comparing the level of mindfulness and strategic leadership of different companies.

Finally, the present study tested the group aspects of the strategic leadership model (Figure 22), but did not quantify the impact of leader mindfulness. Literature review revealed a fairly large number of studies that are devoted to the influence of leader mindfulness on the performance of employees, such as well-being, LMX (leader-member-exchange) quality, interpersonal justice, stress, in-roll and extra-role performance (for example, Reb, Chaturvedi, 2018; Pinck, Sonnentag, 2018). In the current study, only indirect links were found between the leader's mindfulness and the employees' mindfulness. Therefore, in future studies, it will be interesting to quantitatively test the influence of the leader's mindfulness, for example, on individual, group mindfulness, and strategic leadership on a large sample ($N > 30$), thus, quantitatively validate new connections in the presented theoretical model.

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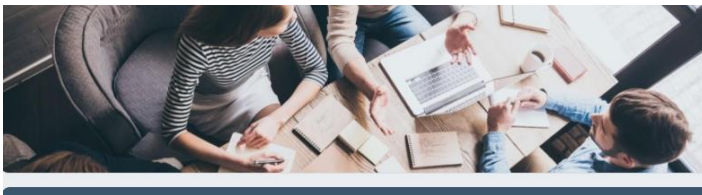
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APPENDIX

Online-Survey example



Уровень осознанности и стратегичности команды

Добрый день, уважаемый участник! Это опрос для сотрудников компании.

Я провожу исследование, чтобы понять, как сотрудники в разных отделах компании «ФАКТ.» работают и взаимодействуют друг с другом. Результаты исследования помогут выстроить работу в командах эффективнее, так, чтобы сотрудники добивались поставленных результатов и получали удовольствие от совместной работы.

Отвечая на вопросы, укажите степень согласия с утверждениями по шкале от 1 до 5, где 1 - полностью не согласен(на), 5 - полностью согласен(на)

Собранные данные будут использоваться мной строго в исследовательских целях.

Прохождение опроса займёт не более 10 минут

С уважением,
Анастасия Сараева,

Специалист отдела маркетинга,
Слушатель магистерской программы Master in Management,
ВШМ СПбГУ

<p>У нас есть общее понимание стратегии: мы четко понимаем, что будем делать и четко понимаем, чего не будем делать *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>	<p>Мы в команде не тратим свою или чужую энергию на непродуктивную деятельность *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>
<p>Мы сосредотачиваем свои усилия на нескольких главных приоритетах *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>	<p>Наша стратегия представляет собой конкретные и достижимые цели *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>
<p>Наш руководитель ставит понятные цели и сроки их выполнения *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>	<p>Наш руководитель знает, в каком направлении нашей команде нужно двигаться, чтобы развиваться *</p> <p>1 2 3 4 5</p> <p>Полностью не согласен(на) <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Полностью согласен(на)</p>

Interview questionnaire:

Department characteristics, the level of uncertainty and complexity

1. Please describe briefly the features of your department and what role does it play in the company?
2. Could you estimate from 1 to 5 the level of uncertainty of the external environment for the department: stable, rather changeable, changeable, highly variable and unpredictable?
3. There are 4 types of tasks: 1 – when it is known what to do and how to do it, 2 – when it is known how to do it, but it is not clear what the result will be, 3 – when it is known what, but it is not clear how to do it, 4 – when it is not clear what to do and how. What type of tasks do you face most often in the department?

Team practices

4. What collaborative practices exist in your team for in—depth study of the situation? (for example, meetings, general calls). *What is happening there, what is special about the meetings? How deeply do you discuss the problem or are you just distributing tasks? Does this affect the development of a common understanding? How often, in what groups do they discuss whether they tend to analyze the reasons for the behavior?*
5. How effective are the team members after your meetings? Do they start to take real action?
6. If during the discussion someone has the opposite opinion, what is happening? How do you come to a common solution?
7. If a team member makes a mistake, how willing is he to admit the mistake himself? How does the team work on mistakes, analysis, so as not to repeat them in the future?

Questions about the leader and his influence on the team

8. What are you doing in the department now that will improve the quality of the department's work in the future? How to maintain a balance of short—term and long—term goals?
9. What practices do you use to analyze yourself as a leader? (e.g. self—reflection, note—taking)
10. How often are you not sure that you have made the right decision and what do you are doing in order to make it?