



Mindfulness as an intrapreneurship tool for improving the working environment and self-awareness

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ABSTRACT

This paper presents how to implement a program with an Intrapreneurship methodology such as Mindfulness which develops the emotional intelligence. The objective is for workers to acquire role self-awareness using Mindfulness, and to improve the working environment. The results obtained after analysing quantitative variables are presented for a sample of 76 professionals working in nursing homes for the elderly after a Mindfulness and Emotional Management program for 8 weeks. The before and after step in the FFMQ questionnaire is used to examine how it acts as a measurement model for obtaining a report composed of 39 items, which measures the general tendency towards Mindfulness, based on five skills. The results show improvements in all the dimensions, and particularly in *Observing*, *Acting with Self-Awareness* and *Nonjudging*. In conclusion, the workers' social well-being improved after the program was implemented, thereby contributing to the improvement of their relationships with their colleagues.

1. Introduction

Many studies have been carried out in recent decades to understand the workings and structure of individuals' interpersonal and intrapersonal emotions, and they have also focused on affectivity in human behaviour and conduct, with repercussions in the work environment. Daniel Goleman's book entitled "*Emotional intelligence*" (1995) provided the first "*evidence*" that emotional and social factors are important. Values and attitudes which were not taken into account in the industrial era have been considered since the turn of the millennium.

However, with the the new century, companies begin to realize the importance of recognising their workers' emotional situations (Friis-Holm & Sund, 2020; Nishino, Okazaki, & Akai, 2018). The phenomenon of "*burnout*" among workers has returned since 2008, as a result of the global economic crisis. The concept was coined in 1974 by H. J. Freudenberger. Freudenberger observed the behaviour of various volunteers who were his colleagues at an alternative healthcare institution. In his study over a one-year period, he observed a decline in motivation, poor relationships between colleagues, emotional fatigue, a lack of commitment to work, as well as sleep disorders, drowsiness and physical pain, among other issues. He therefore decided to study the vulnerability of health professionals in difficult situations which increased their anxiety levels. This led to the definition of the process

leading to "*burnout*," in which workers are unable to maintain their dedication, commitment to work and interest in their patients, their dedication is replaced by apathy, and their consideration by cynicism (Afsar, Saeed, Shahjehan, & Imad, 2019; Freudenberger, 1974; Preckel & Scherrer, 2018; Sheridan, Smith, & Moorman, 2019). This is also reflected in the difficulty of retaining talent in companies (Moses & Sharma, 2020).

In order to work on the current business world, we decided to apply an Intrapreneurial tool that helps workers to act as entrepreneurs of themselves within their company. Intrapreneurship must therefore be taken from the point of view that the workers themselves are able to self-motivate, be proactive and focus on the resolution of conflicts in order to drive change and growth within the organization (Pinchot, 1985). Accordingly, the workers were offered a program in which a Mindfulness tool is applied to help them boost their self-management at work and foster workplace relationships.

Mindfulness is a meditation technique which aims to focus on the present moment and to be aware of the present, without having to think about the past or the future, i.e. the "*here and now*". Mindfulness is also a skill that every human being has, but which is often ignored, and it can therefore be taught (Kabat-Zinn, 2003). Mindfulness consists of developing and cultivating awareness of this consciousness. The practice of Mindfulness also aims to make people consciously accept their role, and feel comfortable in themselves by adopting an attitude of

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Intrapreneurship at work. It is important that subjects do not forget the objective they have set themselves with the role to be played. For example, professionals working in nursing homes are often overwhelmed by their feelings for a resident who has died. They have to learn to manage these emotions, and to remember what their role as a professional is so that this does not affect how they do their job and how they feel at work. In short, it is about training the Emotional Intelligence of each worker.

Emotional Intelligence means the human capacity to feel, understand, control and modify emotional states in oneself and others (Goleman, 1995). There are four key dimensions within Emotional Intelligence (EI): role self-awareness and self-regulation, empathy, self-motivation and social skills (Goleman, 1995). Many theories and studies explain Emotional Intelligence today. Various tools are taught to manage the emotions, impulses, increase tolerance to frustration, be able to function in a hostile environment, and improve interpersonal and intrapersonal relationships (Hales & Chakravorty, 2016; Llanos-Contreras, Jabri, & Sharma, 2019; Marsyaf, 2019; Nadeem, Juntunen, Shirazi, & Hajli, 2019; Saefuddin & Darmawan, 2019).

This research specifically addresses self-awareness, the first of the competencies listed by D. Goleman (1995), which he defined as knowledge of one's internal states, preferences, resources, and intuitions. This includes emotional awareness, accurate self-assessment and self-confidence. Emotional self-awareness consists of recognising one's own emotions and their effects; accurate self-assessment is knowing one's own strengths and weaknesses, and self-confidence is the sense of one's self-worth and capabilities (Goleman, 1995; Rizvi & Oney, 2018). Mindfulness was therefore introduced to identify and work on these attitudes. Although a person is happy with himself, this helps them to operate better within their environment (Navarro, 2009; Rodas, 2012) and helps improve their performance in carrying out tasks (Chiang & San Martín, 2015); in short, it develops their Intrapreneurial capacity.

In this theoretical framework, and focusing on the characteristics of health professionals, the ultimate goal of this research is to implement a program based on the application of the Mindfulness techniques in order to develop the workers' Intrapreneurship. The specific objectives sought when applying this technique are self-management and self-regulation of emotions and feelings and role self-awareness by each worker, in order to improve job satisfaction and with it, the working environment and burnout rates. This research is therefore also based on a program which introduces Mindfulness techniques for the staff of two nursing homes (*physiotherapists, cleaning assistants, nurses, occupational therapists, administrative workers and social workers*).

This article includes an introduction on the conceptualization of the Burnout symptom, Intrapreneurship through Mindfulness as a tool that enables the attitudes that constitute Emotional Intelligence to be managed, helping the individual to become aware of their role and thus reduce the toxic work environment. The second section reviews the literature on the subject. The methodology used is presented in the third section, with an overview of the various sessions which took place. The main results obtained in the study are discussed in the fourth section. Finally, there are two sections referring to the discussion and the main conclusions of the study, in addition to highlighting future research lines.

2. Literature review and development of hypotheses

Interest in the concept of Emotional Intelligence has increased in recent decades, with General Intelligence becoming less important. Since the economic-financial crisis of 2008, the working environment has been full of uncertainty, creating fear among workers (Salanova, Martínez, & Llorens, 2014). Most also suffer from moral exhaustion and with it, high levels of stress at work (Anat, 2013). A number of factors, based on the worker's development of feelings of emotional impairment, trigger a depersonalised attitude towards the people they work with (Ikon, Onwuchekwa, & Okolie-Osemene, 2018; Skica, Mroczek, &

Leśniowska-Gontarz, 2019; Thanh Tam & Thi Bich, 2017). This leads to a decline in personal commitment, and reduces their interest in achieving personal fulfilment in the workplace (Leiter & Maslach, 1988), i.e. the ultimate goal is not achieved.

According to the study carried out by the Executive Agency for Health and Safety in 2017, those most prone to stress and job dissatisfaction and as a result to developing major pathologies related to it are doctors, nurses, teachers and all the professions fully engaged in business. A cross-sectional study of 287 health professionals was carried out in 2003, and measured high levels of stress and burnout by means of three different questionnaires: the Brief Burnout Questionnaire (Moreno-Jiménez, Bustos, Matallana, & Miralles, 1997); the Stress-Symptom Scale (Aronson, Pines, & Kafry, 1981); and the Health Professions Stress Inventory (Wolfgang, 1988). They concluded that levels of burnout were over 30%, and those of stress symptoms were over 50% (Román, 2003). Another study conducted in 2006 found that doctors had higher levels of burnout than their colleagues, and also indicated high levels of emotional fatigue, using the Inventory of Occupational Stressors for Nursing and the Maslach Burnout Inventory (MBI). They also presented more occupational stressors, and a slightly higher average level of occupational stress (Bernaldo & Labrador-Encinas, 2007). A previous study conducted by Song (2014), concluded that nurses' emotional work influences their participation in the workplace, job satisfaction and their intention to change job. In addition, Timothy Bartram et al. presented a study of a sample of 157 nurses in 2004, which considered two factors that can contribute to nurses' job satisfaction and workplace stress: social support and empowerment. They concluded that increased nurse empowerment and greater development of skills and self-determination, helped reduce work stress and increased job satisfaction. The use of the Mindfulness technique as an Intrapreneurial tool, which helps to self-develop the center's professionals and is reflected in increased well-being with themselves and their colleagues has been considered for this reason.

Today, measuring the attitudes of workers (Chen, Zhu, & Yuan Xie, 2004; Homer, 2001), as reflected in the performance of their work and in customer service has become very important to companies (Hanushek, Schwerdt, Wiederhold, & Woessmann, 2015). There is a great deal of concern about illness among employees. Among other factors, most of the absenteeism in companies is triggered by high levels of stress and self-motivation (Gazioglu & Tansel, 2006; Martí-Román, 2006; Terrés de Ercilla, Rodríguez-Mondelo, Álvarez-Casado, & Castejón, 2004). The study carried out by Gazioglu and Tansel (2006) took four measures of job satisfaction into account: satisfaction with influence over job; satisfaction with the amount of pay; satisfaction with sense of achievement; and satisfaction with the respect from supervisors. Its main objective was to analyze the correlation between absenteeism and resignations in terms of satisfaction with the position held. Two of the measures, satisfaction with influence over job and satisfaction with sense of achievement were closely related to self-motivation and attitude at work. This leads us to the concept of Burnout and Emotional Intelligence.

In order to argue that there is a direct relationship between the attitude and job satisfaction of employees, we can cite various studies that cover this issue, such as those by Tutucun and Kozak (2007) and Khalil-Ur, Waheed, and Saad Ullah (2017). Those reasons led us to carry out this research, and to create a program which works on attitudes based on an intrapreneurial approach in order to achieve greater job satisfaction.

The literature contains various studies of Intrapreneurship focusing on the development of emotions. The study carried out by Farrukh, Wei Ying, and Mansori (2016), measured the impact of personality traits on intrapreneurial behavior and concluded that hiring workers with high levels of extroversion and emotional stability could facilitate more intrapreneurial behavior, thus improving their performance. Intrapreneurship is therefore closely related to Emotional Intelligence, according to authors such as Wiethe-Körprich, Weber, Bley, and

Kreuzer (2017), JongKwan and KiHong (2018) and Di Fabio and Saklofske (2019). The concept of Intelligence has been studied for many decades, and there have been many studies on the understanding of Intelligence (Galton, 1869; Binet & Simon, 1916; McClelland, 1961; Gardner, 1983; Sternberg, 1985; Salovey & Mayer, 1990, 1993; Goleman, 1995). Intrapreneurship is another variant that is associated with its development. According to authors such as Nueno (2005) and Isasti (2007), there is a relationship between the need for a favorable social environment in companies and the commitment of workers and managers to creating a company culture favorable to the development of Intrapreneurship.

Accordingly, the FFMQ (*Five Facets Mindfulness Questionnaire*) questionnaire (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) will be used to analyse the effectiveness of practising Mindfulness on improving workers' well-being and thereby improving professionals' working environments (Enny Trisnayanti & Ganesha, 2019). However, it is first necessary to confirm this questionnaire is suitable for measurement. The University of La Frontera (Chile) carried out a study with a sample of 399 Chilean university students in July 2015, which applied the Validation of the Five Facet Mindfulness Questionnaire (FFMQ) used in our research. After concluding the program, they reported that it is a useful tool, since the results show adequate reliability and an association between Mindfulness and the personality dimensions of Costa and McCrae's Five-Factor Model (Schmidt & Vinet, 2015). A study at the Complutense University of Madrid (Spain) in 2016 evaluated Mindfulness in the Spanish population using the FFMQ. This study concluded that the FFMQ generally has a good construct validity, based on its positive correlations with psychological measures of mental health, and negative correlations with psychological symptoms and dysfunctional personality aspects (Quintana & González, 2016). A course in which Mindfulness was applied to reduce stress took place, and this was associated with significant improvements in the variables of exhaustion and mental well-being for a large number of medical professionals (Goodman & Schorling, 2012).

The health professionals group was used as a sample, because as shown in the literature review, it is one of the groups with the highest risk. Meanwhile, the focus is now not only on hospitals, but it is also fully applicable in centres for seniors (Epstein-Lubow, McBee, Darling, Arney, & Miller, 2011). Healthcare personnel responsible for caring for elderly people in nursing homes are also dissatisfied in their work. At the end of the program, the personnel reported being generally satisfied with their work. Other factors besides changing the residents' behaviour create tension among the nurses (Brodaty & Draper, 2003; Marques, Marques, & Ferreira, 2018). Another study of caregivers in nursing homes was carried out by Hou et al. (2014), in which a Mindfulness program, also known as MBSR (*Mindfulness-Based Stress Reduction*), was applied to a sample of 141 caregivers over 18 years of age. They were simultaneously able to compare it with a control group. The objective of this study was to analyse changes in depressive and anxiety symptoms, self-efficiency, quality of life, mindfulness and self-compassion. Using the analysis of the results for reference, the participants in the MBSR group presented a significant decline in depression symptoms after the intervention and after 3 months of follow-up. They also presented a significant improvement in levels and characteristics of anxiety after the intervention.

Unlike previous studies, the contribution made by this research consists of the implementation of a program developed by the authors themselves, in which they apply the technique of Mindfulness as Intrapreneurship to: (1) make each employee self-aware of their role, (2) improve the employee's well-being and (3) improve the working environment at the centre. Skills that include Emotional Intelligence and that are closely related to job satisfaction are worked on throughout the training. The program is detailed in the Methodology section, which explains the structure, each session and exercises and the objectives pursued in each one.

Once the literature has been reviewed, the studies carried out and

the conclusions obtained therein, the main motivation is to create and verify the effectiveness of the program, which aims to develop self-knowledge and role purpose using the tool of Mindfulness. The initial hypotheses are therefore: Hypothesis 1: Mindfulness is an effective Intrapreneurship tool that helps increase the individual's role self-awareness. In addition, Tomfohr, Pung, Mills, and Edwards (2015) observed the effect of Mindfulness on blood pressure and interleukin, in a study in which they also used FFMQ. They concluded that physiological variables affected their analysis. For this reason, a series of sub-hypotheses are also defined in this research to determine whether variables such as gender, level of studies, age, or previous experience have an influence. As a result, the first sub-hypothesis_{1,a} is: Women are more sensitive to Mindfulness techniques and improve more than men; sub-hypothesis_{1,b} is: Practising Mindfulness has greater influence among individuals with higher levels of education; sub-hypothesis_{1,c} is: Mindfulness affects people differently depending on their age; and a fourth sub-hypothesis_{1,d} is: The participants who already practised Mindfulness before the program improve to a greater extent. There is a second hypothesis, Hypothesis 2: a better working environment is created when employees feel good about themselves. This research was carried out based on the empirical studies cited above, and the methodology is presented in the following section.

3. Methodology

There are several studies implementing programs to develop soft skills, e.g. the study by Lynch, Kamovich, Longva, and Steinert (2019). We found no programs which are the same as those proposed in this research. The methodology of this research involved implementing and carrying out a twelve (12) week Mindfulness and Emotional Management program in two care centres for seniors in Madrid and León (Spain). The program therefore consisted of six (6) sessions of two (2) hours over two months, except for the first session lasting four (4) hours, which focused on the individual development of each participant on the course. The profile of each professional in the home who participated in the Mindfulness program was recorded, as well as the perceptions of the team carrying out the program, which is experiential learning training (Devece, Palacios, & Ribeiro-Navarrete, 2019; Fust, Jenert, & Winkler, 2018).

A questionnaire was produced to gather the information, in order to ascertain each participant's situation at the beginning of the program and to determine the effects and behaviours that arose after the program was launched, with a final questionnaire administered in the last session. The initial and final questionnaire, called the *FFMQ Assessment Scale (Five Facets Mindfulness Questionnaire)*, acts as a model for measurement to obtain a report composed of 39 items, which measures the general tendency to act with Mindfulness based on five skills: *Observing, Describing, Acting with Self-Awareness, Nonjudging and Nonreactivity* (Baer et al., 2006; Cebolla, 2012). The design is descriptive and correlational, with a single group. Table 1 below presents the variables in the FFMQ questionnaire:

The participants have to answer each item on a Likert scale ranging from 1 (*never or very rarely true*) to 5 (*very often or always true*). The minimum score for the Questionnaire is 39 points, and the maximum score is 195 points. At the end of each session, they are set various tasks to incorporate into their everyday routine over the next fifteen days until the next session, for discussion at the next session.

The aim in the first session is to determine the participants' profile, since they are professionals working in different areas. This first session also helps assess the working environment. After confirming that they are professionals who are experiencing burnout in their work, they make various criticisms regarding how the organisation should be managed, and how they feel inhibited in terms of expressing their ideas. The team is divided into groups, which makes effective teamwork difficult. This session involves conveying the situation, and they themselves have to realise what they are doing well and what they are doing

Table 1

Variables used in the FFMQ questionnaire.

Source: Compiled by the authors. Variables extracted from the FFMQ Questionnaire (Baer et al., 2006; Cebolla, 2012).

Observing	
O1	1. When I'm walking, I deliberately notice the sensations of my body moving.
O6	6. When I take a shower or bath, I stay alert to the sensations of water on my body.
O11	11. I notice how food and drinks affect my thoughts, bodily sensations and emotions.
O15	15. I pay attention to sensations such as the wind in the hair or the sun on my face.
O20	20. I pay attention to sounds like the clock ticking, birds chirping and cars passing.
O26	26. I perceive the smells and aroma of things.
O31	31. I notice visual elements in art or nature, such as colours, shapes, textures and patterns of light and shadow.
O36	36. I pay attention to how my emotions affect my thoughts and my behaviour.
Describing	
D2	2. I am good at finding the words to describe my feelings.
D7	7. I can easily put my beliefs, feelings and expectations into words.
D12	12. It's hard for me to find the words to describe what I'm thinking.
D16	16. I have trouble thinking of the right words to express how I feel about things.
D22	22. When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words.
D27	27. Even when I'm feeling terribly upset, I can find a way to put it into words.
D32	32. My natural tendency is to put my experiences into words.
D37	37. I can usually describe how I feel at the moment in considerable detail.
Acting with awareness	
A5	5. When I do things, my mind wanders off and I'm easily distracted.
A8	8. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.
A13	13. I am easily distracted.
A18	18. I find it difficult to stay focused on what's happening in the present.
A23	23. It seems I am "running on automatic" without much awareness of what I'm doing.
A28	28. I rush through activities without being really attentive to them.
A34	34. I do jobs or tasks automatically without being aware of what I'm doing.
A38	38. I find myself doing things without paying attention.
Nonjudging	
NJ3	3. I criticise myself for having irrational or inappropriate emotions.
NJ10	10. I tell myself I shouldn't be feeling the way I'm feeling.
NJ14	14. I believe some of my thoughts are abnormal or bad and I shouldn't think that way.
NJ17	17. I make judgments about whether my thoughts are good or bad.
NJ25	25. I tell myself that I shouldn't be thinking the way I'm thinking.
NJ30	30. I think some of my emotions are bad or inappropriate and I shouldn't feel them.
NJ35	35. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about
NJ39	39. I disapprove of myself when I have irrational ideas
Nonreactivity	
NR4	4. I can perceive my feelings and emotions without reacting to them.
NR9	9. I watch my feelings without getting lost in them
NR19	19. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it
NR21	21. In difficult situations, I can pause without immediately reacting.
NR24	24. I can calm down soon after experiencing distressing thoughts and impulses.
NR29	29. When I have distressing thoughts or images, I am able just to notice them without reacting.
NR33	33. When I have distressing thoughts or images, I just notice them and let them go.

wrong, and the changes they could make. Outdoor Training exercises are used to promote teamwork to that end.

The second session begins by explaining the concept of Mindfulness, and the benefits obtained from practising it if they start and continue to practice it. Finally, the methodology that will be used in the remaining sessions is explained. The initial test based on the FFMQ Assessment Scale is handed out. The final test is also distributed in the last session, and the changes that have taken place during the intervention involved in the program are examined. The main subject on this occasion is based on explaining situations when people are "running on auto-pilot". A few minutes for discussion are provided at the end of each activity so that they can express their thoughts.

The beginning of the third session is based on the interaction between the mind and body as one of the keys to the success of Mindfulness. Paying deliberate attention to the body while formally practicing Mindfulness will enable practitioners to gradually extrapolate it to everyday life, revealing and exploring aspects that may be unknown to them. The session begins with an introductory breathing exercise, and is followed by a plenary session to discuss their first experiences with practising Mindfulness over the two weeks since the second session. The session continues with an informal Mindfulness practice. This is followed by an introduction to the practice of body

exploration, and performing a body scan. Afterwards, a few minutes are devoted to talking about their experience on that day.

The fourth session is when most participants have the opportunity to experience informal practice at first hand. The aim is to break down their ideas and together ascertain the underlying concepts of "the way of doing and the way of being." Finally, the idea of metacognition (thinking about one's own thinking) is discussed, and how thought can create mostly negative emotions and moods. Afterwards, each session begins with a breathing meditation exercise, and sharing what they have noticed in the first few weeks is encouraged first in pairs, through a conscious dialogue, and this is then shared with the other participants. A new exercise is also introduced, related to body yoga or "conscious stretching".

The fifth session emphasises the cultivation of specific values which are vitally important among people whose work primarily involves caring for other people. Compassion towards oneself and others is one of the values that it is very important. An introduction is provided and metta-type compassion exercises are used, ending with a plenary session where those attending realise the importance of their work and the tasks they do. They should not forget that they are working with patients, i.e. with people.

After the first part of the program has been completed, the final

Table 2
Summary of sessions in the Mindfulness programme.
Source: Compiled by the authors.

Sessions	Activities
Session 1	<ul style="list-style-type: none"> ■ Introduction to the programme. ■ Distribution of the initial FFMQ questionnaire. ■ Outdoor Training activities to promote teamwork. ■ Nominal Group Technique dynamics to obtain conclusions from the session.
Session 2	<ul style="list-style-type: none"> ■ Introduction to the concept of “full consciousness or mindfulness.” ■ The reasons for this intervention. ■ Plenary session. Doubts and experiences. ■ Attention, intention and attitude. ■ The raisin exercise (Attention and intention). ■ Relationship with unpleasant experiences (Attitude). ■ Plenary session. Doubts and experiences. ■ The importance of breathing. Meditation in breathing.
Session 3	<ul style="list-style-type: none"> ■ Plenary session. Doubts and experiences. ■ Meditation in breathing. ■ Difficulties with practice during the week. ■ Informal mindfulness. ■ Introduction to the practice of body exploration. ■ Body scan. ■ Plenary session. ■ Conclusion with a brief period of concentration on breathing lasting 3 min.
Session 4	<ul style="list-style-type: none"> ■ Meditation in breathing and the body. ■ Experiences during the week. Conscious dialogue in pairs (10 min) and then as a plenary session. ■ Meditation: ways of doing/being. ■ Introduction to body yoga or “conscious stretching”. ■ Conscious stretching. ■ Plenary session. ■ Conclusion with a brief period of concentration on breathing lasting 3 min.
Session 5	<ul style="list-style-type: none"> ■ Meditation in breathing and sounds. ■ Experiences during the week. Conscious dialogue in pairs (10 min) and then as a plenary session. ■ Introduction to “metta” meditation. ■ Metta meditation: compassion. ■ Plenary session on compassion. Group definition of the term. ■ Conscious stretching. ■ Plenary session. End of the cycle. Conclusions of participants. ■ Conclusion with a brief period of concentration on breathing lasting 3 min.
Session 6	<ul style="list-style-type: none"> ■ Final Mindfulness session. ■ Distribution of the final FFMQ questionnaire. ■ Application of the Nominal Group Technique (NGT).

session mainly focuses on collecting qualitative data using the Nominal Group Technique (Delbecq, Van de Ven, & Gustafson, 1975). The Nominal Group Technique (NGT) is a structured, nominal and anonymous technique, which enables all members of the group to participate. This is a technique for decision-making, conflict resolution and teamwork. It enables information to be extracted from the workers, and shows what is taking place within the company. It is an indirect technique which avoids using formal communication channels. It focuses on conflict resolution, preventing institutional noise and the flow of

Table 3
Differences in dimensions before and after the programme.
Source: Compiled by the authors.

	Pre-test		Post-test		Differences in means	Student-t test for paired samples	
	Mean	S.D.	Mean	S.D.		t	p-value
Observing	14.737	4.215	25.474	7.275	-10.737	-17.086	< 0.001
Describing	15.053	4.644	25.092	7.581	-10.039	-13.629	< 0.001
Acting with Self-Awareness	34.184	5.098	23.461	6.783	10.724	15.954	< 0.001
Nonjudging	31.303	4.066	21.053	7.037	10.250	14.315	< 0.001
Nonreactivity	13.066	4.275	21.803	6.995	-8.737	-12.994	< 0.001

communication. As a result, it identifies how each individual develops over the sessions, how they could improve, how they have improved, and how they can continue working to include their content in their routine. The session concludes with the distribution of the final questionnaire in order to obtain the quantitative data, and their subsequent comparison with those from the start of the program.

Each session and the activities carried out are listed below, adapted to the schedule of the program (see Table 2):

4. Results

In the results, the means and standard deviations were calculated for all the quantitative variables, and the frequency distributions for the qualitative variables. In addition, several applications were needed to measure the various competences (De la Torre, Alcaide-Muñoz, & Ollo-López, 2019). The Kolmogorov–Smirnov test was used for the normality analysis. The results were processed using the SPSS statistical software package. The Student-t test for two paired samples was used to test the initial hypotheses, and to ascertain whether there were any differences between the two moments of measurement (*pre and post*), in order to determine whether the groups satisfied conditions of normality. The Wilcoxon test was used if they did not satisfy normality conditions. The Kruskal-Wallis test was used in checks with three groups, age, and level of education, since the conditions for normality in the groups were not met. The Mann-Whitney U test was used in the tests of two independent groups when conditions of normality did not apply. $p \leq 0.05$ was also used as the level of significance in all the tests.

According to the data for before and after the program for the application of Mindfulness and Emotional Management for a sample of 76 professionals, 77.6% (n = 59) were women and 22.4% (n = 17) were men. 34.2% (n = 26) had a low level of education, 32.9% (n = 25) a medium level and 32.9% (n = 25) a high level. The majority, i.e. 43.4% (n = 33) were married, followed by 23.7% (n = 18) who were divorced, 13.2% (n = 10) were single and finally, the remaining 19.7% (n = 15) had another marital status. Finally, 85.8% of the total participants (n = 65) had no previous experience of practising Mindfulness, and 14.5% (n = 11) were regular practitioners of the technique.

After analysing the data, we reviewed the results obtained and in response to the first hypothesis considered, i.e. Hypothesis 1: Mindfulness is an effective intrapreneurship tool that helps increase the individual's role self-awareness, the dimensions analysed (*Observing, Describing, Acting with Self-Awareness, Nonjudging and Nonreactivity*) improve after various sessions on Mindfulness treatment. The Student-t test for two paired samples was used to test this hypothesis, since the sample is 76, i.e. larger than 30, and for the CLT (*Central Limit Theorem*) which assumes the normality of the data. The hypotheses of the Student-t test are:

H0: The means of the dimensions analysed are the same before and after the treatment.

H1: The means of the dimensions analysed are different before and after the treatment.

Table 3 shows that the p-value is below 0.05 in all dimensions, and as such the null hypothesis of equal means is rejected, and we concluded that the means of the different dimensions varied. In the *Observing* dimension, it increased between the pre (mean = 14.737 ± 4.215) and the post (mean = 25.474 ± 7.275), with t = -17.086, p < 0.001. In the *Describing* dimension, it increased between the pre (mean = 15.053 ± 4.644) and the post (mean = 25.092 ± 7.581), with t = -13.629, p < 0.001. The *Acting with Self-Awareness* dimension fell from the pre (mean = 34.184 ± 5.098) to the post (mean 23.461 ± 6.783), with t = 15.954, p < 0.001. In the *Nonjudging* dimension it fell from the pre (mean = 31.303 ± 4.066) to the post (mean = 21,053 ± 7,037), with t = -14,315, p < 0.001. It increased in the *Nonreactivity* dimension, from the pre (mean = 13.066 ± 4.275) to the post (21.803 ± 6.995) with t = -12.994, p < 0.001.

Table 3 shows that the dimensions with the most significant changes were *Observing*, followed by *Acting with Self-Awareness* and *Nonjudging*. This suggests an increase in the individual's self-awareness of the role he or she plays at that time. Their capacity for observation therefore increases, they find it easier to identify the purpose of their work, and to define their tasks at work. In addition, the reduction in *Acting with Self-Awareness* means that their ability to focus on the action being carried out has improved. In other words, they have become aware of the role they play, and strengthened their self-knowledge. Finally, *Nonjudging* also fell, leading to the individual's greater acceptance of him or herself.

However, there is a sub-hypothesis related to gender within this first hypothesis. This sub-hypothesis 1.a. is determined by the differences observed after the treatment, which are greater in women than in men. The variables for the differences between the pre and the post in all dimensions were created to test this sub-hypothesis. The Kolmogorov-Smirnov test was performed to test the normality of the groups, and the CLT could not be applied as one of the groups in this case was below 30 (men = 17). Table 4 shows the single use of the parametric Student-t test for two independent samples in the *Describing Difference* dimension. Normality is assumed for the women due to a sample size larger than 30, and in men the significance is 0.054 and over 0.05, and as such we can accept the normality of the data. Normality had to be rejected in the other dimensions, and the nonparametric Mann-Whitney U test was therefore used.

As can be seen in Fig. 1, the variations are greater in women than in men in all dimensions. In the *Observing* dimension, the mean difference for women is -13.102 ± 3.407, and for men it -2.529 ± 2.528 with a z = -6.055, and p < 0.001. In the *Describing* dimension, the mean for women was -12.356 ± 5.323, and for men it was 2.000 ± 1458 with t = -13.971, and p < 0.001. In the *Acting with Self-Awareness* dimension, the mean difference in women is 12.627 ± 5.085, and in men it is 4.118 ± 2.736 with a z = -1.818 and p < 0.001. The average difference for *Nonjudging* in women is 12.610 ± 4.910, and in men it is 2.059 ± 1.853 with z = -5.875, p < 0.001. The mean

Table 4
Before and after comparison by gender in the dimensions.
Source: Compiled by the authors.

Gender	Kolmogorov-Smirnov ^a			
	Statistical	gl	Sig.	
Observing Difference	Women	0.200	59	0.000
	Men	0.289	17	0.001
Describing Difference	Women	0.317	59	0.000
	Men	0.206	17	0.054
Acting with Self-Awareness Difference.	Women	0.324	59	0.000
	Men	0.251	17	0.006
Nonjudging Difference.	Women	0.331	59	0.000
	Men	0.219	17	0.030
Nonreactivity Difference.	Women	0.353	59	0.000
	Men	0.227	17	0.020

difference in *NonReactivity* in women is -10.729 ± 4.989, and in men it is -1.824 ± 2.325 with a z = -5.407, p < 0.001.

Once again, the dimensions that experience the most changes were *Observing* followed by *Acting with Self-Awareness* and *Nonjudging*.

A second sub-hypothesis posed in the pre and post about the measurement of the implementation of the program and its effectiveness on the participants was the comparison by level of education. The Kruskal-Wallis nonparametric test was used to test this sub-hypothesis 1.c, and it showed that the hypotheses of normality were rejected for all dimensions, due to a significance of less than 0.05 in some or in all of the groups. Furthermore, the significance or p-value is greater than 0.05 in all the dimensions, and as such the null hypothesis of equal means would be accepted, and there cannot be said to be significant differences between pre and post depending on the level of education.

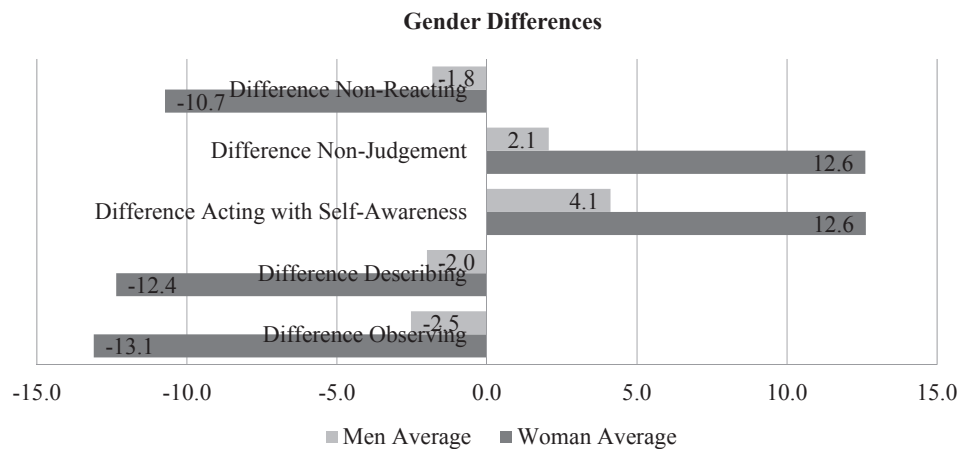
The same procedure was carried out with the age variable, to confirm sub-hypothesis 1.c on the existence between pre and post according to age. The Kruskal-Wallis nonparametric test was used once again to test this hypothesis, since the hypothesis of normality was rejected in all the dimensions, due to the significance being less than 0.05 in some or in all of the groups. As in the education variable, the significance or p-value was over 0.05 in all the dimensions. The null hypothesis of equal means was accepted, and there cannot be said to be any significant differences between the pre and post measurements according to age.

Finally, the nonparametric Mann-Whitney U test was used for sub-hypothesis 1.d regarding whether there are any pre and post differences according to whether the participants practised Mindfulness before the training, since the hypothesis of normality was rejected for all the dimensions, due to the significance being over 0.05 in some or in all of the groups.

The Nominal Group Technique (NGT) is used to address Hypothesis 2: a better working environment is created when employees feel good about themselves. The relations between the workers were observed to improve, they were more optimistic when they attended the sessions, they were enthusiastic about continuing to work on the topic, and to share the experiences they had had during the week. The level of participation increased exponentially. Everyone wanted to contribute and share their experiences. In addition, at the initiative of the group, they decided to change the layout of the tables and chairs in the classroom so that they were closer to each other, and in each exercise they endeavoured to change partners and get to know each other better. In their conclusions, they said that: "since I've been doing this kind of activity, I've been spending more time on myself," "I try not to worry about silly things," "I use Mindfulness to go to bed and it helps me sleep better," "I feel more relaxed," "I go to work with a different attitude," "I have increased my self-confidence," "I take more initiative when I'm doing something," "I feel like going out more."

5. Conclusions and implications

The main objective of this research was the implementation of a designed program in which the technique of Mindfulness as an Intrapreneurship tool and teambuilding activities were used to ensure that workers become self-aware of their role, learn how to manage their emotions. Intrapreneurship is used to foster an internal change in the workers, thereby improving the work environment and increasing teamwork. Other goals were to reduce ill-feeling and symptoms of burnout at work, and thereby increase the entire workforce's productivity. The results showed the effectiveness of the program, with Mindfulness used as an Intrapreneurship tool to develop self-knowledge, emotions and improve the work environment with the help of teambuilding exercises or Outdoor Training. To that end, the effect of Mindfulness was examined before and after a designed program on emotional management. The data were gathered using the FFMQ Questionnaire, based on measurement of five (5) dimensions: *Observing, Describing, Acting with Self-Awareness, Nonjudging and Nonreactivity*. After performing the statistical and qualitative analysis, the conclusion



Source: Compiled by the authors.

Fig. 1. Differences in improvement by gender. Source: Compiled by the authors.

reached was that Mindfulness is an effective tool, confirming the results of the study conducted by Schmidt and Vinet (2015). In addition, the dimensions that experienced the most significant changes were *Observing*, *Acting with Self-Awareness* and *Nonjudging*. It can be said that the *Observing* dimension has helped them to identify the present moment and their role, to pay attention to their emotions and to objectify. The *Acting with Self-Awareness* dimension allowed the participants not to act on impulses, to think about things before doing them and become self-aware of their role. Finally, the *Nonjudging* dimension helped reduce criticism and complaints between themselves and their colleagues. Mindfulness helps to increase individuals' capacity for role self-awareness, making them more aware of the present moment and accept their role. The program described above confirmed that the sample experienced an improvement in the management of their emotions, and dissatisfaction with the organisation. This tool can also be used for team management, improving relationships between employees, as reported by Enny Trisnayanti and Ganesha (2019). We also found that women are much more sensitive to this technique than men, and these conclusions were also obtained in the study conducted by Yela, Castaño, and Pérez (2019). Finally, a surprising result was also obtained, which confirmed that no significant difference was found in this program between the participants who had previously practiced Mindfulness and those who had never done so, and for their level of education and age.

The limitations of this research were the lack of commitment on the part of some workers, due to their unhappiness while working in the company. They were not motivated when they attended the program, and this at first led to some tension within the group, which led to arguments, and the session had to be refocused. However, these arguments did not occur in the subsequent sessions.

We plan to increase the number of sessions in the future to avoid discrepancies, and to take full advantage of the initial classes. It would also be useful to repeat an Outdoor Training day in the last session in order to quantitatively measure the progress made as a team, as with the FFMQ questionnaire.

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