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AN EMPIRICAL AND PRACTICAL EXPLORATION OF SELF-COMPASSION AT WORK

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AN EMPIRICAL AND PRACTICAL EXPLORATION OF SELF-COMPASSION AT WORK

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© JADE-ISIS LEFEBVRE

Francesco Montani, Directeur de recherche

International University of Monaco

Simon Grégoire, Évaluateur externe

Université du Québec à Montréal

Mélanie Couture, Évaluatrice interne

Université de Sherbrooke/ Centre-Ouset-de-
l'Île-de-Montréal

Tel que présenté dans les règlements institutionnels de l'Université de Sherbrooke et décrit dans le règlement facultaire des études de 2^e et 3^e cycle de la faculté des lettres et sciences humaines de l'Université de Sherbrooke pour les mémoires et thèses, ce document est rédigé sous la forme d'articles scientifiques. Les articles exposés dans ce document ont été soumis à des revues cible, et sont rédigés selon les normes éditoriales de ces revues. Pour avoir plus de détails sur la contribution des auteurs, le statut de publication, et les normes éditoriales de chaque article, le lecteur peut consulter l'appendice A.

Abstract

Self-compassion is established as a personal resource that augments individual well-being and ameliorates interpersonal relationships (i.e. promoting stress and emotion management in the clinical psychology field). However, there is a dearth of research on its role in the organizational arena. This dissertation has the objective of deepening the understanding of the role of self-compassion at work. To accomplish this objective, two articles were produced. The first article, of an empirical nature, examines the relationship between self-compassion and innovation and well-being, in addition to exposing the mechanism that is underlying this relationship. With the support of the theory of the tripartite model of affect regulation, this study proposes and tests a multi-level mediation model by which social safeness explains the relationship between self-compassion and well-being and innovation on the individual and group levels. The second article is theoretical. Grounded in *Evidence Based Management*, it allies research to practice, to present an exhaustive literature review on self-compassion and its benefits in the organization. More specifically, the association between self-compassion, well-being, and resilience is uncovered. Factors that foster self-compassion are identified as: contemplative trainings, leadership style, listening style, and personal factors such as gender. As a result, this dissertation proposes many contributions. At the scientific level, it clarifies, for the first time, the mechanism by which self-compassion engenders positive outcomes on the individual and group levels in organizations. This dissertation responds to the research call to better comprehend the role of self-compassion in the organizational context, and significantly augments current knowledge, clarifying how self-compassion can foster positive organizational outcomes. Additionally, the information generated in this dissertation informs professionals by proposing practical recommendations based on recent scientific research to inform the implementation of self-compassion in the workplace in order to enable optimal

functioning of individuals and organizations. Thus, the research conducted in this dissertation illuminates the positive impact of self-compassion in the work place.

Sommaire

L'autocompassion est établie comme étant une ressource personnelle augmentant le bien-être individuel et améliorant les relations interpersonnelles (e.g. promouvant la gestion du stress et des émotions dans un contexte de psychologie clinique). Il y a, cependant, une pénurie d'études sur son rôle dans le domaine organisationnel. Ce mémoire a pour objectif de mieux comprendre le rôle de l'autocompassion au travail. Pour accomplir cet objectif, deux articles ont été rédigés. Le premier article, de nature empirique, examine la relation de l'autocompassion avec l'innovation et le bien-être au travail, ainsi que le mécanisme sous-jacent à cette relation. Appuyé par la théorie du modèle tripartite de régulation des affects, cette étude propose et vérifie un modèle de médiation multi-niveaux par lequel le sentiment de sécurité sociale explique la relation de l'autocompassion avec le bien-être et l'innovation individuel et groupal. L'échantillon fut composé de 101 employés, regroupés en 26 équipes, provenant de différentes organisations situées en Amérique du Nord. Les hypothèses ont été testées par des analyses d'équations structurelles multi-niveaux. Les résultats ont démontré que le sentiment de sécurité sociale médie les effets positifs de l'autocompassion sur le bien-être et l'innovation aux niveaux individuel et groupal. Le second article, de nature théorique, allie la recherche à la pratique en s'appuyant sur les principes de l'*Evidence Based Management* pour fournir une recension des écrits exhaustive sur l'autocompassion et ses bienfaits en milieu organisationnel. Plus spécifiquement, le lien entre l'autocompassion, le bien-être et la résilience, est exposé. De plus, les leviers pour augmenter l'autocompassion sont identifiés comme étant : la formation basée sur la pratique contemplative, le style de leadership, le style d'écoute, et des facteurs personnels tel que le genre. En résumé, ce mémoire apporte plusieurs contributions. Au niveau scientifique, il clarifie, pour la première fois, le mécanisme par lequel l'autocompassion engendre des effets positifs au niveau individuel et groupal dans les organisations. Ce mémoire

répond à l'exigence des chercheurs de mieux comprendre le rôle de l'autocompassion dans le contexte organisationnel et augmente de manière significative les connaissances actuelles permettant de comprendre comment l'autocompassion favorise l'obtention de résultats organisationnels positifs. Par ailleurs, l'information générée par ce mémoire fournit aux professionnels des recommandations pratiques fondées sur les données probantes leur permettant de développer l'autocompassion au travail pour favoriser le fonctionnement optimal des individus et des organisations. Ainsi, la recherche conduite par ce mémoire, met en valeur l'impact positif de l'autocompassion au travail.

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Pursuing a doctoral programme in French was, for me, like choosing to hike Everest in winter. The dissertation: the most challenging piece before reaching the sweetness of the summit.

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While hiking in Hawaii this summer, Marie told me about Titch Nat Han's words of wisdom in relationship to hiking. She shared that attention and acceptance of the present moment in each step up the mountain is the key for a peaceful and successful journey. In the present moment, we hold infinite power. Guided by intention, each step becomes more fluid and energized. The combination of this type of hiking changes the journey to the top. In pivotal moments when writing was hardest, these words reminded me to climb my dissertation-Everest with intention in

every step, to embrace the present moment of the journey, and that the present held infinite power. In this hike, there were many moments of doubt, fear, motivation, energy, drive, and magic.

Finally, I have arrived. Fueled by my loved ones on this mountain, but also on their own mountains, I can take in this ultimate view. I can be here, now. Sun shining, view large, tired but strong, full of bliss.

I let it soak into my body, heart, mind, and soul. I can revel in the boundless power of the present. Breath in. Breath out. Complete.

Heart and mind open, accepting, and ready for the next view.

Introduction

As a universal experience, suffering connects all humans. Through the darkness and pain of suffering, compassion offers human connection and appeasement. It is a beacon of hope. At its core, compassion is an accepting and open posture that allows for contact with human suffering in a way that is not overwhelming, thereby generating the desire to alleviate suffering (Neff, 2003a). The compassionate individual cultivates a non-judgemental stance, seeing suffering as both part of the human experience, and as an opportunity for kindness (Neff, 2003b). Thus, at the heart of community, and at the centre of human experience, is compassion (Kanov et al., 2004).

Suffering can occur in all dimensions of life. It is unavoidable within the organizational context, and occurs in every workplace (Dutton, Workman, & Hardin, 2014; Lilius, Worline, Dutton, Kanov, & Maitlis, 2011b). Suffering is caused by life events, and by the organization itself; it entails major consequences for both individuals and organizations. Suffering, such as grief, stress, and burnout, can engender colossal annual costs upwards 75 billion dollars for organizations (Zaslow, 2002; Butts, 1997). In the United States, current trends of American Corporate Capitalism (ACC) promote values of consumerism, economic growth, profit/loss, competition, and market exchange when making decisions (George, 2014). The ACC ideology promotes growth, but often forgoes important human values and well-being, consequently generating individual and organizational suffering (George, 2014). Given the delicate balance between human value and organizational growth, the demand for compassion in today's economic context requires leaders, members, and organizations to stay connected with their communities in order to identify their real needs, and to meet them, all the while serving the global corporation.

Compassion is a resolution to alleviate suffering. Leaders and organizations need to recognize that when suffering occurs, there is an opportunity for improvement. Compassion can help harness this opportunity through recognition, intention, and action. More specifically, the

opportunity is generated by noticing the suffering, meeting the suffering with care, having the desire to alleviate it, and actively interacting with it (Dutton et al., 2014). In fact, organizational involvement has a major impact on the implementation of compassionate social interaction, and individuals who received compassion reported feeling more valued and connected to their organizations, peers, and teams (Lilius et al., 2008). In recent studies, compassion was theoretically identified as a financial, and moral advantage in organizations (Dutton, et al. 2014, Lilius et al., 2011b). These studies recommended studying compassion as an avenue to achieve positive workplace outcomes. Hence, compassion was proposed as a solution for facing suffering in the workplace.

Compassion in the Workplace

From an academic and scientific perspective, research demanded “more enriched relational perspectives in organizational psychology,” (Dutton et al., 2014, p. 278). In 1999, Frost specifically called for more research on compassion in organizations, reporting that compassion is vital for organizational functioning. Studies revealed that compassion had a positive influence on both individuals and organizations (Dutton et al., 2014; Lilius, Kanov, Dutton, Worline, & Maitlis, 2011a). In fact, experimental research identified positive outcomes of implementing a compassionate stance (Fredrickson, Cohn, Coffet, Pek, & Finkel, 2008; Seppala, Hutcherson, Nguyen, Doty, & Gross, 2014). In their review on compassion at work, Dutton and colleagues (2014) emphasized the impact of compassion at multiple levels. They suggested that compassion led to stronger connections between individuals (Dutton, Lilius, & Kanov, 2007; Dutton et al., 2014; Lilius et al., 2008, Lilius et al., 2011b; Powley, 2009; Worline, & Dutton, 2017). They further noted that observing compassion inspired witnesses to be kinder towards others, and that compassion had similar impacts on the witness as on the actual recipient of compassion (Dutton

et al., 2007; Lilius et al., 2008). Studies on individuals demonstrated that compassion decreased stress and increased positive emotions, (Dutton, Worline, Frost, & Lilius, 2006; Lilius et al., 2008), feelings of being valued and connected (Dutton et al., 2014), affective commitment (Grant et al., 2008; Lilius et al., 2008), and organizational commitment (Dutton et al., 2014; Grant, Dutton, & Rosso, 2008). Group level influence (Dutton et al., 2014) was shown in past research findings through increased collaboration (Dutton et al., 2007), and the sense of community (Powley, 2009). The focus on compassion indicated the potential for developing positive and healthy organizations (Frost et al., 2006). Indeed, in their book, *Awakening compassion at work: The quiet power that elevates people and organizations*, Worline and Dutton (2017) suggested that additional benefits of compassion at work could include: financial resilience and profitability, employee and customer retention, creativity and innovation, learning, service quality, engagement, recruiting, as well as change and adaptability. These outcomes were referred to from a theoretical perspective, but empirical studies have yet to prove these effects. Nevertheless, given the findings in past theoretical and empirical research, compassion is expected to influence positive functioning in the workplace at both the individual and the collective level (Lilius et al., 2011b).

The Connection Between Compassion and Self-Compassion

According to the perspective of Buddhist psychology, self-compassion is preliminary to compassion for others (Nhat Hanh, 2014). In order for individuals to act compassionately towards others, they first need to become compassionate towards themselves. Empirical research also supports this posit. Individuals who were high in self-compassion were more likely to have compassionate goals (Crocker & Canevello, 2008), and were more likely to support and care for others (Canevello & Crocker, 2015). Studies showed that self-compassion had a positive impact on interpersonal well-being and conflict resolution; self-compassionate individuals were more

likely to compromise and experience relational well-being (Yarnell & Neff, 2013). Self-compassionate individuals were also found to be more capable of intimacy, to allow autonomy, and to be more accepting (Neff & Beretvas, 2013). Taken together, these findings suggest that self-compassion positively affects interpersonal exchanges. Therefore, when noticing their own suffering, recognizing that it is part of the human experience, and being kind towards themselves, individuals could cultivate a more open awareness to other's suffering and, thereby, become more capable of being compassionate towards others (Neff & Germer, 2018). Although supplementary research is needed to fully understand the relationship between self-compassion and compassion in the workplace (Lilius et al., 2011a), preliminary research in the clinical context, and with healthcare workers, posited that developing this intra-personal competence is essential to achieve positive outcomes, such as increased well-being and greater functioning (Neff & Vonk, 2009; Neff, Kirkpatrick, & Rude, 2007). It is possible that this could thus be replicated in the organizational context.

Self-Compassion

Self-compassion is defined as having three interrelated aspects including: 1) self-kindness, referring to being kind to the self rather than being self-critical; 2) common humanity, which signifies understanding difficult experiences as being an integral part of the human experience; and 3) mindfulness, which implies noticing suffering and being present rather than over-identifying with situations that are difficult (Neff 2003a; 2003b). Rooted in Buddhist psychology, and united by the adoption of a present, non-judgmental, and kind approach, self-compassion and compassion are deeply connected (Nhat Hanh, 2014). Yet, self-compassion differs from compassion in the choice of recipient. As it is clearly named, self-compassion is self-directed rather than other-directed. Moreover, self-compassion differs from self-pity, as the latter refers to

a process where individuals over-identify with their suffering (Neff, 2003b). It also differs from self-esteem, as self-esteem is a measurement of personal value, while self-compassion is an active way to care for the self, despite failure or success (Leary, Tate, Adams, Allen, & Hancock, 2007; Neff, 2011). Henceforth, the self-compassionate stance enables individuals to mindfully recognize their own suffering, be kind to themselves when suffering, observe that their experience is part of the human condition and, thus, act from a place of empowerment rather than that of reactivity, especially when in difficult life circumstances (Neff, 2003a; 2003b).

Developed in the field of clinical psychology in the early 2000's, self-compassion is an internal relationship with the self that yields increased well-being in those who integrate the approach (Gilbert & Procter, 2006). Neff initiated the construct of self-compassion to scientific query in the early 2000's by specifying its definition and by leading research on the concept (Neff, 2003a; Neff, 2003b, Neff, 2011). Early research on self-compassion targeted healthcare workers (Benzo, Kirsch, & Nelson, 2017; Shapiro, Brown, & Biegel, 2007; Ying, 2009). The research on self-compassion was conducted through theoretical and experimental studies (Neff, 2011). However, the studies on self-compassion to date have been, for the most part, correlational in nature, and most of the experimental research studied self-compassion by testing mindfulness and compassion training programs for both healthcare workers and the general population (Gilbert & Procter, 2006; Kabat-Zinn, 1982; Raab, 2014; Shapiro, Astin, Bishop, & Cordova, 2005; Shapiro, et al., 2007; Weng et al., 2013). Studies demonstrated that self-compassion was linked to improved human functioning (Gilbert & Procter, 2006; Leary et al., 2007; Neff, 2003a; Neff, 2011). For example, research with veterinary students showed that self-compassion builds resilience (McArthur et al., 2017). Although these studies highlighted the potential positive impact of self-compassion on professionals, research on self-compassion in organizations is nascent. Therefore,

current literature on the role and impact of self-compassion in the workplace is limited. As a result, the benefits of self-compassion on clinical populations, the general population, students, and employees will be outlined to insinuate the potential of applying this concept in the organizational field.

Empirical Research on Self-Compassion

The Benefits of Self-Compassion in Clinical and General Populations

In clinical and general populations, implementing self-compassion helped support the reduction of negative life outcomes. More specifically, self-compassion was associated with decreased depression and anxiety (Neff, 2011). It fostered stress reduction (Homan & Sirois, 2017). The presence of self-compassion attenuated mental health issues, and, the absence of self-compassion was linked to the presence of psychopathology (Neff, 2003a; 2003b). Applying self-compassion led to reduced self-criticism, fear of failure, perfectionism, unhealthy eating behaviours, as well as negative performance goals (Neff, 2011). Self-compassion lessened denial and mental disengagement in failure situations (Leary et al., 2007; Neff, Hsieh, & Dejitterat, 2005). It even moderated the link between maladaptive perfectionism and depression (Ferrari, Yap, Scott, Einstein, & Ciarrochi, 2018). Marshall and colleagues (2015) revealed that self-compassion moderated the effects of self-esteem on adolescent psychological health, suggesting that self-compassion acted as a protective factor against negative self-concepts. Their research indicated that for individuals who have low self-compassion, low self-esteem explained a declination of mental health. Yet, in this study, there was less negative impact of self-esteem on mental health for individuals with low self-esteem when combined with greater self-compassion. Therefore, self-compassion not only decreased mental health issues and other life struggles aforementioned; it also increased positive experiences and strengths.

Self-compassion was associated with increased psychological health (Neff, 2011; Neff et al., 2007; Satici, Uysal, & Akin, 2013). According to recent research, it held potential for promoting understanding, resilience, coping, and well-being (Leary et al., 2007; McArthur et al., 2017). Embracing a self-compassionate attitude was linked to increased life satisfaction, emotional intelligence, connection on a social level, learning goals, wisdom, initiative, curiosity, happiness, optimism, and positive affect (Neff, 2011). Findings demonstrated that self-compassion stimulated happiness and well-being (Benzo, Kirsch, & Nelson, 2017). It had a positive impact on the implementation of health behaviours (Homan & Sirois, 2017). In fact, it appeared to promote the formation of positive and adaptive mechanisms, such as acceptance. For example, individuals developed the perspective that difficult situations, like failure, were part of the human experience and could consequently be interpreted as an opportunity for growth rather than as an error (Marshall et al., 2015; Neff et al., 2005). Leary and colleagues (2007) concluded that self-compassion: 1) forecasted positive emotional and cognitive responses to life events; 2) acted as a protective factor against negative self-perception; and 3) helped individuals take responsibility in difficult life events despite having negative emotions associated with the event. Therefore, the presence of self-compassion helped foster positive outcomes in the clinical, general, and student populations.

The Benefits of Self-Compassion in Working Populations

Although research on self-compassion in organizations is nascent, encouraging findings revealed that self-compassion had both personal benefits and organizational advantages (e.g. Neff, 2011; Neff et al., 2007; Olson, Kemper, & Mahan, 2015; Satici, Uysal, & Akin, 2013). Very recent studies linked self-compassion with positive workplace outcomes, such as well-being and resilience to stress (Beaumont, Durkin, Hollis, Martin, & Carson, 2016; Finlay-Jones, Kane, &

Rees, 2016; Olson & Kemper, 2014; Olson et al., 2015; Kemper, Mo, & Khayat, 2015). Some findings supported self-compassion's link to specific dimensions of well-being. Studies revealed that self-compassion: 1) fostered interpersonal functioning by building empathy, altruism, and forgiveness in the general population (Neff & Pommier, 2013), and 2) increased job satisfaction at work (Abaci & Arda, 2013). Moreover, a recent study on fire-fighters revealed that self-compassionate fire-fighters experienced less symptoms of depression (Kaurin, Schönfeld, & Wessa, 2018) and greater well-being (Olson, et al., 2015). Additionally, findings demonstrated that self-compassion was positively associated with confidence in providing compassionate care, and resilience to stress at work (Olson, et al., 2015). Olson and Kemper (2014) also supported this finding. Their research indicated that self-compassion promoted resilience in medical residents. Overall, well-being and resilience are established outcomes of a self-compassionate approach to suffering, even though the benefits of self-compassion in the workplace remain understudied. Research on self-compassion's impact on workplace outcomes is emerging, thus, additional studies are needed to understand the full power of self-compassion at work.

Gaps in the Literature

Studies have discovered moral, financial, individual, and organizational benefits of compassion, and more research is needed to contribute to these findings (Dutton et al., 2014; Lilius, 2011b). Scholars have consistently called for additional research on the role of compassion in the workplace (Dutton, 2006; Dutton et al., 2014). Indeed, self-compassion constitutes a relatively new topic in the fields of organizational psychology and organizational behavior, and its impact and its applications in these domains are understudied. Moreover, scholars proposed that self-compassion had individual, group, and organizational advantages (Boellinghaus, Jones, & Hutton 2014; Horan & Taylor, 2018; Lilius, et al., 2011a; McArthur et al., 2017, Raab, 2014; Shapiro et

al., 2005), though the mechanisms underlying the effects of self-compassion on individual and group outcomes remain unclear. Current theorizing on the mechanisms of compassion (Goetz, Keltner, & Simon-Thomas, 2010) hypothesized that in part, individuals who received compassion (from themselves or others) developed more care and support for others, generating compassion spirals that positively influenced both the individuals and the social environment (Cropanzano & Mitchell, 2005; Fredrickson, 2003; Kok et al., 2013). The benefits of self-compassion might then be experienced at multiple levels. However, these effects have yet to be specifically and empirically explored. Likewise, the relationship of well-being and innovation at work with self-compassion has yet to be investigated. Deepening the link between innovation and self-compassion is important, as innovation requires risk taking in addition to seeking support from others (i.e. innovation promotion and implementation). A self-compassionate individual is not defined by their achievement as is the case with self-esteem. This can render the person to be more comfortable with coping with the uncertainty that comes with taking potential risks to innovate. Additionally, self-compassion cultivates internal relational security, which could encourage secure relationships and decrease negative competition, thereby fostering innovative practices. As such, self-compassion could be a fruitful resource for organizations aimed at finding ways to bring out employees' and teams' innovative potential. Finally, studies and articles translating research findings on self-compassion at work into practically valuable recommendations are lacking. In light of recent findings on compassion and self-compassion, there is thus potential theoretical and practical advancements on the benefits of self-compassion at work.

Structure and Objectives of the Dissertation

The main objective of this dissertation is to examine the relationship between self-compassion and positive work-related outcomes through the production of two articles that

integrate empirical research findings and evidence-based practice.

The first article aims to contribute to existing literature by developing and testing a theoretical model that clarifies the mechanism linking self-compassion with both individual and group outcomes in the workplace. More specifically, this article explores the role of self-compassion on innovation and well-being through the mediating role of social safeness. This article posits that social safeness is a key element to explain the mechanism of self-compassion on both individual-level and group-level innovation and well-being. Social safeness is defined as the experience of feeling connected with individuals, and perceiving the social environment as warm, safe, reassuring and soothing (Gilbert et al., 2008; Gilbert et al., 2009; Kelly, Zuroff, Leybman, & Gilbert, 2012). It is associated with increased connection to the social world, as well as with decreased distress, depression, shame, feelings of inferiority and mood fluctuations (Gilbert, 2010; Gilbert et al., 2008; Gilbert et al., 2009). Social safeness is thus an important resource for the social reality of organizations and has implications on positive workplace outcomes at multiple levels.

In this study, innovation and well-being will be considered at both the individual and group level. At the individual level, well-being and innovation are respectively conceptualized as: 1) a positive psychological state including enriched and supportive interpersonal relationships, contributing positively to other's lives and happiness, being respected by others and self-respect, leading a significant and meaningful life, as well as having an optimistic world view (Diener et al., 2010); and 2) the introduction of new ideas and processes that are useful and valuable for an organization (West & Farr, 1990; West & Sacramento, 2006) through the creation (idea generation), promotion (idea promotion), and implementation of these ideas (idea realization) (Janssen, 2003). It is hypothesized that well-being and innovation will be increased through,

respectively, enhanced feelings of social connection and support from others, which are elements that lie at the heart of social safeness (Kelly & Dupasquier, 2016; Kelly et al., 2012).

At the group level, well-being is conceptualized as having group spirit, energy, and morale, as well as enthusiasm towards, and pride for the group (Young, 2000), while group innovation refers to the introduction and application of new ideas, processes, or services that are beneficial for the group (West & Farr, 1990; de Dreu, 2002). As there are more opportunities for social experiences in a group, social safeness is most likely an important factor for group well-being. Social safeness bi-directionally interacts with the environment. As such, it hypothesized that social safeness has potential to foster well-being at a group level through increased positive emotions towards the group that would then promote connections with the group. Moreover, by enriching social connections in teams, social safeness could enable individuals to enhance communication, generating more opportunities for team members to create new ideas. Social safeness could also protect against negative competition among team members and thus help them mutually support the implementation of new ideas (Janssen, 2003).

To test these hypotheses, a time-lagged study on 101 employees nested in 26 units from various organizations in North America, was conducted. The corresponding article was submitted to the *Canadian Journal of Administrative Science*.

The second article has a practical focus. Based on the most recent literature on self-compassion and its benefits at work, this paper provides evidence-based, practical guidance to managers, employees, and organizations for the development of self-compassion at work in order to optimize well-being and resilience.

This paper highlights the benefits of self-compassion on workplace well-being and resilience to stress. It uses empirical findings, the theory from the tripartite model of affect

regulation, and conceptual elements of self-compassion to elucidate its impact on the aforementioned positive workplace outcomes. Additionally, this article identifies evidence-based factors that foster self-compassion in organizations. The factors that enable self-compassion in the workplace are: contemplative practices and trainings, leadership style, listening style, self-awareness, exposure to stress, and gender. More specifically, by reporting current findings in scientific literature, this paper identifies different types of trainings that help individuals build self-compassion. Neff and Germer's (2012) Mindful Self-Compassion program (MSC) and Kabat-Zinn's (2003) Mindfulness-Based Stress Reduction trainings are presented as efficient ways to accrue self-compassion. Empathic, authentic, and servant leadership styles are noted as beneficial for improving self-compassion (Banker & Bhal, 2018; Horton, 2017). Person listening style is discussed as more effective to enhance self-compassion in comparison to other types of listening styles (Ramos Salazar, 2017). Individuals who benefited the most from mindfulness and self-compassion were those who experienced higher stress levels (Eby et al., 2017), and who had a more developed capacity for self-awareness (Ingstrup, Mosewich, & Holt, 2017). Additionally, based on research evidence, this paper highlights that men had less difficulty in developing self-compassion, but that women were more open to learning about the concept (Yarnell et al., 2015). Finally, this article indicates that minority women might be the group that struggles most with fostering self-compassion.

In order to harness self-compassion's potential, practically oriented recommendations are included in this paper. Rooted in *Evidence Based Management*, which bridges scientific research into practical implications that inform decision making (Rousseau, 2005), this paper connects scientific evidence and practical recommendations to promote the development of self-compassion in organizations. This article was submitted to *Advances in Human Resources*.

Amidst the two articles, a transitional chapter is included. This chapter briefly summarizes the first paper, introduces the second paper, and outlines the importance of research-based practical interventions. This dissertation ends with a concluding section, in which the contributions of the two articles to both theory and practice on self-compassion at work are highlighted. The conclusion also delineates directions for future research.

The format of the articles imbedded in this dissertation follows the editorial norms of the journal to which they were submitted (see Appendix A). The publication status is included in the document (see Appendix A). Due to the requirements of the journals and word limitations, the following additional information is included in the appendices: the ethics certificate (see Appendix B), the first contact e-mail with organizations (see Appendix C), the invitations to participate in the study (see Appendix C), the reminder and acknowledgement emails (see Appendix C), the information and consent form (see Appendix D), the instructions for completing the study (see Appendix E), and the questionnaires administered to the participants at both time points (see Appendix F).

Chapter I

Self-Compassion at Work: A Key for Enhancing Well-Being and Innovation Across Levels

Self-compassion at Work: A Key for Enhancing Well-Being and Innovation Across Levels

JADE-ISIS LEFEBVRE

Université de Sherbrooke

Department of Psychology

FRANCESCO MONTANI

International University of Monaco

IUM - INSEEC Research Center

FRANÇOIS COURCY

Université de Sherbrooke

Department of Psychology

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Abstract

The purpose of this study is to examine the role of self-compassion in innovation and well-being at work, and the mechanisms underlying its effects. Building on the tripartite model of affect regulation, we hypothesize and test a multi-level mediation model in which social safeness explains self-compassion's relationship with individual and group innovation and well-being. Participants in this study were 101 employees in 26 teams from different organizations in Canada. Data were collected at two measurement times, with a three-month interval, and analyzed via multi-level structural equation modelling. Consistent with our predictions, results indicated that social safeness mediated the relationship of self-compassion with both individual and group well-being and innovation. We discuss the implications of this research for theory and practice.

Introduction

Self-compassion – defined as the ability to mindfully recognize difficulties, and direct care towards oneself with a present sense of warmth, connection, and concern (Neff, 2003b) – is an important factor for effective psychological and behavioral functioning (Neff, 2003a; Neff, 2011; Neff, Kirkpatrick, & Rude 2007; Satici, Uysal, & Akin, 2013). The definition of self-compassion includes three specific elements: mindfulness, described as being present and recognizing reactions to difficulties; self-kindness which involves being kind and gentle with the self rather than self-critical; and common humanity which entails that all humans experience struggles and that this is part of the human experience. Research has unveiled a large range of advantages of self-compassion, which include increased comprehension, resilience, adaptation, and well-being (Leary, Tate, Adams, Allen, & Hancock, 2007), as well as enhanced happiness, curiosity, wisdom, and optimism (Neff, 2011).

While self-compassion research has proliferated in clinical contexts, much less research has been conducted in organizational settings. Moreover, existing studies in the organizational field have mostly focused on healthcare working populations, and on the specific effects of self-compassion on burnout and compassion fatigue (Benzo, Kirsch, & Nelson, 2017; Boellinghaus, Jones, & Hutton, 2014; McArthur et al., 2017; Raab, 2014; Shapiro, Astin, Bishop, & Cordova 2005; Shapiro, Brown, & Biegel, 2007; Ying, 2009). Research is unclear on the effects of self-compassion on positive functioning at work. However, recent findings have shown that self-compassion fosters well-being, resilience, and health behaviors in organizations (Benzo et al., 2017; Boellinghaus et al., 2014; Horan & Taylor, 2018; McArthur et al., 2017).

Examining the effects of self-compassion in multiple organizational contexts is an important research endeavor to be undertaken, as compassion in organizations has been

theoretically established as an important factor for healthy individual and organizational functioning (Cosley, McCoy, Saslow, & Epel, 2010; Jazaieri, et al., 2014; Lilius et al., 2008). It has also been identified as a moral and financial resource (Dutton, Workman, & Hardin, 2014; Lilius, Worline, Dutton, Kanov & Maitlis, 2011). Indeed, compassion connects with humanity, an aspect that is often missing in organizations (i.e. Dutton & Heaphy, 2003). It can increase workplace commitment (Lilius et al., 2008) and can contribute to individual's recovery after suffering, for example, with grief (Dutton, Worline, Frost, & Lilius, 2006). Zaslow (2002) reports that US firms can spend up to 75 billion dollars related to grief-based absences, which implies major financial commitment on the part of organizations.

Scholars have suggested that in the workplace, self-compassion might bring both individual and group advantages, (Boellinghaus et al., 2014; Horan & Taylor, 2018; Lilius, Kanov, Dutton, Worline, & Maitlis, 2011; McArthur et al., 2017, Raab, 2014; Shapiro et al., 2005). However, the multilevel mechanism of self-compassion for positive outcomes at work remains unclear, and researchers have consistently called for research examining the mechanisms underlying the work-related effects of compassion on multiple levels (Dutton, 2006; Dutton et al., 2014). Exploring the multilevel mechanism of self-compassion would shed light on group functioning and, in particular, on the potential bottom up effects of employees. Goetz, Keltner, and Simon-Thomas (2010) proposed that, in part, the compassionate mechanism functions as such: individuals who receive compassion (from themselves or others) are more capable of being caring and supportive of others, which generates positive compassion spirals that ultimately benefit both individuals and the social environment (Cropanzano & Mitchell, 2005; Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008; Kok et al., 2013). In fact, recent research on self-compassion and perceived teammate self-compassion revealed that individuals were more self-compassionate

when they perceived that their teammates were themselves self-compassionate (Crozier, Mosewich, & Ferguson, 2019).

While these theoretical ideas suggest that the benefits of self-compassion can be experienced at multiple levels in the organization, the multi-level impact of self-compassion in the workplace has yet to be empirically explored. Additionally, in their review on the state-of-science of research on compassion at work, Lilius and colleagues (2011a) contended that, although research has shown that compassion is an essential aspect for organizations, further research on self-compassion in the workplace is needed in order to grasp its potential for increasing well-being and positive functioning, such as innovation, in organizations (Neff & Vonk, 2009; Neff, Kirkpatrick, & Rude, 2007).

The goal of the present study is to shed light on the benefits of self-compassion in relation to well-being and innovation of individuals and groups. Our specific focus on both outcomes is due to the fact that research investigating them simultaneously is lacking. This is a significant drawback as some studies suggest that as a change-oriented endeavor, innovation challenges current systems, roles, status, and power in organizations. Consequently, this can generate conflict and instability for individuals and the environment (Janssen, 2003), which can be detrimental to well-being (González-Romá & Hernández, 2016). By identifying self-compassion as a positive determinant of both innovation and well-being, this study proposes a new and potentially fruitful pathway through which innovation can be promoted, without compromising well-being.

By drawing on the tripartite model of affect regulation (Gilbert 1989; Gilbert, 2005; Gilbert, McEwan Hay, Irons, Cheung, 2007), we specifically theorize that employees with high self-compassion would activate the contentment and soothing system. This would allow these

individuals to feel socially safer and access the personal and social resources that are needed to make themselves, and their group, psychologically healthy and innovative. The present study identifies social safeness, or the perception of being connected with individuals and the emotional experience of the social environment as being safe, warm, reassuring, and soothing (Gilbert et al., 2008; Gilbert et al., 2009), as a key mediating mechanism that could account for the effects of self-compassion on individual and group innovation and well-being.

The examination of this multi-level mediation model, which is depicted in Figure 1, makes the following contributions to the literature. First, as previously mentioned, well-being and innovation are both crucial resources for organizational effective functioning and competitiveness because they allow employees to be more proficient, and thus contribute to the organizational goals (Taris & Schreurs, 2009; Van de Ven, Polley, Garud, & Venkataraman, 2008).

[Insert figure 1]

Second, by combining individual and group level effects of self-compassion, this study expands knowledge of the nomological network of self-compassion at work across levels of analysis. This is a significant contribution as it helps clarify the bottom-up effects of employees and group functioning. Moreover, the theoretical assumption that individuals can shape their environment (Bandura, 1986; Wood & Bandura, 1989) remains relatively understudied, especially in the organizational setting. Exploring bottom-up effects of individual self-compassion on group innovation and well-being can shed light on a key individual ability by which employees can positively shape not only their own functioning, but also that of their groups. This also has important practical implications, as self-compassion is a malleable state that can be trained using well established interventions (Gilbert & Procter, 2006; Jazaieri et al.,

2014; Shapiro et al., 2007).

Finally, this study contributes to deepening the understanding of the role of social affective states in the workplace. Indeed, current research has focused on positive and negative affect as determinants of innovation and well-being at work (Amabile, Barsade, Mueller, & Staw, 2005; Carr, Schmidt, Ford, & DeShon, 2003; Isen, Daubman, & Nowicki, 1987; Li, Liu, Liu, & Wang, 2017; To, Fisher, Ashkanasy, & Rowe, 2012; Van Katwyk, Fox, Spector, & Kelloway, 2000). However, social affective states, such as social safeness, have been largely disregarded. Considering both innovation (Baer, 2012; Yuan & Woodman, 2010) and well-being's (Diener et al., 2010) social nature, exploring the role of social safeness in linking self-compassion with work-related innovation and well-being is vital to understanding how to effectively manage and cultivate the affective determinants of employee functioning. This study contributes to gaining insights on the mechanism of self-compassion in the workplace through the role of social safeness, which has important implications for understanding why and how having a caring attitude towards oneself can make individuals and teams innovative and psychologically healthier.

Theoretical Framework and Hypotheses Development

Self-compassion and Social Safeness

Social safeness is a unique positive affective state (Kelly, Zuroff, Leybman, & Gilbert 2012). It differs from perceived social support, felt care, relationship quality, satisfaction for the need for relatedness, and psychological safety. Perceived social support is defined as the perception that “others, in general, are likely to provide assistance and emotional support when needed,” (Pierce, Sarason, & Sarason, 1991, p. 1028), and felt care is understood as the impression of being cared for by others (Vinarski-Peretz & Carmeli, 2011). The emotional states

of trust, commitment and satisfaction (Liang, Ho, Li, & Turban, 2011) is relationship quality, while satisfaction for the need for relatedness is the experience of intimate and close relationships with others (Broeck, Vansteenkiste, Witte, Soenens, & Lens, 2010; Deci & Ryan, 2000). Although similar to social safeness, perceived social support is a cognitive process, while felt care and relationship quality are affective experiences. Thus, individuals who experience perceived social support have the *thought of being supported* while individuals who experience felt care or relationship quality have an *experiential sensation of care*. Satisfaction for the need for relatedness is a motivational mechanism (Broeck et al., 2010; Deci & Ryan, 2000), which suggests that individuals experience the support and need it as well. Finally, psychological safety is the confidence of demonstrating one's self without the concern of consequences or negative judgements about one's image, status, or career (Kahn, 1990). A key aspect of differentiation between social safeness and the concepts outlined above, is that social safeness captures both the cognitive and affective positive aspects of the social reality experienced by individuals. Thus, social safeness includes both the perceptions of connectedness and inclusion, *and* a felt sense of being safe, supported, and cared for.

As previously mentioned, in the present study, the link between self-compassion and social safeness is explained by the tripartite model of affect regulation (Gilbert, 2015; Gilbert et al., 2008; Kelly et al., 2012). This theory posits that individuals evolve within three affect regulation systems: 1) threat focused system for protection from danger; 2) incentive/resource drive system, which refers to gathering resources for survival; and 3) soothing system, which is a state of calm and appeasement that occurs when there is no threat or resource/competition. From a neuro-biological and evolutionary perspective, all three systems evolved to ensure the survival of the species, and each system generates different outcomes when activated (Kelly et al., 2012).

Negative affect is experienced when the threat system is engaged, and positive affect is experienced with both the resource drive and soothing systems are activated (Kelly et al., 2012). More specifically, the threat focused system is related to hate, anger, anxiety, and fear as demonstrated through the stress response, while the resource drive system is linked to emotions such as greed, joy, pleasure and excitement, and is motivated by reward (Gilbert, 2015). Finally, the soothing system activates contentment as well as peace, and consequently, the feeling of safety through the deactivation of the stress response (Gilbert, 2015; Gilbert et al., 2008; Kelly et al., 2012).

As social safeness is a unique state that differs from the threat and drive systems, decreasing feelings of the threat system (i.e. fear) and increasing feelings of the incentive system (i.e. enthusiasm) might not improve social safeness (Kelly et al., 2012). Accordingly, to enhance social safeness, it is necessary to ensure that the soothing sensation is enhanced. Thus, for this study, the activation of the soothing system and the related experience of social safeness is essential. Gilbert (2005) advances that the activation of the soothing system partially disengages the threat and resource drives, alleviating survival needs (i.e. self-defense and resource competition). In fact, social safeness results in many positive outcomes, such as increased sense of connection to the social world and love, as well as decreased distress, depression, shame, feelings of inferiority, hostility, and mood fluctuations (Gilbert, 2010; Gilbert et al., 2008; Gilbert et al., 2009).

The attachment system, which operates similarly to the soothing system, allows individuals to experience a calm, safe, and soothing state that disengages threat when cared for by their primary caregiver, or by a “stronger, wiser other” (Bowlby, 1969; Gillath, Shaver & Mikulincer, 2005). Gilbert (2005) advances attachment theory positing that individuals can

experience soothing sensations from multiple individuals in their environment who are warm and caring, independently from those in the role of attachment figures. For example, early memories of safety and warmth with peers and family figures have been found to predict more self-compassion in women (Marta-Simões, Ferreira, & Mendes, 2016), and social safeness has been shown to mediate the relationship between early memories and self-compassion (Kelly & Dupasquier, 2016). The attachment system and soothing system have been identified as analogous processes, operating through oxytocin-endorphin neurobiological systems, whereby the experience of soothing states produces an experience of contentment and peacefulness that also disengages the impression of threat and competition (Carter, 1998; Cozolino 2007; Depue and Morrone-Strupinsky, 2005; Gilbert, 2005; Gillath et al., 2005).

The soothing system has evolved via attachment, yet research suggests that individuals can be their own source of soothing and safeness, specifically when they are able to be caring towards themselves (Gilbert, 2005; Neff et al., 2007). Thus, in addition to experiencing social support as a result of being surrounded by kind, warm, and soothing others, developing the self-soothing process is effective to induce calm and peace (Gilbert, 2005). This suggests that an internal experience may be as effective as perceived external support for soothing, as self-compassionate individuals can meet their own needs (Neff & Beretvas, 2013). Therefore, as individuals develop the ability to self-sooth, they can alleviate negative experiences, such as depression, anxiety, trauma, and self-criticism (Gilbert & Procter, 2006), and thereby increase their functioning. Gilbert (2005) adds that the ability to self-sooth through self-compassion fosters intimacy, affect regulation, and enhanced coping with the environment.

In this respect, studies have indicated that self-compassion deactivates the threat system and activates the self-soothing system (Gilbert, 2005). This function is fundamental as it

empowers individuals to become their own source of caring, and therefore experience the positive outcomes of safeness on their own (Gilbert, 2005). Moreover, the definitions and mechanism of self-compassion and social safeness include important parallels through the soothing system (Gilbert 2015). Holistically, Neff (2003a, 2003b) understands the three dimensions of adapting a self-compassionate attitude (i.e. mindfulness, common humanity, and self-kindness) as connecting with the present moment in order to recognize that difficulties are part of the human experience and, thus, to cultivate a non-judgmental and caring self-response to these difficulties.

When embracing a self-compassionate attitude, individuals recognize that they are suffering (mindfulness), experience care (self-kindness), and connection (common humanity) from their own being rather than depending on a person from their environment. Each of these dimensions are vital for the soothing system. More precisely, recognizing the difficulty or the distress in the present moment can lead people to care for themselves, thereby disengaging the threat system and activating safeness. Likewise, recalling that suffering is part of the human condition leads individuals to experience connectedness to human-kind, again toning down the sense of threat or competition. In addition, the dimensions of self-compassion can not only decrease the sense of threat and competitiveness, they can also increase positive emotions (Park, Long, Choe, & Schallert, 2018). Therefore, through the cultivation of self-compassion, individuals become their own caregivers, and can independently experience safeness and social connection to their environment (Gilbert, 2005). The following hypothesis is thus proposed:

Hypothesis 1: Self-compassion is positively related to social safeness.

Social Safeness, Well-being and Innovation

The increased sense of social safeness elicited by self-compassion is in turn expected to contribute to innovation and well-being at both the individual and the group level. It is proposed that social safeness shapes the interpersonal and social reality in organizations as a result of social safeness being a “social” affective state. The individual and group level effects of social safeness are outlined below.

Social safeness, individual well-being and individual innovation. At the individual level, well-being is captured by the concept of flourishing – a positive psychological state characterized by having enriched and supportive interpersonal relationships, contributing positively to others’ lives and happiness, being respected by others, leading a significant and meaningful life, as well as having an optimistic world view, and self-respect (Diener et al., 2010). Innovation refers to the individual’s introduction of new ideas and processes that are useful and valuable for an organization (West & Farr, 1990; West & Sacramento, 2006). It incorporates three interrelated processes, namely 1) idea generation, the creation of new and valuable ideas, 2) idea promotion, the action of promoting one’s ideas to others, and 3) idea realization, the implementation of the new and proposed ideas (Janssen, 2003).

The nature of social safeness involves experiencing caring and warm social relationships, therefore feeling social safeness is expected to increase flourishing through the dimension of having supportive interpersonal relationships, as well as optimism. Indeed, social safeness is associated with a decrease in the threat and drive system, allowing individuals to experience enriched, supportive and connected social relationships with their environment. Individuals may also feel that they contribute positively to others’ lives and happiness, in addition to experiencing respect from others. Such a sense of safety may further influence the individuals’ world view.

More specifically, those who experience social safeness may be more apt to experience support from others, to perceive the world as less threatening through the deactivation of the drive system (competition) and thereby have a more optimistic outlook on life (Kelly & Dupasquier, 2016; Kelly et al., 2012).

Furthermore, recent research demonstrates that caring reciprocal relationships create the perception of psychological safety (a construct similar to social safeness), which in turn generates innovation (Binyamin, Friedman, & Carmeli, 2018). In this respect, a safe environment could allow for the safety and trust needed to propose, promote, and implement new ideas through the attenuation of the threat and drive systems. In support of this posit, studies have shown that in order to propose new ideas, individuals need psychological safety (Kahn, 1990). The social safeness mechanism would lead individuals to feel safe rather than competing for resources to promote and implement their ideas. Moreover, recent research has indicated that friendship (supportive and caring relationships that generate social safeness) was positively related to communication, which in turn, was positively associated with idea generation, promotion, and implementation (Donati, Zappalà, González-Romá, 2016). Finally, social safeness can help attenuate the threat that may arise with the instability that comes with the implementation of new ideas (Janssen, 2003). When new ideas are implemented in organizations, difficulties can arise as a result of the process of change. The experience of connection that is sensed through social safeness could temper the perceptions of threat, and thereby help individual feel better and possibly generate additional innovations within the change that inevitably occurs when new ideas are installed in organizations. Thus, the following hypothesis is proposed:

Hypothesis 2: Social safeness is positively related to individual well-being.

Hypothesis 3: Social safeness is positively related to individual innovation.

Social Safeness, group well-being and group innovation. At the group level, well-being is conceived as the collective feeling of having group spirit (comradeship and cooperation), energy, morale, enthusiasm towards, and pride for the group (Young, 2000). Group innovation refers to the introduction and application of new ideas, processes, or services that are beneficial for the team (West & Farr, 1990; de Dreu, 2002).

There are greater opportunities for connection at the group level, as there are multiple individuals in a group. Social safeness is likely to be an important factor for group well-being through these important connections, as social safeness involves feeling warm and connected in social relationships (Gilbert et al., 2009). In addition, research demonstrates that social safeness increases the ability to feel safe and even receive compassion (Kelly & Dupasquier, 2016). Social safeness is thus an interpersonal factor (behaviors and cognitions) that interacts bi-directionally with the environment (Bandura, 1986; Wood & Bandura, 1989), and could then lead to fostering well-being at a group level. Therefore, with social safeness, individuals within a group could feel safe and develop positive emotions towards the group, promoting feelings of connection and group spirit, which are important components of group well-being.

Social connections in teams inspire members to communicate and build off each other to generate new ideas. Again, the social safeness mechanism is valuable in its deactivation of the threat and drive systems, as positive and supportive relationships between members would be helpful for mutual support and feedback in the promotion and implementation of new ideas. Mutual support could hence optimize the innovation process by using multiple individuals' expertise. In addition, studies have shown that creative and innovative ideas are more likely to be promoted/implemented due to the support from others and from networking. This is important as

support from others and networking ensure that the most optimal innovative ideas are not overlooked as a result of their lack of promotion (Baer, 2012). Social safeness could provide an environment in which individuals may feel safe to propose and promote their ideas. From a practical perspective, this would be useful as the most efficient ideas that are proposed could then be promoted and implemented. In teams, implemented ideas can often create instability through changing roles or procedures (Janssen, 2003). Social safeness could generate stability and calm for the team. If the individuals feel safe enough to support themselves and, thus, support others, members will be more likely to experience well-being and be more willing to innovate and take risks (Vinarski-Peretz & Carmeli, 2011; Montani, Odoardi, & Battistelli, 2012). The following hypothesis is thus proposed:

Hypothesis 4. Social safeness is positively related to group well-being.

Hypothesis 5: Social safeness is positively related to group innovation.

The Mediating Role of Social Safeness

The internal capacity to self-soothe reflected in self-compassion allows individuals to perceive their environment as safe, thereby accessing the personal resources necessary to care for others and dissipate the sense of threat regarding others. As previously mentioned, the decrease of threat and access to resources through the positive state of calm generated from social safeness, would increase well-being and empower innovation at both the individual and group level. In their study on compassion at work, Lilius and colleagues (2008) showed that the relationship between compassion and workplace outcomes was mediated by positive emotions (i.e. pride, gratitude, inspiration).

Although little research exists on self-compassion in organizations, research in clinical and social psychology has provided evidence for the mediating role of social safeness on

individual well-being. A major component of well-being includes healthy relationships with others and positive emotions. Studies have shown that individuals who were high in self-compassion were likely to have compassionate goals (support and care for others) when involved in relationships (Crocker & Canevello, 2008), which implies that they supported others, encouraged trust, and increased the sense of being at ease in interpersonal relationships (Canevello & Crocker, 2015). In romantic relationships, individuals high in self-compassion are more capable of intimacy, allow romantic partners more autonomy, and are more accepting (Neff & Beretvas, 2013). Self-compassionate individuals are also perceived as warm and caring by their partners (Neff & Beretvas, 2013), which supports the finding that self-compassion has a positive impact on interpersonal well-being (Yarnell & Neff, 2013). Prior studies have also reported a strong positive association for the level of self-compassion of both individuals in a romantic relationship. Results demonstrated that self-compassion levels were analogous for both partners in romantic relationships (Neff & Beretvas, 2013). Studies have yet to determine the cause of this finding but propose that partners attract a partner with similar amounts of self-compassion, or that partners mutually influence each other and grow to develop more self-compassion (Neff & Beretvas, 2013). This suggests that individual self-compassion may have a positive influence on relationships (Neff & Beretvas, 2013) and, thereby, on groups as well. Hence, as organizations are social contexts, it is likely that the effects of self-compassion and the underlying mechanisms are applicable to interpersonal relationships at work.

In addition, self-compassionate individuals are more likely to compromise when in conflict by considering the needs of all individuals involved (Yarnell & Neff, 2013). Thus, the kindness and respect that is associated with self-compassion and compromise could foster closeness within the group and thereby generate group spirit, morale, pride, and enthusiasm for

the group, all of which are essential to enhance well-being. Accordingly, being more accepting, allowing autonomy, and compromising could facilitate the generation of innovation processes, allow individuals to feel safe and confident enough to propose new ideas, and also implement such ideas using compromise as an important tactic.

Although the mechanism by which it operates remains unclear, self-compassion could have important effects on group well-being and innovation, Neff and Beretvas (2013) state that the study of self-compassion and interpersonal relationships is in its infancy, and to date, no studies exist on self-compassion and groups in the organizational sphere. Yet, in their study on student group's project and intragroup conflict, Park and colleagues (2018) found that self-compassion and compassion for others predicted positive emotions and motivation in groups. This implies that self-compassion might positively influence group well-being innovation through the mechanism of social safeness. Hence, in line with our theorizing and the above discussed empirical evidence, the soothing and calming affective experience activated by self-compassion is expected to have a positive effect on well-being and innovation. We thus hypothesize the following:

Hypothesis 6. Social safeness will mediate the positive relationship between self-compassion and individual well-being.

Hypothesis 7. Social safeness will mediate the positive relationship between self-compassion and individual innovation.

Hypothesis 8. Social safeness will mediate the positive relationship between self-compassion and group well-being.

Hypothesis 9. Social safeness will mediate the positive relationship between self-compassion and group innovation.

Method

Participants and Procedure

A two-wave, time-lagged study was conducted at two distinct measurement points, with a three-month interval between Time 1 and Time 2. The introduction of the temporal separation between measurement has been recognized as an important procedural remedy to reduce method bias and allow for more precise conclusions concerning the relationships between variables (Podsakoff, MacKenzie, & Podsakoff, 2012). Time 1 questionnaire measured the independent variable, the control variables, and the mediator, while Time 2 questionnaire measured the dependent variables. This was decided in order to maintain the data collection in a shorter time frame. All participants were above 18 years old and had been working in the participating organizations for more than 6 months. The partnering organizations involved in the study were business that implemented innovation (ex: healthcare, information technology, small businesses). This study recruited participants working in organizations across North America through convenience sampling based on the personal networks of the research team.

Upon accepting to participate in the research project, the organizations were sent a second e-mail providing a link to the questionnaire on an online platform with secure data collection. Informed consent was inherent to the questionnaire and was presented on the first page of the survey. After giving consent, participants could access the online questionnaire. Data were matched across time using an anonymous code composed of letters and numbers that participants were asked to create. At Time 1, 315 employees provided usable responses and, consequently, were contacted at Time 2 for the second part of the survey. Among these participants, 143 returned the questionnaire, but 42 provided incomplete answers, thus yielding a final sample of 101 employees across time (overall response rate = 22.40%), nested in 26 teams

(average team size = 4, $SD = 1.22$). Most participants were female (69.3%) and hold at least an undergraduate degree (67.3%). Moreover, they were 39.13 years old, on average ($SD = 10.51$), and reported an average organizational tenure of 9.19 years ($SD = 8.63$). 42.47% of the participants were part of the healthcare system, 17.81% worked in sales and retail, 10.95% in finance, and 28.77% were classified “other”. In total, 9 organizations participated in the study.

Measures

The questionnaires for this study were used in both English and French. The questionnaires were translated from English to French using Vallerand (1989)’s transcultural method. A five-point Likert-type scale from 1 (almost never) to 5 (almost always) was used for each of the scales in the questionnaire. The scales used in this study were 1) Self-Compassion Scale – short form ($\alpha = 0.79$; Raes, Pommier, Neff, & Van Gucht, 2011; i.e., “When I fail at something important to me I become consumed by feelings of inadequacy.”); 2) Social Safeness and Pleasure Scale ($\alpha = 0.93$; Gilbert et al., 2009; i.e., “I feel a sense of warmth in my relationships with people.”); 3) Flourishing Scale ($\alpha = 0.90$; Diener et al, 2010; i.e., “I lead a purposeful and meaningful life.”); 4) Innovative Work Behavior ($\alpha = 0.94$; Janssen, 2003; i.e., “Made important organizational members enthusiastic for innovative ideas”); 5) Teacher Morale Scale ($\alpha = 0.95$, Young, 2000; i.e., “In this organization, employees go about their work with enthusiasm.”); 6) Organizational Innovation ($\alpha = 0.71$; de Dreu, 2002; i.e., “In this organization, employees often implement new ideas to improve the quality of our products and services.”); and 7) control variables, precisely: gender, age, education and organizational tenure (Hammond, Farr, Schwall, & Zhao, 2011; Mäkikangas & Kinnunen, 2003). Self-compassion, social safeness, flourishing, and innovative work behaviour are all individual-level scales. The teacher morale scale and organizational innovation are group level scales.

Analytical Strategy

To justify the creation of aggregate scores of group well-being and group innovation at the team level, the interrater agreement on these measures using the $r_{wg(j)}$ index was calculated (James, Demaree, & Wolf, 1984). The mean $r_{wg(j)}$ was .93 for group well-being and .83 for group innovation. These values are above the recommended .70 threshold (Bliese, 2000) and indicate strong agreement among team members on these constructs. Additionally, the intraclass correlations (ICC[1] and ICC[2]) of group well-being and group innovation were examined. ICC(1) estimated the portion of variance between individuals that could be accounted for by differences in group membership, whereas ICC(2) estimated the reliability of the aggregate group well-being and group innovation scores at the group level (James, 1982). The ICC(1) value was .65 for group well-being and .57 for group innovation. These values are above the median value of .10 for ICC(1) reported in prior reviews of multilevel research (e.g., Bliese). The ICC(2) value was .97 for group well-being and .95 for group innovation. These values are above the recommended cutoff of .47 (Schneider, White, & Paul, 1998). Accordingly, the use of aggregate scores of group well-being and group innovation at the group level was justifiable.

Multilevel structural equation modeling (MSEM) was used as analytical strategy to consider (1) the multilevel nature of our study and (2) the need to model bottom-up relationships in which individual-level factors (self-compassion and social safeness) contribute to collective phenomena (group well-being and innovation) (Preacher, Zyphur, & Zhang, 2010). MSEM models decompose a variable's variance into components at the between and within level (Lüdtke et al., 2008; Muthén & Asparouhov, 2009). Through variance decomposition, MSEM offers the advantage of preventing possible problems of conflated within- and between-level effects, as well as of providing more accurate estimates of indirect relationships than traditional

multilevel approaches (Preacher et al., 2010; Zhang, Zyphur, & Preacher, 2009). All analyses were conducted using Mplus, version 7.11 (Muthén & Muthén, 1998-2013). First, a confirmatory factor analysis (CFA) with maximum likelihood estimation was conducted to examine the discriminant validity of the study variables. To evaluate the model fit, the standardized root mean square residual (SRMR) (Schreiber, Stage, King, Nora, & Barlow, 2006), the root-mean-square error of approximation (RMSEA) (Browne & Cudeck, 1993), and the comparative fit index (CFI) (Schreiber et al., 2006) were used. In order to maintain a favourable indicator-to-sample-size ratio, the high-to-low loadings parcelling procedure outlined by Little, Cunningham, Shahar, and Widaman (2002) to conduct the confirmatory analysis (CFA), and the observed indicators, rather than the latent scores, of the substantive variables to test the hypothesized structural model were used.

Results

Prior to testing hypotheses, a CFA to examine the distinctiveness of the substantive variables was conducted. This allowed comparing the hypothesized six-factor model with alternative, more parsimonious models. As can be seen from Table 1, results showed that the six-factor model yielded a satisfactory fit to the data ($\chi^2 [120] = 144.19$, CFI = .98, RMSEA = .04, SRMR = .04), which was also significantly better than that of alternative models ($p < .01$). These findings hence provided evidence of the discriminant validity of the study variables.

[insert Table 1 about here]

Table 2 displays descriptive statistics, correlations and reliability coefficients for the study variables.

[Insert Table 2 here]

Next, the hypothesized structural model was tested. This model, in which self-

compassion is indirectly related to individual and group well-being and innovation through social safeness, yielded a good fit: $\chi^2 (23) = 25.08$, CFI = .99, RMSEA = .03, SRMR = .06. In order to assess full versus partial mediation of social safeness in the relationship of self-compassion with individual and group outcomes, an alternative model that included additional direct paths from self-compassion to individual and group well-being and innovation was performed. Results indicated that this partial mediation model was also a good fit to the data ($\chi^2 [17] = 18.15$; CFI = .99; RMSEA = .03; SRMR = .05). Moreover, specific inspection of direct paths indicated that self-compassion had a positive direct relationship with individual innovation, whereas the additional direct links between self-compassion and individual and group outcomes were not significant. Accordingly, an alternative partial mediation model that only included the significant self-compassion–individual innovation path was tested. This model had a good fit to the data ($\chi^2 [17] = 18.15$; CFI = .99; RMSEA = .03; SRMR = .05) and, consequently, was retained as the most parsimonious model.

As shown in Figure 2, self-compassion was positively associated with social safeness ($B = .41$, $p < .01$) and individual innovation ($B = .36$, $p < .01$). Social safeness, in turn, was positively related to individual well-being ($B = .54$, $p < .01$), group well-being ($B = 1.48$, $p < .01$), individual innovation ($B = .27$, $p < .05$) and group innovation ($B = 2.39$, $p < .01$). Additionally, results from the analyses of the indirect effects revealed that social safeness significantly mediated the relationship of self-compassion with individual well-being (indirect effect = .22, 95% CI = .12, .33), group well-being (indirect effect = .61, 95% CI = .14, 1.08), individual innovation (indirect effect = .11, 95% CI = .02, .20) and group innovation (indirect effect = .98, 95% CI = .31, 1.66). Overall, these results support Hypotheses 1-9.

[Insert Figure 2 here]

Discussion

As predicted, the results of this study indicate that self-compassion was positively associated with healthy work outcomes for individuals and groups through the mechanism of social safeness. These findings suggest that as individuals are more conscious that experiencing hardships is part of the human experience, while being mindful of their personal reactions and kind to themselves, they become more apt for connection with others in the workplace and thereby experience their work environment as warm, safe and soothing. Thus, by embracing this self-compassionate attitude, and developing social safeness, individuals are likely to foster personal flourishing, enrich interpersonal relationships, contribute positively to others' lives, lead meaningful lives, and generate happiness, optimism, respect from others, and self-respect (Diener et al., 2010). Self-compassionate individuals tend to have group spirit, heightened energy, positive morale, enthusiasm, and pride for the group (Young, 2000). In addition, they are likely to introduce new ideas and processes that are useful and valuable for an organization (West & Farr, 1990; West & Sacramento, 2006) for both themselves and groups through creating, promoting, and implementing new ideas.

Through the clarification of the role of self-compassion and social safeness in enhancing healthy individual and group organizational functioning, our results respond to Lilius and colleagues' questioning on the potential for self-compassion to help foster well-being and positive functioning within organizations. Likewise, this study addressed both Dutton (2006) and Dutton and colleague's (2014) call to examine the impact of self-compassion and compassion at multiple levels. In addition, these findings support current research on self-compassion in organizations, which indicates that self-compassion increases positive outcomes (i.e. well-being,

health behaviors, and resilience) (Benzo, 2017; Boellinghaus et al., 2014; Horan & Taylor, 2018; McArthur et al., 2017).

The link between self-compassion and social safeness is in line with current research on compassion and attachment theory, which has demonstrated that a self-compassionate attitude allows humans to develop a more secure attachment base, leading to more fulfilling and safe relationships (Bowlby, 1969; Gillath et al., 2005). By empirically highlighting the beneficial effects of social safeness on well-being and innovation at work, the present study extends the domain of application of Gilbert's tripartite affect regulation theory outside the fields of clinical and educational psychology (Gilbert, 2005; Gilbert, 2015; Gilbert & Procter, 2006).

Theoretical and Practical implications

The results from this study have important theoretical implications for research on self-compassion, social safeness, well-being and innovation at work. These findings suggest that by increasing social safeness, self-compassion is an important element for the development of individual and group well-being and innovation. The combination of the individual and group level effects of this study provide new insights into the bottom-up effects of employees on group functioning. The results indicate that an individual's self-compassionate approach can have positive effects on innovation and well-being at the group level. This is a unique finding, as scholars have theoretically suggested that individuals can directly influence the broader environment (Bandura, 1986; Wood & Bandura, 1989), yet prior empirical research has largely disregarded whether and how such bottom-up effects can occur.

By empirically documenting the beneficial effects of self-compassion, this study has important practical implications for management. Indeed, research suggests that self-compassion can be trained and fostered through the use of specific interventions, such as Compassionate

Mind Training (CMT; Gilbert & Procter, 2006) and Mindful Self-Compassion (MSC; Neff & Germer, 2012). The results suggest that organizations can improve their innovation and well-being management practices by combining them with approaches that are focused on developing the core skills underlying employees' self-compassion.

This study considers antecedents and consequences of social affects in the workplace while previous research has mainly concentrated on positive and negative affect as predictors of well-being and innovation at work (i.e. Li, et al., 2017). This study takes an important step forward in the research on the role of affective states in the workplace by demonstrating, for the first time, that employees' experience of feelings of warmth and safeness with regards to their social environment is highly beneficial for both individual and group functioning. The results suggest that the soothing system might be a key driver of well-being and innovation through the state of calm that is associated with social safeness, rather than solely decreasing the negative feelings of the threat system and increasing the positive feelings of the drive system (Gilbert, 2015; Gilbert et al., 2008; Kelly et al., 2012). Therefore, by developing social safeness via self-compassion, organizations could help their employees innovate and experience a more positive psychological functioning at multiple levels.

Limitations and Directions for Future Research

Important limitations are present in this study. First, the self-report nature of the research could lead to common method bias. However, the procedural (i.e., temporal separation between measurements) and statistical (i.e., common method factor approach) remedies recommended by Podsakoff and colleagues (2012) to alleviate method bias were followed. Second, although this study adopted a time-lagged design, the findings are correlational in nature, and therefore cannot imply causality. Thus, while a positive relationship between the variables exists, experimental

and longitudinal research (i.e., full-panel studies and diary studies) would be necessary to draw causal conclusions. Likewise, because both the independent variable (self-compassion) and the mediating variable (social safeness) were measured at the same time, future research should implement a three-wave study design in which the independent, mediating and dependent variables would be sequentially assessed at each separate point in time in order to attenuate common method bias (Podsakoff et al., 2003). Third, the sample size and the related number of groups were small, hence limiting the generalizability of findings. Future research could enhance the validity of this study with a larger sample. However, it is worth noting that multilevel research on small samples and with a relatively low number of groups (i.e., 20-30) can still provide accurate estimates (Paccagnella, 2011), especially if aggregation indices are satisfactory (Bliese, 2000).

Fourth, other constructs that might exert an incremental mediating effect were excluded. Neff and Beretvas (2013) recommended to examine secure attachment as a mediating variable between self-compassion and healthy romantic relationships. Future research could explore whether secure attachment could mediate the influence of self-compassion on multi-level functioning in organizations. Fifth, as recent research has demonstrated that self-compassion buffered the negative impact of academic stress on undergraduates' negative affect and depression (Kyeong, 2013; Hope, Koestner, & Milyavskaya, 2014), it would be interesting to explore its moderating role in preventing the impact of health-thwarting conditions on employee and group functioning.

Finally, this study conceptualized and operationalized self-compassion and social safeness as individual-level constructs. Research has suggested and empirically demonstrated that mindfulness – i.e. a quality functionally similar to self-compassion – can emerge as a group-

level property through interactions and shared experiences among team members (Yu & Zellmer-Bruhn, 2018). A promising research avenue would be to explore whether self-compassion and social safeness could also be empirically established as group-based phenomena and, consequently, to examine their individual and group-level effects in the workplace. In conclusion, this study identifies self-compassion and social safeness as established constructs that could enhance well-being and innovative functioning of individuals and groups in organizational contexts.

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Table 1
Fit Indices for Confirmatory Factor Analyses

Model	χ^2	<i>df</i>	$\Delta \chi^2$	Δdf	CFI	RMSEA	SRMR
Hypothesized six-factor model	144.19*	120	–	–	.98	.04	.04
Five-factor models							
Combining self-compassion and social safeness	225.19*	125	81.00*	5	.93	.09	.07
Combining individual well-being and group well-being	249.28*	125	105.09*	5	.91	.10	.09
Combining individual innovation and group innovation	289.90*	125	145.71*	5	.88	.11	.11
Four-factor models							
Combining self-compassion and social safeness, and individual well-being and group well-being	330.39*	129	186.20*	9	.86	.12	.11
Combining self-compassion and social safeness, and individual innovation and group innovation	370.36*	129	226.17*	9	.83	.14	.13
Three-factor model (Combining self-compassion and social safeness, individual well-being and group well-being, and individual innovation and group innovation)	475.53*	132	331.34*	12	.76	.16	.15
Two-factor model Combining (Time 1 variables versus Time 2 variables)	598.63*	134	454.44*	12	.67	.19	.13
One-factor model	760.53*	135	616.34*	15	.56	.21	.13

Note. $N = 101$. CFI = comparative fit index; RMSEA = root-mean-square error of approximation; SRMR = standardized root mean square residual.

* $p < .01$.

Table 2

Descriptive Statistics and Correlations

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1. Gender	–	–	–									
2. Age	39.13	10.51	.08	–								
3. Education	–	–	–.15	.00	–							
4. Organizational tenure	9.19	8.63	.64**	–.04	–.13	–						
5. Self-compassion	3.63	0.55	.23*	.03	–.08	.14	(.79)					
6. Social safeness	3.82	0.71	–.00	.12	–.14	–.02	.33**	(.93)				
7. Individual well-being	4.09	0.63	.04	.21*	–.23*	.08	.28**	.65**	(.90)			
8. Group well-being	3.25	1.12	–.17	.26**	–.23*	–.12	.19	.55**	.59**	(.95)		
9. Individual innovation	3.18	0.80	–.04	.14	.01	.00	.30**	.44**	.49**	.44**	(.94)	
10. Group innovation	3.11	0.88	–.15	.19	–.02	–.13	.16	.41**	.51**	.75**	.51**	(.71)

Note. $N = 101$. Internal consistency coefficients (Cronbach's alphas) appear along the diagonal in parentheses.

* $p < .05$; ** $p < .01$

Figure 1. Conceptual model.

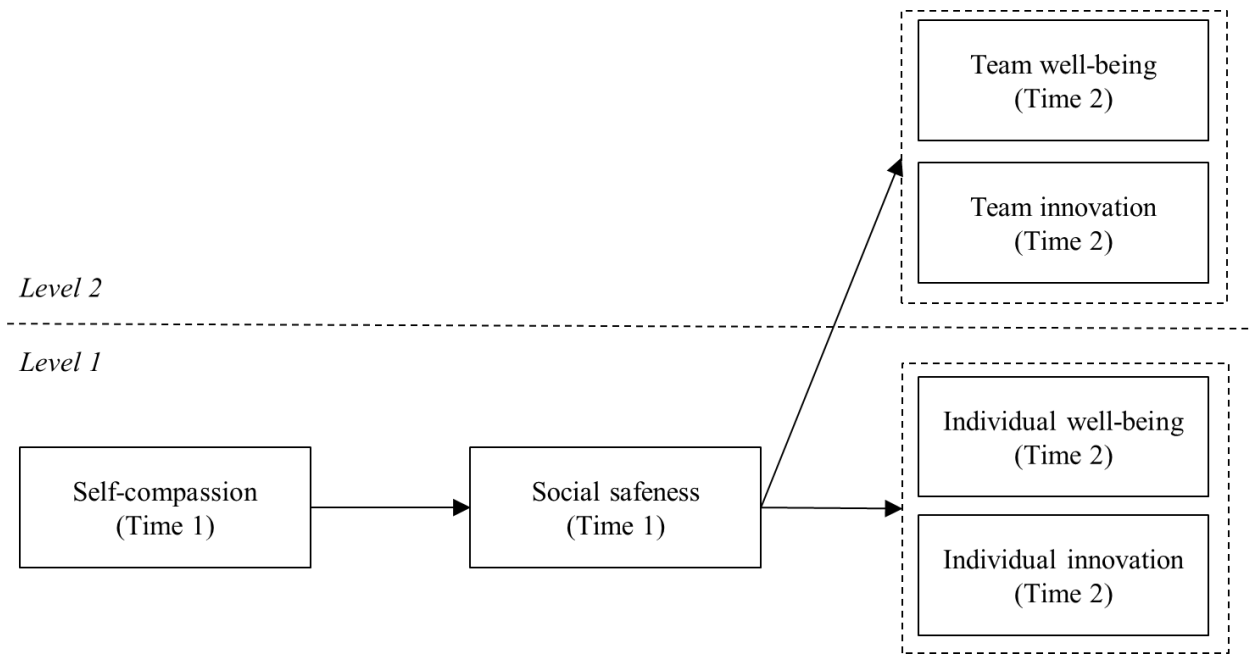
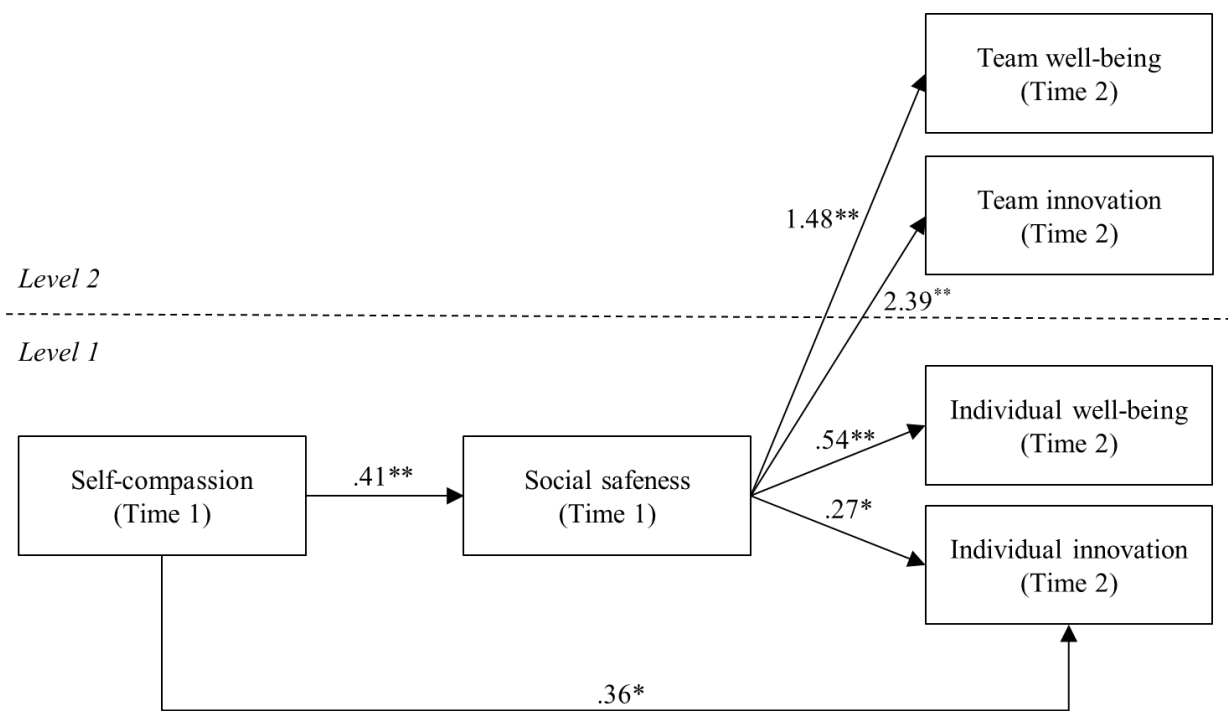


Figure 1. Unstandardized path coefficients for the final model. *Figure 1.* Unstandardized path coefficients for the final model. * $p < .05$; ** $p < .01$



Transition Chapter

In order to shed new light on the role of self-compassion in the workplace, the mechanism through which it operates needed to be evaluated. To this end, this dissertation proposed an empirical research article that, based on the theory of the tripartite model of affect regulation (Gilbert, 2005), explored the relationship between self-compassion and well-being and innovation at multiple levels by taking into account the mediating role of social safeness. In line with our predictions, the results of this study demonstrated that social safeness mediated the relationship between self-compassion with both well-being and innovation at the individual and group level. Self-compassion was also found to have a positive direct relationship with individual innovation. The results indicated that self-compassionate individuals increased both their own and their group's well-being and innovation due to an improved feeling of social safeness. Therefore, these results highlighted self-compassion's beneficial impact in organizations and clarified the mechanism through which self-compassion leads to positive work outcomes in the workplace. Additionally, this research provides new insight into the bottom-up effects of employees on group functioning. It suggests that organizations can ameliorate their innovation and well-being by developing the core skills underlying self-compassion.

Subsequently, the objective of the second article in this dissertation was to bridge the gap between scientific research and actual practice. This second paper was designed for managers and employees to help them understand why and how they can integrate self-compassion in their workplace. Inspired by *Evidence-Based Management*, this paper aimed to translate recent empirical findings into practically-oriented recommendations for interventions targeting managers and employees in organizations. To this end, the second article provided an extensive literature review of current research on the benefits of self-compassion at work by describing the relationship between self-compassion and both well-being and resilience. It also identified key factors that

promoted self-compassion in organizations (i.e., contemplative practices and trainings, leadership and listening style, personal factors, and gender). Next, practical recommendations for interventions to support the promotion of self-compassion and the enhancement of its benefits in organizations were outlined. Thus, this paper contributed to professional practice and is an important resource to embolden employees and managers to implement self-compassion for flourishing at work.

In conclusion, the first paper empirically clarified self-compassion's role in individual and group well-being and innovation through the identification of the mediating role of social safeness. Drawing from previous literature and the results of this first study, empirical findings on self-compassion at work were translated by the second article into evidence-based, practically oriented insights to inform employees and managers on effective practice to successfully promote self-compassionate in their organizations.

Chapter II

Self-Compassion at Work: A Practically Oriented Review

Self-Compassion at Work: A Practically-Oriented Review

JADE-ISIS LEFEBVRE

Université de Sherbrooke

Department of Psychology

FRANCESCO MONTANI

International University of Monaco

FRANÇOIS COURCY

Université de Sherbrooke

Department of Psychology

Abstract

This paper presents a practically-oriented literature review of the benefits of self-compassion at work. Well-being and resilience are identified as two primary positive outcomes of self-compassion at work, and the relationship between self-compassion and positive workplace outcomes, as well as the specific workplace factors that foster its growth, are outlined. In addition to specifying contemplative practices and trainings, leadership and listening styles, personal factors, and gender as facilitators of self-compassion at work, this paper provides evidence based practical recommendations for the implementation of these factors and of self-compassion in organizations. As this is the first study to present practical recommendations for the implementation of self-compassion in the workplace, and due to the youth of research on self-compassion at work, limitations and words of caution are offered.

Keywords: self-compassion; work; training; practical recommendations.

Self-Compassion at Work: A Practically-Oriented Review

Burnout and stress are detrimental factors to the functioning of individuals, teams, and organizations. Mental health problems are increasingly frequent, impact work absences (OCDE, 2012), and have negative effects on productivity (D'Souza, Strazdins, Broom, Rodgers, & Berry, 2006). In 2010, the Canadian Nurses Association called for more optimal stress management resources for all healthcare providers. In an effort to resolve this struggle, research has studied the factors that promote positive workplace outcomes like well-being and resilience. Self-compassion, which refers to the intrapersonal process of being kind, warm, and compassionate to the self (Neff, 2003a, b), has been recently identified as a potential resource for workplace resilience to stress and well-being (Finlay-Jones, Kane, & Rees, 2016; Raab, 2014; Sinclair, Kondejewski, Raffin-Bouchal, King-Shier, & Singh, 2017a).

Research on self-compassion in organizations is nascent, and future research is needed to grasp the full potential of self-compassion at work. To date, most of the existing research on self-compassion at work has focused on healthcare workers (Sinclair et al., 2017a). Although future research is needed to clarify self-compassion's mechanisms of change, construct validity, its specific impact, and this, within differing workplaces, for working populations, initial findings on clinical and non-clinical samples have demonstrated a positive influence on certain variables. For example, self-compassion has been identified as a potential resource for self-care, personal stress management (Neff, Kirkpatrick, & Rude, 2007; MacBeth & Gumley, 2012), and well-being in clinical and non-clinical samples (Leary, Tate, Adams, Allen, & Hancock, 2007; Neff et al., 2007; Neff & Vonk, 2009; Barnard & Curry, 2011, Zessin, Dickhäuser, & Garbade, 2015). In addition, recent studies on self-compassion and work, have identified a link between self-compassion and key personal results, such as increased well-being and resilience (Beaumont,

Durkin, Hollis Martin & Carson, 2016; Finlay-Jones et al., 2016; Olson & Kemper, 2014; Olson, Kemper, & Mahan, 2015; Kemper, Mo, & Khayat, 2015).

Although research on self-compassion at work is growing, there is a dearth of integrative reviews on this topic. It remains difficult to identify the core practical implications that might help managers and practitioners implement corresponding self-compassion interventions to reduce stress and improve well-being at work. Therefore, by drawing on findings from clinical and non-clinical samples, healthcare workers, and the most recent studies published on self-compassion in organizations, this paper intends to highlight the benefits of self-compassion. Additionally, this paper identifies factors that reinforce self-compassion in organizations (i.e. contemplative practices and trainings, leadership styles and listening styles, personal factors, and gender) (see Figure 1). With the goal of increasing well-being and cultivating resilience, evidence-based practical interventions that foster self-compassion in the workplace are presented in this paper.

Method

The literature review was structured based on a search of key terms related to self-compassion, workplace, at work, organizational, well-being, and resilience. Psycinfo, EBSCO host, and Scopus were used for searching articles. Papers from 2000 (i.e., a few years before the concept of self-compassion was theoretically and empirically examined for the first time in 2003) to 2019 were included in the review. 50 studies that explored the links between self-compassion, well-being, and resilience in students, graduate students in professional schools (counselling, medicine, and veterinary medicine), athletes, and employee populations were included. Books, thesis dissertations, and a conference presentation were carefully selected to support this paper.

[Insert Figure 1]

Self-Compassion as a Research Construct

The concept of self-compassion is derived from the Buddhist conception of compassion (Neff, 2003a, 2003b), and is composed of three interrelated aspects: 1) self-kindness, 2) common humanity, and 3) mindfulness. More specifically, self-kindness refers to embracing a gentle and kind inner dialogue, like one would have for a beloved friend or family member (Neff & Germer, 2018). Self-kindness encourages individuals to soothe and comfort themselves. It helps attenuate self-criticism and negative rumination. Common humanity is the perception that human kind share the experience of suffering, failure, and struggle. Adopting this perspective allows individuals to counter feeling “alone” in their struggles. This, thus, allows them to feel more connected to others. Although there are differences in contexts and situations, “When we remember that pain is part of the human experience, however, every moment of suffering is transformed into a moment of connection with others,” (Neff & Germer, 2018, p. 11). The mindfulness aspect of self-compassion refers to developing the present awareness needed to recognize moments of suffering. Additionally, mindfulness signifies being present with one’s thoughts and emotions in the moment, which can provide individuals with the space to challenge overidentifying with their negative thoughts or emotions related to their current distress (Neff, 2003b). In order to be compassionate, it is imperative for individuals to recognize and accept their suffering through the mindful approach (Neff & Dahm, 2014). Neff and Germer (2018) note that mindfulness is necessary for individuals to develop kindness towards themselves. They report that this helps individuals be with their pain and then choose to show themselves care. To recapitulate, self-compassion implies learning “to fully accept our present-moment experience as

it is without resistance while still holding our pain in the warm embrace of compassion,” (Neff & Dahm, 2014, p. 21).

Self-compassion differs from self-pity, which rather involves being overly concerned with one’s own problems in an egocentric style that separates them from the notion that others may also experience difficulties (Neff, 2003b). Self-compassion allows individuals to normalize their experience and thereby remain active rather than inactive in their suffering (Neff & Dahm, 2014). It also differs from self-esteem, as it does not quantify good or bad, and the self-concept is thus not based on social comparison (Neff, 2003b). More specifically, self-esteem often depends on success and comparison to others, which can be detrimental to interpersonal well-being, and is often fleeting due to the ephemeral cycles of success. In fact, studies also showed that when compared to self-esteem, self-compassion was more likely to increase positive functioning (Neff & Vonk, 2009). Therefore, self-compassion is nurtured on the basis of being a member of humanity and offers a more consistent self-appraisal in comparison to self-esteem (Neff & Dahm, 2014). It is important to note that from a construct perspective, self-compassion is not applied with the direct goal of experiencing well-being. Neff & Germer write that “we” are self-compassionate “not to feel better” but because it is part of the human experience to have moments of suffering or “feeling bad,” (Neff & Germer, 2018).”

Personal and Organizational Benefits of Self-Compassion

The field of self-compassion in organizations is promising, and encouraging findings demonstrate that there are many advantages associated with a self-compassionate mindset. Not only does self-compassion attenuate stress, it also promotes general well-being and resilience (Barlow, Turow, & Gerhart, 2017; Neff, 2004; Olson & Kemper, 2014; Olson et al., 2015; Terry, Leary, & Mehta, 2013). In a study with Canadian medical students, self-compassion was

associated with less exhaustion from school (Babenko, Mosewich, Abraham, & Lai, 2018). In addition, it tempered stress (Luo, Qiao, & Che, 2018). Studies showed that self-compassion was associated with greater well-being and resilience in medical residents (Olson & Kemper, 2014; Olson et al., 2015). In the general population, self-compassionate individuals were less likely to suffer from mental health difficulties (Barnard & Curry, 2011; Neff et al., 2007; MacBeth & Gumley, 2012). In fact, more than 20 studies demonstrated that individuals with higher levels of self-compassion indicated less symptoms of depression and anxiety (MacBeth & Gumley, 2012). A study on conflict in student's group projects revealed that self-compassionate individuals experienced less conflict and fewer negative emotions (Park, Long, Choe, & Schallert, 2018). Neff and Pommier (2013) identified that self-compassion had a positive influence on interpersonal functioning, such that it was related to an increased propensity to empathy, altruism, and forgiveness. Increased job satisfaction in self-compassionate white-collar workers was reported (Abaci & Arda, 2013). Researchers consider that self-compassion was beneficial for recognizing one's limits and encouraged support seeking (Dev, Fernando, Lim, & Consedine, 2018). Individuals who adopted a self-compassionate attitude were more likely to embrace positive coping strategies (Barnard & Curry, 2011; Neff, Hsieh, & Dejitterat, 2005), build emotional intelligence (Neff et al., 2005), and implement health-promoting behaviours such as nourishing diets, exercise regimens, and enhanced sleeping practices (Sirois, Kitner, & Hirsch, 2015). Self-compassion was also positively linked to increased well-being and resilience for pediatric and medical residents (Olson & Kemper, 2014; Olson et al., 2015).

The next section of the paper will outline two more currently researched main outcomes – increased well-being and greater resilience – associated with self-compassion in the workplace.

Research findings supporting the benefits of self-compassion specific to each outcome, followed by corresponding evidence-based recommendations, will be presented.

Well-Being

The definition of well-being occasionally varies across studies, but all definitions generally include self-acceptance, positive interpersonal relationships, leading meaningful or purposeful lives, growth, and feelings of autonomy (Diener et al., 2010). Well-being is a crucial resource for organizational functioning (Taris & Schreurs, 2009). Therefore, current research trends search to identify elements that promote well-being at work. Recent studies have linked self-compassion to increased well-being in the general population (Neff et al., 2007) and at work (Olson & Kemper, 2014). These findings revealed that self-compassion was a protective factor for well-being when individuals were faced with stress (Barlow et al., 2017; Olson, et al., 2015; Terry et al., 2013). It even had a positive influence on self-criticism. In fact, a study on trauma-exposed firefighters found that self-criticism was buffered by self-compassion when experiencing symptoms of depression (Kaurin, Schönfeld, & Wessa, 2018). This suggests that the individuals who were more self-compassionate experienced less symptoms of depression when being self-critical. Self-compassion was identified as a predictor of well-being in experienced and non-experienced meditators (Baer, Lynkins, & Peters, 2012).

In addition, Neff (2004) clarifies the relationship between self-compassion and well-being by identifying its role in facilitating effective emotion regulation. This process entails: acknowledging negative feelings, being benevolent towards them, recognizing suffering as part of the human experience, and thereby shifting the negative perspective into a more positive experience that then fosters well-being. In order to fully understand the power of self-compassion in facilitating emotion regulation, and its relationship to well-being, it is crucial to

grasp the evolutionary and neuro-biological model of tripartite affect regulation (Gilbert, 2015; Gilbert et al., 2008). This model proposes that three emotion regulation systems have been genetically inherited. The first system is the threat focused system for survival, which activates avoiding, fighting, or freezing when faced with danger. Negative emotions such as anger and fear exist in this drive. The second system is the resource system, which motivates collecting means for survival, is reward focused, and generates emotions such as competition, pride, enthusiasm, and joy. Both the threat and resource drives activate the stress response. The third system is the soothing system, which corresponds to the state of peace and calm that arises as a result of the absence of threat and competition (Gilbert, 2015). Importantly, Depue and Monrrone-Strupinsky's (2005) research revealed that the activation of the soothing system was linked to the endorphins (oxytocin, or "feel good" state) experienced in well-being.

From this theoretical perspective, it is interesting to consider that self-compassion can efficiently activate the soothing system and deactivate the threat and resource system, meaning that it can help individuals generate a positive state of well-being via effective emotion regulation. These premises suggest that the intentional use of self-compassion can activate the soothing system to generate feelings of peace, contentment and well-being. Studies support this posit noting that the soothing drive is a key process for well-being (Gilbert et al., 2008). Furthermore, Gilbert and colleagues (2008) suggest that although individuals can experience happiness when achieving (resource drive), this is usually short-lived and may even make the individuals dependent on achievement in order to experience positive states (Pani, 2000). As self-compassion is an intrapersonal experience that is not dependent on achievement, well-being is cultivated by engaging in a compassionate relationship with the self, independent from external factors. This perspective fosters a sense of autonomy and sustains empowerment, which

are important elements of well-being. In fact, preliminary models on self-compassion at work demonstrate that self-compassion may foster a sensation of being at ease or safe in the workplace, which can lead to more beneficial work outcomes, such as individual and group well-being and innovation (Lefebvre, Montani, Courcy, & Dagenais-Desmarais, 2017).

Well-being includes self-acceptance, positive interpersonal relationships, leading meaningful or purposeful lives, growth, and autonomy (Diener et al., 2010). In order to nurture well-being through self-compassion in organizations, it is recommended that leaders and members of the organization embrace compassionate self-talk. More specifically, they can treat themselves with kindness and support rather than with self-criticism. Being self-compassionate does not mean disregarding responsibilities (Neff & Dham, 2014), nor does it deter motivation (Gilbert, McEwan, Matos, & Rivis, 2011), in fact, it does the opposite. Self-compassion helps individuals gain understanding, make sense of their experiences, and engage with their lives in a way that is increasingly value-informed. By becoming self-compassionate, individuals can accept their identities and lead value-based lives. They can learn to 1) refrain from judging themselves based on their achievements, 2) accept their human essence, and 3) define their lives by engaging in value-based living and value-based goals (Neff & Germer, 2012).

The mindfulness dimension of self-compassion is also helpful to identify negative automatic thoughts and self-criticism. It provides individuals with the opportunity to choose to engage in self-kindness rather than being self-critical. Actively engaging in self-kindness allows individuals to experience more self-acceptance, which is a key aspect of well-being. Therefore, when at work, individuals could use mindfulness to identify their automatic negative thinking, catch their self-criticism, activate the soothing mechanism, and then actively engage in self-kindness to experience increased self-acceptance and well-being.

Additionally, the mindfulness aspect can aid leaders and members of the organization in recognizing *when* they are experiencing well-being and identify *which* elements foster this state in their lives. Garland, Farb, Goldin, & Fredrickson's (2015) research suggests that mindfulness cultivates the internal space to recognize pleasurable and meaningful events. Their research identifies that mindfulness fosters upward spirals of positive affect, which are elements necessary to develop well-being (Garland, Geschwind, Peeters, & Wichers, 2015). Mindfulness generates positive affect in meditator's life and has been shown to increase work engagement and work performance (Coo & Salanova, 2017). Therefore, it is recommended to engage in the practice of mindful self-compassion for both managers and members of the organization, as this practice can lead to increased performance and well-being.

The soothing drive of self-compassion also enables individuals to feel safe and more connected to others. Studies show that it may increase social exploration, sharing, and compassion for others (Depue & Morrone-Strupinsky, 2005; Gilbert et al., 2008), therefore allowing for positive interpersonal relationships – i.e., key ingredients of well-being. Thus, by cultivating the sense that humans are connected through their shared experience, leaders and members of the organization can experience interpersonal connection, an important aspect of well-being. Sharing this experience with their team members and cultivating more human exchanges within the team could allow for the growth of this perspective. Studies identify that certain elements, such as tone and facial expression, can foster the sense of safety and well-being that is linked to the soothing drive (Schore, 1994; Trevarthen & Aitken, 2001). Leaders and members could be attentive to the way they speak to themselves and to others. Being mindful of the positive benefits and state of well-being that arises from the practice of self-compassion can encourage leaders and members to better integrate this mindset, and thereby experience

increased well-being. Additionally, the practices of affectionate breathing and savoring provide the experience of well-being. Affectionate breathing brings awareness to a conscious, gentle, warm, and compassionate breath. It can generate a soothing experience for individuals and give them the space to allow self-compassion to be present (Neff & Germer, 2018). Savoring is a mindfulness and self-compassion practice that is also helpful to integrate increased well-being (Neff & Germer). It is defined as, “Noticing and appreciating the positive aspects of life—taking them in, letting them linger, and the letting them go...it is the mindful awareness of the experience of pleasure,” (Neff & Germer, p. 161). Savoring can be achieved through sitting meditation, walking meditations, being in nature, eating, or gratitude practices (Neff & Germer,). Hence, through their own work and integration of self-compassion, leaders can also encourage employee’s well-being by engaging in a self-compassionate attitude. Validating and legitimizing this new mindset would give employees the chance to try a different way of relating to themselves and thereby increase their well-being both at work and in their personal lives.

Resilience

Resilience is a well-known way of coping with stress and is identified as one of the most important factors for well-being and performance at work (Robertson, Cooper, Sarkar, & Curran, 2015). It is the process of coping with and deciding to overcome adversity (Egeland, Carlson, & Steoufe, 1993), thereby, gaining strength through the process (Epstein & Krasner, 2013). Resilience plays an important role in the workplace as it may protect against negative effects of work stress, like burnout (Epstein & Krasner, 2013; Weidlich & Ugarriza, 2015). Olson and colleagues (2015) identified that for pediatric and medical residents, self-compassion increased resilience and protected against burnout. Similar findings were discovered for veterinary students (McArthur et al., 2017). Kaurin, Schönfeld, and Wessa’s research demonstrated that for

firefighters who experienced trauma, self-compassion fostered resilience (2018). Therefore, studies show that greater self-compassion is associated with increased resilience (Bluth & Eisenlohr-Moul, 2017).

Lewis and Ebbeck's (2014) qualitative study on resilience among firefighter-managers found that some of the participants in the study already implemented the concepts of common humanity and mindfulness. Researchers noticed that, although managers were not particularly conscious of their application of these concepts, some participants identified that it is part of their job to make mistakes (self-kindness) and that all employees have this experience (common humanity). They noted that mindfulness was very useful for successful outcomes such as decision making. An exciting finding from this study was that managers already used elements of self-compassion without knowing the exact terms, and this, in their management styles. Moreover, when they employed self-compassion, they increased positive outcomes and were more resilient.

Often after a failure, individuals build reasoning to further understand the experience. In processing distress or failure, self-compassion supports emotion regulation and thus, provides internal space to improve problem solving. The self-kindness aspect of self-compassion could encourage individuals to access personal resources, while common humanity reminds individuals that others have experienced similar situations, have found solutions, and have, as a result, flourished. Mindfulness helps individuals gain perspective on their experience, become accepting of what they cannot change, and engage in solutions that are possible. In fact, research shows that in their daily lives, mindful individuals are more successful at problem solving by identifying issues, coping with them, and resolving the problems (Hollis-Walker & Colosimo, 2011), which demonstrates increased resilience. The mindfulness aspect of self-compassion

could enable leaders and members of the organization to develop the self-awareness that is necessary to recognize their intrapersonal dialogue, to gain perspective on their lives, to notice what is meaningful to them, to engage in behaviours in line with their values, and thus grow from the process. When faced with failure, mindfulness allows individuals to identify, recognize and validate negative emotions experienced. Moreover, it helps clarify the impact of these negative emotions. It also permits individuals to accept the negative emotions, to create an internal space of calm within the storm of these emotions and, thereby, to have more cognitive space to solve problems and to feel better.

Additionally, based on Lewis and Ebbeck's (2014) research evidence, the following recommendations for using self-compassion to enhance resilience at work can be formulated: 1) identify specific elements that can remind employees to be mindful, especially during stressful periods or moments of high demands; 2) use meaningful questions that inspire mindful reflection, problem solving, and creativity; 3) adopt a positive mindset, and comprehend setbacks or mistakes as opportunities to increase resilience; 4) use communication as a way to increase the sense of common humanity and to gain a kinder perspective on difficult situations.

A practical Guide to Nurture Workplace Self-Compassion

Current literature has identified positive outcomes of embracing a self-compassionate mindset. It has also identified certain workplace components that can help foster self-compassion. These elements are 1) contemplative practices and trainings, 2) leadership styles and listening styles, 3) personal factors (i.e. experience of stress and level of self-awareness), and 4) gender.

Contemplative Practices and Trainings

Self-compassion may be fostered through contemplative practices (Evans, Wyka, Blaha, & Allen, 2017). In fact, self-compassion was identified as a possible pathway between mindfulness and well-being (Evans et al., 2017). As self-compassion is an approach that can be learned and increased (Boellinghaus, Jones, & Hutton, 2014), leading researchers developed programs to teach the general population self-compassion and mindfulness-based skills to improve well-being and decrease negative stress symptoms (i.e. Baer et al., 2012; Irving, Dobkin, & Park, 2009; Kabat-Zin, 2003; Gilbert, 2009; Neff & Germer, 2012). As a result, self-compassion was recorded as an outcome of mindfulness-based trainings for individuals in the general population, clinical samples, as well as in the workplace (Boellinghaus et al.; Raab, 2014). Although scarce, organizational studies examining the outcomes of these programmes were conducted with healthcare workers (Shapiro, Astin, Bishop, & Cordova, 2005; Gauthier, Meyer, Grefe, & Gold, 2015; Morgan, Simpson, & Smith, 2015). For example, one study demonstrated that a mindfulness training for individuals who studied in medicine, psychology, and teaching, experienced decreased perceived stress and increased self-compassion after a six-week intervention that also included meditation, yoga, and martial arts (Newsome, Waldo, & Gruszka, 2012). Thus, studies recommend imbedding contemplative trainings that build self-compassion during schooling so that students may integrate it as a resource in future workplace contexts (e.g. Boellinghaus et al., 2014).

Self-Compassion Training Programs

As this is a new field, more research is needed to specify the most optimal program for self-compassion implementation in the workplace. Nevertheless, a research-based program was developed for teaching and cultivating self-compassion in general. The Mindful Self-

Compassion program (MSC), proposed by Neff and Germer (2012), involves a structured eight-week process aimed at increasing self-compassion, mindfulness, life satisfaction, social connectedness, and happiness, all the while, decreasing negative outcomes such as depression, stress, and anxiety. Formal and informal types of self-compassionate meditations, as well as other exercises are used to enhance self-compassion. Individuals reportedly maintained positive outcomes (increased self-compassion, mindfulness, life-satisfaction) immediately after the MSC program, six months later, and even a year later (Neff & Germer, 2012). Self-compassion interventions guided individuals to detect their biological and defensive reactions, acknowledge their existence in order to accept them as part of the human experience, and thus reduce shame and criticism (Gilbert & Procter, 2006). The process in this training permitted individuals to be more active rather than reactive, to cultivate the space needed to soften their internal dialogue and perspective, to make and implement decisions, rather than wallowing in self-pity, doubt, and potentially debilitating self-criticism.

The Mindfulness-Based Stress Reduction training (MBSR; Kabat-Zinn, 2003), yielded self-compassion as an outcome (Birnie, Speca, & Carlson, 2010; Shapiro et al., 2005; Shapiro, Brown, & Biegel, 2007). MBSR is founded on the concept of mindfulness. For this training, it is conceptualized as being in the “now,” all the while adopting an accepting position towards all experiences that occur in the present moment (Kabat-Zinn, 1994). This eight-week program entails weekly two and a half hour classes on meditation practices such as: 1) non-judgemental awareness of the senses, thoughts, and emotions, as well as, 2) noticing and letting go of rumination and fears in order to nurture adaptive coping strategies for stress management (Shapiro et al., 2005).

Eby and colleagues (2017) conducted a literature review of 67 studies on mindfulness trainings with employees. In general, the data demonstrated that these trainings aimed to reduce stress. One third of the studies targeted improving well-being, and one quarter of the studies in the review had the goal of increasing self-compassion or compassion for others. Most of the studies (41%) used adapted (MBSR) trainings. For example, Shapiro and colleagues (2005) conducted an adapted MBSR training that included MBSR and loving-kindness meditation for healthcare professionals. Their results showed that 90% of the participants increased in self-compassion. Irving and colleagues (2009)'s review of MBSR for healthcare professionals indicated that as a result of participating in MBSR trainings, individuals increased self-compassion, reduced perceived stress, and decreased ruminative thoughts. Eby and colleagues' results suggested that adapted MBSR trainings were efficient in increasing outcomes in the workplace. Furthermore, other research-based mindfulness and self-compassion focused training programs also demonstrated post-training workplace outcomes for participants. More specifically, these outcomes were increased self-compassion, well-being, mindfulness, engagement in mindful health behaviours, and reduced perceived stress (Gauthier et al., 2015; Horan & Taylor, 2018).

Implementing the MSC program would yield a direct increase self-compassion. However, Eby and colleague's (2017) results suggested that adapted MBSR programs must not be disregarded. Even though they are most often focused on stress management, well-being and self-compassion are developed as secondary results, and therefore become established outcomes of these programs (Sinclair et al., 2017a). Once more research has identified which programs are best for specific organizations, managers will be better informed on the programs that are most suited for their context.

For best practices, Eby and colleague's (2017) review on mindfulness trainings at work recommended mixed method trainings that include practical experience, lectures, as well as, fostering specific and realistic goal setting in line with the trainee's routines. They also endorsed providing reminders to promote post-training mindfulness practices (i.e. identifying time and location for practical applications of the training). In order to increase the transfer of training into practical experience, the authors suggested creating a workplace environment that encourages practice by using art or posters that inspire mindfulness, and by offering post-training sessions to remind the trainees of the important elements of the training. Supporting employee initiatives to assemble and implement teachings from the trainings (i.e., regular meeting times or practice times for those who would like to discuss how to implement the training into their work lives), is advised. As the mindfulness aspect of well-being can be developed through a continuous practice, offering a space for practice is recommended. Employee attendance at trainings on contemplative practices could help educate on the topic and design ways to implement self-compassion resources specific to the organization. Studies showed that self-compassion can be learned and is more prevalent in those who practice self-compassion techniques (Neff & Germer, 2012), therefore providing trainings and a physical practice space could be very useful for longer term sustainability.

Findings showed that leader-modelling of self-compassion in training programs was a catalyst for change (Sinclair, Raffin-Bouchal, Venturato, Mijovic-Kondejewski, & Smith-MacDonald, 2017b), therefore managers can model their own self-compassionate thinking and vulnerability to empower other individuals to do the same. Sinclair and colleagues illuminated that training leaders to model kindness through their presence aided participants to inherently acquire self-compassionate skills. Encouraging the perception that being self-compassionate is

healthy and beneficial, rather than weak and unproductive, is essential to creating a culture that is accepting of this intrapersonal process. Having a personal contemplative practice could help managers model and generate self-compassion in the workplace. It is recommended that leaders do personal work if they aspire to model self-compassion. Identifying what activates the threat response in the workplace both for themselves and for others would allow the leaders to identify and thereby efficiently cope with potentially threatening moments in the workplace. Gaining this knowledge can then lead to optimally resolving difficulties, deactivating threat responses at work, and developing an accepting and resilient state of mind.

The practice of mindful self-compassion can be implemented in formal practices (i.e. sitting meditation,) or through informal practices (i.e. mindfully placing one's hand on their heart to get in touch with compassion; recognizing critical self-talk and instead, encouraging self-compassion; mindful movement; etc.). An example of a formal practice is Neff's (2018) self-compassion break meditation. It entails reflecting on a current issue, using a physical expression to soothe (i.e. hands on the heart), and implementing compassionate self-talk. The self-talk can include phrases such as, "This is a moment of suffering, suffering is part of life, may I be kind to myself in this moment, may I give myself the compassion that I need," (Neff & Dahm, 2014, p.26). Offering this meditation on an official regular basis could entice employees to attend the break, and even perhaps implement the break on their own time. Furthermore, Boellinghaus and colleagues (2014) identified that mindfulness interventions along with loving-kindness meditation can increase healthcare practitioner self-compassion. The Loving Kindness Meditation (LKM) is a meditation used in MSC. This meditation entails generating compassionate thoughts and images towards one's own and other's suffering, which leads to fostering compassion in the present moment (i.e. Boellinghaus, et al., 2014). In the meditation,

phrases such as “May you be happy,” “May you be peaceful,” “May you be healthy,” and “May you live with ease” (Neff & Germer, 2018, p. 64), are implemented to generate loving-kindness for the self and for others. However, it is vital to recognize that the LKM practice can be an emotionally challenging experience (Boellinghaus et al., 2014). Based on the MSC training, it is recommended that with support from facilitators, individuals could develop personalized loving-kindness phrases, other than the ones aforementioned, that are perhaps even more relevant to their working lives. This meditation along with many other resources is available on the following website: <http://self-compassion.org>.

Mental health applications for smartphones were developed to teach self-compassion, and recent research has found that certain apps are evidence-based and useful, particularly the Mindspace App (Zuccarello, 2017). Managers could use this app and refer it to their employees to build self-compassion and mindfulness practices in their daily lives. Zuccarello (2017) notes that the use of apps for learning self-compassion is particularly useful for millennials (born between 1980 and 2000). Leaders and members of the organization could integrate the use of mindfulness and self-compassion app practices in their daily lives to gain perspective on their lives, increase awareness, and foster acceptance. Zuccarello does mention that the apps do not refer to the theoretical and empirical research finding of self-compassion. Thus, in order to increase persuasiveness for using the apps, Zuccarello suggests implementing theory and empirical findings.

Leadership Styles and Listening Styles

New research proposed that empathetic leadership was essential for building compassionate organizations and that it promoted positive organizational outcomes (Banker & Bhal, 2018). Another study showed that the combination of authentic and servant leadership

styles of managers was associated with greater self-compassion (Horton, 2017). This suggests that self-compassion is more present in leaders who engage in positive relationships with their followers through displaying honesty, integrity, self-awareness, adherence to their values, openness to communication, empathy, vision, and humility. A recent study on mindfulness and self-compassion for wildland firefighting leadership identified that leader mindfulness and self-compassion partially predicted team member's perception of effective leadership qualities (Waldron & Ebbeck, 2015). Thus, team members noticed the positive impact of self-compassion.

As a result of her findings, Horton (2017) recommended corporate trainings on both leadership styles and self-compassion. It is also suggested to use the measures of self-compassion, authentic, and servant leadership to acquire baseline levels to gain information on what skills are needed to increase ethical leadership (Horton, 2017). Managers could use the self-compassion form created by Neff (2003b) to gain better understanding of their own self-compassion levels. Identifying their ratings on each of the dimensions of self-compassion (i.e. self-kindness vs. self-judgment, common humanity vs. isolation, and mindfulness vs. over-identification) could help them specify aspects that they may need to develop in order to increase self-compassion. The mindfulness and self-kindness dimensions were identified as more impactful on general well-being (Muris & Petrocchi, 2017). Moreover, studies showed that leaders experienced of feelings of isolation (which is the direct opposite of the self-compassionate dimension of common humanity) as a result of having more responsibility and knowledge when compared with their team members (Waldron & Ebbeck, 2015). Mindfulness and self-compassion could counter isolation by helping individuals grasp the common experience that arises from being a leader, accept the feelings associated with suffering, and be kind to themselves when faced with hardship. Building a community of leaders to advise/provide

feedback is thus suggested (Waldron & Ebbeck). Leaders could engage in personal work to identify their levels of compassion, clarify values, and become comfortable communicating with their employees. Exploring their patterns, styles, and values with a coach or psychologist could be beneficial for leaders to gain insight on their functioning and thus, consciously apply their skills. In addition, clarifying core values for all members could facilitate using self-compassion to both identify personal needs and how to implement these needs. Finally, living a self-compassionate life in line with values fosters “living deeply” – living a more meaningful and connected life (Neff & Germer, 2018).

Listening style is also a key practice to foster self-compassion (Ramos Salazar, 2017). People listening (i.e., the listener perceives the emotions and feelings of the person that is being listened to) predicted more self-compassion when compared to action listening (i.e., identifying inconsistencies while listening). In fact, action listening was negatively associated with self-compassion. Person listeners are more aware of emotions, are more empathetic, and more conscious of interpersonal relationships. As such, person listeners may be better prepared to apply self-compassion as an intrapersonal process. Therefore, it is recommended that managers and members of the organization be mindful of their listening style during business and workplace discussions. Leaders and members can notice if they are focusing on errors, or being critical, and impatient, and thereby adopting a listening style that is aligned with action listening, which is known to be detrimental to the workplace. Instead, when listening, they could perceive emotions and demonstrate empathetic concern in order to help build compassionate outcomes (Ramos Salazar, 2017).

Personal Factors that Influence Self-Compassion

Personal factors are understood as 1) exposure to stress and 2) levels of self-awareness. Eby and colleagues' (2017) review identified that individuals who most benefited from mindfulness training and its related outcomes were those who experienced higher levels of stress. Additionally, they reported that according to preliminary evidence, mindfulness trainings were beneficial for individuals who are employed in jobs that have high demands, such as the military and police. Furthermore, in their review on self-compassion and healthcare workers' well-being, Sinclair and colleagues (2017a) noted that participant's personal development of skills, such as self-awareness and acceptance, may in part explain the mechanism for amelioration of self-compassion in mindfulness-based programs. In support of this posit, a study conducted on varsity athletes revealed that self-awareness was a main contributor for the development of self-compassion (Ingstrup, Mosewich, & Holt, 2017). More specifically, self-awareness meant that the athletes could gain perspective on their reactions and become more resilient when faced with hardship. Varsity athletes can spend 30-40 hours training and competing for their university, resembling the commitment to a full-time job. Although more research is needed to clarify these findings in organizations, self-awareness and exposure to stress are identifying factors that increased self-compassion, and thus, should be considered as a facilitator of self-compassion.

Based on the findings in this research, mindfulness trainings for leaders and members of the organization who are exposed to stress would be beneficial. Additionally, self-awareness and perspective on failure situations are helpful when attempting to overcome difficulties. Team projects around the value of self-compassion in the organization could be advantageous for implementing this mindset (Abeydeera, Kearins, & Tregidga, 2016). Finally, providing

opportunities for teams and staff to learn from each other and build self-compassion through special projects, presentations, consultations with each other, or with professionals is suggested.

Gender Considerations on Self-Compassion and Well-Being

In their meta-analysis on gender, self-compassion, and well-being, Yarnell and colleagues (2015) identified a slight distinction between men and women. Specifically, they noted that men were more naturally capable of adopting a self-compassionate mindset when compared to women. The findings from this study showed that men were more likely to be equally compassionate to themselves and to others, while women generally had more compassion for others (Neff & Pommier, 2013). Studies also demonstrated that when compared to men, women were more likely to be self-critical, and that they were more engaged in negative self-talk (Devore & Pritchard, 2013). Moreover, findings demonstrated slight gender differences regarding openness to, and integration of, self-compassion (Yarnell et al., 2015). Women's socialization towards caring for others could explain their struggle with adopting self-compassion (Raffaelli & Ontai, 2004). Nevertheless, researchers advanced that as a result of being socialized to care for others, women were more open to learning self-compassion when compared to men, and also had more ease integrating this mindset into their lives. Thus, Yarnell and colleagues posited that gender differences in self-compassion can be partially explained by gender norms. The authors also identified that in North America, ethnicity was an indicator for difficulty with self-compassion implementation. They hypothesized that as a result of being marginalized in both gender and race, minority women may have developed increased self-criticism as survival mechanisms to their distress (Delgado & Stephanic, 2001), making it more difficult to apply self-compassion. However, to avoid stigmatization, more research on gender differences is necessary as gender differences are not always found in self-compassion studies.

For example, a study on self-compassion and perception of teammate self-compassion revealed that gender did not moderate the relationship between increased self-compassion and perceived self-compassion between teams (Crozier, Mosewich, & Ferguson, 2019).

Nevertheless, considering that gender had a slight impact on the development of self-compassion, leader and member awareness and sensitivity to women and women minorities who may experience enhanced self-criticism and mistrust of social systems, would be vital for fostering women's self-compassion at work. It is also important for leaders and members who happen to be minority women to recognize that they may have more difficulty being self-compassionate, nonetheless, they can still learn the skill. Being mindful of their self-critical reactions, and attempting to change the self-criticism into self-kindness, could help women and minority women leaders to cultivate self-compassion. If they find that they have more ease being compassionate toward others, they might ask themselves: "What would I say to a friend or a loved one in this situation?". In addition, connecting with the idea that others also suffer, even if the suffering might not be exactly the same, might help women and minority women to increase a sense of common humanity. Moreover, as men may have greater struggles being open to self-compassion, male leaders and members could be weary of this fact and challenge themselves to buy into self-compassion when attempting to apply the skills.

Leaders and members could be more mindful of their employee's reactions to difficult situations, and notice tactics of self-criticism. Self-compassion informed and self-compassionate practicing leaders and members could provide better support to individuals and teams. They could also efficiently identify and counteract self-criticism. Knowing that women and minority women may be more vulnerable to self-criticism, and that men may be more closed to learning self-compassion, would inform leaders to be more aware of challenges associated with self-

compassion during trainings, at work, and in the implementation of self-compassion in their organizational culture. Leaders and other members of the organization could benefit from learning about privilege and the way it is present in their organization. Moreover, organizations could profit by coaching leaders on recognition of privilege and how to have a multicultural lens in management. This would be beneficial for working not only with women minorities, but also with employees at large.

A Final Word of Caution

From personal and interpersonal perspectives, self-compassion can be a deeply personal and difficult strategy to adopt. Indeed, studies clearly show that individuals might experience self-compassion and compassionate actions from others as threatening (i.e. Gilbert et al., 2011). In addition, individuals who are high in self-criticism, who experience guilt, and who have mental health difficulties, can struggle with implementing self-compassion (Pauley & McPherson, 2010). Gilbert and colleagues (2011) note that some individuals are concerned that self-kindness and acceptance will make them appear submissive, weak, and selfish. They are also nervous that it will lead to lowered personal expectations, experiencing failure, and increased negative emotions. Additionally, Campion and Glover's (2017) research suggested that in the implementation phase of self-compassion, certain individuals expressed concern about being judged and appearing vulnerable in front of others when they are self-compassionate.

Individuals reported that being the first person to show a self-compassionate attitude might be difficult as a result of feeling vulnerable and different from the majority. Thus, it would be advantageous for leaders to create an environment that is more accepting and open to vulnerability in order to foster positive emotional reactions to applying self-compassion, and to thus decrease threat reactions. Self-compassion may be experienced as a completely new way to

relate to the self, which could generate major personal change. This change could be experienced as very challenging, especially if individuals have a history of past trauma or have developed harsh self-talk as a result of difficult life circumstances. Thus, adopting a kind, open, and caring stance could be beneficial to build trust, and develop a safer space for discussion with employees. For instance, when in coaching, managers could explore workplace functioning and difficult situations, like failure, with open ended questions using a gentle, curious, and compassionate tone. Questions such as: “How does the way you relate to yourself impact your activities or your well-being at work?”, or “How could you rephrase that in a more compassionate way?” would help foster a safe space that models that compassion is acceptable and encouraged. Additionally, noticing when peers/employees use positive language towards themselves and supporting their self-compassionate mindset by acknowledging the change in vocabulary, when done authentically, could help foster self-compassion and well-being in organizations.

In addition, the dark side of self-compassion, or the negative impact of self-compassion, needs to be considered and thereby studied. Although the variable of self-compassion includes mindfulness as a way to evaluate one’s appraisals from a non-judgmental, ethical, and logical mindset, it is possible that the self-compassionate person might become self-serving. Within the organizational values of competition and urgency, it is likely for individuals to succumb to its pressures leading to violation of rules (i.e., less compliance with one’s duties, unjustified absence, interpersonal conflicts etc.) using the premise of self-compassion. Future research clarifying the spectrum of consequences of self-compassion in the workplace would be necessary to understand the holistic impact of self-compassion. Furthermore, it is important to note that from an organizational perspective, when employees are presented with self-compassion as a

solution to workplace well-being, they can sometimes interpret the message as having yet another task they need to accomplish. This is likely when the systemic demands are quite high, and when employees perceive that changes need to be made at an organizational level.

Therefore, recognizing that individual and systemic changes need to occur, but that their individual power lies in their perception and internal experience, can help with the frustration that they may experience when presented with self-compassion as a resource.

Finally, the field of self-compassion at work is emerging. This literature review is based on a restrained number of studies; therefore, readers must be cautious in generalizing the findings. Limited studies on specific workplace contexts render it difficult to make generalizable contributions. Accordingly, the relationship between self-compassion and various intrapersonal and interpersonal outcomes at work still need to be examined. For example, according to Ghobadi, Ghorbani, and Pourhosein (2018), self-compassion was not as impactful for individuals from the Iranian culture and may not be in line with the values of Persian culture. This suggests that there might be cross-cultural variations regarding the effects of self-compassion that are, to date, unknown.

Conclusion

In line with current research, personal ownership of one's intrapersonal attitude could have potentially beneficial outcomes on the individual, on others, and on workplace outcomes. The self-compassionate mindset is linked to greater well-being and resilience to stress. Factors that strengthen its presence in organizations include contemplative practices, leadership and listening styles, personal factors (i.e. exposure to stress and self-awareness), as well as gender. Although studies show positive outcomes of self-compassion on well-being and efficacy of health practitioners, more research needs to be conducted to clarify the effects of self-

compassion, illuminate the mechanisms of change, and identify causality (Sinclair et al., 2017a). Nonetheless, the advantages outlined in this paper highlight the potentially transformative role of self-compassion as a personal resource for increasing well-being and fostering resilience in organizations.

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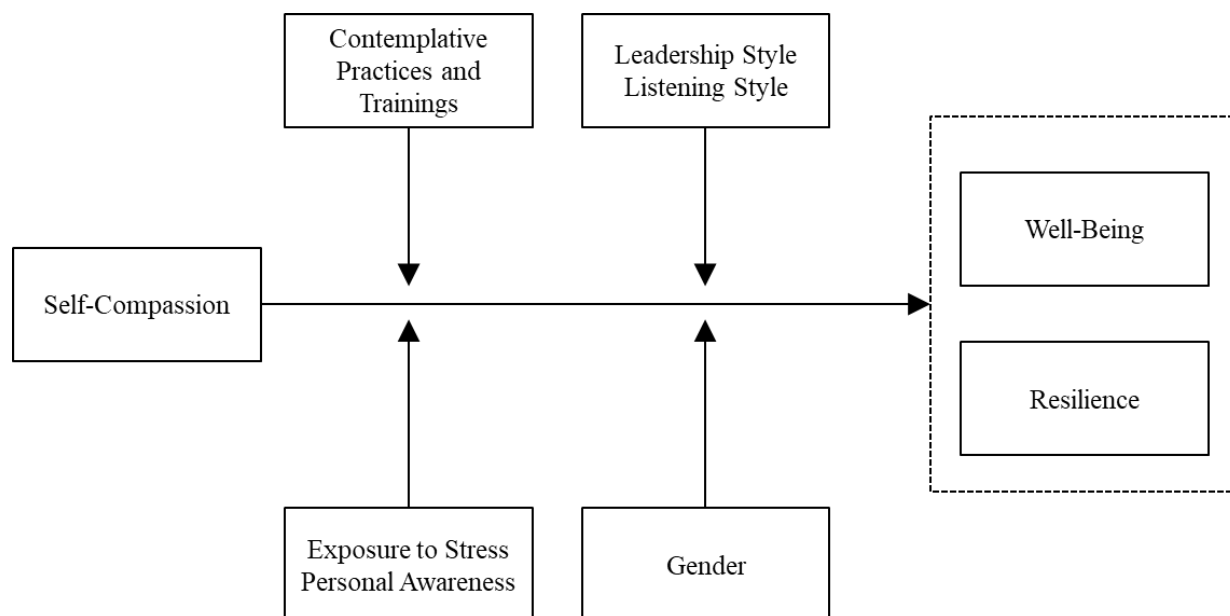
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Figure 1. Practically oriented model of compassion at work.



Conclusion

In a current economical context where workplace suffering contributes to major financial and moral sacrifices (i.e. employee burnout), researchers offer compassion as a solution to these issues. Self-compassion is proposed as an intra-personal solution, yet empirical research on self-compassion at work has only partially tested this proposition. This dissertation illustrates self-compassion's potential in organizations, at multiple organizational levels, and for various aspects of workplace life. Additionally, the findings in this dissertation have theoretical and practical implications. Therefore, the contributions of this dissertation shed new light on impact and the role of self-compassion in organizations.

The first article integrated in this dissertation clarified the multi-level effects of self-compassion on positive outcomes in the workplace by developing and empirically testing a theoretical model. The first article illuminated, for the first time, the mechanism through which self-compassion spurred positive individual and group-level innovation and well-being at work. The model illustrated the mediating role of social safeness. It revealed that as individuals noticed their emotional, cognitive, and behavioural reactions, decided to internally be kind to their reactions, and recognized that suffering is part of the human experience, they developed a sense of connection to their environment and to the individuals within it. This process led to increased individual and group well-being and innovation. As such, this study responds to the call for additional multilevel research on self-compassion and compassion in organizations (Dutton, Worline, Frost, & Lilius, 2006; Dutton, Workman, & Hardin, 2014; Lilius, Worline, Dutton, Kanov, & Maitlis, 2011). The findings were in line with recent promising studies that demonstrated the positive effect of self-compassion on work outcomes such as well-being, health behaviours, and resilience (Benzo, Kirsch, & Nelson, 2017; Boellinghaus, Jones, & Hutton, 2014; Horan & Taylor, 2018; McArthur et al., 2017). This article significantly extended current knowledge of

why, and how, self-compassion can promote positive individual and collective outcomes in organizations.

The second paper included in this dissertation represented a first attempt to delineate the evidence-based self-compassion-oriented strategies that reinforced positive outcomes in organizations. An exhaustive literature review of current research on self-compassion in the workplace informed the second article in this dissertation. Positive outcomes of self-compassion in organizations and the elements that foster its growth were identified. Studies showed that positive workplace outcomes of self-compassion were greater well-being and resilience. Elements that fostered self-compassion were contemplative practices, leadership style, listening style, exposure to stress, self-awareness, and gender. This paper was grounded in *Evidence Based Management*, which bridges scientific research into practical implications to inform professional's decision making (Rousseau, 2005). A significant contribution of this paper was thus the connection between scientific evidence and practical interventions. This paper translated recent research, and proposed evidence based practical interventions for leaders, employees, and organizations in order to foster self-compassion in organizations. Therefore, this paper not only reviewed current literature on self-compassion, it also provided specific and practical recommendations to guide organizational decision-makers and employees, in the course of implementing self-compassionate practices at work.

The theoretical implications of the research articles that compose this dissertation are large. Indeed, one of the main contributions was the identification of self-compassion as a positive determinant of innovation and well-being. This is a new and potentially optimal pathway for innovation promotion that does not compromise well-being. Research studying innovation and well-being concurrently is needed due to innovation's change-oriented nature. More specifically,

by challenging systems, roles, status and power in organizations, innovation can cause conflict and instability (Janssen, 2003) and, thereby, negatively affect well-being (González-Romá & Hernández, 2016).

The first article demonstrated a multi-level impact of self-compassion on innovation and well-being. It clarified the nomological network of self-compassion across multiple levels of analysis, shedding light on the bottom up effects of employees on group functioning. Theoretical propositions indicated that individuals have an impact on the broader environment (Bandura, 1986; Wood & Bandura, 1989), although prior research has overlooked if and how such bottom up effects occur. This research validated that by implementing individual self-compassion, and increasing social safeness, employees could have a positive impact group well-being and innovation.

Moreover, previous research has also disregarded antecedents and consequences of social affects in the workplace, and most of the studies have focused on positive and negative affect as predictors of positive outcomes (Amabile, Barsade, Mueller, & Staw, 2005; Carr, Schmidt, Ford, & DeShon, 2003; Isen, Daubman, & Nowicki, 1987; Li, Liu, Liu, & Wang, 2017; To, Fisher, Ashkanasy, & Rowe, 2012; Van Katwyk, Fox, Spector, & Kelloway, 2000). The research conducted in this paper was the first to propose that employee's feeling of safeness and warmth towards the social environment had a positive impact on constructive functioning at work, and this, at multiple levels. Thus, these findings indicated that the soothing system likely provided the opportunity and space for well-being and innovation to be generated (Gilbert, 2015; Gilbert et al., 2008; Kelly, Zuroff, Leybman, & Gilbert, 2012).

From a theoretical perspective, the results from this study supported and extended tripartite affect regulation theory (Gilbert, 1989, Gilbert, 2005; Gilbert, McEwan, Hay, Irons, & Cheung, 2007). The results suggested that harnessing the soothing drive could lead to better workplace

outcomes. These results provided new information about how this theoretical approach could be used to understand the benefits of self-compassion in settings other than clinical psychology or general/social psychology. Self-compassion could help individuals experience more fulfilling work relationships. Increasing social safeness could allow individuals to foster greater well-being and innovation both individually and within teams.

As such, from a practical standpoint, the present research also highlighted a new way through which organisations can ameliorate their proficiency whilst preserving moral standards (i.e., protecting individual and collective well-being) (Dutton, et al., 2014; Lilius, et al., 2011). Indeed, individuals that adopt self-compassionate practices were more likely to feel safer in their environment and were more likely to experience well-being and innovation at both the team and individual levels. These findings suggested that individuals and teams would be more innovative, supporting the need for organizations remain competitive with their competitors, whilst increasing their own and team well-being. As a consequence, the mutual enhancement of well-being and innovation foster employees' and teams' capacity to find meaning, enthusiasm, and pride in their work, thereby contributing to individual and collective growth, as well as to increased organizational functioning.

The literature review provided in the practical paper specified the benefits of self-compassion at work, and detected well-being and resilience to stress as two positive workplace outcomes of self-compassion (Kaurin, Schönfeld, & Wessa, 2018; Olson & Kemper, 2014; Olson, Kemper, & Mahan, 2015). As such, it offered specific recommendations to nurture the development of well-being and resilience in the workplace with self-compassion. These recommendations were relevant for managers and employees. They were practically oriented to be implemented directly in the workplace. For example, the paper recommended noticing self-talk

and applying skills such as affectionate breathing to help foster well-being (Neff & Germer, 2018). The paper also proposed using compassionate communication and asking meaningful questions to generate mindful reflection, problem solving, and creativity to thereby build resilience (Horton, 2017; Ramos Salazar, 2017).

The practical paper also identified precise elements that fostered self-compassion and increased positive outcomes in organizations. More specifically, individual contemplative practices nurtured self-compassion (Evans, Wyka, Blaha, & Allen, 2017). Studies showed that self-compassion can be learned (Gilbert & Proctor, 2006; Jazaieri et al., 2014; Shapiro, Brown, & Biegel, 2007), and taught through specific trainings like Mindful Self-Compassion (MSC; Neff & Germer, 2012), Compassionate Mind Training (CMT; Gilbert & Proctor, 2006), and Mindfulness Based Stress Reduction (Kabat-Zin, 2003). Empathetic leadership, as well as a combination of authentic and servant leadership styles were linked to increased self-compassion and compassion in organizations (Banker & Bhal, 2018; Horton, 2017). People listening style was specified as a key way to foster self-compassion (Ramos Salazar, 2017). Self-compassion was useful for individuals who experienced high levels of stress (Eby et al., 2017). Building self-awareness was found to be a predictor of benefiting from self-compassion (Ingstrup, Mosewich, & Holt, 2017). Finally, the slight distinction between men and women on self-compassion suggested that men were more likely to apply self-compassion with ease, but that women were more open to learning the resource. Women with minority status were also less likely to be self-compassionate (Yarnell et al., 2015). This suggests that self-compassion could potentially be fostered in different ways based on gender and minority status. In sum, individual and group contemplative practices, leadership style, listening style, exposure to stress, self-awareness, and gender were all important elements that fostered self-compassion in organizations.

Generally, this dissertation highlights that individual self-compassion is associated with positive organizational outcomes on multiple levels. By clarifying the mechanism of self-compassion in the workplace, this dissertation responded to the research call which demanded the identification of tools to help employees experience a healthier workplace. Additionally, this dissertation reported recent research findings that outline the benefits of self-compassion, and proposed evidence-based recommendations for the implementation of self-compassion at work. It specified practical recommendations for managers and employees, thereby providing a valuable solution to the issues of workplace well-being, all the while offering evidence-based tools to help foster its growth in workplaces. In essence, this dissertation bridges the gap between science and practice moving research from “papers” to real-life organizational settings.

This dissertation proposed future directions of research on self-compassion at work. First, further experimental research on self-compassion is necessary (Sinclair et al., 2017). Indeed, as the results of the empirical work presented in this dissertation were correlational in nature. Although the first paper adopted a time lagged design, the results cannot imply causality. Likewise, most of the results from the articles outlined in the second paper were also correlational. Accordingly, additional longitudinal and experimental studies are crucial to draw causal conclusions. Although multilevel studies with a lower number of groups (i.e., 20-30) can provide accurate results (Paccagnella, 2011), specifically if aggregation indices are acceptable (Bliese, 2000), future research replicating the research of the first article in larger samples could be beneficial to enhance the generalizability of the empirical results and draw more accurate conclusions about the nature of the impact of self-compassion.

Second, in their meta-narrative review on self-compassion and healthcare provider well-being, and compassionate care provision, Sinclair and colleagues (2017) identified certain issues

in self-compassion literature on healthcare workers that can inform future research. They reported that many of the studies were based on student healthcare provider populations, and that the research conducted thus far was correlational. Moreover, they questioned self-compassion's construct validity and mechanism of change. They suggested that the construct validity of self-compassion is unclear. They challenged the definition of self-compassion as it includes the negative facets (over-identification, self-judgement, and isolation) of the three main elements of self-compassion (self-kindness, common humanity, and mindfulness) which are in their nature, uncompassionate. In addition, Sinclair and colleagues (2017) disputed that the definition does not specifically outline the compassionate element of action towards alleviation of suffering of others. They also argued that self-compassion, as it is currently defined, is more in line with the concept of self-awareness. They suggested that the structural issues in the construct could explain the limitations in the research on self-compassion. Therefore, future research should address Sinclair and colleague's concerns from a theoretical and empirical perspective. Moreover, studies could include different levels of employees and different levels of experience when researching the impact of self-compassion. Future research on self-compassion at work could also take into consideration the variable of self-awareness and clarify its relationship with self-compassion.

Third, other constructs may exert a mediating effect on the relationship between self-compassion, innovation and well-being at multiple levels. For example, preliminary research on self-compassion, secure attachment, and healthy relationships indicates that attachment plays an important role on romantic relationships (Neff & Beretvas, 2013). Research could further explore if attachment mediates the impact of self-compassion on individual and group functioning in organizations.

Fourth, self-compassion has been identified as a protective factor for well-being, and as a buffer against academic stress (Kyeong, 2013; Hope, Koestner, & Milyavskaya, 2014). Given self-compassion's link to psychological health, it would be interesting to examine how it could help employees effectively cope with stressful job demands. Clarifying its moderating role as a resource when adapting to demanding job events could be beneficial for individuals, groups, and organizations. With the rise of the requests for innovation, studying self-compassion to increase functioning at work is an opportunity to pioneer new and positive resources to face today's organizational demands. Adopting a self-compassionate attitude could be an antidote to alleviate the financial and moral costs of organizational practices by increasing well-being and resilience.

Fifth, most of the research on self-compassion focused on positive outcomes of self-compassion. However, the dark side of self-compassion, or the negative impact of self-compassion, could be further studied. For example, it is possible that in the workplace, the self-compassionate person might become self-serving, and this might ultimately lead to violation of rules (i.e., less compliance with one's duties, unjustified absence, etc.) that benefit him/her at the expense of others, thus increasing the risk of interpersonal conflicts with coworkers. Exploring the dark side of self-compassion would help clarify the whole spectrum of its consequences in the workplace.

Sixth, due to the restrained number of studies on self-compassion in organizations, specific interventions designed to increase self-compassion are not yet identified. Many of the studies on self-compassion at work are based on the individual level. Thus, self-compassion has yet to be explored as an organizational construct, and thereby organizational determinants and consequences of self-compassion have yet to be considered. Moreover, it would be interesting to examine, in future studies, if the benefits of self-compassion are the same across individuals and

work situations by studying the moderating factors that shape the effects of self-compassion on workplace outcomes. Finally, future studies on organizational self-compassion and cross-cultural variations is needed. Ghobadi, Ghorbani, and Pourhosein (2018), reported that self-compassion was not as helpful for individuals of an Iranian and Persian culture, which suggested that there might be existing cross-cultural variations and unknown effects of self-compassion implementation. Thus, more specified research could lead to adapted and increased recommendations for individual, group, and organizational growth.

In conclusion, despite the youth of the field of self-compassion in organizations, this dissertation highlights self-compassion's capacity to promote positive workplace outcomes. Through the integration of mindfulness, self-kindness, and the understanding that humans are connected through their shared experiences, individuals can decrease their stress, and increase their resilience, well-being, and innovative performance at work. These outcomes are beneficial not only for individuals themselves, but also for their groups, and, ultimately the organization. Therefore, this dissertation unravels, for the first time, self-compassion as a crucial personal resource leading to both personal and collective benefits in the workplace. As such, the present work contributed to recent findings by clarifying the multilevel mechanism of self-compassion in organizations and proposing evidence-based management strategies to help foster self-compassion in organizations. As research on compassion in organizations continues to develop, the importance of recognizing suffering through kind actions becomes evident. The power of compassion in organizations proposes a new paradigm that can have lasting effects on the functioning of organizations, and essentially, on humanity.

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Appendix A

Proof of Submission and Editorial Norms of the Journals

Appendix A

Proof of Submission: Article 1

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Canadian Journal of Administrative Sciences
Submission Confirmation

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Canadian Journal of Administrative Sciences CJAS-OBHRM-19-0053

Self-compassion at Work: A Key for Enhancing Well-Being and Innovation Across Levels

Lefebvre, Jade-Isis
Montani, Francesco
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21-Mar-2019

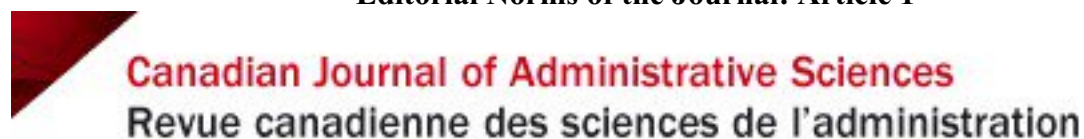
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Appendix A

Editorial Norms of the Journal: Article 1

*Author Guidelines*

Manuscript Submission The Canadian Journal of Administrative Sciences operates an online submission and peer review system that allows authors to submit articles online and track their progress via a web interface. Please read the remainder of these instructions and then visit <http://mc.manuscriptcentral.com/cjas1> in order to navigate the *Canadian Journal of Administrative Sciences* online submission site. **IMPORTANT:** Please check whether you already have an account in the system before trying to create a new one. If you have reviewed or authored for the journal in the past year using this system it is likely that you will have an account.

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Manuscript Style The manuscript must follow the American Psychological Association (APA) format Using 12-point type Times New Roman. It is necessary to double-line space your manuscript, reference list, and abstract. Tables must be on separate pages after the reference list, and not be incorporated into the main text. Figures should be uploaded as separate figure files.

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Paper in a journal: Brown, J., & Smith, K. (1998). Managers and their staff. *Journal of Office Workers*, 20(3), 99–105.

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Article or chapter in a book: Ocho, J.O., Gould, W.T., Smith, F.K., Brown, P.L., & Jones, R.H. (1993). Internal migration, urbanization and population distribution. In K.A. Foote, K.H. Hill, & L.G. Martin (Eds.), *Demographic change in sub-Saharan* (pp. 255–296). Washington DC National Academy Press.

Website: Federal Consumer Information Center. Retrieved September 23, 2000, from <http://www.pueblo.gsa.gov/>

Specific Document on a Website: Federal Trade Commission. (2001, September 13). Consumer awareness at gasoline pumps urged [News Release]. Retrieved September 28, 2001, from <http://www.ftc.gov/opa/2001/09/fyi0146.htm>

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Appendix A

Proof of submission: Article 2

Francesco Montani 

SUBMISSION OF A MANUSCRIPT FOR EVALUATION

To: Marilyn.Byrd-1@ou.edu, Cc: Jade-Isis Lefebvre, François Courcy

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February 19, 2019

Editor-in-Chief

Advances in Developing Human Resources

Dear Dr. Byrd:

My co-authors, Jade-Isis Lefebvre, François Courcy, and I are pleased to submit a manuscript entitled "Self-compassion at work: A practically-oriented review" for consideration at *Advances in Developing Human Resources*.

This paper presents a practically-oriented review of the literature of the antecedents and consequences of self-compassion at work. Precisely, we highlight the benefits of self-compassion for well-being and resilience at work, and identify contemplative practices and trainings, leadership and listening styles, personal factors, and gender as enablers of self-compassion. This paper is amongst the first to report a practically useful state-of-science of self-compassion in the workplace and to provide new evidence-based information on the practices that organizations can implement to foster self-compassion among employees and managers.

This manuscript has not been previously submitted to a journal editor nor is it currently under review at another journal. This study complied with APA Ethical Principles of Psychologists and Code of Conduct (2002).

We look forward to receiving the feedback of ADHR's reviewers on this manuscript.

Warm regards,

Francesco Montani, Ph.D.

Assistant Professor, Organizational Behavior and HRM

International University of Monaco

2 Avenue Albert II

98000 Monaco

Phone number +377 97 98 69 86 / Direct Line +377 97 98 39 89

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Appendix A

Editorial Norms of the Journal: Article 2**Advances in Developing Human Resources**

Advances in Developing Human Resources (ADHR) is a quarterly journal whose single Issues explore and examine discrete topics. Its unique features include:

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Each Issue of *ADHR* focuses on a significant problem or timely Issue related to the development of human resources in organizations and the larger society in which HRD functions. Issue Editors and article authors need to speak clearly and confidently about the theory, research, and best practices in a voice that can be understood by the greatest number of readers.

While *ADHR* does not always report new research, what is reported must be grounded in and consistent with the best and latest research.

Organization of the Special Issue. It is preferred that special Issues of *ADHR* be structured around problems, but this is not a requirement. Innovation in the content and organization of the monograph is encouraged. Short pullouts or sidebar stories or illustrations are also encouraged to break up the text and reading.

- **Review Criteria.** The Editorial Board for *Advances in Developing Human Resources* uses a two-tier double blind review process. The first tier is a double blind review of special Issue proposals by the editorial board. A majority of the reviewers must recommend acceptance with the final decision being made by the Editor-in-Chief. Recommendations for improvement are provided for accepted proposals. The review criteria are both scholarly and market sensitive. The criteria include:
 1. Relevance to the HRD profession*
 2. Potential for advancing theory of HRD*
 3. Potential for advancing the practice of HRD*
- **Proposal Requirements.** Proposals for special Issues of *ADHR* should minimally include the following elements:
 1. Introduction (the overarching problem or question and an overview of the relevant research and competitive publications)
 2. Purpose of the Issue (concluding with direct statements in response to the review criteria—see above*)
 3. Table of contents (including authors)

4. Article descriptions (300-400-word description of the purpose, content, and key features of each article. Be sure to make the link, in each article, to the overall purpose of the proposed Issue, the above review criteria*, and HRD very explicit)
 5. Editor and author bios (with full contact information for all contributors). Please do not include this information with each article description. Instead, include it as an appendix in the proposal document.
 6. Anticipated submission date of all manuscripts
 7. All cited and key references listed in APA format (6th edition)
 8. A thorough Issue Proposal typically runs between 10-15 pages in total length (not including Issue editor and author bios)
- Manuscript Submission Requirements. The complete set of manuscripts for the Issue should conform to the following criteria (see past Issues as examples):
 1. Approximately 145 double-spaced manuscript pages or 45,000-50,000 words.
 2. Adherence to the American Psychological Association style requirements (6th Edition).
 3. Table of contents for the complete Issue.
 4. Preface can be by the Issue editor, a team of authors, or a guest author.
 5. Individual authors (including Issue editor) can appear on no more than two articles, including the Editorial (Preface).
 6. Abstract for each article (not to exceed 150 words).
 7. Four or five “Keywords” that describe each article.
 8. Author bios of 60-75 words included at end of each article.
 9. Separate list of author names, titles, addresses, and complete contact information (phone, fax, and e-mail)
 - Manuscript Preparation. Manuscripts should be prepared using the *APA Style Guide* (Sixth Edition). All pages must be typed, double-spaced (including references, footnotes, and endnotes). Text must be in 12-point Times Roman. Block quotes may be single-spaced. Must include margins of 1 inch on all the four sides and number all pages sequentially.

The manuscript should include four major sections (in this order): Title Page, Abstract, Main Body, and References.

Sections in a manuscript may include the following (in this order): (1) Title page, (2) Abstract, (3) Keywords, (4) Text, (5) Notes, (6) References, (7) Tables, (8) Figures, and (9) Appendices.

1. **Title page.** Please include the following:

- Full article title
- Acknowledgments and credits
- Each author’s complete name and institutional affiliation(s)
- Grant numbers and/or funding information
- Corresponding author (name, address, phone/fax, e-mail)

2. **Abstract.** Print the abstract (150 to 250 words) on a separate page headed by the full article title. Omit author(s)’s names.

3. **Text.** Begin article text on a new page headed by the full article title.

a. Headings and subheadings. Subheadings should indicate the organization of the content of the manuscript. Generally, three heading levels are sufficient to organize text. Level 1 heading should be Centered, Boldface, Upper & Lowercase, Level 2 heading should be Flush Left, Boldface, Upper & Lowercase, Level 3 heading should be Indented, boldface, lowercase paragraph heading that ends with a period, Level 4 heading should be Indented, boldface, italicized, lowercase paragraph heading that ends with a period, and Level 5 heading should be Indented, italicized, lowercase paragraph heading that ends with a period.

b. Citations. For each text citation there must be a corresponding citation in the reference list and for each reference list citation there must be a corresponding text citation. Each corresponding citation must have identical spelling and year. Each text citation must include at least two pieces of information, author(s) and year of publication. Following are some examples of text citations:

(i) *Unknown Author*: To cite work that do not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Eg. The findings are based on the study was done of students learning to format research papers ("Using XXX," 2001)

(ii) *Authors with the Same Last Name*: use first initials with the last names to prevent confusion. Eg.(L. Hughes, 2001; P. Hughes, 1998)

(iii) *Two or More Works by the Same Author in the Same Year*: For two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. The lower-case letters should follow the year in the in-text citation. Eg. Research by Freud (1981a) illustrated that...

(iv) *Personal Communication*: For letters, e-mails, interviews, and other person-to-person communication, citation should include the communicator's name, the fact that it was personal communication, and the date of the communication. Do not include personal communication in the reference list. Eg.(E. Clark, personal communication, January 4, 2009).

(v) *Unknown Author and Unknown Date*: For citations with no author or date, use the title in the signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date"). Eg. The study conducted by of students and research division discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

5. **Notes.** If explanatory notes are required for your manuscript, insert a number formatted in superscript following almost any punctuation mark. Footnote numbers should not follow dashes (—), and if they appear in a sentence in parentheses, the footnote number should be inserted within the parentheses. The Footnotes should be added at the bottom of the page after the references. The word "Footnotes" should be centered at the top of the page.

6. **References.** Basic rules for the reference list:

- The reference list should be arranged in alphabetical order according to the authors' last names.

- If there is more than one work by the same author, order them according to their publication date – oldest to newest (therefore a 2008 publication would appear before a 2009 publication).
- When listing multiple authors of a source use “&” instead of “and”.
- Capitalize only the first word of the title and of the subtitle, if there are one, and any proper names – i. e. only those words that are normally capitalized.
- Italicize the title of the book, the title of the journal/serial and the title of the web document.
- Manuscripts submitted to XXX [journal acronym] should strictly follow the XXX manual (xth edition) [style manual title with ed].
- Every citation in text must have the detailed reference in the Reference section.
- Every reference listed in the Reference section must be cited in text.
- Do not use “et al.” in the Reference list at the end; names of all authors of a publication should be listed there.

Here are a few examples of commonly found references. For more examples please check *APA*(6th Ed).

• **Books:**

Book with place of publication--Airey, D. (2010). Logo design love: A guide to creating iconic brand identities. Berkeley, CA: New Riders.

Book with editors & edition-- Collins, C., & Jackson, S. (Eds.). (2007). Sport in Aotearoa/New Zealand society. South Melbourne, Australia: Thomson.

Book with author & publisher are the same-- MidCentral District Health Board. (2008). District annual plan 2008/09. Palmerston North, New Zealand: Author.

Chapter in an edited book--Dear, J., & Underwood, M. (2007). What is the role of exercise in the prevention of back pain? In D. MacAuley & T. Best (Eds.), Evidence-based sports medicine (2nd ed., pp. 257-280). Malden, MA: Blackwell.

• **Periodicals:**

Journal article with more than one author (print)--Gabbett, T., Jenkins, D., & Abernethy, B. (2010). Physical collisions and injury during professional rugby league skills training. *Journal of Science and Medicine in Sport*, 13(6), 578-583.

Journal article – 8 or more authors-- Crooks, C., Ameratunga, R., Brewerton, M., Torok, M., Buetow, S., Brothers, S., ... Jorgensen, P. (2010). Adverse reactions to food in New Zealand children aged 0-5 years. *New Zealand Medical Journal*, 123(1327). Retrieved from <http://www.nzma.org.nz/journal/123-1327/4469/>

• **Internet Sources:**

Internet – no author, no date--Pet therapy. (n.d.). Retrieved from http://www.holisticonline.com/stress/stress_pet-therapy.htm

Internet – Organisation / Corporate author-- SPCA New Zealand. (2011). Your dog may be dying from the heat [Press release]. Retrieved from

<http://www.rnzspca.org.nz/news/press-releases/360-your-dog-may-be-dying-...>

- **Examples of various types of information sources:**

Act (statute / legislation)--Copyright Act 1994. (2011, October 7). Retrieved from <http://www.legislation.govt.nz>

Blog post-- Liz and Ellory. (2011, January 19). The day of dread(s) [Web log post]. Retrieved from <http://www.travelblog.org/Oceania/Australia/Victoria/Melbourne/St-Kilda/...>

Brochure / pamphlet (no author)--Ageing well: How to be the best you can be [Brochure]. (2009). Wellington, New Zealand: Ministry of Health.

Conference Paper--Williams, J., & Seary, K. (2010). Bridging the divide: Scaffolding the learning experiences of the mature age student. In J. Terrell (Ed.), Making the links: Learning, teaching and high quality student outcomes. Proceedings of the 9th Conference of the New Zealand Association of Bridging Educators (pp. 104-116). Wellington, New Zealand.

DVD / Video / Motion Picture (including Clickview&Youtube)--Gardiner, A., Curtis, C., & Michael, E. (Producers), & Waititi, T. (Director). (2010). Boy: Welcome to my interesting world [DVD]. New Zealand: Transmission.

Magazine--Ng, A. (2011, October-December). Brush with history. *Habitus*, 13, 83-87.

Newspaper article (no author)--Little blue penguins homeward bound. (2011, November 23). *Manawatu Standard*, p. 5

Podcast (audio or video)--Rozaieski, B. (2011). Logan cabinet shoppe: Episode 37: Entertainment center molding [Video podcast]. Retrieved from <http://blip.tv/xxx>

Software (including apps--UBM Medica.(2010). iMIMS (Version1.2.0) [Mobile application software]. Retrieved from <http://itunes.apple.com>

Television programme--Flanagan, A., & Philipson, A. (Series producers & directors).(2011). 24 hours in A & E [Television series]. Belfast, Ireland: Channel 4.

Thesis (print)--Smith, T. L. (2008). Change, choice and difference: The case of RN to BN degree programmes for registered nurses (Master's thesis). Victoria University of Wellington, Wellington, New Zealand.

Thesis (online)--Mann, D. L. (2010). Vision and expertise for interceptive actions in sport (Doctoral dissertation, The University of New South Wales, Sydney, Australia). Retrieved from <http://handle.unsw.edu.au/1959.4/44704>

Non- English reference book, title translated in English

Real Academia Espanola. (2001). *Diccionario de la lengua espanola* [Dictionary of the Spanish Language] (22nded.). Madrid, Spain: Author

IMPORTANT NOTE: To encourage a faster production process of your article, you are requested to closely adhere to the points above for references. Otherwise, it will entail a long process of solving copyeditor's queries and may directly affect the publication time of your article. In case of any question, please contact the journal editor.

7. **Tables.** They should be structured properly. Each table must have a clear and concise title. When appropriate, use the title to explain an abbreviation parenthetically. Eg. *Comparison of Median Income of Adopted Children (AC) v. Foster Children (FC)*. Headings should be clear and brief.

8. **Figures.** They should be numbered consecutively in the order in which they appear in the text and must include figure captions. Figures will appear in the published article in the order in which they are numbered initially. The figure resolution should be 300dpi at the time of submission.

IMPORTANT: PERMISSION - The author(s) are responsible for securing permission to reproduce all copyrighted figures or materials before they are published in (journal acronym). A copy of the written permission must be included with the manuscript submission.

9. **Appendices.** They should be lettered to distinguish from numbered tables and figures. Include a descriptive title for each appendix (e.g., "Appendix A. Variable Names and Definitions"). Cross-check text for accuracy against appendices.

- **IMPORTANT NOTE:** To encourage a faster production process of your article, you are requested to closely adhere to the points above for references. Otherwise, it will entail a long process of solving copyeditor's queries and may directly affect the publication time of your article. In case of any question, please contact the journal editor.
- **Manuscript Review and Editing.** The full set of manuscripts is then sent out for a double blind review to three or more reviewers. This is the second double blind review in the two-tier process. Each article is judged on the following:
 1. Potential for advancement of HRD theory.
 2. Potential for advancement of HRD practice.
 3. Completeness of the ideas.
 4. Quality of the writing.
 5. Fit with the original purpose of the article and the special Issue.

Appendix B

Ethics Certificate

Appendix B

Ethics Certificate**Comité d'éthique de la recherche**

Lettres et sciences humaines Sherbrooke (Québec) J1K 2R1

Comité d'éthique de la recherche

Lettres et sciences humaines Sherbrooke (Québec) J1K 2R1

PAR COURRIER ÉLECTRONIQUE Le 24 septembre 2015

Monsieur François Courcy
Professeur
Département de psychologie
Faculté des lettres et sciences humaines

N/Réf. 2015-68/Courcy/

Objet : Évaluation de votre projet de recherche par le Comité d'éthique de la recherche

Monsieur,

Le Comité d'éthique de la recherche Lettres et sciences humaines a tenu, le 17 septembre dernier, sa réunion mensuelle. Votre projet de recherche intitulé « **Concilier innovation et bien-être dans les organisations : la voie des objectifs compatissants** » était à l'ordre du jour.

À la lumière des informations fournies et à la suite de l'examen des documents soumis, un certificat éthique vous est remis. Cependant, quelques clarifications ou modifications vous sont demandées concernant le formulaire de consentement. Vous les trouverez jointes en annexe à la présente. Afin de compléter votre dossier, nous vous prions de bien vouloir répondre à nos questions en les retranscrivant et en surlignant le texte modifié dans vos documents, s'il y a lieu.

En terminant, je vous rappelle qu'il est de votre responsabilité d'informer le comité de toutes modifications qui pourraient être apportées à votre projet.

Le comité vous remercie d'avoir soumis votre demande d'approbation à son attention et vous souhaite le plus grand succès dans la réalisation de cette recherche et vous prie d'accepter ses salutations distinguées.

Olivier Laverdière
Président du comité d'éthique de la recherche Lettres et sciences humaines

p. j. Modifications demandées Certificat éthique

c. c. Christine Hudon, doyenne, Faculté des lettres et sciences humaines OL/cc

Olivier Laverdière

Président du comité d'éthique de la recherche Lettres et sciences humaines

Formulaire de consentement

Le comité vous demande d'indiquer l'université de rattachement de madame Véronique Dagenais- Desmarais.

Réponse :

Le comité vous demande de supprimer le paragraphe suivant : « Les données du projet de recherche pourront être publiées dans des revues scientifiques ou partagées avec d'autres personnes lors de discussions scientifiques. Aucune publication ou communication scientifique ne renfermera d'information permettant de vous identifier » dans la rubrique « Confidentialité, partage, surveillance et publications » puisque ces informations apparaissent déjà dans la rubrique

« Résultats de recherche »

Réponse :



Comité d'éthique de la recherche
Lettres et sciences humaines
Sherbrooke (Québec) J1K 2R1

CERTIFICAT D'ÉTHIQUE

Titre du projet : Concilier innovation et bien-être dans les organisations : la voie des objectifs compatissants

Projet subventionné Projet non subventionné Projet de maîtrise ou de doctorat

Nom de l'étudiante ou de l'étudiant :

Nom de la directrice ou du directeur :

Nom du ou de la responsable : François Courcy

DÉCISION :

Favorable <input checked="" type="checkbox"/>	Unanime <input checked="" type="checkbox"/>	Majoritaire <input type="checkbox"/>
Défavorable <input type="checkbox"/>	Unanime <input type="checkbox"/>	Majoritaire <input type="checkbox"/>

DÉCISION DIFFÉRÉE :

SUIVI ÉTHIQUE :

6 mois 1 an

ou

sous la responsabilité de la directrice ou du directeur du projet

COMMENTAIRES :

Olivier Laverdière
Président du comité d'éthique de la recherche
Lettres et sciences humaines

Date : 24 septembre 2015

Date : 24 septembre 2015

**Formulaire de consentement
Amendement et réponses aux questions ou demandes de modification**

1. Le comité vous demande d'indiquer l'université de rattachement de madame Véronique Dagenais-Desmarais.

Réponse : L'Université de rattachement de la professeure Véronique Dagenais-Desmarais est l'Université de Montréal. Cette affiliation a été indiquée sur le formulaire de consentement. Vous trouverez cette modification surlignée en jaune dans la nouvelle version du formulaire de consentement joint à la réponse au Comité.

2. Le comité vous demande de supprimer le paragraphe suivant : « Les données du projet de recherche pourront être publiées dans des revues scientifiques ou partagées avec d'autres personnes lors de discussions scientifiques. Aucune publication ou communication scientifique renfermera d'information permettant de vous identifier » dans la rubrique « Confidentialité, partage, surveillance et publications » puisque ces informations apparaissent déjà dans la rubrique « Résultats de recherche »

Réponse : Tel que demandé, ce paragraphe a été supprimé de la rubrique « Confidentialité, partage, surveillance et publications ». Vous pourrez constater ce retrait dans la nouvelle version du formulaire de consentement joint avec la réponse au Comité.

Appendix C

First Contact, Invitation, Reminder, and Thank You Emails

Appendix C

First Contact Email for Participation in the Study (English)

Dear Madam/Sir,

The research group on innovation and compassion in organizations from the Department of Psychology of Université de Sherbrooke (GRICO) wishes to conduct a research project with your organization.

The aim of this research project is to examine individual and organizational resources that may help employees cope with difficulties in the workplace (e.g., stressors) in order to promote innovation and well-being.

The project entails the administration of two online surveys of multiple-choice questions. There is a period of three months between the first and the second survey. The first survey can be completed in 20 minutes, while the second can be completed in 15. The anonymity of the participants will always be preserved, as no identifying information will be collected. In addition, the name of your organization will not be shared.

The results of this research will be shared with [Company Name] through a detailed report providing recommendations regarding managerial practices implemented to stimulate innovation and well-being in the work environment, even when faced with difficulties at work.

The research team will be always available to answer your questions and concerns throughout the research project, as well as after its conclusion.

Thank you in advance for your time and consideration,

Yours sincerely,

Jade-Isis Lefebvre, M.A. Counselling Psychology
Doctoral Candidate, Clinical Psychology
Université de Sherbrooke
Jade-Isis.Lefebvre@usherbrooke.ca
(514) 915-XXXX

Appendix C

First Contact Email for Participation in the Study (French)

Madame, Monsieur,

Le groupe de recherche sur l'innovation et la compassion en organisation du Département de Psychologie de l'Université de Sherbrooke souhaite évaluer la possibilité de conduire un projet de recherche auprès de votre entreprise [NOM DE L'ENTREPRISE].

Le but spécifique de ce projet de recherche est d'examiner les ressources de membres, des supérieurs et de l'organisation qui peuvent aider les employés à faire face aux difficultés au travail (ex., facteurs de stress) et favoriser, de cette façon, leur potentiel d'innovation de même que leur bien-être.

Sur un plan plus pratique, le projet de recherche prévoit l'administration de deux sondages anonymes en deux temps, avec un délai de trois mois entre la première et la deuxième passation. Spécifiquement, les employés seraient invités à compléter deux sondages (en ligne) contenant des questions à choix multiples. Ces questions visent à recueillir les perceptions individuelles des employés par rapport à certaines ressources individuelles et organisationnelles, et à leurs comportements d'innovation au travail. Ensuite, la section finale du questionnaire vise à recueillir quelques informations démographiques (p. ex., âge, genre, niveau de scolarité, ancienneté organisationnelle, etc.). La durée du sondage est d'approximativement 20 minutes au premier temps, et 15 minutes au deuxième temps. L'anonymat des participants sera toujours conservé, car aucune information permettant d'identifier les répondants n'aura été recueillie.

Les résultats issus de cette recherche, regroupant plusieurs entreprises, seront ensuite transmis à [NOM DE L'ENTREPRISE] à travers un rapport détaillé. Ce rapport fournira des indications précises concernant les pratiques managériales qui peuvent être mises en place pour soutenir la capacité des employés de s'ajuster efficacement aux difficultés au travail et alimenter, conséquemment, leur innovation et favoriser leur bien-être au travail. L'équipe de recherche sera toujours disponible pour répondre à vos questions et préoccupations et ce durant toute la durée de la recherche de même qu'après sa conclusion.

Dans l'attente des suites réservées à cette demande et dans l'espoir d'échanger plus amplement avec vous, veuillez agréer, Madame, Monsieur, l'expression de mes salutations distinguées.

Jade-Isis Lefebvre, M.A. Counselling Psychology
Doctoral Candidate, Clinical Psychology
Université de Sherbrooke
Jade-Isis.Lefebvre@usherbrooke.ca
(514) 915-XXXX

Appendix C

Invitation to Participate in the Study Email Time 1 (English)

Dear Madam/Sir,

In an environment where we perform daily to overcome challenges and innovate constantly, it may be meaningful to take a moment for reflection.

In collaboration with the Department of Psychology of the Université de Sherbrooke, [Company name] invites its staff to take part in a scientific study to explore issues related to compassion and innovation at work. Voluntary participation in this study requires that you answer a confidential, online, questionnaire (time 15-20 minutes). You will be asked to respond on your work experience, as well as on innovation, compassion, and well-being. Three months after the first assessment phase you will receive a second questionnaire (duration 10 to 15 minutes). Your participation in these two phases of the project would be immensely appreciated.

In completing this invitation, you are helping to inform [Company name] of the conditions that are conducive to innovation and well-being. All your answers will remain confidential. In order to draw an accurate picture of the workplace, your information will be compiled amongst all of the participants recruited by the research team. The research team will then provide the results of this collective work in a comprehensive and accessible report. This report will be accompanied by recommendations for the promotion of innovation and well-being based on your experience in the work environment.

To directly access the questionnaire, please click on the following link:

ENGLISH VERSION:

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=d84ee7c2-afab-473a-b0ec-60bcc91c8d0b&lang=EN>

FRENCH VERSION:

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=3c74dcd2-2753-4fb4-84c3-4f136ff8218f&lang=FR>

Sincerely,

Jade-Isis Lefebvre, M.A. Counselling Psychology
Doctoral Candidate, Clinical Psychology
Université de Sherbrooke
Jade-Isis.Lefebvre@usherbrooke.ca
(514) 915-XXXX

Appendix C

Invitation to Participate in the Study Email Time 1 (French)

Dans un environnement où chaque jour nous devons donner le meilleur de nous-même, faire face à de nombreux défis et innover sans cesse, il peut être bon de prendre un moment de recul.

En collaboration avec le département de psychologie de l'Université de Sherbrooke, [NOM DE L'ENTREPRISE] invite l'ensemble de son personnel à prendre part à une étude scientifique permettant de faire le point sur les enjeux liés à la compassion et l'innovation au travail. La participation volontaire à cette étude demande de répondre à un questionnaire de nature confidentielle (durée de 15 à 20 minutes). Vous serez amenés à vous prononcer sur des enjeux propres à votre expérience de travail, tels que l'innovation, la compassion, le stress et votre bien-être, et à offrir votre opinion sur plusieurs aspects importants de votre environnement professionnel, tels que le climat et les relations au sein de votre équipe. Vous recevrez un second questionnaire trois mois après cette première étape d'évaluation (durée 10 à 15 minutes). Votre participation à ces deux phases du projet serait très appréciée.

En répondant « *présent!* » à cette invitation, vous contribuez à informer l'ensemble de la communauté [NOM DE L'ENTREPRISE] des conditions favorisant l'expression de votre potentiel d'innovation et votre bien-être. Toutes vos réponses demeureront confidentielles. Vos informations seront compilées avec celles de tous les participants par l'équipe de recherche de l'Université de Sherbrooke afin de tracer un portrait précis de l'expérience de travail de tous. Dans un rapport complet et accessible, l'équipe de chercheurs vous présentera ensuite les résultats de cette réflexion collective. Ce rapport s'accompagnera de recommandations visant à optimiser votre expérience de travail, tout en favorisant un équilibre optimal entre l'innovation et le bien-être.

Pour accéder directement au questionnaire, veuillez cliquer sur le lien suivant :

VERSION FRANÇAISE :

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=3c74dcd2-2753-4fb4-84c3-4f136ff8218f&lang=FR>

VERSION ANGLAISE :

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=d84ee7c2-afab-473a-b0ec-60bcc91c8d0b&lang=EN>

[SIGNATURE]

Appendix C

Reminder to Participate in the Study Email Time 1 (English)

Reminder - reminder - reminder - reminder - reminder - reminder

The Université de Sherbrooke research team is taking this opportunity to remind the staff of [Company name] about their research project on compassion, innovation, and employee well-being in the workplace. A short 20 minute questionnaire is available online. This questionnaire is still available for the next week. Your participation in this research project is a unique opportunity to contribute to the advancement of knowledge on compassion and innovation at work, and we hope that you may share your views on your current reality through the completion of our questionnaire.

We remind you that your answers will remain strictly confidential and that you will be sent a second questionnaire three months, after this first assessment phase is completed. The second questionnaire will take you 10 to 15 minutes to complete.

Your participation in these two phases of the project will help to inform the [Company name] community of conditions that are conducive for innovation and workplace well-being.

ENGLISH VERSION:

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=d84ee7c2-afab-473a-b0ec-60bcc91c8d0b&lang=EN>

FRENCH VERSION:

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=3c74dcd2-2753-4fb4-84c3-4f136ff8218f&lang=FR>

Please click on the link to accept this invitation.

[SIGNATURE]

Appendix C

Reminder to Participate in the Study Email Time 1 (French)

Rappel – Rappel – Rappel - Rappel - Rappel - Rappel

L'équipe de recherche de l'Université de Sherbrooke saisit cette opportunité pour faire un rappel auprès du personnel [NOM DE L'ENTREPRISE]. Dans le cadre de l'étude portant sur la compassion et les enjeux de l'innovation en milieu de travail et le bien-être des employés, nous vous rappelons qu'un court questionnaire d'une durée d'une vingtaine de minutes est disponible en ligne. Ce questionnaire vous est encore accessible pour la prochaine semaine. Votre participation à cette recherche est une occasion unique de contribuer à l'avancement de l'état des connaissances sur la compassion et l'innovation au travail et de nous partager votre point de vue sur la réalité de votre milieu de travail.

Nous vous rappelons que vos réponses demeureront strictement confidentielles et, une fois compilées, un second questionnaire trois mois après cette première étape d'évaluation vous sera envoyé (durée 10 à 15 minutes).

Votre participation à ces deux phases du projet permettra d'informer l'ensemble de la communauté [NOM DE L'ENTREPRISE] des conditions favorisant l'expression de votre potentiel d'innovation et de votre bien-être au travail.

VERSION FRANÇAISE :

<http://questionnaire.simplesondage.com/Engine/Default.aspx?s=d34b82ae-2cc4-4d4b-a4db-062af987f6b2&lang=FR>

VERSION ANGLAISE :

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?s=d7ac55fa-48af-42cf-83e9-4ef4bf075eff&lang=EN>

Merci de répondre « *présent!* » à cette invitation.

Présent !

[SIGNATURE]

Appendix C

Thank You Email Time 1 (English)

The first questionnaire is now completed. Thank you for your time!

Thanks to the partnership between [Company Name] and the Université de Sherbrooke research time, the first online questionnaire on issues related to innovation at work is now completed. We would like to thank you for your time and your precious collaboration.

The second online questionnaire on compassion, innovation, and work well-being, will be sent to you in three months, [DATE]. We will again seek your participation in order to complete the final phase of this study.

Once the research will be compiled, [Company Name] will receive a report describing the conditions conducive to the expression of your innovation potential and to your well-being. To highlight the commitment of your team, [Company Name] will receive a certificate stating that you are part of a community that endeavors for *the commitment to compassion and innovation*.

Thank you in advance for your participation in *the second phase of the study in 3 months*.

[SIGNATURE]

Appendix C

Thank You Email Time 1 (French)

Questionnaire 1 complété

MERCI !

Donnant suite au partenariat entre **NOM D'ENTREPRISE** et l'Université de Sherbrooke, le premier questionnaire en ligne permettant de faire le point sur les enjeux liés à l'innovation au travail est désormais complété. Nous tenons à vous remercier chaleureusement pour votre temps et votre précieuse collaboration.

Le deuxième questionnaire en ligne, portant sur la compassion, l'innovation et le bien-être au travail, vous sera transmis dans environ trois mois, soit vers **DATE DANS 3 MOIS**. Nous solliciterons alors à nouveau votre participation afin de compléter cette étude.

Au terme de ces deux questionnaires, l'ensemble de la communauté **NOM D'ENTREPRISE** recevra un rapport décrivant les conditions favorisant l'expression de votre potentiel d'innovation et votre bien-être, issues de votre réflexion collective. De plus, une attestation de votre engagement envers l'innovation sera également remise à votre organisation par notre équipe afin de marquer votre implication envers l'innovation et le bien-être au travail.

Merci de répondre « *présent!* » à ce second questionnaire dans 3 mois.

[SIGNATURE]

Appendix C

Recruitment of Participation Email for Time 2 (English)

Final reminder!

Three months ago, you generously agreed to participate in a research project on innovation and well-being at work. In order to successfully complete this research project, we are seeking your participation for the completion of the final questionnaire.

In collaboration with [Company Name], we invite you to complete a second questionnaire (duration of 10-15 minutes). In multiple-choice format, you will be asked to comment issues specific to your work experience, such as innovation, compassion, and well-being. You will also be asked to provide your opinion on several important aspects of your business environment, such as work environment and relationships within your team. We remind you that this study remains strictly confidential.

Participating in this questionnaire entails that you contribute to the information required for the analysis of conditions promoting innovation behaviours and well-being. Upon the completion of the study, the research team will prepare a report portraying the current status as well as recommendations for the optimization of your work experience.

French VERSION:

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=57b8561e-6943-44fe-8e4d-c112cc590895&lang=FR>

English VERSION:

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=ebd28116-87ba-4567-8471-b2ff601c1b56&lang=EN>

Thanks for contributing to the advancement of knowledge on compassion and innovation!

Sincerely,
Jade-Isis Lefebvre

Appendix C

Recruitment of Participation Email for Time 2 (French)

Dernier rappel !

Il y a maintenant trois mois, vous avez généreusement accepté de prendre part à un projet de recherche portant sur l'innovation et le bien-être au travail. Afin de compléter avec succès ce projet de recherche, nous sollicitons votre participation afin de compléter le second volet de cette étude.

En partenariat avec **NOM ENTREPRISE**, nous vous invitons à répondre à un deuxième questionnaire (durée de 10 - 15 minutes). Comme pour le premier volet, vous serez amenés à vous prononcer sur des enjeux propres à votre expérience de travail, tel que l'innovation, le stress et votre bien-être, et à offrir votre opinion sur plusieurs aspects importants de votre environnement professionnel, tels que le climat et les relations au sein de votre équipe. Le tout demeure strictement confidentiel.

En répondant « *toujours présent !* » à cette invitation, vous complèterez les dernières informations requises à l'analyse des conditions favorisant l'expression de votre potentiel d'innovation. Suivant la réception de vos réponses, l'équipe de chercheurs s'attèlera à préparer un rapport dressant un portrait de votre environnement de travail et des recommandations visant à optimiser votre expérience de travail.

Pour souligner l'engagement de votre équipe, **NOM ENTREPRISE** recevra un certificat attestant que vous faites partie d'une entreprise « *engagée envers l'innovation* ».

VERSION FRANÇAISE :

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=57b8561e-6943-44fe-8e4d-c112cc590895&lang=FR>

VERSION ANGLAISE :

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=ebd28116-87ba-4567-8471-b2ff601c1b56&lang=EN>

Merci de contribuer à l'avancement des connaissances sur l'innovation !

[SIGNATURE]

Appendix C

Reminder to Participate in the Study Email Time 2 (English)**Reminder - reminder - reminder - reminder - reminder - reminder**

The Université de Sherbrooke research team is taking this opportunity to remind the staff of [Company name] about their research project on compassion and innovation in workplace. There is a short 10-15 minute questionnaire that is available online. This strictly anonymous questionnaire will still be available for the next week. This invitation represents a unique opportunity to contribute to the advancement of the state of knowledge on innovation at work, and we hope that you may share your views on your current reality.

Your participation in these two phases of the project will help to inform the [Company name] community of conditions that are conducive for innovation and workplace well-being.

Please answer *yes!* to this final invitation.

French VERSION:

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=57b8561e-6943-44fe-8e4d-c112cc590895&lang=FR>

English VERSION:

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=ebd28116-87ba-4567-8471-b2ff601c1b56&lang=EN>

Sincerely,
Jade-Isis Lefebvre

Appendix C

Reminder to Participate in the Study Email Time 2 (French)**Rappel – Rappel – Rappel – Rappel – Rappel – Rappel**

L'équipe de recherche de l'Université de Sherbrooke saisit cette opportunité pour faire un rappel auprès du personnel de **NOM entreprise**. Dans le cadre de l'étude portant sur la compassion, les enjeux de l'innovation en milieu de travail et le bien-être des employés, nous vous rappelons qu'un court questionnaire d'une durée de dix à quinze minutes vous attend toujours en ligne. Ce questionnaire, strictement anonyme, sera encore disponible pour la prochaine semaine. Cette invitation représente une occasion unique de contribuer à l'avancement de l'état des connaissances sur l'innovation au travail et de nous partager votre point de vue sur la réalité de votre milieu de travail.

Votre participation à cette seconde phase du projet permettra d'informer l'ensemble de la communauté de **NOM ENTREPRISE** des conditions favorisant l'expression de vos comportements d'innovation et de votre bien-être au travail.

Merci de répondre « *toujours present!* » à cette dernière invitation.

Présent ! :

VERSION FRANÇAISE :

<http://questionnaire.simplesondage.com/Engine/Default.aspx?surveyID=57b8561e-6943-44fe-8e4d-c112cc590895&lang=FR>

VERSION ANGLAISE :

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=ebd28116-87ba-4567-8471-b2ff601c1b56&lang=EN>

[SIGNATURE]

Appendix C

Final Thank You Email (English)**ALL QUESTIONNAIRES ARE NOW COMPLETED****Thank you!!**

Thanks to the collaboration and the active participation of the [COMPANY NAME] community, the research project on compassion and innovation at work has been an undeniable success. Your cooperation was instrumental in this success, and the Université de Sherbrooke Department of Psychology wishes to express their gratitude.

If you would like, you can receive a report describing the conditions conducive to the expression of your innovation potential and your well-being, in order to optimize your work experience.

Thank you for your contribution to the advancement of knowledge on compassion and innovation!

You are officially part of the companies committed to compassion and innovation.

[SIGNATURE]

Appendix C

Final Thank You Email (French)**QUESTIONNAIRES COMPLÉTÉS****MERCI !!**

Grâce à la collaboration et la participation active de la communauté **NOM D'ENTREPRISE**, l'étude scientifique permettant de faire le point sur les enjeux liés à la compassion et à l'innovation au travail a connu un vif succès. Votre collaboration est pour beaucoup dans cette réussite, et le département de psychologie de l'Université de Sherbrooke tient aujourd'hui à vous témoigner toute sa reconnaissance.

L'ensemble de la communauté **NOM D'ENTREPRISE** recevra un rapport décrivant les conditions favorisant l'expression de votre potentiel d'innovation et votre bien-être. Plusieurs pistes visant à optimiser votre expérience de travail, tout en favorisant un équilibre optimal entre innovation et bien-être y seront abordés et pourront faire l'objet de réflexions.

Merci d'avoir contribué à l'avancement des connaissances sur l'innovation!

Vous faites officiellement partie des entreprises « engagées envers l'innovation ».

[SIGNATURE]

Appendix D

Consent Form

Appendix D

Consent Form

Le formulaire d'information et de consentement sera inscrit sur le site de simplesondage, avant l'accès au questionnaire. Pour accéder au questionnaire le participant devra cocher l'énoncé à la fin du formulaire. :

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT

Vous êtes invité(e) à participer à un projet de recherche. Le présent document vous renseigne sur les modalités de ce projet de recherche. S'il y a des mots ou des paragraphes que vous ne comprenez pas, n'hésitez pas à poser des questions. Pour participer à ce projet de recherche, vous devrez cocher la case de consentement à la fin de ce document.

Titre du projet

Concilier innovation et bien-être dans les organisations: La voie des objectifs compatissants

Personnes responsables du projet

La direction de la recherche est assurée par François Courcy, professeur au Département de psychologie de l'Université de Sherbrooke et Francesco Montani, professeur à Montpellier Business School. Par ailleurs, Mme Jade-Isis Lefebvre, doctorante en psychologie clinique, M. Frédéric Pinard, doctorant en psychologie organisationnelle et Mme Karel-Ann St-Martin, doctorante en psychologie organisationnelle participent également à ce projet de recherche et sont supervisés par les deux professeurs. Mme. Véronique Dagenais-Desmarais, professeure à l'Université de Montréal, sera également chercheuse collaboratrice dans cette étude.

Pour toute information supplémentaire ou tout problème relié au projet de recherche, vous pouvez rejoindre les responsables aux coordonnées suivantes :

Francesco Montani : Tél. : +33 4 67 10 26 92 p.66530
 Courriel : f.montani@montpellier-bs.com
 François Courcy : Tél. : (819) 821-8000 p.62230
 Courriel : francois.courcy@usherbrooke.ca

Objectifs du projet

L'objectif de ce projet est d'évaluer les bénéfices des objectifs de compassion pour promouvoir un équilibre optimal entre l'innovation et le bien-être dans les organisations.

Initiales du participant : _____

Page 01 sur 05

Raison et nature de la participation

En tant que travailleur au sein d'une même organisation depuis au moins six mois, il vous est proposé de participer à cette recherche.

Votre participation sera requise pour deux passations de questionnaire, d'environ une vingtaine de minutes chacune. Ces passations sont prévues vers le début décembre 2015 et, ensuite, trois mois plus tard. Vous aurez à répondre à un questionnaire en ligne sur les comportements innovants, le bien-être, les relations au travail, la perception de votre rôle et la compassion.

Droit de retrait sans préjudice de la participation

Il est entendu que votre participation à ce projet de recherche est tout à fait volontaire et que vous restez libre, à tout moment, de mettre fin à votre participation sans avoir à motiver votre décision ni à subir de préjudice de quelque nature que ce soit. Pour ce faire, vous n'avez qu'à fermer la fenêtre de votre navigateur sans terminer le sondage. Les données entrées seront ainsi automatiquement effacées.

Tous les renseignements recueillis au cours du projet de recherche demeureront strictement confidentiels. Par ailleurs, l'anonymat des réponses est garanti par le fait qu'aucun nom ni aucun renseignement permettant d'identifier les participants ne sont sollicités.

La compagnie Simple Sondage, responsable de l'acheminement des données via internet, utilise les plus hauts niveaux de sécurité virtuelle et matérielle et n'a accès à aucun moment à celles-ci. Le détail des mesures de sécurité peut être consulté à l'adresse suivante, sous la rubrique *OutSideSoft*: <http://www.outsidesoft.com/Politique.html>

De plus, les données utilisées par les chercheurs, en plus d'être anonymes, seront protégées en tout temps. Les données en format électronique seront protégées par mot de passe et le support de stockage électronique sera conservé dans un classeur verrouillé sous clef. L'ensemble des données sera détruit après une période de cinq ans.

Résultats de recherche

Il est possible que les résultats ainsi que les données du projet de recherche soient publiés dans des revues scientifiques, partagés avec d'autres personnes lors de discussions scientifiques ou réutilisés pour effectuer d'autres recherches. Toutefois, aucune information, publication ou communication scientifique ne renfermera quoi que ce soit qui puisse permettre de vous identifier. Un bref rapport contenant des conclusions préliminaires et des recommandations sur les résultats globaux de cette étude vous sera également fourni sur demande.

Initiales du participant: _____

Page 02 sur 05

Avantages pouvant découler de la participation

Votre participation à ce projet de recherche ne vous apportera aucun avantage direct. Cependant, votre participation permettra aux professionnels de la psychologie et aux gestionnaires de mieux connaître les facteurs et les conditions permettant de favoriser la compassion, l'innovation et le bien-être au travail. À cela s'ajoute le fait qu'elle contribuera à l'avancement des connaissances entourant la compassion et l'innovation.

Inconvénients et risques pouvant découler de la participation

Votre participation à la recherche ne devrait pas comporter d'inconvénients significatifs, si ce n'est le fait de donner de votre temps.

Compensations financières

Aucune compensation financière ne vous sera remise suivant votre participation.

Référence professionnelle

En remplissant ce questionnaire, il pourrait arriver qu'une personne souhaite consulter un psychologue pour divers motifs. Si tel est votre cas, vous pouvez contacter la ligne de référence de l'Ordre des psychologues du Québec. Le numéro sans frais est le suivant : 1-800-363-2644.

Confidentialité, partage, surveillance et publications

Afin de préserver votre identité et la confidentialité des informations recueillies, vous ne serez identifié(e) que par un numéro de code que vous serez amenés à créer lors de votre participation. Le code que vous allez créer a pour seul objectif de permettre aux chercheurs de relier les deux questionnaires que vous avez remplis. Ce code sera par ailleurs détruit lorsque vos données seront regroupées. Les données ainsi colligées seront conservées pour une durée maximale de cinq ans suivant la fin de la seconde phase de cueillette de données. Au terme de cette période, les données seront effacées par suppression de tout appareil de stockage informatique.

Le chercheur principal de l'étude utilisera les données à des fins de recherche dans le but de répondre aux objectifs scientifiques du projet de recherche décrits dans ce formulaire d'information et de consentement.

À des fins de surveillance et de contrôle, votre dossier de recherche pourrait être consulté par une personne mandatée par le Comité d'éthique de la recherche Lettres et sciences humaines, ou par des organismes gouvernementaux mandatés par la loi. Toutes ces personnes et ces organismes adhèrent à une politique de confidentialité.

Initiales du participant : _____

Page 03 sur 05

Surveillance des aspects éthiques et identification du président du Comité d'éthique de la recherche Lettres et sciences humaines

Le Comité d'éthique de la recherche Lettres et sciences humaines a approuvé ce projet de recherche et en assure le suivi. De plus, il approuvera au préalable toute révision et toute modification apportée au formulaire d'information et de consentement, ainsi qu'au protocole de recherche.

Vous pouvez parler de tout problème éthique concernant les conditions dans lesquelles se déroule votre participation à ce projet avec la responsable du projet ou expliquer vos préoccupations à M. Olivier Laverdière, Président du Comité d'éthique de la recherche Lettres et sciences humaines, en communiquant par l'intermédiaire de son secrétariat au numéro suivant : 819-821-8000 poste 62644, ou au numéros sans frais de l'Université de Sherbrooke 1-800-267-8337 ou encore par courriel à: cer_lsh@USherbrooke.ca.

Consentement libre et éclairé

Il vous sera demandé de confirmer votre consentement libre et éclairé à participer à ce projet de recherche en cochant le premier item du questionnaire sur internet.

Je, _____ déclare avoir lu et/ou compris le présent formulaire. Je comprends la nature et le motif de ma participation au projet. J'ai eu l'occasion de poser des questions auxquelles on a répondu, à ma satisfaction.

Par la présente, j'accepte librement de participer au projet.

Signature de la participante ou du participant : _____ Fait à _____, le _____ 201__.

Je déclare avoir lu et compris le formulaire de consentement associé à ce projet de recherche et j'en ai reçu un exemplaire attaché au courriel. Je comprends la nature et le motif de ma participation au projet.

Si vous êtes d'accord avec ces affirmations et voulez poursuivre, cocher la présente case

Initiales du participant : _____

Déclaration de responsabilité des chercheurs de l'étude

Je, François Courcy, déclare que les chercheurs collaborateurs ainsi que mon équipe de recherche sommes responsables du déroulement du présent projet de recherche. Nous nous engageons à respecter les obligations énoncées dans ce document et également à vous informer de tout élément qui serait susceptible de modifier la nature de votre consentement.

Signature du chercheur principal de l'étude: _____

Initiales du participant : _____

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Appendix E

Instructions for Answering Questionnaires

Appendix E

Instructions for Answering Questionnaire Time 1 (English)*Department of Psychology***QUESTIONNAIRE TIME 1**

The present survey is conducted on behalf of a scientific research project aimed at extending current knowledge of innovation process in the workplace.

There are no wrong or correct answers, but only PERSONAL ANSWERS.

Please, answer as spontaneously and sincerely as you can to all the questions that will be presented, and read carefully the instructions indicated. Your sincerity is very important to us.

It is extremely important to answer ATTENTIVELY, but also to proceed quickly.

At the end of the questionnaire, CHECK IF YOU HAVE ANSWERED TO ALL THE QUESTIONS: the completeness of the questionnaire is essential to the validity of this research project.

THE PRESENT QUESTIONNAIRE IS COMPLETELY ANONYMOUS

Research directors

François Courcy, Ph.D.
Full professor
Department of Psychology
University of Sherbrooke

Francesco Montani, Ph.D.
Assistant Professor
Montpellier Business School

Appendix E

Instructions for Answering Questionnaire Time 1 (French)*Département de Psychologie***QUESTIONNAIRE TEMPS 1**

Cette recherche est effectuée au sein d'un projet scientifique visant à contribuer à l'évolution des connaissances sur l'innovation en milieu de travail.

Il n'y a pas de bonnes ou de mauvaises réponses, mais seulement des RÉPONSES PERSONNELLES.

Veillez répondre, en toute franchise, à toutes les questions qui se posent, en lisant attentivement les instructions à chaque fois. Votre sincérité est très importante pour nous.

Il est très important que vous répondiez AVEC ATTENTION, mais que vous ne vous attardiez pas trop longtemps sur les questions, en procédant rapidement.

À la fin du questionnaire, ASSUREZ-VOUS D'AVOIR RÉPONDU À TOUTES LES QUESTIONS : l'exhaustivité est une condition essentielle pour la validité de notre recherche

Dans ce questionnaire, le genre masculin est utilisé sous forme générique, dans le seul but de ne pas surcharger le texte.

CE QUESTIONNAIRE EST ABSOLUMENT ANONYME*Directeurs de recherche*

François Courcy, Ph.D.
Professeur titulaire
Département de Psychologie
Université de Sherbrooke

Francesco Montani, Ph.D.
Professeur assistant
Montpellier Business School

Appendix E

Instructions for Answering Questionnaire Time 2 (English)*Département de Psychologie***QUESTIONNAIRE TIME 2**

Thank you for participating in the second part of this scientific research aiming to extend the current knowledge of the innovation process at the workplace!

There are no wrong or correct answers, only PERSONAL ANSWERS.

Please, answer as spontaneously and sincerely as you can to all the questions that will be presented, and read carefully the instructions. Your sincerity is really appreciated.

It is extremely important to answer ATTENTIVELY, but also to proceed quickly.

At the end of the questionnaire, CHECK IF YOU HAVE ANSWERED TO ALL THE QUESTIONS: a completed questionnaire is essential to the validity of this research project.

THE PRESENT QUESTIONNAIRE IS COMPLETELY ANONYMOUS

Research directors

François Courcy, Ph.D.
Full professor
Department of Psychology
University of Sherbrooke

Francesco Montani, Ph.D.
Assistant Professor
Montpellier Business School

1. ATTENTION:

Before answering to the next questions, please enter your confidential code, which will allow us matching this questionnaire with the one you answered three months ago.

Please enter your own code by filling the spaces below:

* First three letters of your mother's first name

* First three letters of your mother's maiden name

* Last two numbers of your mobile phone

(Alternatively, last two numbers of your phone at home, if you do not have a mobile phone)

Appendix E

Instructions for Answering Questionnaire Time 2 (French)**QUESTIONNAIRE TEMPS 2**

Merci de participer à la deuxième partie de cette recherche scientifique visant à contribuer à l'avancement des connaissances sur l'innovation en milieu de travail !

Il n'y a pas de bonnes ou de mauvaises réponses, mais seulement des RÉPONSES PERSONNELLES.

Veillez répondre, en toute franchise, à toutes les questions posées, en lisant attentivement les instructions à chaque fois. Votre sincérité est très appréciée.

Il est très important que vous répondiez AVEC ATTENTION, mais que vous ne vous attardiez pas trop longtemps sur les questions. À cet effet, il est suggéré de répondre spontanément.

À la fin du questionnaire, ASSUREZ-VOUS D'AVOIR RÉPONDU À TOUTES LES QUESTIONS : l'exhaustivité est une condition essentielle pour la validité de notre recherche

Dans ce questionnaire, le genre masculin est utilisé sous forme générique, dans le seul but de ne pas surcharger le texte.

CE QUESTIONNAIRE EST ABSOLUMENT ANONYME

Directeurs de recherche

François Courcy, Ph.D.
Professeur titulaire
Département de Psychologie
Université de Sherbrooke

Francesco Montani, Ph.D.
Professeur assistant
Montpellier Business School

1. ATTENTION:

Avant de répondre aux prochaines questions, veuillez entrer votre code confidentiel, qui nous permettra d'apparier ce questionnaire à celui auquel vous avez répondu il y a trois mois.

Veuillez entrer le code en remplissant les espaces ci-dessous:

- * Trois premières lettres du prénom de votre mère |_| |_| |_|
 - * Trois premières lettres du nom de célibataire de votre mère |_| |_| |_|
 - * Deux derniers chiffres du numéro de votre cellulaire |_| |_|
- (Ou, si vous ne l'avez pas, deux derniers chiffres du numéro de téléphone de la maison)

Appendix F

Questionnaires

Appendix F

Questionnaire Time 1 (English)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>During the last three months, how often have you felt in your workplace...</i>	1	2	3	4	5
1 Enthusiastic					
2 Joyful					
3 Inspired					
4 Calm					
5 Relaxed					
6 At ease					
7 Safe					
8 Secure					
9 Content					
1 Warm					

1. Please indicate to what extent, during the last three months, you have experienced each of these feelings in the workplace.

2. Below you see a number of statements about work practices and behaviours. Please indicate how frequently each of these situations occurs in the organization in which you work.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	1	2	3	4	5
1 There is a lot of investments in new products in this organization					
2 Innovation and risk taking is one of the marked characteristics of this organization					
3 This organization frequently searches for new markets for existing products					
4 Assistance in developing new ideas is generally readily available					
5 People are frequently searching for new products and services or improvements for existing products and services					

	<i>Not at all</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Mostly</i>	<i>Totally</i>
3. In the past three months, in the workplace, how much did you want to or try to...	1	2	3	4	5
1. Be supportive of others					
2. Avoid saying anything hurtful					
3. Avoid doing anything that would harm the company					
4. Make a contribution					
5. Be constructive in your comments to others					
6. Avoid being selfish or self-centered					
7. Avoid doing things that are unhelpful to others					
8. Get people to respect you					
9. Avoid being taken advantage of by others					
10. Avoid showing your weaknesses					
11. Avoid doing anything that would hurt your status at the company					
12. Avoid being criticized by others					
13. Avoid appearing ignorant, incompetent, or unintelligent					

4. Please indicate how often, <u>over the past three months</u>, you enacted the following behaviours at work.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>At work, over the past three months, how often have you...</i>	1	2	3	4	5
1 Created new ideas for difficult issues					
2 Mobilized support for innovative ideas					
3 Transformed innovative ideas into useful applications					
4 Searched out new working methods, techniques, or instruments					
5 Acquired approval for innovative ideas					
6 Introduced innovative ideas into the work environment in a systematic way					
7 Generated original solutions for problems					
8 Made important organizational members enthusiastic for innovative ideas					
9 Evaluated the utility of innovative ideas					

5. Please read each statement carefully and indicate how often you behave in the stated manner in the workplace.

	<i>Almost never</i>	<i>Rarely</i>	<i>Sometim es</i>	<i>Often</i>	<i>Almost always</i>
<i>In the workplace...</i>	1	2	3	4	5
1. When I fail at something important to me I become consumed by feelings of inadequacy					
2. I try to be understanding and patient towards those aspects of my personality I don't like					
3. When something painful happens I try to take a balanced view of the situation					
4. When I'm feeling down, I tend to feel like most other people are probably happier than I am					
5. I try to see my failings as part of the human condition					
6. When I'm going through a very hard time, I give myself the caring and tenderness I need					
7. When something upsets me I try to keep my emotions in balance					
8. When I fail at something that's important to me, I tend to feel alone in my failure					
9. When I'm feeling down I tend to obsess and fixate on everything that's wrong					
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people					
11. I'm disapproving and judgmental about my own flaws and inadequacies					
12. I'm intolerant and impatient towards those aspects of my personality I don't like					

6. Below are eight statements with which you may agree or disagree. Using the scale below, indicate your agreement with each item by indicating that response for each statement.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
	1	2	3	4	5
1. In my work, I lead a purposeful and meaningful life					
2. In my work, my relationships are supportive and rewarding					
3. In my work, I am engaged and interested in my daily activities					
4. In my work, I actively contribute to the happiness and well-being of others					
5. In my work, I am competent and capable in the activities that are important to me					
6. In my work, I am a good person and live a good life					
7. In my work, I am optimistic about my future					
8. In my work, people respect me					

7. We are interested in how people experience pleasure, positive feelings and emotions in the workplace. Below are a series of statements about how you may feel in various situations at work. Please read each statement carefully and circle the number that best describes how you feel.

<i>In the workplace...</i>	<i>Almost never</i>	<i>Rarely</i>	<i>Sometim es</i>	<i>Often</i>	<i>Almost all the time</i>
	1	2	3	4	5
1. I feel content within my relationships					
2. I feel easily soothed by those around me					
3. I feel connected to others					
4. I feel part of something greater than myself					
5. I have a sense of being cared about					
6. I feel secure and wanted					
7. I feel a sense of belonging					
8. I feel accepted by people					
9. I feel understood by people					
10. I feel a sense of warmth in my relationships with people					
11. I find it easy to feel calmed by people close to me					

8. Please indicate <u>how confident</u> you feel in executing each of the following behaviours in the workplace.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
<i>In the workplace...</i>	1	2	3	4	5
1. I have confidence in my ability to develop creative ideas					
2. I am certain that I can produce innovative ideas					
3. I am certain that I can generate original solutions for problems					
4. I have confidence in my ability to mobilize support for innovative ideas					
5. I feel that I can make other organizational members enthusiastic for innovative ideas					
6. I have confidence in my ability to build a coalition of supporters for the implementation of an innovative idea					
7. I am confident that I can incorporate new ideas into daily routines					
8. I know that I have the ability to implement innovative ideas in my daily work					
9. I have confidence in my ability to implement innovative ideas					

9. Please read each statement carefully and indicate how often you behave in the stated manner in the workplace.

	<i>Almost never</i>	<i>Rarely</i>	<i>Sometim es</i>	<i>Often</i>	<i>Almost all the time</i>
<i>In the workplace...</i>	1	2	3	4	5
1. When I hear about someone going through a difficult time, I feel a great deal of compassion for him or her					
2. I tend to feel compassion for people					
3. One of the activities that provide me with the most meaning is helping others when they need help					
4. I would rather engage in actions that help others than engage in actions that would help me					
5. I often have tender feelings toward people when they seem to be in need					

10. The following section contains questions about your work context. For each question, please indicate the response that best corresponds to your opinion.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
	1	2	3	4	5
1. I am asked to do an excessive amount of work					
2. I have to do things that should be done differently					
3. I feel certain about how much authority I have					
4. My work demands a lot from me emotionally					
5. I have enough time to do my job					
6. I receive an assignment without the manpower to complete it					
7. I have clear, planned goals and objectives for my job					
8. In my work, I have to be able to convince or persuade people					
9. I receive conflicting requests from others					
10. I have to buck a rule or policy in order to carry out an assignment					
11. I know that I have divided my time properly					
12. I am confronted with things that affect me personally in my work					
13. My job involves extremely hard work					

14. I work with two or more groups who operate quite differently

15. I know what my responsibilities are

16. My work put me in emotionally upsetting situations

17. I am often interrupted or disturbed when I perform my tasks

18. I receive incompatible requests from two or more people

19. I know exactly what is expected of me

20. I do things that are apt to be accepted by one person and not accepted by others

21. I receive an assignment without adequate resources and materials to execute it

22. Explanation is clear of what has to be done

23. I work on unnecessary things

11. You are finally asked to give us some information that is necessary to our research.

1. Please estimate the extent to which, over the past three months, your ideas have been successfully implemented in the workplace. Provide estimation from 1% to 100%:

2. Please estimate the extent to which, over the past three months, you have successfully implemented your colleagues' or supervisors' ideas in the workplace. Provide estimation from 1% to 100%:

3. Age: _____

4. Gender:

- 1. Female
- Male

5. Education (highest degree):

- 1. Primary School degree
- Secondary School degree
- College degree
- . Undergraduate degree
- . Postgraduate degree
- Ph.D.

6. What is your role in your organization?

- 1. Technician
- Employee
- . Supervisor
- Manager

7. What is your occupational status?

- 0. Not applicable or unknown
- Farm laborers, menial service workers, students, housewives
- Unskilled workers

- . Machine operators and semi-skilled workers
- . Smaller business owners (<\$25,000), skilled manual laborers, craftsmen, tenant farmers
Clerical and sales workers, small farm and business owners (business valued at \$25,000-50,000)
- . Technicians, small business owners (business valued at \$50,000-70,000)
Smaller business owners, farm owners, managers
- . Administrators, proprietor of medium-sized business
Higher executive, proprietor of large businesses
- . Organizational professional
Autonomous worker

8. How many years have you been working in this organization? _____

9. How many years have you been doing your current job? _____

10. How many years have you been working with your immediate supervisor?

11. What is the main industry of your organization (please tick one)?

- | | |
|-------------------------------|------------------------------------|
| 1. Agriculture & Horticulture | 9. Public administration |
| 2. Manufacturing | 10. Community service |
| 3. Electricity & Gas | 11. Entertainment |
| 4. Construction | 12. Education |
| 5. Wholesale, Retail | 13. Health |
| 6. Transport & Storage | 14. Consulting & Research services |
| 7. Communication | 15. Computing & Technology |
| 8. Finance | 16. Others (please specify): _____ |

12. The average annual income for households in Canada nowadays is \$ 76,550. Considering all of the sources of income of members of your household, is your income:

1. Very much above the average
2. Above the average
3. A little above average

4. About average
5. A little below the average
6. Below the average
7. Very much below the average

13. What is the name of your organization?

.....

12. ATTENTION:

In order to adequately examine the development of innovation process in your organization, you will receive a second questionnaire in three months. Your future collaboration will thus be very important to us, and we hope that you will be available to reply to the second questionnaire.

To this end, we now ask you to enter a confidential code that we will use to match this questionnaire to the one that you will complete in three months.

Please create your own code by filling the spaces below:

* First three letters of your mother's first name

* First three letters of your mother's maiden name

* Last two numbers of your mobile phone

(Alternatively, last two numbers of your phone at home, if you do not have a mobile phone)

THE FIRST SURVEY IS FINISHED

THANK YOU SO MUCH FOR YOU COLLABORATION!

Appendix F

Questionnaire Time 1 (French)

1. Cette section décrit des émotions et des sentiments différents. Veuillez indiquer combien de fois vous avez éprouvé ces sensations au travail au cours des trois derniers mois.

		<i>Jamais</i>	<i>Rarement</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Toujours</i>
	<i>Au travail, au cours des trois derniers mois, combien de fois vous vous êtes senti...</i>	1	2	3	4	5
1.	Enthousiaste					
2.	Enjoué					
3.	Inspiré					
4.	Calme					
5.	Détendu					
6.	Confortable					
7.	Protégé					
8.	En sécurité					
9.	Contenté					
10.	Conforté					

2. Vous trouvez ci-dessous des affirmations concernant des pratiques et des comportements au travail. Veuillez indiquer à quelle fréquence chacune de ces situations se produit dans votre organisation.

	<i>Jamais</i>	<i>Rarement</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Toujours</i>
	1	2	3	4	5
1. Il y a beaucoup d'investissements dans de nouveaux produits dans cette organisation					
2. L'innovation et la prise de risques sont des caractéristiques particulièrement reconnues de cette organisation					
3. L'organisation cherche fréquemment de nouveaux marchés pour les produits existants					
4. En général, l'aide pour développer de nouvelles idées est facilement disponible					
5. Les membres de cette organisation cherchent souvent des nouveaux produits et services ou des améliorations aux produits et aux services existants					

	<i>Pas du tout</i>	<i>Un peu</i>	<i>Modérément</i>	<i>Fortement</i>	<i>Tout à fait</i>
3. En vous référant aux trois derniers mois, au travail, jusqu'à quel point avez-vous voulu ou avez-vous tenté de...	1	2	3	4	5
1. Être solidaire des autres					
2. Éviter de tenir des propos blessants					
3. Éviter de faire quoi que ce soit susceptible de nuire à l'organisation					
4. Apporter une contribution					
5. Être constructif dans vos commentaires aux autres					
6. Éviter d'être égoïste ou centré sur soi					
7. Éviter de faire quoi que ce soit qui apporte peu d'aide aux autres					
8. Gagner le respect des autres					
9. Éviter que les autres profitent de vous					
10. Éviter de montrer vos faiblesses					
11. Éviter de faire quoi que ce soit qui pourrait nuire à votre statut dans l'organisation					
12. Éviter d'être critiqué par les autres					
13. Éviter de paraître ignorant, incompetent ou peu intelligent					

4. Veuillez indiquer combien de fois, au cours des trois derniers mois, il vous est arrivé de mettre en place les comportements suivants au cours des activités de travail.

	<i>Jamais</i>	<i>Rarement</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Toujours</i>
	1	2	3	4	5
<i>Au travail, au cours des trois derniers mois, il m'est arrivé de...</i>					
1. Développer de nouvelles idées pour régler les difficultés rencontrées					
2. Mobiliser le support des autres pour des idées innovantes					
3. Transformer les idées innovantes en applications utiles					
4. Chercher de nouveaux outils, méthodes ou techniques de travail					
5. Obtenir l'approbation des autres pour des idées innovantes					
6. Introduire systématiquement des idées innovantes en milieu de travail					
7. Produire des solutions originales afin de résoudre des problèmes					
8. Rendre les membres importants de l'organisation enthousiastes au sujet des idées innovantes					
9. Évaluer l'utilité des idées innovantes					

5. Veuillez lire attentivement chacun des énoncés avant de répondre. Suite à chaque énoncé, veuillez indiquer à quelle fréquence vous vous comportez de la façon décrite au travail, en utilisant l'échelle suivante.

	<i>Presque jamais</i>	<i>Raremen t</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Presque toujours</i>
<i>Au travail...</i>	1	2	3	4	5
1. Lorsque j'échoue devant quelque chose d'important, je suis rongé(e) par un sentiment d'incompétence					
2. J'essaie d'être compréhensif(ve) et patient(e) vis-à-vis des aspects de ma personnalité que je n'aime pas					
3. Lorsqu'un événement douloureux survient, j'essaie d'envisager la situation de manière équilibrée					
4. Lorsque je suis déprimé(e), j'ai l'impression que la plupart des gens sont probablement plus heureux que moi					
5. Je me dis que mes échecs font partie de la condition humaine					
6. Lorsque je traverse une période très difficile, je m'accorde l'affection et la tendresse dont j'ai besoin					
7. Lorsque quelque chose me perturbe, j'essaie de relativiser mes émotions					
8. Lorsque j'échoue devant quelque chose d'important, j'ai tendance à me sentir seul(e) devant mon échec					
9. Lorsque je suis démoralisé(e), j'ai tendance à faire une obsession et une fixation sur tout ce qui ne va pas					
10. Lorsque je me sens incompétent(e), j'essaie de me rappeler que la plupart des gens partagent ce sentiment d'incompétence					

-
- 11** Je désapprouve et je juge mes propres défauts et mes imperfections
-
- 12** Je suis intolérant(e) et impatient(e) envers les aspects de ma personnalité que je n'aime pas
-

6. Vous trouverez ci-dessous huit affirmations avec lesquelles vous pouvez être plus ou moins en accord (ou en désaccord). A l'aide de l'échelle suivante, indiquez pour chacune des affirmations votre position (accord ou désaccord) en cochant la réponse qui exprime le mieux votre point de vue.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
<i>Au travail...</i>	1	2	3	4	5
1. Je mène une vie qui a un but et du sens					
2. Mes relations sociales me soutiennent et sont enrichissantes					
3. Je suis impliqué(e) et intéressé(e) par mes activités quotidiennes					
4. Je contribue activement au bonheur et au bien-être des autres					
5. Je suis compétent(e) et appliqué(e) dans les activités qui sont importantes pour moi					
6. Je suis quelqu'un de « bien » qui a une « bonne » vie					
7. Je suis optimiste quant à mon avenir					
8. Les gens me respectent					

7. Veuillez lire attentivement chacun des énoncés avant de répondre. À la suite de chaque énoncé, veuillez indiquer à quelle fréquence vous vous sentez de la façon décrite au travail, en utilisant l'échelle suivante.

	<i>Presque jamais</i>	<i>Raremen t</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Presque toujours</i>
<i>Au travail...</i>	1	2	3	4	5
1. Je me sens satisfait de mes relations					
2. Je me sens facilement apaisé par ceux qui m'entourent					
3. Je me sens lié aux autres					
4. J'ai l'impression de faire partie de quelque chose plus grand que moi					
5. J'ai le sentiment que les autres se soucient de moi					
6. Je me sens en sécurité et apprécié des autres					
7. Je ressens un sentiment d'appartenance					
8. Je me sens accepté des autres					
9. Je me sens compris des autres					
10. Je sens que mes relations avec les gens sont empreintes de chaleur					
11. Je me sens facilement calmé pas les gens proches de moi					

8. Veuillez indiquer jusqu'à quel point vous vous sentez confiant(e) dans votre capacité à mettre en place les comportements suivants au travail.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
<i>Au travail...</i>	1	2	3	4	5
1. J'ai confiance en ma capacité de développer des idées créatives					
2. J'ai la certitude de pouvoir développer des idées innovantes					
3. J'ai la certitude de pouvoir trouver des solutions originales aux problèmes					
4. J'ai confiance en ma capacité de mobiliser du soutien à l'égard d'idées innovantes					
5. J'ai le sentiment de pouvoir rendre d'autres membres de l'organisation enthousiastes à l'égard d'idées innovantes					
6. J'ai confiance en ma capacité de rallier une coalition de supporteurs pour la mise en œuvre d'une idée innovante					
7. J'ai confiance que je peux incorporer des idées nouvelles à mes routines de travail quotidiennes					
8. Je sais que j'ai la capacité de mettre en œuvre des idées innovantes dans mon travail quotidien					
9. J'ai confiance en ma capacité de mettre en œuvre des idées innovantes					

9. Veuillez lire attentivement chacun des énoncés avant de répondre. Suite à chaque énoncé, veuillez indiquer à quelle fréquence vous vous comportez de la façon décrite au travail, en utilisant l'échelle suivante.

	<i>Presque jamais</i>	<i>Raremen t</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Presque toujours</i>
<i>Au travail...</i>	1	2	3	4	5
1. Si j'apprends que quelqu'un traverse des moments difficiles, je ressens beaucoup de compassion pour lui (elle)					
2. J'ai tendance à éprouver de la compassion pour les gens					
3. Une des activités qui donne le plus de sens à ma vie est d'aider les autres					
4. Je m'engagerais davantage dans des actions qui aident les autres plutôt que dans des actions qui m'aident moi					
5. J'ai souvent des sentiments tendres envers les gens quand ils ont l'air d'avoir besoin d'aide.					

10. La section qui suit comporte des questions portant sur votre milieu de travail. Pour chacune des questions, indiquez simplement la réponse qui correspond le mieux à votre perception.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
	1	2	3	4	5
1.	On me demande de faire une quantité excessive de travail				
2.	Je dois faire des choses qui devraient être faites autrement				
3.	Je sais à quel point j'ai de l'autorité dans mon travail				
4.	Mon travail nécessite une forte implication émotionnelle de ma part				
5.	J'ai suffisamment de temps pour faire mon travail				
6.	On m'attribue une tâche sans la main-d'œuvre nécessaire pour la compléter				
7.	Mon emploi comporte des objectifs clairs et planifiés				
8.	Dans mon travail, je dois être capable de convaincre ou de persuader d'autres personnes				
9.	Je reçois des demandes contradictoires de la part des autres				
10.	Je dois aller à l'encontre des régies ou des politiques pour accomplir mes tâches				
11.	Je sais que j'ai bien reparté mon temps				
12.	Je suis confronté(e) à des choses qui me touchent personnellement dans mon travail				
13.	Mon travail exige de travailler très fort				

-
14. Je travaille avec deux ou plusieurs groupes de personnes qui fonctionnent assez différemment
-
15. Mes responsabilités sont clairement définies
-
16. Mon travail me confronte à des situations déstabilisantes sur le plan émotionnel
-
17. Je subis plusieurs interruptions et dérangements dans la réalisation de mes tâches
-
18. Je reçois des demandes incompatibles de deux ou plusieurs personnes
-
19. Je sais exactement ce qu'on attend de moi
-
20. Je fais des choses susceptibles d'être acceptées par les uns et non acceptées par les autres
-
21. On m'attribue une tâche sans les ressources et le matériel adéquats pour l'exécuter
-
22. Les explications de ce que je dois faire sont claires
-
23. Je dois travailler sur des choses peu importantes
-

11. Veuillez nous donner des informations nécessaires à notre recherche.

1. Estimez, en pourcentage (de 1 à 100 %), la proportion de vos idées qui ont été mises en pratique avec succès sur votre lieu de travail au cours des trois derniers mois :

2. Estimez, en pourcentage (de 1 à 100 %), la proportion d'idées de vos collègues et de vos superviseurs que vous avez mis en pratique avec succès au cours des trois derniers mois :

3. Âge:.....

4. Sexe:

- 1. Féminin
- Masculin

5. Éducation (Plus haut niveau d'études atteint):

- 1. Diplôme d'études primaires
- Diplôme d'études secondaires
- Diplômes d'études collégiales
- . Baccalauréat
- . Maîtrise
- Doctorat

6. Quelle est votre position dans votre organisation?

- 1. Technicien
- Employé
- . Superviseur/ cadre
- Gestionnaire

7. Quel est votre statut professionnel?

- 0. Ne s'applique pas, inconnu
- Travailleur agricole, petits travaux, étudiant, femme au foyer
- Travailleur non spécialisé
- . Opérateurs de machinerie, travailleur semi qualifié

- . Propriétaire d'une petite entreprise (valeur de moins de 25 000 \$), travailleur qualifié, artisan, agriculteur locataire
 - Travail clérical et ventes, petites fermes et propriétaire d'entreprise (valeur de 25 000 à 50 000 \$)
- . Technicians, semi-professionals, small business owners (business valued at \$50,000-70,000)
 - Propriétaires de petites entreprises, propriétaires fermiers, gestionnaires
- . Administrateurs, propriétaire de moyenne entreprise
 - Haut gestionnaire, propriétaire d'une grande entreprise
- . Professionnel d'entreprise
 - Travailleur autonome

8. Depuis combien d'années travaillez-vous dans votre organisation?

9. Depuis combien d'années faites-vous le travail que vous effectuez actuellement?

10. Depuis combien d'années travaillez-vous avec votre superviseur immédiat actuel?

11. Indiquez le secteur d'activité principal de votre organisation (cochez une case seulement) :

- | | |
|--------------------------------|--|
| 1. Agriculture ou horticulture | 9. Administration publique |
| 2. Manufacture | 10. Service communautaire |
| 3. Électricité et gaz | 11. Divertissement |
| 4. Construction | 12. Education |
| 5. Vente en gros et au détail | 13. Santé |
| 6. Transport ou entreposage | 14. Services de consultation et de recherche |
| 7. Communication | 15. Informatique et technologie |
| 8. Finance | 16. Autre (précisez): _____ |

12. Le revenu annuel moyen d'un ménage canadien est de 76 550 \$. En tenant en compte de toutes les sources de revenu de votre ménage, votre revenu est-il:

1. Beaucoup plus élevé que la moyenne

2. Plus élevé que la moyenne
3. Un peu plus élevé que la moyenne
4. Près de la moyenne
5. Un peu moins élevé que la moyenne
6. Moins élevé que la moyenne
7. Beaucoup moins élevé que la moyenne

13. Quel est le nom de l'organisation dans laquelle vous travaillez?

.....

12. ATTENTION:

Pour examiner adéquatement le déroulement des processus d'innovation dans votre organisation, il est prévu d'effectuer un deuxième questionnaire dans quatre mois. Conséquemment, votre collaboration future sera très importante pour nous, et nous espérons que vous serez disponibles à répondre au deuxième questionnaire.

À cet effet, nous vous demandons maintenant d'entrer un code confidentiel que nous utiliserons pour apparier ce questionnaire à celui auquel vous répondrez dans quatre mois.

Veillez créer le code en remplissant les espaces ci-dessous:

- * Premières trois lettres du prénom de votre mère
- * Premières trois lettres du nom de célibataire de votre mère
- * Dernières deux chiffres du numéro de votre cellulaire
(Ou, si vous ne l'avez pas, dernières deux chiffres du numéro de téléphone de la maison)

LE QUESTIONNAIRE EST TERMINÉ

MERCI DE VOTRE PRÉCIEUSE COLLABORATION !

Appendix F

Questionnaire Time 2 (English)

2. Below are eight statements with which you may agree or disagree. Using the scale below, indicate

Totally *Slightly* *Somewh* *Mostly* *Totally*
disagree *agree* *at agree* *agree* *agree*

1 **2** **3** **4** **5**

1. In my work, I lead a purposeful and meaningful life

2. In my work, my relationships are supportive and rewarding

3. In my work, I am engaged and interested in my daily activities

4. In my work, I actively contribute to the happiness and well-being of others

5. In my work, I am competent and capable in the activities that are important to me

6. In my work, I am a good person and live a good life

7. In my work, I am optimistic about my future

8. In my work, people respect me

your agreement with each item by indicating that response for each statement.

3. With regards to the last three months, please evaluate the quality of the relationship with between your work colleagues and you.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
<i>In my organization...</i>	1	2	3	4	5
1. My colleagues are willing to help finish work that was assigned to me					
2. My colleagues understand my problems and needs well					
3. I often ask my colleagues to help out					
4. I let my colleagues know when they have done something that makes my job easier					
5. I am willing to help finish work that had been assigned to others					
6. My colleagues usually let me know when I do something that makes their jobs easier					
7. I often volunteer my efforts to help others on my team					
8. I am flexible about switching job responsibilities to make things easier for other team members					
9. I often make suggestions about better work methods to other team members					
10. My colleagues recognize my potential					

4. Please indicate how often, over the past three months, you enacted the following behaviours in at work.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>At work, over the past three months, how often have you...</i>	1	2	3	4	5
1. Created new ideas for difficult issues					
2. Mobilized support for innovative ideas					
3. Transformed innovative ideas into useful applications					
4. Searched out new working methods, techniques, or instruments					
5. Acquired approval for innovative ideas					
6. Introduced innovative ideas into the work environment in a systematic way					
7. Generated original solutions for problems					
8. Made important organizational members enthusiastic for innovative ideas					
9. Evaluated the utility of innovative ideas					

5. With regards to the last three months, please evaluate the quality of the relationship with between your immediate supervisor and you.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
	1	2	3	4	5
1. My supervisor and I have a two-way exchange relationship					
2. I do not have to specify the exact conditions to know my supervisor will return a favor					
3. If I do something for my supervisor, he or she will eventually repay me					
4. I have a balance of inputs and outputs with my supervisor					
5. My efforts are reciprocated by my supervisor					
6. My relationship with my supervisor is composed of comparable exchanges of giving and taking					
7. When I give effort at work, my supervisor will return it					
8. Voluntary actions on my part will be returned in some way by my supervisor					

6. In relation to your organization, please indicate the extent to which you agree or disagree with each statement.

	<i>Totally disagree</i>	<i>Slightly agree</i>	<i>Somewh at agree</i>	<i>Mostly agree</i>	<i>Totally agree</i>
	1	2	3	4	5
1. There is good team spirit in this organization					
2. In this organization, employees often implement new ideas to improve the quality of our products and services					
3. There is a lot of positive energy in this organization					
4. This organization gives little consideration to new and alternative methods and procedures for doing their work (reverse coded)					
5. The morale in this organization is high					
6. In this organization, employees often produce new services, methods, or procedures					
7. In this organization, employees go about their work with enthusiasm					
8. This is an innovative organization					
9. Employees take pride in this organization					

7. We are interested in how people experience pleasure, positive feelings and emotions in the workplace. Below are a series of statements about how you may feel in various situations at work. Please read each statement carefully and circle the number that best describes how you feel.

<i>In the workplace...</i>	<i>Almost never</i>	<i>Rarely</i>	<i>Sometim es</i>	<i>Often</i>	<i>Almost all the time</i>
<i>In the workplace...</i>	1	2	3	4	5
1. I feel content within my relationships					
2. I feel easily soothed by those around me					
3. I feel connected to others					
4. I feel part of something greater than myself					
5. I have a sense of being cared about					
6. I feel secure and wanted					
7. I feel a sense of belonging					
8. I feel accepted by people					
9. I feel understood by people					
10. I feel a sense of warmth in my relationships with people					
11. I find it easy to feel calmed by people close to me					

8. Please indicate how often, during the last three months, you have experienced each of these feelings in the workplace.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
<i>During the last three months, how often have you felt in your workplace...</i>	1	2	3	4	5
1. Enthusiastic					
2. Joyful					
3. Inspired					
4. Calm					
5. Relaxed					
6. At ease					
7. Safe					
8. Secure					
9. Content					
10. Warm					

9. You are finally asked to give us some information that is necessary to our research.

1. Please estimate the extent to which, over the past three months, your ideas have been successfully implemented in the workplace. Provide estimation from 1% to 100%:

2. Please estimate the extent to which, over the past three months, you have successfully implemented your colleagues' or supervisors' ideas in the workplace. Provide estimation from 1% to 100%:

3. What is the name of your organization?

.....

THE SECOND SURVEY IS FINISHED

THANK YOU SO MUCH FOR YOU COLLABORATION!

Appendix F

Questionnaire Time 2 (French)

2. Vous trouverez ci-dessous huit affirmations avec lesquelles vous pouvez être plus ou moins en accord (ou en désaccord). A l'aide de l'échelle suivante, indiquez pour chacune des affirmations votre

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
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<i>Au travail...</i>	1	2	3	4	5
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1. Je mène une vie qui a un but et du sens

2. Mes relations sociales me soutiennent et sont enrichissantes

3. Je suis impliqué(e) et intéressé(e) par mes activités quotidiennes

4. Je contribue activement au bonheur et au bien-être des autres

5. Je suis compétent(e) et appliqué(e) dans les activités qui sont importantes pour moi

6. Je suis quelqu'un de « bien » qui a une « bonne » vie

7. Je suis optimiste quant à mon avenir

8. Les gens me respectent

position (accord ou désaccord) en cochant la réponse qui exprime le mieux votre point de vue.

3. En vous référant aux trois derniers mois, évaluez la qualité du rapport de travail qui existe entre vos collègues de travail et vous.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
<i>Dans mon organisation...</i>	1	2	3	4	5
1. Mes collègues m'aident à accomplir le travail que l'on me donne					
2. Mes collègues comprennent mes problèmes					
3. Je demande souvent de l'aide à mes collègues					
4. Lorsque mes collègues influencent positivement mon travail, je le leur fais savoir					
5. J'aide mes collègues à accomplir le travail qu'on leur donne					
6. Lorsque j'influence positivement le travail de mes collègues, ils me le font savoir					
7. De moi-même, j'aide souvent mes collègues s'ils en ont besoin					
8. Je suis très flexible pour échanger certaines activités avec mes collègues					
9. Il m'arrive souvent de suggérer de meilleures méthodes de travail aux autres collègues					
10. Mes collègues reconnaissent mes talents et mon potentiel					

4. Veuillez indiquer combien de fois, au cours des trois derniers mois, il vous est arrivé de mettre en place les comportements suivants au cours des activités de travail.

	<i>Jamais</i>	<i>Rarement</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Toujours</i>
<i>Au travail, au cours des trois derniers mois, il m'est arrivé de...</i>	1	2	3	4	5
1. Développer de nouvelles idées pour régler les difficultés rencontrées					
2. Mobiliser le support des autres pour des idées innovantes					
3. Transformer les idées innovantes en applications utiles					
4. Chercher de nouveaux outils, méthodes ou techniques de travail					
5. Obtenir l'approbation des autres pour des idées innovantes					
6. Introduire systématiquement des idées innovantes en milieu de travail					
7. Produire des solutions originales afin de résoudre des problèmes					
8. Rendre les membres importants de l'organisation enthousiastes au sujet des idées innovantes					
9. Évaluer l'utilité des idées innovantes					

5. En vous référant aux trois derniers mois, évaluez la qualité du rapport de travail qui existe entre votre superviseur immédiat et vous.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
	1	2	3	4	5
1. Mon superviseur et moi avons une relation d'échange réciproque					
2. Je n'ai pas besoin de spécifier les conditions exactes pour savoir que mon superviseur me rendra une faveur					
3. Si je fais quelque chose pour mon superviseur, il me le rendra par la suite.					
4. J'ai une relation d'échange « donnant-donnant » avec mon superviseur					
5. Mes efforts me sont rendus par mon superviseur					
6. La relation avec mon superviseur se compose d'échanges où l'on donne autant que l'on reçoit					
7. Lorsque je fournis un effort au travail, mon superviseur me le rendra bien.					
8. Les actions volontaires de ma part me seront rendues d'une manière ou d'une autre par mon superviseur					

6. En vous référant à votre organisation, veuillez indiquer votre degré d'accord avec les énoncés suivants.

	<i>Pas d'accord</i>	<i>Un peu d'accord</i>	<i>Assez d'accord</i>	<i>Très d'accord</i>	<i>Tout à fait d'accord</i>
	1	2	3	4	5
1. Il y a un bon esprit d'équipe dans l'organisation					
2. Dans cette organisation, les employés mettent souvent en place de nouvelles idées pour améliorer la qualité de nos produits et des services					
3. Il y a beaucoup d'énergie positive dans cette organisation					
4. Cette organisation accorde peu d'importance à des méthodes et procédures de travail nouvelles ou différentes					
5. Le moral est bon dans cette organisation					
6. Dans cette organisation, les employés créent souvent de nouveaux services, méthodes ou procédures					
7. Dans cette organisation, les employés font leur travail avec enthousiasme					
8. C'est une organisation innovante					
9. Les employés sont fiers de cette organisation					

7. Veuillez lire attentivement chacun des énoncés avant de répondre. À la suite de chaque énoncé, veuillez indiquer à quelle fréquence vous vous sentez de la façon décrite au travail, en utilisant l'échelle suivante.

	<i>Presque jamais</i>	<i>Raremen t</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Presque toujours</i>
<i>Au travail...</i>	1	2	3	4	5
1. Je me sens satisfait de mes relations					
2. Je me sens facilement apaisé par ceux qui m'entourent					
3. Je me sens lié aux autres					
4. J'ai l'impression de faire partie de quelque chose plus grand que moi					
5. J'ai le sentiment que les autres se soucient de moi					
6. Je me sens en sécurité et apprécié des autres					
7. Je ressens un sentiment d'appartenance					
8. Je me sens accepté des autres					
9. Je me sens compris des autres					
10. Je sens que mes relations avec les gens sont empreintes de chaleur					
11. Je me sens facilement calmé pas les gens proches de moi					

5 Cette section décrit des émotions et des sentiments différents. Veuillez indiquer combien de fois vous avez éprouvé ces sensations au travail au cours des trois derniers mois.

	<i>Jamais</i>	<i>Rarement</i>	<i>Parfois</i>	<i>Souvent</i>	<i>Toujours</i>
<i>Au travail, au cours des trois derniers mois, combien de fois vous vous êtes senti...</i>	1	2	3	4	5
1. Enthousiaste					
2. Enjoué					
3. Inspiré					
4. Calme					
5. Détendu					
6. Confortable					
7. Protégé					
8. En sécurité					
9. Contenté					
10. Conforté					

11. Veuillez nous donner des informations nécessaires à notre recherche.

1. Estimez, en pourcentage (de 1 à 100%), la proportion de vos idées qui ont été mises en pratique avec succès sur votre lieu de travail au cours des trois derniers mois :

2. Estimez, en pourcentage (de 1 à 100%), la proportion d'idées de vos collègues et de vos superviseurs que vous avez mis en pratique avec succès au cours des trois derniers mois :

13. Quel est le nom de l'organisation dans laquelle vous travaillez?

.....

LE DEUXIEME QUESTIONNAIRE EST TERMINÉ

MERCI DE VOTRE PRÉCIEUSE COLLABORATION !