



The
Mindfulness
Initiative

Building the Case for Mindfulness in the Workplace

The Mindfulness Initiative
Private Sector Working Group

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to check for an updated version of this document

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Foreword

We spend more of our time working than doing anything else, and researchers have found that these hours are on average the least happy of our lives. Endemic stress in knowledge-based industries accounts for a large proportion of workplace absence and represents a huge loss of national productivity. Meanwhile, success in most organisations relies on the very things that unhappiness and stress erode – collaboration, creativity, cognitive flexibility and effective decision-making. New perspectives from psychology and neuroscience, and publications like the UK Government’s 2008 Foresight report ‘Mental Capital and Wellbeing’, are increasingly helping leaders to see that the cognitive and emotional resources of their colleagues determine the health, resilience and future performance of their businesses and institutions.

In this context, organisations are understandably keen to experiment with innovations that develop the internal resources of individuals and keep their minds healthy, much as businesses already invest in employees’ professional skills and physical health. Mindfulness training has been at the forefront of this trend - in part owing to its growing popularity outside of the workplace through a proliferation of public courses, books and apps, but also because it seems to benefit people across a broad spectrum of wellbeing. Mindfulness training is being used to help those with repeat episode depression, for instance, but also those seeking new forms of personal development and connection with the world around them.

Mindfulness is a natural capacity, present in all of us to some extent. It involves paying purposeful attention to our experience, with particular attitudes like openness and curiosity. We are all too familiar with its opposite: a heedless, distracted state that’s often described as ‘autopilot’. This default inattentiveness and disengagement from present experience can mean we react to life out of habit or impulse rather than care and consideration. When we spend more time alive to our experience, however, we unlock our potential for learning and growing and are better able to respond creatively to life’s challenges.

The Mindful Nation UK inquiry by the Mindfulness All-Party Parliamentary Group found high levels of interest in mindfulness training in the workplace but very different ideas about what this entails and what its benefits can be. There is little publicly available information about best-practice training and sufficient teacher qualification. I am very grateful to the members of the Mindfulness Initiative’s volunteer Private Sector Working Group for drafting this document with a view to addressing this deficit. We hope that it will prove a valuable resource for those who wish to make the case for mindfulness training within their professional context, and for those wishing to evolve a basic programme into a deeper foundation for individual, organisational and societal flourishing.

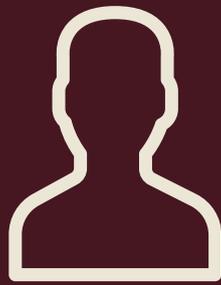
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Introduction

1. Introduction

In 2015 the Mindfulness All-Party Parliamentary Group (MAPPG) published the Mindful Nation UK (MNUK) report - the culmination of over a year of research and inquiry into the impacts of mindfulness training, including eight hearings in Parliament. This seminal report reviews the scientific evidence for mindfulness and current best practice, and makes concrete policy recommendations for government across four areas of public policy: criminal justice, healthcare, education and the workplace.

The report concludes that while there is still much research to be done, mindfulness is already a promising innovation in the workplace context with an early but rapidly evolving evidence base. However, the report cautions that with the growing enthusiasm for mindfulness, many new providers of mindfulness training have emerged with very limited experience and qualification. Without an approved system of professional listings, companies have no objective way to evaluate the quality of potential providers. Concerns are also raised that shallow, introductory mindfulness is being used as a way to sustain unscrupulous work practices, and cover up unsustainable workloads.

In 2016, the Mindfulness Initiative, which provides the secretariat to the MAPPG and helped conduct the Mindful Nation UK inquiry, set up a volunteer working group of representatives from a range of private sector organisations and the civil service to advocate the recommendations of the Mindful Nation UK report and help address these challenges. This document was developed by that group, which includes members from major employers like BT, EY, GE, HSBC and Jaguar Land Rover, supported by a panel of leading mindfulness trainers and academics. It is primarily intended as a resource for those developing a business case for mindfulness training within their own organisation. It provides an updated summary of the research evidence, narrative rationales addressing different organisational needs, case studies, and a range of toolkits to help with programme planning, implementation and evaluation.

The aim is to support organisations at all stages of the mindfulness journey - from those seeking to pilot mindfulness and assess the potential benefits, to those with well-established programmes who are ready to roll out mindfulness globally and embed a mindful approach into their culture.

2. What is mindfulness?

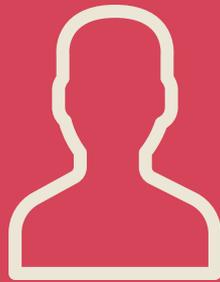
The cultivation of mindfulness is commonly associated with Buddhist traditions, but over the last 40 years these practices have been combined with modern psychological theory and developed into a secular training that has been the subject of thousands of scientific trials.¹ According to leading mindfulness researchers, to say that mindfulness is Buddhist is akin to saying that gravity is Newtonian.² Instead, mindfulness is best considered an inherent human capacity akin to language acquisition;³ a capacity that enables people to focus on what they experience in the moment, inside themselves as well as in their environment, with an attitude of openness, curiosity and care.⁴ In fact we are all somewhat mindful some of the time, but we can choose to cultivate this faculty and refine it to ever-greater degrees through practice.

Being mindful does not necessarily involve meditation, but for most people this form of mind-training is required to strengthen the intention to stay present and cultivate an open and allowing quality of mind.⁵ Particularly in a business context therefore, “Mindfulness” is most often referred to as a practice that individuals and teams can do on a day-to-day basis. Secular methods of cultivating mindfulness have been available since the development of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) programmes for treating physical pain and poor mental health in the 1980s and 1990s. These clinical interventions generally entail eight weekly classes of up to two and a half hours each, however a great deal of innovation over the last decade has led to a proliferation of programmes with varying lengths, intensities and delivery styles developed for very different audiences. No standardized training models for workplaces exist that have been proven to apply universally. Typically, workplace mindfulness training ranges from one-hour introductory sessions to 10-week programmes. It is thought that the deeper fruits of practice are only available through courses of at least six weeks, due to the necessity for participants to start encountering and working through their own resistance and reactivity in relation to practice, although this claim has not yet been tested through research.

Organisational Mindfulness

Workplace mindfulness is possible not only for individuals, but within and across teams of people. This means that mindfulness is a multi-level concept, associated with benefits for individual employees as well as for the organisation as a whole, and it can be trained through personal, relational and social practices in addition to meditation and contemplation.⁶ When mindfulness becomes a shared social practice in an organisation, and permeates routines, processes and practices between people and across teams, then the organisation as a whole becomes more resilient and performs more sustainably.⁷ Hence collective mindfulness can be described as:

“The combination of ongoing scrutiny of existing expectations, continuous refinement and differentiation of expectations based on newer experiences, willingness and capability to invent new expectations that make sense of unprecedented events, a more nuanced appreciation of context and ways to deal with it, and identification of new dimensions of context that improve foresight and current functioning.”⁸



Potential
Business Benefits

3. Potential Business Benefits

There are a number of potential business benefits to mindfulness training. Although the research referenced in this section is promising, it is still considered to be in its infancy, and lacks the large and rigorous scientific trials that support the application of mindfulness within a clinical health care context. However, a burgeoning body of qualitative evidence does support the main conclusions of the various literature reviews and meta-analyses that now exist on training in the workplace.

When seeking to gain buy-in within your organisation, it's important to establish one or more key benefits of mindfulness training that reflect your organisation's priorities and appeal to senior stakeholders. Once identified, these benefits can form the basis of any business case that may be required in order to secure senior-level sponsorship.

A recent review of the scientific literature concludes that mindfulness is fundamentally connected to many aspects of workplace functioning, and associates training with improvement in three key areas: Wellbeing, Relationships and Performance.⁹

- If you are interested in the link between mindfulness and resilience / wellbeing, see section 3.1
- If you are interested in the link between mindfulness and enhanced working relationships, see section 3.2
- If you are interested in the link between mindfulness and performance, including leadership, decision-making, organisational transformation, and creativity and innovation, see section 3.3

3.1: Wellbeing and resilience

Organisations are increasingly concerned with the resilience and wellbeing of employees, in part because of a growing awareness of the costs of absenteeism, presenteeism and staff turnover associated with stress and mental health problems. Since 2009 the number of sick days lost to stress, depression and anxiety has increased by 24% and the number lost to serious mental illness has doubled. The leading cause of sickness¹⁰ absence in the UK is mental ill health, accounting for 70 million sick days - more than half of the total every year.¹¹

In one study investigating the factors that supports individuals' resilience, 90% of research participants said they find resilience from within themselves but over 50% of people also cited their relationships as a source of resilience.¹² Only 20% said that their work makes them resilient and interestingly only 12% said their organisations help. These last two findings indicate untapped potential for building sustainable resilience within an organisation. The researchers note that organisations can do more to help employees develop resilience and that it should be integral to leadership development.

Mindfulness within organisations can support resilience because it:

- equips individuals with self-awareness that helps them to understand resilience and actively participate in its development
- enables people to recognise the signs of stress and respond more effectively
- develops discernment between activities that nurture or deplete internal resources
- recognises the power of thoughts and finds ways of skilfully working with them
- supports a culture where relationships are valued.

A number of randomised controlled trials of workplace mindfulness-based training courses have found positive effects on burnout, wellbeing and stress.¹³ Studies have shown that those practicing mindfulness report lower levels of stress during multi-tasking tests and are able to concentrate longer without their attention being diverted.¹⁴ Other research suggests that employees of leaders who practise mindfulness have less emotional exhaustion, better work-life balance and better job performance ratings.¹⁵

A 2014 meta-analysis of 209 clinical research studies with a total of 12,145 participants concluded that mindfulness training showed "large and clinically significant effects in treating anxiety and depression."¹⁶ Mindfulness-training programmes have also consistently been found to reduce self-reported measures of perceived stress, anger, rumination, and physiological symptoms, while improving positive outlook, empathy, sense of cohesion, self-compassion and overall quality of life.¹⁷ Mindfulness training is associated with reduced reactivity to emotional stimuli,¹⁸ as well as improvements in attention and cognitive capacities.¹⁹ These may be some of the mechanisms by which health and wellbeing gains can be made – by relating to thoughts, emotions, body sensations and events in life more skilfully, practitioners may be less drawn into unhelpful habitual reactions and more able to make good choices about how to relate to their circumstances.

Case study 1

The rate of suicide in the veterinary profession has been pegged as close to twice that of the dental profession, and more than twice that of the medical profession. CVS Group Health and Safety Manager Sean Gilgallon recognised that "stress and wellbeing issues are as important as fire, radiation, or any other hazard."²⁰ CVS decided to offer staff across the company mindfulness training. The Mindfulness Exchange delivered mindfulness training across the whole organisation for all UK staff. Statistically significant reductions in stress were measured and staff reported substantial improvements in their resilience following six weeks of training with a daily practice requirement of around 20 minutes.

A Practice Manager working for CVS had suffered from depression for most of her adult life. When she joined CVS she was offered mindfulness training. In her own words "I was sceptical; after all, if tablets and psychiatry hadn't helped, why would concentrating on the here and now help?... I was so wrong; this course has helped me more than I could have imagined... Another unexpected positive outcome of the course is the confidence it has given me. I am now happy to participate in meetings and actually have the confidence to put my ideas across."²¹

Case Study 2

In order to test whether resilience can be systematically increased throughout an organisation, Cranfield University conducted a Randomised Controlled Trial (RCT) in a global firm, measuring the effect of a six-week mindfulness course delivered by Mindfulness at Work, a mindfulness training consultancy. 265 employees were randomly assigned to face-to-face or online mindfulness training, or to a waitlist control group. The resilience of mindfulness training participants was significantly higher after they completed the training compared to those waiting to take part in the training at a later date. Interestingly, both face-to-face and online participants benefited from the mindfulness training in the same way.

 Appendix D: International Media Agency: on-going training by LiveWorkWell

 Appendix D: Cabinet Office: Improving staff wellbeing with mindfulness

3.2: Relationships

How team members feel about their co-workers and managers can impact how effectively a team accomplishes tasks. Positive relationships help create productive teams, ultimately affecting a company's bottom line. Successful team member relationships often extend beyond the workplace and into the personal lives of the workers.

To date, 45 workplace mindfulness research studies have linked mindfulness to improved relationships at work, supporting collaboration and improving employees' resilience in the face of challenges.^{22,23} The studies included employees from a wide range of sectors.

Outside of the workplace, mindfulness training has been shown to make practitioners more likely to respond compassionately to someone in need²⁴, and enjoy more satisfying personal relationships.²⁵

Case study 1

- 34 mental health trust clinicians and staff attended mindfulness training delivered by A Head for Work. 93% of participants reported an improvement in relationships with colleagues. Independent research²⁶ by UEA researcher Bronwen Rees highlighted the key benefits of the training as:
 - creating space for more measured response so that situations do not get inflamed
 - helping create greater empathy and ability to get on with others, thereby improving team work
 - creating greater self-acceptance, leading to enhanced performance
- Eight managers and professionals who practice mindfulness were interviewed in depth by researchers.²⁷ The report concluded that people who practice mindfulness have more positive interpersonal relations at work.

Case study 2

Two global companies based in Germany and one group of health care leaders based in the UK were interested in mindfulness, particularly within a team context. A mindfulness training programme facilitated by the Kalapa Leadership Academy took place over 3-6 months. It included a number of live classes and some web-based sessions for employees around the world, and assessments of team emotional intelligence and performance. During the training participants learnt not only to establish mindfulness practices in their own lives but also to anchor them in team actions. Mindfulness-based practices of listening, integration, sharing, care, and feedback were introduced, with positive results. These were then established and adapted as ongoing team practices.

The assessment at the end of the process showed an improvement in many measures of team performance and collaboration, including care, listening, helping each other, clarity of roles and ability to learn. The teams all expressed an intention to continue using these practices in their ongoing work.

Improving collaboration

Research has shown that happy, engaged knowledge workers tend to be more productive, creative and learn better.²⁸ Engaged, happy people tend to collaborate better, thus driving productivity. A recent two-year research project by Google (Project Aristotle) found that the key drivers of a team's performance are trust and psychological safety.²⁹ This is complemented by work done at the MIT Social Media lab, which clearly demonstrates that the ability to listen, diversity of views and equality of turn-taking are among the crucial drivers of collective intelligence and team performance.³⁰

3.3: Performance

A recent review of the scientific literature on workplace mindfulness training³¹ concluded that training was positively related to key aspects of performance at work including job and task performance, citizenship and safety performance. Between 2005 and 2015, 38 research studies explored the impact of mindfulness on aspects of workplace productivity. The studies involved staff from armed services, call centres, healthcare, high-tech, manufacturing, social work, teaching and utility companies.

3.3.1: Leadership

A number of recent studies^{32 33 34} indicate that leaders need particular capacities for working effectively in the 21st century - and there is broad agreement that resilience, collaboration and decision-making are vital. Less clear is how leaders might develop these capacities effectively. Mindfulness-based leadership development programmes, which combine leadership education with the development of mindful awareness, offer one approach.

A particularly important rationale for training leaders centres on the development of 'metacognition' - that is, the ability to observe one's thoughts, feelings, sensations and impulses as they are being experienced, and to see them as mental events rather than the 'reality' or 'truth' of the situation. In short, mindfulness practice provides leaders with the capacity to notice their thoughts and intuitions with some perspective and as such have more freedom to choose informed responses over automatic reactions.

A 2012 study³⁵ measured the influence of leaders' mindfulness on employee wellbeing and performance. 96 supervisors and their subordinates participated on a voluntary basis as part of a larger study involving additional measures. The report concluded that supervisor mindfulness reduced employee emotional exhaustion and increased employee work-life balance. It improved employee performance and staff engagement. Supervisor mindfulness was positively related to employee job satisfaction and psychological need satisfaction. Furthermore, leader mindfulness was positively related to overall job performance, as well as in-role performance and organisational citizenship behaviours. The results suggest a potentially important role of leading mindfully in organisations.

Case study 1

'Mindful Leader', a specially designed eight-week programme delivered by Michael Chaskalson and Megan Reitz was the subject of a year-long study led by Ashridge Business School.³⁶ 57 senior executives from different sectors took part, with around half forming a wait-list control group. Over eight weeks participants attended three half-day workshops as well as a full-day and a small group conference call on completion.

The research team collected home-practice logs, '360 degree' performance data, data relating to mindfulness, anxiety, interpersonal relating, working memory and resilience before and after the programme, as well as qualitative data about participants' experiences with the course, their home practice and leadership challenges they were facing. They found that mindfulness training significantly affects a number of areas relating to resilience, collaboration and the capacity to lead in complex conditions. Notably, the effects were far greater if participants practiced for more than 10 minutes per day and participants reported that the effects of the course were sustained after three months.

"Mindfulness is not a 'silver bullet' solution as many books and courses would have one believe. Seen in context as a gradual increase in awareness of these aspects in one's life, it is essential and a great help in interacting with collaborators, managing a team, decision making and putting things in perspective" - Ashridge Mindful Leader Eight Week Programme participant.

Case Study 2: The meaning of mindful leadership

In order to better understand what it might mean to be a mindful leader, Cranfield University conducted a longitudinal qualitative research study drawing on 21 in-depth interviews conducted over six months with eight leaders who had participated in Cranfield's 3-day Mindful Leadership Programme. Participants were between 35-56 years old, leading teams of 3 to 1200 employees in private and public sector organisations across Europe and the Middle East.

Mindful leaders appear to express their commitment to mindfulness and its the impact on their leadership style in at least three distinctive ways:

1. Informal mindfulness practice becomes more important over time:

"My questions are different and the way I listen to the answers has changed. I now really want to hear what people say." (Programme participant)

2. They are more willing to stay put in the face of difficulty:

"I breathe and think about how to move forward constructively rather than brooding on what I should have done." (Programme participant)

3. They proactively promote emergent, bottom-up decisions:

"Now I make sure the real experts have a voice on decisions." (Programme participant)

3.3.2 Decision-making

An increasing number of organisations, particularly those involved in behaviour change or high-risk activities, are incorporating 'behavioural insights' in their working practices. These insights from the field of psychology have been popularised in books like *Nudge*³⁷, *Thinking, Fast and Slow*³⁸ and *The Economist Guide to Decision Making*³⁹. Both mindfulness training and behavioural insights are concerned with how we, as humans, attend to and process information and how this affects our behaviour. They are also both interested in the role of the automatic mind and emotions in our decision-making. The combination of behavioural insights with the inquiry and present moment awareness offered by mindfulness could be a powerful tool to support better decision-making.

Though the science is still in its infancy, promising research includes a trial showing that mindfulness reduces the 'sunk-cost bias' (our tendency to carry on with something because we have already invested so much time or money into it, even though it may no longer be the best thing to do)⁴⁰ and could improve the information-gathering processes required for decision making.⁴¹

A 2015 review by Good, Liddy et al.⁴² suggests that mindfulness training could improve our 'rationality' by developing our attentional capacity: making us more likely to really see what is in front of us without being distracted by past experiences or long-held beliefs. Another academic literature review⁴³ suggests that mindfulness training could have a number of positive effects on decision-making including: improving the quality of information considered in decisions, recognising ethical challenges, reducing our tendency to seek and trust patterns and reducing confirmation bias (our tendency to look for evidence to support what we already believe).

Case study 1

Since 2013, Aberystwyth University and the University of Birmingham have been involved in a number of experimental trials, adapting a traditional mindfulness course to specifically consider biases in decision-making, using mindfulness practice as a method of enquiry. In 2015/16 the course was delivered in three partner organisations to a total of 98 participants. Course content included behaviour change theory together with mindfulness practice.

The courses was evaluated both quantitatively and qualitatively. Results showed statistically significant increases in participants' understanding of behavioural insights whilst also increasing a number of mindfulness traits including awareness, observing and non-judging. There was a reported increase in the ability to be able to pay attention to, accept, and be open to unconscious bias, supporting other research in this area.⁴⁴

3.3.3 Creativity and Innovation

Creativity is not only for the invention of new products and services: it can be crucial to individual performance, problem solving and the development of more efficient processes and management techniques. How companies think creatively is one of the most significant areas of enquiry in business.⁴⁵ Recent research into problem solving concluded that there is a "direct relation between mindfulness and creativity".⁴⁶

The mindful brain and creativity Research in this area is still in early stages, but it is possible to draw parallels between the impact of mindfulness on the brain and effective creative functioning. MRI scans after an eight-week course of mindfulness practice appear to show shrinking of the amygdala - the brain's "fight or flight" centre. This primal region of the brain, associated⁴⁷ with fear and emotion, is involved in the initiation of the body's response to stress.

A stressed mind shuts down possibilities.⁴⁸ This perhaps is a reason why creative companies strive to create office environments in which creative people can free themselves from mundane pressures and engage more ably in states of play.⁴⁹

Mindfulness could help individuals boost creativity in several ways:

- **Focus** - mindfulness practice results in an improved ability to focus and filter out other mental processes and external distractions during creative tasks.
- **Idea generation** - In one study scientists reported that "open monitoring" meditation (non-reactive observation of your thoughts over time) promoted "divergent thinking" a type of thinking that allows new ideas to be generated.⁵⁰
- **Flexible thinking** - Mindfulness reduces cognitive rigidity (the tendency to be blinded by experience). Instead it increases the capacity to respond in novel and adaptive ways to a particular problem. Mindfulness deliberately disrupts and erodes our habitual patterns of responding, leaving us receptive to new ideas and ways of thinking.⁵¹

Mindfulness in creative companies

A number of well-known creative and innovation-based companies have implemented mindfulness programmes to promote creativity and innovation. These organisations include Apple, Google, McKinsey & Company, Proctor & Gamble, General Mills, Target, and Lululemon.

Case Study 1

18 Feet & Rising is an independent SME specialising in creative advertising. Founded just six years ago, it is already a Top 30 London agency. As new ideas are the cornerstone of the agency's business success, in 2015, it became interested in the potential correlation between mindfulness, working memory capacity and creativity.

Working in conjunction with Liverpool Moore's University, Michael Chaskalson and Dr. Peter Malinowski instigated a training programme for 35 employees, some of whom were allocated to a wait-list control group. Both underwent a series of pre and post-training cognitive tests and random positivity checks via email prompts. Training lasted eight weeks and was delivered in fortnightly half-day sessions. Daily practice was encouraged.

The researchers discovered significant increases in context-sensitive working memory capacity after training was completed. Participants reported greater focus and the ability to be more open minded – two key ingredients of creativity. These results confirmed the researcher's' hypotheses that mindfulness increases working memory capacity and by proxy that employees would feel an uplift in both their creativity (better ideas) and their productivity (more ideas). Data also demonstrated that mindfulness training increased employee's overall positivity.

While the sample size was too small to be statistically significant, the data suggests a promising impact of mindfulness on creativity. During and following training, employees reported that they felt less stressed, happier, and able to have fresh ideas more quickly and easily. They also felt more focussed in developing and delivering new ideas. The agency continues to practice daily in what it calls 'Club Med' at 5pm every day.

3.3.4 Organisational transformation via collective mindfulness

In order for an organisation to implement effective change strategies employees must be able to adapt to ever-changing situations and environments.⁵² For over 20 years researchers have observed workplaces where individuals and teams reliably thrive in the face of constant change and challenge.

When individuals and teams routinely engage mindfully with each other, mindfulness becomes a social norm and mindful practices become processes and routines that turn entire workplaces into mindful organisations, which then perform more reliably than other comparable workplaces.^{53 54 55}

Collective mindfulness does not typically involve individuals and teams meditating together. Instead, everyone in the workplace applies mindfulness collectively to the task of implementing the organisation's strategy and goals. Workplaces that cultivate collective mindfulness can be described as "organisations that pay close attention to what is going on around them, refusing to function on 'autopilot': Mindful organisations include a rich awareness of discriminatory detail and a capacity for action."⁵⁶

Quantitative evidence about the effect of mindfulness as a social practice within and across teams is only available for a small number of organisations, but research points to:

- increased customer loyalty and customer satisfaction⁵⁷
- improved safety outcomes for organisations as a whole^{58 59 60}
- reduced employee emotional exhaustion and turnover^{61 62}
- increases in innovation and financial performance⁶³
- reduction in malpractice claims.⁶⁴

More specifically:

- A 2016 study⁶⁵ involved 580 nurses from 54 nursing departments with different specialisations from 4 hospitals. The report concluded that “mindfulness is associated with a decrease in occupational safety failures”.
- Researchers evaluated 50 intensive care units across 3 large acute-care hospitals, and quantified the effect of reliably engaging in mindful organizing as a 13.6% decrease in turnover and an average hospital saving of between \$169,000 and \$1,014,560.⁶⁶ In a follow-up study, researchers measured the effect of changes in mindful
- organizing across 95 hospital nursing units in 10 hospitals. They found that for each significant increase in a team’s organising according to collective mindfulness principles, 10% fewer medication errors and 33% fewer patient falls were recorded.⁶⁷

The research cited here is largely based on case studies and on organisations that had ‘naturally’ or ‘serendipitously’ evolved to become mindful organisations. Organizing mindfully across teams and departments in workplaces requires many individuals to consistently pay attention to the actual reality that unfolds for the organisation, and respond with awareness. Unless everyone is committed to responding mindfully, the organisation is prone to reverting to ‘mindlessness’, reaping less effective and sustainable outcomes over the long term.⁶⁸ Further research is needed into how collective mindfulness could be developed.

How collective mindfulness could be developed

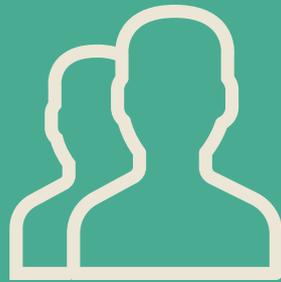
Organisations as a whole become mindful when mindfulness permeates their strategy and culture – ‘the way we do things around here’. Collective mindfulness has five social “mindful organizing” practices:⁶⁹

- paying attention to change and variation in how people work and how work is organised
- an attitude of openness towards discussing problems or issues that could affect individuals, teams, or the organisation as a whole
- intentionally welcoming and encouraging critical dialogue at all levels of the organisation
- encouraging flexibility and fluid organisation of work tasks and people acting on the understanding that expertise changes across different tasks and situations, and deferring to actual expertise rather than to structural hierarchy.

Spotlight on: case studies

Would your organisation make a good case study for implementing a successful workplace mindfulness training programme?

Help develop this document by first securing permission to share your story and then emailing the Mindfulness Initiative at info@mindfulnessinitiative.org.uk



Workplace Implementation

4. Workplace Implementation

In this section we set out to provide you with a simple guide to implementing mindfulness training in your organisation, from first steps right through to making it sustainable for the long-term.

This should help you to overcome some of the most frequently encountered problems with implementation, which often arise from:

1. Lack of robust scoping and planning at the outset of the programme;
2. Limited information to evaluate the wealth of available options for training;
3. No programme assessment, making it difficult to obtain ongoing funding;
4. Little consideration for maintaining positive impacts through encouraging regular practice and embedding mindfulness into core processes and behaviours.
 - In section 4.1 you will find guidance on how to get started
 - In section 4.2 you will find guidance on gaining organisational 'buy-in'
 - In section 4.3 you will find guidance on planning implementation and roll-out
 - In section 4.4 you will find guidance on measuring and evaluating the outcomes of your mindfulness programmes
 - In Section 4.5 you will find information on how to embed mindfulness into your organisation following its introduction

4.1 Getting started

4.1.1: Scoping and Planning

Initial considerations

Mindfulness programmes need not be time-consuming or expensive. Indeed, many organisations choose to start out with low touch / low cost options while they experiment with mindfulness. Others choose to rely on in-house champions to establish grassroots support. Nonetheless, don't let enthusiasm drive you into action without appropriate planning and preparation: be clear from the outset what your goal is, how you will get there and what resources you need.

Some key areas to address when getting started:

1. Understand the culture of your organisation. Are you likely to be pushing at an open door? Or might the idea meet with some with scepticism and challenge? Consider approaching some trusted colleagues who can help you understand likely reactions on the part of your organisation. Chapter 4.2.1 provides advice on how to deal with common myths and reactions to mindfulness.
2. Be clear on your objectives and their scope. Are you trying to make mindfulness practice available to people during their lunch time? Aspiring to make mindfulness part of your organisation's formal learning curriculum? Or even seeking to change working culture with mindfulness? In any case, understand what success looks like and keep to your parameters.

3. Plan your approach. What are the different stages that you need to go through to deliver within your scope? Are there different points at which you need to speak to other people or get approval? You may want to write your plan down, so you can see what needs to happen when and make any adjustments.
4. Pilot it. It is a good idea to make mistakes on a relatively small scale, so you can learn from them, before you start to deliver your project to the whole business.
5. Evaluate your resources. Do you have some time and a budget to organise this? If you only have your personal time, what can you realistically achieve without compromising your own well-being?
6. Assess risks and benefits. There may be some cultural obstacles (see point 1), resource constraints (point 5) or implementation risks (e.g. quality of the provider). Make sure you capture and plan how to mitigate these risks. You will also want to commit to delivering some identified benefits and understand how you are going to demonstrate that these benefits have been delivered. Without this, the initiative is unlikely to be sustainable. Chapter 3 can help you identify the benefits. Chapter 4.4 summarises how to measure and evaluate programme success.
7. Formulate a communication plan and secure stakeholder support. How are you going to get news about the mindfulness programme out there and what will your messaging be? Winning over a range of stakeholders ranging from your leadership team, health & safety team, talent team, HR and facilities will be key to getting the support you need to shape your message and get it out to your audience.
8. Be careful not to over-promise or make unrealistic claims. Mindfulness training is not a panacea, and results depend largely on the length of the training course and commitment level of the participants.

Last but not least, look after yourself. The mindfulness intervention may take off more quickly than you anticipate and turn into a significant operation. Make sure you have people you can turn to for advice and support. Make sure your boss knows what you are doing and is happy to give you the time and space to do it.

For a list of practical planning considerations, please take a look at appendix A.



Appendix D: Department of Health: Introductory sessions as catalyst to encourage people to practice mindfulness



Appendix D: Ashurst LLP: Introducing mindfulness to foster engagement and focus, and as a way of allowing the whole person to be present

4.1.2 Assessing training options

The most appropriate mindfulness workplace solution can look very different for differing organisations. To help you decide what would work best for your organisation, here is an overview of the main types of mindfulness offerings, together with their benefits and issues.

Teacher-led programmes

Teacher-led group programmes are the most familiar way of learning mindfulness. Traditional Mindfulness-based Stress Reduction (MBSR) and Mindfulness-based Cognitive Therapy (MBCT) are 8 week courses, often 2 hours a week, within a group of up to 30 in a class, requiring daily practice of up to 40 minutes a day.

Work-focused teaching approaches typically have shorter weekly teaching sessions and a shorter daily practice requirement. They can vary in length from 4 to 10 weeks. While short courses offer a great introduction, many practitioners agree that it takes between 6 and 8 weeks to form reasonably robust new habits – a key consideration if you wish to embed lasting change.

Benefits

- 8 week MBSR and MBCT courses are underpinned by a very broad evidence base
- The group process in teacher-led classes is very beneficial for individuals as they see how their responses are shared by others and may be universal
- Teacher-led programmes enhance learning through the embodiment of mindful attitudes and behaviours in the teacher
- Groups can be led by two teachers, especially when groups are larger (usually over 15 people)
- Learning mindfulness in face-to-face groups may have a greater impact on workplace culture

Challenges

- The 8 week, 2 hour teaching approach may not always be feasible for an organisation. Taking time out of normal routines to attend a programme over such a long time period often presents a challenge
- In large, international organisations, teacher-led formats may not provide the required flexibility and accessibility
- There is currently a limited evidence base regarding the efficacy of shorter, adapted workplace courses; when selecting a provider, you should ask what evaluations they have carried out and what evidence base is available.

There is an online listing of mindfulness teachers who adhere to the UK mindfulness teacher's Good Practice Guidelines: <http://www.mindfulnessteachersuk.org.uk/>. However, the Good Practice Guidelines have been developed primarily for teaching in a clinical context and efforts are underway on adapting these for the workplace. Further information on selecting an appropriate mindfulness teacher can be found in Section 4.1.3.

Virtual Webinars

Virtual webinars enable participants to attend a class from their computer or digital device

Benefits

- They support higher 'attendance', especially if recordings are available
- They are highly scalable across locations and geographies
- They are potentially low cost per attendee
- There may be an increased sense of autonomy and confidentiality
- There are fewer issues with trainer availability

Challenges

- Technical issues may impact the quality of the learning experience
- It may make engagement and interaction more challenging
- There is less accountability for home practice
- Spotting participants who are struggling may be more difficult
- There may be a need to consider different time zones and national holidays
- Multitasking by attendees is likely to negatively impact effectiveness
- There is currently limited evidence as to the effectiveness of virtual classes

Digital Programmes and Apps

Digital programmes can be accessed by employees at any time on any digital device, typically their smart phones. They may consist of a 4-8 week self-paced digital programme or an on-demand app. Programmes and apps are typically purchased direct from the supplier, through an enterprise-wide or pay-per-user arrangement.

Benefits

- It is highly scalable, self-paced and available on demand
- It may create a sense of privacy and autonomy
- It is likely to include a variety of engaging content to encourage participation
- Significant cost benefits, especially at scale, with low cost commitment if pay-per-use
- Although many organisations use 'off-the-shelf' apps, they can be custom designed and co-branded
- It is likely to have good reporting on usage
- It requires little internal resourcing requirement and can be rolled out rapidly

Challenges

- Limited group engagement, peer support and accountability may impact engagement and thus effectiveness
- The lack of trainer/student interaction may make users feel unsupported
- There may be significant drop off over time without regular input from the organisation
- There is a need to check the security of any data held by third parties
- The evidence base regarding the effectiveness of digital programmes and apps is currently limited

4.1.3: Identifying suitable training providers

All mindfulness teachers should have a well established personal mindfulness practice and be role models of mindful attitudes and behaviours. They need to be suitably trained and experienced in the delivery of mindfulness training and have knowledge and experience of the population that the mindfulness-based course will be delivered to. There are currently no universally applicable standards for workplace mindfulness trainer training. The UK Network of Mindfulness Teacher Training Organisations has developed a set of robust Good-practice Guidelines (GPG) for mindfulness teachers, which can be found here <http://mindfulnessteachersuk.org.uk/pdf/teacher-guidelines.pdf>. The guidelines evolved to meet the demand for mindfulness training in a clinical and non-workplace specific context.

They may not be fully suitable for mindfulness trainers in the workplace and further work is required in this area. However, to maintain the integrity, efficacy and ethics of mindfulness training they provide a good reference point for selecting a training partner. Research on the GPG in relation to the workplace is about to commence.

External mindfulness trainer checklist

The following checklist may assist you in selecting a suitable teacher:

- Does the mindfulness trainer have experience working in similar organisations and knowledge of the population the mindfulness course will be delivered to?
- Has the trainer completed a rigorous mindfulness-based teacher training programme or supervised pathway over a minimum duration of 12 months?
- Can the trainer demonstrate commitment to a personal mindfulness practice and ongoing development through each of the following:
 - Regular supervision of training by an experienced mindfulness teacher?
 - Participation in annual, residential, teacher-led mindfulness retreat?
 - Regular training and attendance at conferences?

Internal mindfulness trainer checklist

Having an employee who is a qualified mindfulness trainer has a number of advantages. They understand your company culture and values and can help other employees see the practice in action in a relatable way. The cost to the company is also likely to be lower.

If you are considering using an internal mindfulness teacher, the same checklist as for an external trainer, above, should apply. In addition, it is worth considering:

- Has the employee got their manager's support?
- Has the employee got sufficient time to undertake both their day job and this project?
- Does the employee possess the necessary communication skills to influence the leaders, peers and direct reports (if applicable)?

4.2 Gaining buy-in

To gain support and buy in from key stakeholders, you may need to write an informal or formal business case.

A fully developed business case presentation typically includes:

- an Executive Summary;
- background information on why it is needed;
- an analysis of the expected benefits to the business or organisation;
- an analysis of the various options that have been considered, along with the rationale for your preferred option (if possible);
- expected costs and scope, including the cost of time and equipment use;
- an analysis of any potential risks or problems;
- an analysis of the benefits and/or risks associated with not doing the project;
- recommendations (e.g. what your request is and proposed next steps)

In Appendix B you will find an example of a mindfulness at work business case and a blank template for your use.

In addition, in developing your case you may wish to draw on the following sections:

- Chapter 3, to identify potential business benefits
- Section 4.1, for considerations on high-level scoping, detailed planning and on choosing a training option and provider
- Section 4.2.1, to identify and respond to some common myths or misconceptions about mindfulness

 Appendix D: Capital One: Engaging the leadership team, making the case and implementing training

 Appendix D: EY: Turning a grass-root initiative into an official programme with top down support

 Appendix D: Department for Transport – Winning over a senior leader to the idea of mindfulness training

4.2.1: Dealing with common myths

When introducing mindfulness to employees and stakeholders you will probably need to tackle some of the myths around what might be seen as a seemingly ‘left-field’ approach to personal and organisational development and to offer a different story, one that fits more readily within the context of the workplace.

Myth One: Mindfulness is ‘religion (specifically Buddhism) by the back door’

Mindfulness is our inherent capacity to notice, in the present moment, all that we are experiencing with an open and allowing attitude. It is a basic human capability that can be developed with training, through practice and patience. Although it is not owned by any group, the cultivation of mindfulness can be found in many contemplative traditions, and the most comprehensive approach is found in Buddhist teachings. However in the context of the workplace, mindfulness practice is a form of mental training that is entirely secular and does not require commitment to a spiritual tradition.

Myth Two: Mindfulness and meditation are the same thing

If mindfulness is a particular way of paying attention that enables us to be present with our experience, just as it is, then meditation is one way of familiarising ourselves with this type of awareness and then cultivating it further. There are different types of meditation that do different things, much like there are different exercise machines in a gym that develop different muscles. The guided ‘home practices’ that form part of a mindfulness course are essentially exercises that are designed to develop an attentive, open, curious and caring attitude in relation to our experience.

Myth Three: Mindfulness is about being able to empty your mind

Mindfulness practice is not about stopping thoughts or zoning out. This form of mental training is about becoming more aware of the unique patterns of your mind, and that includes the nature of your thoughts. With sustained and disciplined practice we can develop our ability notice what draws our attention away from the task, whether that task be a mindfulness exercise or a workplace activity. By recognising distraction and coming back to the desired object of our awareness, we both strengthen our ability to stay focussed and learn about the nature of the thoughts that distract us.

Myth Four: The aim of mindfulness is to become relaxed and chilled out

In the workplace one of the main intentions of mindfulness training is improving self-awareness, which increases your ability to manage yourself. This in turn helps us to improve our wellbeing so that we can do our jobs better, or perhaps make smarter career choices. Relaxation may be a welcome by-product, but it should not be considered the aim. In fact, mindfulness practice requires us to 'turn towards' experience as it is, even if that's uncomfortable or unpleasant. By holding any difficulty with care and curiosity, we give ourselves the opportunity to learn from it and develop more skillful ways of responding.

Myth Five: Mindfulness is just about paying attention to the breath

It is a common misperception (probably evoked by images of people with their eyes closed and sitting cross-legged in the lotus position) that mindfulness is about entering into a relaxed state by simply breathing more slowly and deeply. Whilst there are types of controlled breathing designed to soothe an agitated nervous system, in mindfulness practice the breath is most often just used as an anchor so we can notice when our mind has wandered, and practice kindly and gently bringing it back to where we want it to be. We can attend to other parts of the body in this way, and also to other senses such as vision or hearing.

Myth Six: Mindfulness training is good for everyone, and helps with everything

Although it's true that clinical applications of mindfulness training have been shown to be effective across broad populations, particularly for anxiety and depression, it's also clear from research that interventions work better for some groups than others and that there are some people for whom training is not appropriate. Further, the majority of research on mindfulness training outside of the clinical health context is still very much in its infancy - small sample sizes and lack of rigorous control conditions mean that further work needs to be done before we can be sure that mindfulness training is effective in the ways that it promises to be. Further, some critics have described workplace mindfulness courses as representing 'McMindfulness' because these interventions usually involve shorter practices and can tend towards shallow, short-term stress reduction rather than the deeply transformative potential of sustained practice. Mindfulness interventions at the lighter end of the spectrum may not deliver many of the benefits that are conferred by in-depth training.

Myth Seven: 'Mindfulness is dangerous'

Mindfulness itself, as a natural human capacity, is not dangerous. Researchers associate our levels of 'trait' mindfulness with desirable characteristics like resilience to psychological distress and quality of decision-making, even if we've never heard the word before. However, some methods for cultivating greater levels of mindfulness might not be appropriate for some people or at some times and there is anecdotal evidence that in rare cases people can encounter significant difficulty. Most of these reports of negative experiences seem to be associated with extended silent practice on residential retreats, and a recent meta-analysis of Mindfulness-Based Cognitive Therapy trials did not find evidence of adverse events associated with this less intense form of training. However, some individuals may find that 'turning towards' difficult experience even through brief mindfulness practice isn't appropriate for them. Pre-assessment for mindfulness courses by qualified teachers should identify those individuals for whom training may not be suitable, such as those recently bereaved or likely to be experiencing Post-Traumatic Stress Disorder. All employers have a duty of care towards their employees and in implementing mindfulness, as such should ensure that in-house champions or external partners should be properly trained.

Myth eight: Mindfulness breeds passive employees and doesn't lead to change in toxic organisational cultures

One of the key criticisms of implementing workplace mindfulness courses is that it doesn't change the poor practices of toxic leaders or organisational cultures, but can instead be applied like a 'sticking plaster'. Whilst it is early days in terms of an evidence base, some research has shown that implementing mindfulness, along with coaching, makes a difference to leadership behaviours, helping managers to act with greater emotional intelligence, compassion and social responsibility.⁷⁰

When observing someone acting mindfully this may appear to be a less reactive state, but it is anything but passive. In developing our moment to moment awareness we are 'waking up' to our experience; noticing our reactions and using that awareness to develop wiser ways of responding. There are many anecdotal accounts of employees walking away from toxic working environments, or pursuing other goals or career aspirations, as a result of having received mindfulness training. This represents a risk for any organisation that is interested in providing training to mitigate endemic stress that is otherwise unaddressed. Employees that remain, 'are in jobs they want to be in, and likely to be more engaged'.⁷¹

Myth nine: Mindfulness is purely being exploited by businesses for capitalist ends

One of the central concerns as mindfulness transitions into the workplace is that training programmes are being implemented in order to 'squeeze more out of already stressed workers.' Such criticisms are rarely informed by what is happening in organisations or by talking to those who organise or participate in mindfulness programmes. It would be naive to ignore the fact that employers want to run successful businesses, but evidence shows that it is not an either/or situation; complementing good business practice and combining that with effective wellbeing programs that support good health is ethically sound and makes good business sense. However, it is essential that there is more widespread understanding of what constitutes quality mindfulness training and teacher qualification if mindfulness is to improve working lives and help create organisations 'fit to house the human spirit'.⁷²

4.3 Implementation and roll-out

This section describes a number of different scenarios that organisations may face when rolling out mindfulness programmes and implementing the approach they have chosen to best meet their employees' needs.

Examples of mindfulness implementation

Company Type	Approach
<p>Company A - Global corporation / no assigned mindfulness budget</p> <p>Company A is a large, global organisation with hundreds of office locations worldwide and employees with busy and varying schedules. Travelling and working from home is common. There is little or no central budget funding for mindfulness. Time zone, language and scheduling issues make local face-to-face classes challenging.</p>	<p>The company has chosen to offer voluntary 'mindfulness introduction' webinars delivered in-house in different time zones by experienced employees. Sessions are recorded for later play-back to employees. A small selection of digital apps are offered on a pay-per-user basis, covered by local budgets, alongside a private purchasing option. A mindfulness page on the company intranet allows employees to connect and discuss their own mindfulness journeys.</p>
<p>Company B - Global corporation / central budget</p> <p>Company B is a large, global organisation with hundreds of office locations worldwide. Employees have busy and varying schedules. Some are co-located in the same office while some travel and work from home. There is a considerable central budget for mindfulness. Time zone, language and scheduling issues make local face-to-face classes challenging.</p>	<p>For the larger sites, Company B offers 8 week face-to-face group classes delivered by a supplier who has trainers in different countries. Local HR departments assist with logistics and manage the wait list and local promotion. For other sites there is a virtual 8 week webinar option held in two time zones, open to large groups. The supplier provides an app that participants can use as part of their training as well as after completing the course.</p>
<p>Company C - Medium sized company / one office location</p> <p>All employees are based at one location. There is a small budget available.</p>	<p>Company C submitted a case study to the board and ran a successful trial. They used the good practice teacher guidelines to select an independent local trainer to run 8 week classes. Employees part paid for themselves. The mindfulness trainer provided audio files for home practice.</p>

Company Type	Approach
<p>Company D - Medium sized company / employee trainer / several office locations Employees are based in different locations and frequently travel. There is some budget available.</p>	<p>One of company D's employees is a certified trainer. He is given time to deliver a weekly drop-in session, which others can connect to via a teleconference line. The company uses its small budget to commission an enterprise-wide subscription with a premium app supplier.</p>
<p>Company E - Small company / 20 employees / small budget</p>	<p>Company E employs a local mindfulness practitioner to visit the office every week and delivers an informal lunch-time drop-in class to everyone who wishes to attend. Some employees have subscribed to one of the mindfulness apps recommended on the company's intranet page.</p>
<p>Company F - Small 20 employees / no budget</p>	<p>Company F has created a mindfulness intranet page that provides a wide range of resources to employees. Some employees have paid to attend a nearby 8-week mindfulness course. Others use one of the low cost / free apps recommended on the site. Employees share experiences, articles and other resources via an interactive forum.</p>

4.4 Measuring and evaluating mindfulness programme outcomes

Incorporating Evaluation & Return on Investment (ROI)

It's always best to build in evaluation and ways to measure return on investment at the outset of the project rather than bolting it on at the end. Consideration of ROI & evaluation can be a major selling point for organisations. In addition, if designed in at the outset, data gathering is easier and the resulting data benefits both you and the organisation. Good quality evaluation data will also be a valuable resource for researchers and other mindfulness specialists in the future.

In section 3 we saw that there is rapidly developing base of scientific evidence regarding the value of mindfulness in the workplace. However, further research is needed, particularly in light of certain limitations in much of the existing research, most notably the fact that few studies conducted a randomised-controlled trial (RCT), the 'gold standard' in the assessment of interventions. Although non-RCTs are still valuable, it is harder to ascribe any positive changes observed to mindfulness per se. As such, any employers implementing a mindfulness-based Intervention (MBI) in the workplace are encouraged to conduct a rigorous assessment of its impact, ideally using an RCT if possible. A useful introduction to planning and conducting an RCT is available at <http://betterevaluation.org/plan/approach/rct>). Some basic recommendations for assessing the impact of an MBI in the workplace follow. Elements that would help to make it a true RCT are indicated by RCT in parentheses.

- Select an MBI that you would like to implement, ideally one that has already been well tested and validated.
- Divide people interested in undertaking the MBI into two groups: an 'experimental' group (who will undertake the MBI) and a 'control' group (who will not do the MBI in the trial, though should be given the opportunity to do it at a later date).
- If possible, it would be worth including a third 'active' comparison group. This is not the experimental group, nor the control group, but a group that does a different activity, such as exercise or yoga.
- Ideally, people will be randomly allocated into each group (RCT).
- Assessments should ideally be conducted at three time points: T1 (pre-intervention, i.e., 1 week before MBI starts); T2 (post-intervention, i.e., 1 week after MBI ends); T3 (follow-up, i.e., 3 months after MBI ends). Both the experimental and control groups should undergo all three assessments at the same time (even though the control group will not have actually undertaken the MBI).

In terms of assessment, there are five main types of measurement that can be recommended. Employers and researchers are encouraged to select from these as appropriate (e.g., according to the nature of their organisation and the outcomes they are interested in). Examples of studies or reviews relating to that methodology – ideally in relation to mindfulness – are provided as references.

Physiological measurement

Physiological measurement involves assessing variables that serve as indicators for health and wellbeing. Some of the neurophysiological measures, like electroencephalography, can even serve as indicators for mental states (e.g., attention). Some of these measures, such as EEG, require intermittent measurement at specific time points (e.g., before and after an intervention). However, with the development of wearable technological devices, such as the fitbit (www.fitbit.com/uk), which include some physiological/behavioural indices, such as heart rate, it is possible to undertake continuous physiological measurement. Below is a selection of some common physiological assessment indices. The ones amenable to continuous measurement are indicated by a (C).

- EEG ⁷³
- Heart rate (C)
- Blood pressure (C)
- Galvanic skin response (C)
- Sleep quality (C)
- Physical activity (e.g., number of steps taken) (C)

Cognitive assessment

Cognitive assessment involves participants undertaking tasks that provide an index of some aspect of cognitive function, such as attention or memory. Some of these tests can simply be taken using a pen and paper (indicated below by a P in parentheses), whereas others need to be measured digitally (indicated below by a D in parentheses). The following is a list of common cognitive tasks, together with the type of cognitive capacity that they reflect.

- National Adult Reading Test (P): IQ⁷⁴
- Stroop task (P): selective and executive attention⁷⁵
- Reading the Mind in the Eyes Test (P): emotional intelligence⁷⁶
- Controlled Oral Word Association Test (P): verbal fluency (executive attention)⁷⁷
- Mayer-Salovey-Caruso Emotional Intelligence Test (P): emotional intelligence⁷⁸
- Attention Network Test (D): selective, sustained and executive attention⁷⁹
- Rapid Visual Information Processing task (D): sustained attention and working memory⁸⁰
- Eriksen flanker task (D): inhibitory control⁸¹

Psychometric questionnaires

Psychometric questionnaires involve a set number of questions that together are regarded as assessing a particular psychological variable. Most questionnaires invite responses along a 5 or 7 point 'Likert' scale. For instance, one of the most widely-used measures of life satisfaction is the Satisfaction With Life Scale.⁸² This features 5 statements, such as, 'In most ways my life is close to my ideal', alongside a 7 point scale where participants select one of the following 7 options for each question: strongly agree; agree; slightly agree; neither agree nor disagree; slightly disagree; disagree; strongly disagree. To get an overall score for a person from a questionnaire, the answers to all questions are usually added (e.g., where 'strongly agree' scores a 7, and 'strongly disagree' scores a 1).

Based on a review of the scientific evidence on mindfulness (see chapter 2), the following psychometric questionnaires can be recommended for assessing the impact of an MBI, all of which are in the public domain and freely available. Next to each scale in parentheses is the number of questions included in the scale. Two scales specifically examining mindfulness have been included, both of which have been used extensively in research. Each assesses mindfulness in slightly different ways. However, both can be used to assess: (a) mindfulness as it already exists in people (i.e., 'trait' mindfulness), irrespective of mindfulness training; and (b) mindfulness as developed further through practice (e.g., participation in an MBI). The Mindful Attention and Awareness Scale provides a single measure of, namely, open or receptive awareness of, and attention to, what is taking place in the present. The Five Facets of Mindfulness Questionnaire distinguishes between five distinct aspects of mindfulness: describing; non-reactivity; observing; non-judgement; acting with awareness.

- Mindful Attention and Awareness Scale (15)⁸³
- Five Facets of Mindfulness Questionnaire (9)⁸⁴
- Satisfaction With Life Scale (5)⁸⁵
- Positive and Negative Affect Schedule (20)⁸⁶
- Self-Compassion Scale (12)⁸⁷
- Depression, Anxiety and Stress Scale (42)⁸⁸
- Maslach Burnout Inventory (25)⁸⁹
- Perceived Stress Scale (10)⁹⁰
- Social Connectedness Scale (8)⁹¹

In addition to these scales, it would also be worth employers asking 4 specific questions relating to personal wellbeing. These are questions that, since 2011, have been used by the Office for National Statistics (ONS) in their Annual Household Survey. These form part of the ONS Measuring National Well-being programme, the stated aim of which is to 'look beyond gross domestic product (GDP) at what matters most to people in the UK.' These questions cover somewhat similar ground to the Satisfaction with Life Scale, which is also recommended here. However, it is worth specifically asking these four, since they are not identical to that scale and it is helpful to align your data with that produced by the ONS so that a direct comparison with other studies can be made. With these four questions, people should be invited to respond on a scale of 0 to 10, where 0 is 'not at all', and 10 is 'completely'. The questions are:

- Overall, how satisfied are you with your life nowadays?
- Overall, to what extent do you feel the things you do in your life are worthwhile?
- Overall, how happy did you feel yesterday?
- Overall, how anxious did you feel yesterday?

Experience-sampling method

Experience-sampling method involves contacting participants at random/unanticipated moments – e.g., via their smartphone – and asking them to rate how they are feeling at that moment. Many researchers feel that this method overcomes the limitations of retrospective self-reports (e.g., where people report how they have felt over the past week), as these are heavily biased by people's current mood.⁹² Employers/researchers might wish to avail themselves of newly developed smartphone apps which facilitate this methodology (for example, psyt.co.uk). Employees might be contacted once per day, for instance, or once

per week, and asked questions like, 'To what extent are you currently satisfied with your job?'. Responses are usually made according to a 5-option 'Likert' scale. Using this method, employers can ask employees how they currently feel with respect to outcomes such as:

- job satisfaction (e.g., 'To what extent are you currently satisfied with your job?');
- life satisfaction (e.g., 'To what extent are you currently satisfied with your life?');
- teamwork (e.g., 'To what extent do you feel supported by your colleagues?');
- leadership ('To what extent are you are you currently satisfied with your manager?').

Qualitative data-gathering

Finally, it is recommended that employers/researchers augment any quantitative assessment with a qualitative research component.⁹³ While quantitative data is very important, it can be hard to appreciate just what participants are personally getting out of their engagement with the MBI. Thus, qualitative research involves asking participants about their experience of the MBI in some way. This is useful, since qualitative data can facilitate interpretations of quantitative findings, and highlight what worked well and what did not work well in an intervention, thereby facilitating iterative development. Qualitative research is also a valuable stand-alone research tool without being linked to a quantitative research component, and can be used to understand the impact of an MBI intervention on the participant's family life, work life, and their relationship to their own experience. There are three main ways qualitative data is collected. First, participants could simply be given an opportunity to record their thoughts, such as a 'free-response' box on a questionnaire. To gather more detailed data, participants could either be invited to take part in a one-to-one interview with a researcher, or a focus group with a number of participants. The interviews or focus groups are typically audio-recorded and then transcribed. The resulting data can then be subject to various forms of analysis. The following are some of the most prominent forms of analysis:

- Thematic analysis⁹⁴: Possibly the most commonly used qualitative method. It identifies themes across a data set in relation to a research question. Moreover, it could be argued that most forms of qualitative analysis – including those listed below – are essentially variations on thematic analysis.
- Content analysis⁹⁵: This is a general term for the process of looking for common content (e.g., common themes) across any number of transcripts. This usually involves counting how many times a given word/theme appears. This approach is most useful for small amounts of qualitative data, e.g. feedback forms after an MBI class.
- Grounded theory: This involves taking the transcripts from around⁹⁶ 10-20 interviews (or more if available/feasible), and analysing these for emergent themes that apply across most interviews. This method can be used to generate psychosocial theories in relation to the data, which can be useful in terms of helping further understand the impact of mindfulness (beyond existing theories), such as the positive impact of the social dimensions of practice.⁹⁷
- Interpretative phenomenological analysis⁹⁸: This involves taking the transcripts from a smaller number of interviews (usually around 3-10, although sometimes as few as 1, or as many as 30), and looking for emergent themes. The researcher engages in interpretative activity to understand how people make sense of their lived experience.

-  Appendix D: Department of Health: A Randomized Control Trial of Mindfulness Training for High Potential Civil Servants
-  Appendix D: Department of Health: Proof of concept study to assess the benefits and challenges to wider implementation of a mindfulness programme
-  Appendix D: Capital One: Approach to evaluating Mindfulness Course Outcomes

Case Study 1: Scientific evaluation of training at Jaguar Land Rover

Jaguar Land Rover (JLR) is a UK-based premium and luxury car manufacturer with a global foot print for manufacturing and sales with 38,000 employees globally. In 2016, JLR provided mindfulness training focusing on resilience and leadership to several hundred employees, in collaboration with Kalapa Academy and a research team lead by Radboud University and Oxford University. The six-week programme included a full day face-to-face, four subsequent online webinars, access to an app to support daily practice and a further half-day face-to-face. Pre and post-assessment of the participants and a wait-list control group was conducted via an Attention Network Test and the following psychometric questionnaires:

- Perceived Stress Scale
- Mental Health Continuum
- Five Factor Mindfulness Questionnaire
- Self Compassion Scale
- New General Self Efficacy Scale
- Team Climate Inventory
- WHO Health and Performance Questionnaire

By involving researchers to scientifically evaluate the benefits to mental health and performance of the participants, this programme has already demonstrated a return of investment.

4.5 Making it stick

Having piloted or rolled out mindfulness training courses, many organisations face the challenge of how best to help their people maintain the positive effects through regular practice and by embedding mindfulness into their processes and behaviours. There are a number of options, at individual, team and organisational level, which can help make the benefits sustainable and integrate mindfulness within an organisation's 'DNA':

At an individual level

- Understanding cause and effect : People are typically becoming more interested in 'cause and effect' as it relates to their health and wellbeing. Understanding how the practice of mindfulness may help employees to experience daily challenges in a way which is more conducive to wellbeing can encourage a commitment to regular practice. The exploration of 'cause and effect' during training can be further built upon by making evidence-based research papers, books and podcasts (see box below) easily available to employees.

- Teaching workplace-specific mindfulness practices : Teaching workplace-specific mindfulness practices, such as conducting mindful meetings or emailing in a more mindful way, demonstrates to employees how they may incorporate mindfulness within their working day. This approach supports the maintenance of work-related mindfulness practices long after the initial training has ceased, while also contributing to the development of a mindfulness-based culture within the workplace.
- Supporting regular individual or group practice: Supporting and encouraging ongoing practice is key to the success of any workplace implementation plan. Offering a range of support options, such as a quiet place to practise, regular drop-in sessions, weekly encouraging emails and access to apps, sends the message that you are committed both to your plan and to the wellbeing of your employees.

Spotlight on: Creating a bespoke intranet page/portal

An intranet page or portal is an easy way to provide access to a range of mindfulness resources to employees across all grades, departments and geographical location. Resources may include:

- free or discounted downloadable mindfulness apps
- book and audio resources
- links to videos, articles and news
- information on upcoming mindfulness events and training courses
- a forum or blog

To make the most of this resource, it's important to make sure it can be easily found and accessed by employees and promoted on an ongoing basis through communication channels such as meetings, bulletins and newsletters, organisational conferences and emails.

- **Encouraging individuals to embed habits:** Some creativity is required to match the tone of communications with your workplace culture. It's important to at least not be irritating, but visual hints and cues can be very helpful. You may like to help employees remember to be mindful through their working day via visual prompts on walls or desks, such as 3-step step breathing space reminder cards or posters, illustrations, mindful
- Gaining acceptance through promoting insight : Initially there will be many employees who haven't yet been through the training and it is important that those employees still feel part of the plan. Holding a 'question and answer' session for all those who haven't yet attended a mindfulness course provides an opportunity to encourage buy-in and explain how mindfulness can foster team collaboration and improve team performance and working relations.
- Anchoring insights with practice: Establishing team mindfulness exercises, either through formal group sessions or by introducing short pauses into regular team meetings, can help employees both bond as a team and sustain/develop their own practice.

At an organisation level

- Building the evidence-base: Building evidence for mindfulness training based on an iterative, data-driven approach, can help ensure the ongoing support of the leadership team and promotes the integration of mindfulness within core organisational processes such as training, leadership development and performance appraisals. An iterative, data-driven approach would usually consist of:
 - 1. defining how mindfulness training supports the organisational vision and strategy;
 - 2. designing mindfulness training pilots aimed at supporting the initial stated commitment to benefit outcomes and any hypotheses;
 - 3. analysing outcomes and comparing against intended outcomes
 - 4. learning from the data in order to refine the training
- Building a community of mindfulness advocates : Introducing mindfulness advocates with responsibility for arranging activities such as workshops and practice sessions can help keep the mindfulness 'thread' running through the organisation long term. Ideally, this team of advocates would form a governance structure with a common vision to ensure the continuity of the group and therefore an ongoing focus on mindfulness
- Creating a mindful work environment : Designing work spaces and work processes that minimise unnecessary distractions and interruptions helps promote a sense of mindful attention, flow and productivity. And it doesn't necessary have to be a costly or time consuming exercise. For example, you may find it relatively simple to create both quiet and collaborative working zones, and establishing emailing routines or mindful meetings may be easily managed by mindfulness advocates (see above).
- Embedding mindfulness in Treatment and Prevention Pathways: Your workplace mindfulness plan can also extend to embedding mindfulness within treatment and prevention pathways. For example, you may like to make Occupational Health providers and case managers aware of the benefits of mindfulness training and ask them to refer staff to courses, both within the organisation or externally through the NHS or a private provider.
- Incorporating mindfulness tools in 'back to work' discussions . Employees returning from a sabbatical, parental leave or sickness absence may be unfamiliar with the organisation's plan for bringing mindfulness into the workplace, and indeed may know little about mindfulness itself. Incorporating information about the mindfulness implementation plan, including details related to overall intention and training opportunities for employees, will help the returning employee to feel included and to make a smooth transition back to the workplace. It may be necessary to offer training to members of the HR department and line managers to enable them to feel confident in their knowledge about mindfulness and the organisation's vision.
- Building mindful awareness into planning and decision-making processes: Mindfulness practices, such as non-judgmentally assessing different plausible scenarios and visualising positive outcomes, can be incorporated into strategic planning and goal setting processes to generate new ideas and identify assumptions that limit growth. Non-judgemental attention can also be incorporated into performance reviews, interviews and other decision-making processes to ensure actions are guided through clear intention and a mindful, curious attitude. This helps identify where biases lead to subjective decision-making and sub-optimal outcomes.
- Establishing the ecosystem : This approach creates mindfulness touch points along the employee lifecycle by anchoring mindfulness practices in recruitment, onboarding of new employees, leadership and line manager training, coaching and mentoring, performance appraisals, back-to-work interviews, promotions, low performer processes, line manager standards and exit interviews. This will normally involve building an in-house trainer pool and public championing of mindfulness by senior people.

- Training employees to deliver mindfulness training: This option ensures that mindfulness training can be delivered cost-effectively, at scale and to a consistent standard. It also provides an exciting development opportunity and career path for existing employees, although identifying an employee with sufficient experience may prove a challenge. However, there are initial and continual costs for training and ongoing professional development that need to be taken into account. For more detail on this please see Section 4.1.3.

Spotlight on: Internal champions

One way of getting around the challenges associated with developing fully qualified mindfulness trainers may be to use internal champions or volunteers to:

- 1. organise talks by external speakers or
- 2. facilitate mindfulness drop-in sessions using external content, e.g. recorded mindfulness practices and teaching.

This can improve access to mindfulness training whilst containing costs in the short term, but it is important to make it clear to employees that the drop-ins are not equivalent to a mindfulness training course. Nevertheless, they can be a great way to harness the enthusiasm of internal mindfulness advocates, help employees sustain their practice after a training course and develop a vibrant community of mindfulness practitioners.



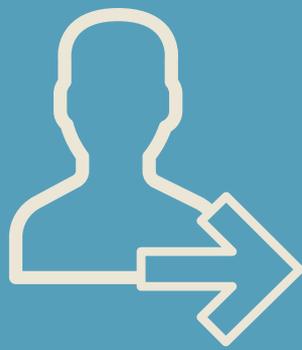
Appendix D: Capital One: An approach to sustaining the benefits derived from mindfulness training



Appendix D: EY: Facilitating lasting behaviour change

Case Study 1: Building GSK's Mindfulness Community

Mindfulness courses at GSK form part of an Energy & Resilience programme. The company encourages employees to see mindfulness as a way to refresh their mind, focus better, be more productive, and bounce back after frustrations. In 2014, Razeea Lemaigen, a project coordinator at GSK who used mindfulness to recover from a series of panic attacks and a loss of confidence, first started offering taster sessions and sharing her own personal journey in order to dispel myths and encourage employees to join a course. In May 2015, Razeea was offered a secondment as Health & Resilience Specialist to offer sessions to employees globally and has received mindfulness teacher training through Exeter University. Today she is running sessions in 3 time zones - UK/Europe, the US and Asia Pacific - and building interest weekly. People have the option of joining as an individual by 'live meeting' from their desk, from home or to join 'local champions' at sites who coordinate a room for employees to practice together. Razeea explains that: "Key is sharing my own experiences in an authentic way, explaining how mindfulness meditation helped me transform. Equally important is reinforcing the point that on one hand mindfulness meditation can be seen as a mental exercise, a shift in perception, a technique that allows you to relate differently to your thoughts, emotions, sensory experiences, the moment itself. On the other hand, it can be a deeply transformative personal experience." Word of mouth seems to be the most powerful way to develop interest in the sessions but GSK are also actively promoting courses via corporate communications channels. Course attendees are asked to complete a short survey after the eight weekly sessions; 90% said it helped them manage pressure and stress at work, 99% said it refreshed their mind, and 85% said they could immediately apply the learnings.



A Way Forward

5. A Way Forward

Therapeutic interventions require a strong evidence base to become established in the clinical health context. Mindfulness-based interventions have generally risen to this challenge, demonstrating a positive and lasting impact on many aspects of mental and physical health. For this reason, mindfulness training is likely to remain an important innovation in health care. Likewise, mindfulness practices have the potential to bring about real transformation across a broad range of workplace factors but to ensure that mindfulness can have a lasting positive impact on the workplace, robust evidence will be required – and not just around reduced sick days.

Comparison can be drawn with the development of sustainability practices in business - here the establishment of the 'triple bottom line' brought social and environmental impact closer to parity with financial impact, and helped standardise the language in the sustainability field. To support a similarly consistent and credible voice in the workplace mindfulness sector, areas of impact could be distinguished as follows:

Four Areas of Impact

Four areas of impact connect the human benefits of mindfulness (on body, emotions, mind and community) with the business world.

- a. Financial impact (operations, numbers – for example reduction in sick days – the hard stuff)
- b. Human impact (wellbeing, stress, happiness of staff)
- c. Mental capital impact (cognitive agility, creativity, inspiration)
- d. Social impact (relationships, collaboration, connectivity, responsibility)

Chain of Causality

Equally important in cementing sustainability as a serious business issue was gaining clarity on the 'chain of causality' - in standard, recognisable terms. It is important to systematically gather data on the impact of interventions, being explicit about the causality over five steps:

- a. Input (action and investment - number of hours, trainers' sessions, etc)
- b. Output (how many people were trained, how many business units affected?)
- c. Outcome (what happened to participants – reduction in stress? Improvement in health?)
- d. Impact (how were e.g. sick days affected)
- e. Value of the impact (e.g. saving to organisation owing to reduced staff turnover)

If the academic and training sectors align on standardised terms for areas of impact and the chain of causality when developing a more robust evidence base, this may help the field to communicate the opportunity represented in mindfulness courses in a more tangible and robust way.

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6. Appendices

Appendix A: Practical planning considerations

Planning Consideration	
Who will the offering be open to?	<p>This is important to consider because the audience's interest and needs may impact on the type of training you offer. For example a busy call centre team with limited breaks in the day may suit an online training package. Factors that may determine who the training is offered to may include:</p> <ul style="list-style-type: none"> • Location of training and staff • Staff grade • Source of budget <p>Advice and best practice would be to offer fair and equal access to training and making it available to everyone in the organisation to benefit from it.</p>
How much access to technology (PC's smart phones etc) do employees have?	<p>This will be relevant if you are considering digital mindfulness programs or apps as your main way of implementing mindfulness or perhaps as a supplement to teacher led training to encourage regular practice</p>
What cost is involved?	<p>The cost depends on:</p> <ol style="list-style-type: none"> 1. The type of offer, e.g. online programmes tend to be less costly than teacher-led training. An online virtual library or sharepoint site is free. 2. Whether or not an in-house trainer exists. With an in-house trainer, the only cost may be related to that person's time (as well as the attendees' time). 3. Whether the programme is fully-funded by the organisation or if employees are asked to make a contribution 4. Whether the course is offered during or outside of working hours
Who typically funds it?	<ol style="list-style-type: none"> 1. HR Departments 2. Employee Health and Wellbeing Programmes 3. Learning and Development Departments 4. Senior Leadership with responsibility for People

Planning Consideration

<p>At what time will training be run?</p>	<p>Considerations may include:</p> <ol style="list-style-type: none"> 1. Sponsorship - whether people have permission to take part in training during working hours or not 2. Employee demographics - lunch time may be best for people with childcare / carer commitments. 3. Global reach - finding a time that works for employees across different time zones 4. Varying times can be helpful to ensure equality of opportunity in attending training.
<p>Will participation be voluntary or mandatory?</p>	<p>This will largely depend on the culture of the organisation. There are examples of how either can work. Usually self-selection is best as people tend to be more motivated and committed. In some instance participants who had been mandated to attend, said that in hindsight they found the experience invaluable.</p>
<p>How much interest from employees is expected?</p>	<p>To determine likely demand, it can be helpful to:</p> <ol style="list-style-type: none"> 1. Send invites to a taster session and measure acceptances 2. Follow up taster sessions with a survey to obtain feedback and determine interest in further classes 3. In large organisations, begin by offering taster sessions to a team, followed by a survey or focus group. This will be useful before a wider roll out and possibly helpful for building your business case
<p>How might you recruit participants, especially those new to mindfulness?</p>	<ul style="list-style-type: none"> • Popular ways to promote training are email communications, invitations to taster sessions, posters on message board and in kitchens, team meeting updates, newsletters and corporate social media • Be aware of possible misconceptions and common myths around mindfulness - see section 4.2.1 • Use language that will appeal to your particular audience. For example, at Capital One mindfulness training was promoted specifically to call centre employees as a way to help them "let go" after challenging calls, focus on the next call and not take what customers say to them personally.
<p>How does mindfulness training sit alongside established norms in your organisation?</p>	<p>For example if most training is delivered face to face you may decide to keep mindfulness training aligned to this. If mindfulness training will be considered as a very different to other training you may prefer to use a soft launch approach or test with a smaller team, for example.</p>

Planning Consideration

What logistical requirements might you need?

Common logistical requirements include:

- Meeting room availability
- Teleconference lines
- Computer / laptop access
- A dedicated physical or virtual space post training for ongoing practice

Common resource requirements include:

- A staff member to run any measurements of take up
- A staff member to arrange the training and logistics

Appendix B: Example Business Case

This business case example is intended to provide you with ideas, a standard format and recommended content. The data contained within it will need to be adapted and tailored to your own company's specific needs and training requirements. Ensure you reference and use internal company data and findings. Always use latest survey and research data. The appropriate length of business cases depends on your stakeholders (some decision makers like more information, some less...)

Tip: Pick a title that will motivate your audience to engage with your proposal by reading further

Reducing staff sickness absence with mindfulness A proposal and supporting business case.

Jan Plain, Group Head of HR, Bradshire Veterinary Trust. 25/11/2016

Executive Summary

- Veterinary work can be very stressful and suicide rates among vets is nearly four times the national average
- At BVT we have a legal obligation to deal with the stress issue, but also a moral one too; we do not want anyone who works for us to be put at any risk
- Mindful awareness is about learning to pay attention, in the present moment, with attitudes of openness, curiosity and care. It's like training a muscle - training attention to be where you want it to be.
- A number of leading companies including CVS vets, RBS, Jaguar Land Rover, Apple, Google, GE, EY, Deutsche Bank, Bosch, Intel and McKinsey have introduced mindfulness practices as a core element of their workforce development.
- The total cost of Stress related sickness absence in 2015/16 was in excess of £250,000
- There is extensive evidence that mindfulness training is effective in reducing stress, anxiety and depression.
- Mindfulness training will be of great benefit to our staff and raise awareness of our drive to improve mental and physical health and wellbeing.
- Approval to spend £20,250 on a mindfulness pilot is requested.
- Conservative estimates suggest a potential 300% return on investment.

Background

BVT is a successful Veterinary chain with 110 branches in London and the South East, employing 1300 staff.

Veterinary work can be very stressful and suicide rates among vets is nearly four times the national average and double that of doctors and dentists. As BVTs Group HR Manager, the welfare and wellbeing of all of all BVT staff is my responsibility. As an employer we have a legal responsibility to ensure the health, safety and welfare at work of our employees; and this includes minimising the risk of stress-related illness or injury to employees.

The law even tells us that we have to take all hazards into consideration and depending on the risk we have to do something to control it.

At BVT we have a legal obligation to deal with the stress issue, but also a moral one too; we do not want anyone who works for us to be put at any risk. In an effort to address this issue we now have things in place at BVT to help us in this area.

We provide a telephone helpline that staff and their families can access for help or advice on any issues, work related or not. We have gym-be, helping staff get cheap gym membership in their area, the premise being if you are fitter, your overall wellbeing is better.

One of my business objectives for 2016/17 is to reduce staff sickness/ absence by 20%. Mindfulness is proven to be effective in reducing stress and increasing well-being.

The following is a conservative estimate of return on investment.

One of our Directors, Tom Fielding, practices mindfulness, and suggested it might benefit our employees. I have taken some time to research the benefits, the scientific facts, and the practice of mindfulness. It is recommended by NICE (National Institute for Health and Clinical Excellence) as an alternative to drugs for the treatment of depression and focuses on keeping you in the here and now and in what is going on at that time.

A number of leading companies including CVS vets, RBS, Jaguar Land Rover, Apple, Google, GE, EY, Deutsche Bank, Bosch, Intel and McKinsey have introduced mindfulness practices as a core element of their workforce development, and the evidence I have gathered suggests that Mindfulness training will be of great benefit to our staff and raise awareness of our drive to improve mental and physical health and well-being.

What is mindfulness and how does it work?

According to Professor Mark Williams (2011), Oxford University "Mindfulness is a translation of a word that simply means awareness. It's a direct, intuitive knowing of what you are doing while you are doing it. It's knowing what's going on inside your mind and body, and what's going on in the outside world as well. Mindfulness:

- pays attention to thoughts, feelings and body sensations to become directly aware of them, and better able to manage them;
- has roots in meditation practices and also draws on recent scientific advances;
- is of potential value to everybody to help find peace in a frantic world.

Neuroscientific studies find...

- changes in those areas of the brain associated with decision-making, attention and empathy in people who regularly practice Mindfulness meditation;
- that meditation increases the area of the brain linked to regulating emotion, and that it improves people's attention, job performance, productivity and satisfaction;
- that meditation increases blood flow, reduces blood pressure, and protects people at risk of developing hypertension: it also reduces the risk and severity of cardiovascular disease, and the risk of dying from it.

People who have learned mindfulness...

- experience long-lasting physical and psychological stress reduction;
- discover positive changes in well-being;
- Have an increased level of self-awareness which leads to improved self-management

Benefits

There are now 1000s of research studies on mindfulness from a therapeutic perspective, around 100 of which focus on mindfulness in the workplace. There is extensive evidence that mindfulness training is effective in reducing stress, anxiety and depression.

Mindfulness training has been shown to benefit a range of employees, supervisors managers and leaders. The research demonstrates that mindfulness can help to:

- Improve employee wellbeing
- Develop leadership capability
- Improve employee performance
- Change and organisational transformation
- Improve safety in high reliability organisations

I have spoken to Sean Gilgallon, the Health and Safety Manager at CVS Vets who has run seven workplace focussed mindfulness courses for staff with excellent feedback.

The vets, nurses and practice staff who have been on the course, say they are more focused on what they are doing, be it a consult, surgery or dealing with practice issues. The stress they once felt is now more controllable and they feel better equipped to work in the veterinary profession. Sean advises me that it is not for everyone, but the people who have bought into it have benefitted from it.

Options

There are a number of ways that we could potentially offer mindfulness training to staff.

- One hour or half day introductory sessions
- 4, 6 or 8 week face to face training
- 4 week e-learning
- One to one training
- Integrating mindfulness into our existing programmes

Pros and cons of each option

Introductory sessions

- Pros: and a good way to educate and engage our workforce and would provide an excellent starting point.
- Cons: Half a day's training is not enough to embed a habit of mindfulness, so it is unlikely to have a long term impact. At the heart of mindfulness training is behavioural change, which takes time to embed.

Face to face training

The strongest evidence base for mindfulness training is the clinical model of training (8 week x 2 hour a week with around 40 minutes daily practice). Recent studies into mindfulness at work training suggests that shorter courses with shorter home practice commitment do produce desirable results. Researchers say it takes around 6-8 weeks to embed new ways of thinking and behaviour.

- Pros: Face to face training creates a supportive learning environment and shared experience. Co-workers and peers can support and motivate one another. If learners are struggling in any way the trainer can provide tailored support and encouragement
- Cons: Logistics of getting a dispersed workforce together for training sessions. Not always suitable for senior managers who may not feel comfortable sharing their experiences amongst peers and subordinates.

E-learning

A recent RCT (gold standard) research study into a 4 week e-learning structured mindfulness course demonstrated that e-learning can be an effective way of teaching mindfulness.

- Pros: Flexible and cost effective – can reach a geographically spread working population.
- Cons: High drop-out rate. No one to keep learners on track or help them if they hit a barrier in their learning. Missed opportunity for improving employee relations.

One to one training

- Pros: Can be a good option for senior staff allowing a private space to explore and embed mindfulness.
- Cons: Higher cost than group training

Integrating mindfulness into existing programmes

Mindfulness is becoming a core element of many MBA and Leadership programmes offered by top business schools. We could integrate mindfulness into our BVT Leadership Fast track programme, and also introduce Mindfulness into Our Communication and Change programmes.

- Pros: Would help integrate mindfulness into our long term working practices and organisational culture.
- Cons: There would be a cost involved in re-designing our programmes

Risks

Mindfulness has many benefits but is not a magic cure all. It will suit some staff, and not others. In addition it will not solve management and organisational issues that the Senior Management team are aware of, and taking steps to address.

The proposed mindfulness initiative needs the support of the Executive and Management team. Tom Fielding is happy to share his experiences and organise some awareness and myth busting sessions for senior managers, with follow up practical sessions designed specifically for leaders.

Mindfulness at work training may not be appropriate for staff with acute diagnosed or undiagnosed mental health issues. Basic screening via simple pre-course questionnaire will usually flag potential issues for individuals, which can be explored pre training by the trainer contacting the employee to ensure the training is appropriate for them. It should be noted that there may still be a small risk that some staff may experience adverse reactions to the training, but this is rare.

Mindfulness training increases awareness of the present moment reality which can mean that some participants start to question fundamental aspects of their life. For some employees, mindfulness training may be the catalyst for career change

Recommendations

After speaking to Sean and reading some mindfulness at work case studies, I recommend a two hour session on mindfulness should be part of our all staff conference day in October. Staff interested can then sign up for full courses to be run in January.

Tom Fielding, Our Director of Finance is happy to support and champion this initiative. I therefore propose:

1. A two hour introductory session at our conference
2. Three cohorts to attend 6 week Mindfulness training face to face on a voluntary basis
3. Mindfulness consultancy to help us integrate mindfulness into our existing programmes.
4. External evaluation to be conducted by Jo Leeman, a PHD student at Surrey University

Costings and Return on Investment

Costings

- Introductory session £750 + travel & subsistence
- Three cohorts x 6 week Mindfulness training £13,500 + travel & subsistence (£225 per person based on 20 per course)
- Mindfulness consultancy £4500
- External evaluation – Jo has offered to do the evaluation free of charge as part of her PHD on the basis that we pay travel and subsistence - £1500 (estimated)
- Total budget sought: £20,250
- It is proposed that funding is provided from our growth and investment budget

Return on Investment

In the financial year ending March 31st 2016, 36 staff took time off for stress, taking on average 32 days off work each. It is suspected that the actual level of stress related absence from work is probably higher, but the absence was not reported as stress.

One of my business objectives for 2016/17 is to reduce staff sickness/ absence by 20%. Mindfulness is proven to be effective in reducing stress and increasing well-being. The following is a conservative estimate of return on investment.

- Average Vets and veterinary surgeons salary £34,000
- = Cost to company £44,200
- = Cost per working day (47 weeks work a year) £188
- Locum cover for sickness £230
- = Company cost for sickness absence for a Vets or veterinary surgeon
= £188 + £230 = £418

Total cost of 32 days sickness for one Vet = £13,376

If the proposed mindfulness intervention reduces sickness absence by just 14% BVT could potentially save:

- $5 \times £13,376 = £66,800$
- = In excess of 300% Return on investment for the whole intervention.

If one Vet attends a taught course and as a result has no time off for stress:

- Cost per person £225
- Average cost of stress related sickness £13,376
- = a major return on investment

The above return on investment calculations do not factor in additional gains in attention, productivity, communications and team relationships which may also result from mindfulness training.

Next steps

- Once the budget is approved we can select a suitable mindfulness training provider to work with.
- If the introductory session at the conference is well received we will then arrange 3 x 6 week mindfulness courses
- Pre and post evaluation will be undertaken by Jo Leeman, Surrey University
- Evaluation outcomes will be presented to the Board for consideration by the end of 2016/17 Financial year.

Appendix C: Blank Business case template

Title: xx A proposal and supporting business case.

Your name, Your job, Your organisation. Date

[Add table of contents here]

Executive Summary

Summary points

Summarise the outcome you want as a result of your business case being considered.

Summarise the benefits to be gained by doing so.

Background /Overview

Summarise organisational context and why mindfulness is needed

What is mindfulness and how does it work?

Summarise what mindfulness is using language that is palatable for your organisation

Benefits of Mindfulness for your company

Summarise the potential ways that mindfulness could help your organisation, linking to objections, goals, company vision as applicable.

Options considered

Demonstrate you have researched the subject to find the best solution for your organisation.

Risks

This section is optional but shows that you have assessed any risk factors

Recommendations

Summarise your proposed solution and why it's a good idea from an organisational perspective

Costings and Return on Investment

Costs -

Break down the costs – using more or less detail according to your reader's preferences

Return on Investment

If possible include a Return on Investment Calculation.

Next steps

Summarise what you want to happen next, and by when

Appendix D: Case Studies

Department of Health:

Introductory sessions as catalyst to encourage people to practice mindfulness

Situation

As part of the Staff Health and Well-being programme, the Department of Health offered regular, monthly 'Introduction to mindfulness' sessions.

Approach

The session included information on what mindfulness is, a TED talk video on how meditation changes the brain, research information, and signposting to additional resources including books, courses and a free on-line mindfulness course. The session also included three short practise sessions including a focussed breathing exercise, mindful eating and a short 10-20 minute body scan. Between January 2014 and March 2016 over 1,200 people from a number of different Government departments voluntarily participated in the sessions, largely in their lunch breaks or after work.

Result

A follow up survey was carried out in April 2016. Of the 123 respondents 75% continued to practise in some form, ranging from "sometimes, when I'm stressed" to "10 minutes a day on the train" to "I have taken the on-line programme and an MBSR course and practise mindfulness regularly"

People also reported the following benefits:

	Noticeable improvement	Some improvement
• Less stressed at work:	25%	55%
• Less anxious before stressful events:	25%	52%
• Better able to focus / concentrate:	23%	47%
• Longer / better quality sleep:	17%	36%
• Thinking more clearly:	21%	44%
• Improved self awareness /	30%	45%
• Awareness of others		

The results have clear implications for choice of implementation method and demonstrates that an introductory session can act as a catalyst to encourage people to practise mindfulness.

Department of Health:

A Randomised Control Trial of Mindfulness Training for High Potential Civil Servants

Situation

This was the first study to rigorously evaluate the effect of mindfulness training on high potential policy makers. The aim of the trial was to test the efficacy of a six-hour training course on UK Fast Streamers – an elite cadre of civil servants who are central to policy making across government departments. The researchers noted that research in this area could help to determine how mindfulness training can be implemented best in high-capacity work environments.

Approach

A total of 27 candidates from 12 different government departments participated in the trial in May and June 2014. The intervention group received a six-hour mindfulness training course, delivered in one-hour sessions held twice a week, over a period of three weeks. The course drew on material from the well-established and researched eight-week (sixteen-hour) Mindfulness-Based Stress Reduction (MBSR) programme;⁹⁶ the condensed course format was intended to be more access for full-time employment with busy schedules. Training sessions were facilitated by a registered, chartered occupational psychologist / MBSR teacher.

The study was conducted by the Behavioural Insights Team, supported by the Cabinet Office Analysis and Insights Team.

Result

Despite the small sample, this randomized controlled trial found strong and significant effects of mindfulness training on a population that is central to policy making in government. The study found that even a short training course significantly improved mindfulness and self-reported wellbeing, while also causing significant reductions in self-reported stress.

Department of Health:

Proof of concept study to assess the benefits and challenges to wider implementation of a mindfulness programme

Situation

In 2013, the Department of Health (DH) staff Health and Wellbeing Programme commissioned a pilot involving 48 volunteer candidates. The pilot was designed as a support initiative for staff, and as a "proof of concept" study assessing the benefits and challenges to wider implementation.

Approach

Breathworks CIC delivered 8-week mindfulness programmes in 3 different formats (Face to Face; On-line, and an on-line course supplemented by 3 trainer-led sessions). All groups completed a comprehensive range of pre- and post- programme evaluations.

Result

The qualitative and quantitative evaluations of impact were overwhelmingly positive. Statistically significant changes for the group as a whole included:

- reduced Perceived Stress
- improvement in Satisfaction with Life
- improved Wellbeing
- reduced sense of isolation
- less likely to be overwhelmed by painful thoughts and feelings

There were statistically significant improvement in ONS scores 1 to 3, where participant scores were around 20 percentage points lower than the DH average before the course (as per the Civil Service survey of 2012). After the course, the percentages approach or exceed that of the DH survey.

	CS benchmark	DH Benchmark	Pilot Pre-scores	Pilot Post-Scores
ONS 1 (satisfied)	62%	61%	40%	61%
ONS 2 (worthwhile)	68%	68%	42%	61%
ONS 3 (happy)	59%	61%	42%	61%
ONS 4 (anxious)	51%	52%	46%	55%

Benchmark Data: Civil Service People Survey 2012

Qualitative interviews found that most participants reported that the mindfulness course had made their working lives easier to cope with. For example:

- One person reported being able to avoid taking time off with stress as a result of the course. It had also made him more aware of how to reduce the pressures on his team
- One person reported having gone from having two hours per night sleep to having eight or nine hours

Capital One:

An approach to sustaining the benefits derived from mindfulness training

Situation

Following the launch of monthly Introduction to Mindfulness workshops the feedback from employees was that they wanted somewhere to practice mindfulness onsite and wanted to see mindfulness being more integrated into the company culture.

Approach

In 2014 a mindfulness room was opened - available all day, every day for employees to practice mindfulness in. In 2016 the room was replaced with three mindfulness rooms with chairs, meditation stools, mindfulness books and resources and guided tracks. The rooms also feature mindfulness artwork by an employee.

A bespoke mindfulness intranet page was created and employees were encouraged to write blogs about their own mindfulness journeys. Weekly 30 minute mindfulness lunch time sessions were launched, open to all and led by an internal mindfulness teacher. Quarterly eight week mindfulness courses were offered (led by an external mindfulness teacher) and additional monthly one hour follow up mindfulness sessions opened up to eight week course attendees to provide ongoing support and encourage practice. These are led by external mindfulness teacher.

Other initiatives to help employees maintain their practice include:

- Creating a group of mindfulness advocates
- Sending out weekly mindfulness emails
- Linking mindfulness to other corporate events e.g. benefits fairs, offsite days, "vision" days.
- Offering 1:1 mindfulness sessions
- Setting up buddy system to share experience

Currently a bespoke Capital One app is being built which will be free of charge to support employees home practice. It features a digital version of the eight week course with guided tracks, mindfulness stories, a way to track your own progress, recommended resources and FAQs.

Result

Mindfulness is now engrained into the culture of Capital One, it is a commonly known term and over a third of employees have attended some type of mindfulness training. Mindfulness is open to everyone and not seen as a "fix" where somebody needs to be ill to benefit from, however it is also recommended by HR as a practice to develop for when employees may be feeling a little overwhelmed with work and / or their personal lives.

Internal mindfulness advocates have spoken at external mindfulness events, conferences and volunteered case studies for books. Mindfulness offerings have been described in the company entry for the Great Places to Work Competition which Capital One have won a place in the top 5 large companies for the past 4 years. Mindfulness offerings have also been cited in positive qualitative comments in the company's regular engagement surveys.

Capital One:

Approach to evaluating Mindfulness Course Outcomes

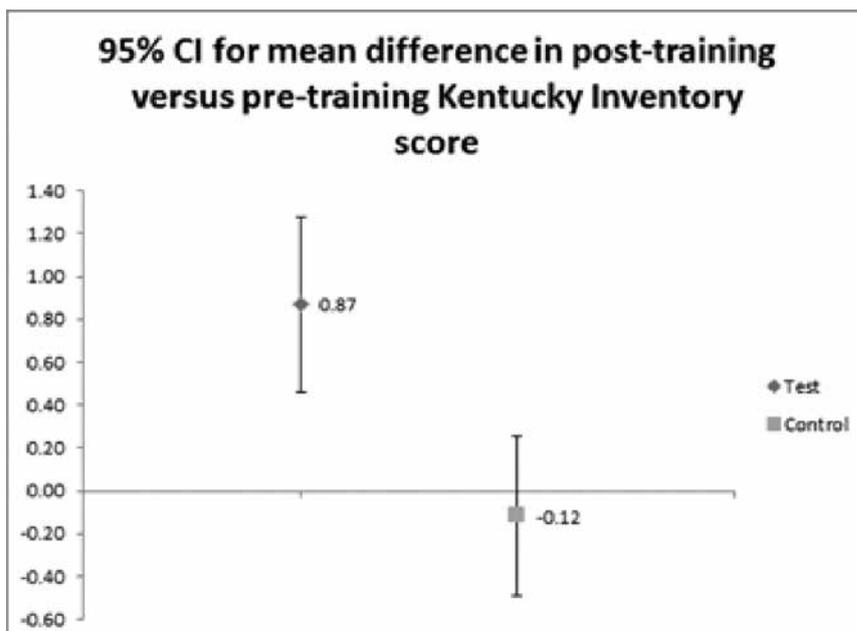
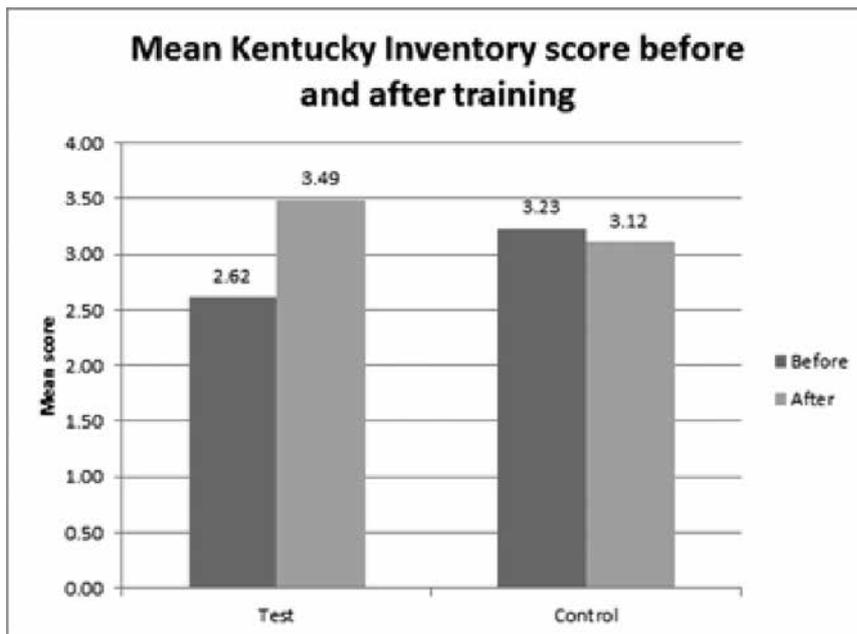
Situation

Following the success and popularity of the Introduction to Mindfulness Workshops a pilot for an eight week mindfulness course (based on the MBSR) was undertaken in 2014. In order to evaluate outcomes with the aim of getting leadership buy in for regular eight week courses open to all employees.

Approach

All ten attendees and a control group of ten completed a Perceived Stress Scale and Kentucky Mindfulness Scale pre and post the eight weeks course. The results were analysed by an in-house statistician at Capital One. The findings showed a statistically significant reduction in the course attendees stress levels and a statistically significant increase reported mindfulness benefits. The differences were found both in the changes of the course attendees before and after the eight weeks and in the comparison between the course attendees and control.

On the graphs below the higher score represents increased 'mindfulness' benefits and lower stress. A paired t-test was used to determine whether the post-training mean score was different to the pre-training mean score for each survey type. Both showed a statistically significant difference. This was along with very positive qualitative feedback.



Capital One:

Engaging the leadership team, making the case and implementing training

Situation

Mindfulness was first introduced to Capital One via a champion who worked in the HR team and who attended an external eight week mindfulness course. Capital One was already running successful Emotional Wellbeing workshops, open to all employees to attend.

Approach

To engage the HR Leadership team she arranged a meeting with the HR leadership team supported by an external occupational psychologist trained mindfulness teacher. Together they introduced the HR leadership team to what mindfulness was, how it could benefit the company and training courses available. The HR leadership team agreed to fund monthly two hour Introduction to Mindfulness workshops, open to any employees to attend and requested feedback was sought after these.

Result

Qualitative feedback was collated after each workshop which was very positive. The only "developmental" feedback was that employees wanted a longer course and somewhere they could practice mindfulness at work. The feedback was presented to the HR leadership team who agreed to allow the Facilities team to build a bespoke mindfulness room to run a pilot eight week course. To date over a third of employees have attended mindfulness training (introductory workshop, eight week course or 1:1 training).

Feedback given to Capital One HR after the pilot eight week mindfulness course

"I practice mindfulness on the train – I love sounds"

"Sounds no longer irritate me"

"When my head is spinning with lots of work tasks I take ten minutes in the mindfulness room and can focus better on my work afterwards"

"I notice the physical sensations of tension and use the opportunities to bring myself into my whole body and feel calm again – it's a really good tool."

"Mindful driving is great!"

"I just don't get it. I want results and I trust in mindfulness, but I just can't seem to do it properly or feel any different – I will keep trying though"

"I no longer take any pain relief or sleeping medication – I manage using mindfulness"

"Mindfulness has been life changing for me"

"Here are my thoughts.."

- 1. I like the structure of the training, how it's broken into modules and how we get a taste and a chance to practice the different techniques, overtime slowly.*
- 2. I like that there is a lot of time to discuss and share insights.*
- 3. I think there was an element from the training about introducing mindfulness and selling the benefits of it, which I don't personally need. However, I see how difficult it is to manage that place based on the audience.*
- 4. The facilitators were good, approachable and knowledgeable and generous with their time."*

"By the way I'm completely medication free now thanks to mindfulness – amazing!"

"Thank you for the mindfulness course. I don't practice on a regular basis but when I do it really helps especially I have found that since doing the course I tend to be aware that I'm clogging my mind with unnecessary thoughts etc. When I do realise that I'm doing it I take just a few seconds to bring myself back to the present moment."

"I just looked at my mindfulness app and it shows I have practiced for 39 hours this year already. I'm definitely continuing and the course has increased my motivation. I've seen small benefits personally and miniscule ones at work. I think it's a long journey though so I'll keep at it."

"Positives – like that there was a broad structure but with plenty of room for whatever came up during the session. Nothing was rushed, all very relaxed. Has an impact – I now do different things as a result of the course. Got me noticing more about my environment and the people. I can see that mindfulness has a benefit to anyone, whether they have a problem to solve or not. Development – little too much sharing of why mindfulness is good. I already know this which is why I signed up."

"I found this a truly beneficial course and wonderful offering. I can't tell you how glad I am I took this!"

Ashurst LLP:

Introducing mindfulness as a way to foster engagement, focus and allowing the whole person to be present

Situation

We wanted to engage with people in the firm differently and support them initially with more pastoral care and looking at the impact that lack of: sleep, loss of enjoyment, limited down time, reduced relaxation etc could have on ability to focus and engagement. We also wanted to understand how mindfulness could allow more of the whole person to be present.

We were not trying to resolve a problem with mindfulness – as we see it as one support mechanism that individuals can access if they choose to do so. We were very keen to ensure that Mindfulness was not seen as the "silver bullet" to all concerns.

Approach

We asked for self-nomination, advertised to everyone in the firm. The initiative was backed by L&D who carried out the due diligence. It consisted of 4 x 45 minute face to face sessions and home practice, supported with an app, buddy system, daily email prompts and suggested reading. The scientific research used was a core pillar for communication, adding credibility and weight to what could be a challenging topic for more analytical preferences to appreciate. We had participants complete both pre- and post- course questionnaires as well as an opportunity to provide feedback at the end of the course.

Result

Mindfulness training is now part of our core offering with a small budget. We run weekly drop-ins for practice only. Anecdotal feedback suggests that sleep, engagement, enjoyment, concentration have all improved as a result of the course.

EY:

Turning a grass-root initiative into an official programme with top down support

Situation

In 2015 Leonie a manager at EY and a mindfulness practitioner herself, founded the EY Mindfulness Network as a bottom-up initiative. Having completed her teacher training, she initially worked with EY's employee wellbeing programme, Health EY, to run introductory webinars. The initial webinars were very successful and stimulated requests for more in depth training, as people realised the value of this approach. This led to the development of a Mindful Leadership course being offered firm-wide.

The successes of the initial programme created the opportunity to establish a formally recognised network, which brought with it support from leadership as well as funding. The business case was approved and the network now has the opportunity to assist individuals improve their wellbeing and develop leadership skills.

Approach

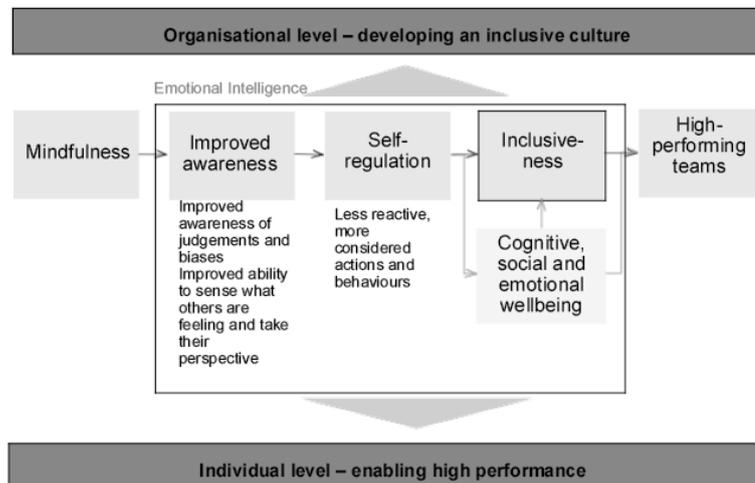
The success of the business case was based on:

1. Aligning the network's purpose to EY's vision and culture. Because diversity, inclusive leadership and high performing teams are core to EY's culture, the network mapped out

the connection between the greater awareness and sense of wellbeing fostered by the programme and the more measured behaviours and more conscious decision-making processes that underpin inclusive leadership and effective teaming.

Why Mindfulness?

Developing inclusiveness and higher performing teams



2. Providing a framework and strategy to demonstrate how the network will function and how it will help people achieve their potential provided confidence to leadership to support the network
3. Demonstrating success through piloting the programme: demonstrating the value through uptake and advocacy helped leadership realise the value of a formal network.
4. Designing a formal network, with appropriate sponsorship, management team and engaged champions, provided proof of sound governance.

EY:

Facilitating lasting behaviour change

Situation

The EY Mindfulness Network aims to connect our people to an active community of practitioners and help them achieve their potential through developing mindful leadership skills. It spans 29 EY countries. In this global context, how do you integrate the practice to achieve sustainable change towards more mindful behaviours and a more inclusive culture?

Approach

To tackle this challenge, the network has set out a strategy that looks at three dimensions:

1. The individual: we now make a conscious effort to create an exceptional membership experience. We engage course graduates through a clever strategy that combines central support - such as an online resource library, a quarterly newsletter, Mindfulness Weekly webinars, external speaker events and an annual retreat – with a personal and region-specific flavor. Local champions have begun to pilot weekly drop-in sessions, they make time to welcome new network members each month and share information on mindfulness events that take place locally.

2. The teams: research shows that mindfulness works best when whole teams are trained. This is why the network has partnered with an external provider and a PhD research student to offer team training that emphasizes the link between mindfulness training and the collaboration, teaming and inclusive leadership behaviours that are released when focused attention and emotional awareness are developed.
3. The organisation – because we know that culture change takes time, we continue to build up our internal evidence base and strengthen our senior supporter base year on year. These are vital steps on the network's journey towards grafting mindfulness into core processes and our employee lifecycle.

But we don't stop there. Being a professional service firm, we can only put mindful behaviours into practice if our clients go on the journey with us. This is why the network proactively reaches out to clients to offer mindfulness introduction sessions and share our experience and insights on how to set up a successful mindfulness programme.

Result

We are still at the start of this journey but continue to grow rapidly: since its inception, the network has grown to over 700 members, including 50 Partners and Executive Directors.

International Media Agency:

on-going training by LiveWorkWell

LiveWorkWell provides mindfulness training at an international media agency. Programmes consist of 6 weekly sessions of 90 minutes - a total of 9 hours. Sessions include formal mindfulness practice time and interactive exercises. Participants commit to daily home practice.

Comments from the 90 participants who have completed the mindfulness intervention support the link between mindfulness and improved wellbeing and resilience:

- "It has helped me to take a step back and look at workloads, prioritise and work on one task rather than rushing into something and panicking/not performing to my best level"
- "Zooming out, seeing the big picture, putting things in context"
- "Communication. I can give a more measured response."
- "Making sure I take time out of the day for myself. Doing things I enjoy and weaving that back into my day-to-day life."
- "Better able to manage stress. Being more productive."

Cabinet Office:

Improving staff wellbeing with mindfulness

Situation

The Cabinet Office operates at the heart of Government, supporting the Prime Minister and Cabinet to deliver the Government's programme. It forms part of the government's corporate centre and takes the lead in certain critical policy areas. It is a medium sized department employing around 2,050 staff. The main offices are in London but staff are based around the country.

The Cabinet Office can be a fast paced and high-pressured environment to work in, with staff facing heavy workloads. It also has amongst the highest levels of staff turnover of the main departments.

Approach

As part of a wider package of work to improve levels of staff well-being mindfulness sessions were introduced. This includes a weekly 30 minute drop in, in addition to regular hour long introductory sessions lead by volunteer mindfulness champions from within the department. This has included a seminar with an external academic to promote the benefits of mindfulness in the workplace.

Result

The introductory mindfulness sessions have reached a total of around 800 civil servants, with a core group of around 15 people regularly attending the weekly drop-ins. The work on mindfulness has been recognised with the Cabinet Office Above and Beyond Award, demonstrating support at a senior level.

Institute for Mindful Leadership:

Improving staff wellbeing with mindfulness

The Institute for Mindful Leadership conducted research into the impacts of mindfulness training on the productivity of leaders. Pre- and post-course data was gathered from mid-level managers who participated in a seven-week, two-hour-per-week course. Results [7] from 40+ respondents indicated positive changes including:

- I am able to be fully attentive to a conversation - Pre-course: 26%, Post-course: 77%
- I am able to make time on most days to prioritize my work - Pre-course: 17%, Postcourse: 54%.

Department for Transport:

Winning over a senior leader to the idea of mindfulness training

Situation

Initially my Deputy Director was not keen to introduce mindfulness taster sessions as she was sceptical about the value of such an exercise. She was concerned that it could be seen by other parts of the organisation as "HR fluffy stuff". So, I set out to demonstrate how it could contribute to organisational performance as well as making people feel better.

Department of Transport Approach

At the time we were working to reduce absence in our organisation, so I got some statistics on how mindfulness training can help to reduce stress, and highlighted our absences as a result of stress. I also got some statistics on how mindfulness had improved staff engagement in other organisations as engagement is a hot issue for us.

I enlisted my wellbeing colleague to help and he floated the idea with the Permanent Secretary. Luckily our Permanent Secretary thought it was a great idea so I was able to say that the idea had endorsement from the very top. I also gathered information on other departments that had used mindfulness which demonstrated that we were going with the pack rather than being a trailblazer in a rather "out there" area. I also highlighted how it fitted with trends across Whitehall as Cabinet Office were making mental health a priority.

Finally I outlined what the sessions might look like, so my Deputy Director could be reassured that preparation and delivery would not take up much of my time.

Department of Transport Result

She was won over by this and the sessions were a runaway success with 100% satisfaction ratings. After the first session we had to book a bigger room as not everybody would fit!

HSBC:

Mindfulness @HSBC case study

Situation

Origins 2012 – Sheffield sessions

My mindfulness practice was on/ off for many years until in 2009 I came close to burning out. I embraced mindfulness at that point, attending more local sessions and eventually volunteered to help lead weekly sessions for the general public offered at Sheffield Cathedral.

Approach

I decided at that point to 'come out' at work and explore whether this might be something colleagues could benefit from. My attitude was 'if it only helps 1 person, then it's worth doing'. I asked a mentor who runs 'Just turn up' mindfulness to help run an info stand at work reception. From this we gathered names of about 20 people interested in a taster session. I ran this session over a lunch in a quiet room. From this the sessions in Sheffield were started in 2012 as a lunchtime drop in for anyone who was interested. They became very popular. I did a little flyer which went up in the offices and on plasma boards. Word of mouth is probably biggest source of new attendees. A room offsite was more practical and so I sought local funding. Initially my manager funded it and as popularity grew funding was given by UK CIO as part of its people strategy. This continues today with successive CIO's supporting the group and network. Over 200 people have attended to date.

My practice has deepened and I have and am exploring many different avenues for mindfulness, including the Kabat-Zinn 8 week type courses.

- Since starting the sessions I have trained at Bangor university, attended many conferences, trained in DotB for teaching children and attended courses on Compassion Based mindfulness. We are a member of MindfulnessInSheffield group run by Mindfulness Based Life Enhancement group.

An Employee network.....

- The network came about through linking up of some like-minded colleagues via HSBC UK's My Health & Wellbeing rep in 2013. A couple of meetings were held where we discussed the sessions that were already on offer in Sheffield and how a network could help bring mindfulness to more colleagues.
- Mindfulness@hsbc network was launched in July 2014 with an event at Canary Wharf. Attended (in person and dial-in) by over 600 people. Although aimed at UK, staff from Brazil, Philippines, Malta and India also video'd in.
- It is supported by existing HSBC Employee Resource Groups (ERG's), Ability and Balance and My Health & Wellbeing and formed as its own ERG in September 2014. It currently has no formal funding.
- It is run on a voluntary basis by a small committee of employees who have experience and passion for mindfulness. A charter was created for the ethos of the network to be secular and be a place to provide information and resources for benefits of mindfulness to all colleagues regardless of background or location. The term 'mindfulness' was adopted rather than meditation to avoid identifying with any specific religious or spiritual traditions and in support of the increasing secular approaches to Mindfulness in society.

Currently Provides.....

An internal internet site forms the hub of the network. Potential members can email the network and ask to join. They are then added to the networks group email. Current membership is at 828.

RESOURCES (*Links to articles*Book reviews*Small library in Sheffield*Mindful girl blog*Websites and app links and reviews*Groups / sessions available in local areas)

MINDFUL NEWS (*Link to external news events on mindfulness and wellbeing articles)

EVENTS (*Co-host events with external speakers on mindfulness and other wellbeing topics)

OUTREACH (*Visit HSBC sites and give introductory talks and taster sessions for colleagues on mindfulness *Dial in calls for staff in Contact Centres offered periodically)

@WORK SESSIONS (*3 regular sessions provided by experienced volunteer employees: Sheffield, First Direct and London. Demand for more in Chester, Birmingham, Leicester, Southampton, Barnsley, Edinburgh, Stirling, Hamilton, Dumfries, Swansea, Bristol, Aberdeen, Salford). Considerations for offering sessions:

- Location – onsite or offsite? Both have benefits and drawbacks
- Frequency – weekly popular but increases pressure on staff leads

- Session Leader – experience, style, staff / colleague of people likely to attend (e.g. Seniority can be a barrier in small offices). How cover absences? – use tracks? Co – Leads...
- Attendees – often have more males than females. May want anonymity / neutral space.
- Content – simple guided practice or theory also
- Advertising – internal newsletters, plasma boards, notice boards, word of mouth and via events.

Result

Challenges and next steps

- Meeting Demand – we simply can't meet all the demands we have for guided sessions at all locations. Need a strategy to scale which will require some funding
- Securing Exec sponsorship. all Execs we approach are supportive, but to date we have no formal sponsor at Exec level. This will become more important as we try and address the scaling consistently challenge.
- Protecting Employees from McMindfulness and bandwagon risks. Our 'Bottom-up' approach has enabled us to organically grow the network and respond to a genuine demand. It helps address concerns re 'McMindfulness' in this way as the demand is genuinely from employees. It also, we think, will help ensure the principles are more genuinely integrated into the culture of employees who choose to be involved, and, we hope, be enduring rather than a fad that will pass and not be sincerely offered.
- Providing good quality, consistent resources whilst not formalising it too much. We have a responsibility to provide impartial access to resources whilst needing to provide a level of quality assurance. Our committee members are all experienced practitioners from a variety of backgrounds which helps with this. Train the trainer and the association with Mindfulness at work Initiative will also help.
- Partnering with UK HR in supporting the HSBC Global Wellbeing programme and we are exploring avenues for increasing the reach of the network to those areas where we aren't able to currently meet demand. Virtual sessions / Train the Trainer / recordings and option around budgets.

Appendix E: Further Information and resources

Books and Publications

Adams, J (2016)	Mindful Leadership for Dummies. West Sussex: John Wiley & Sons. 336pp	Aimed at Leaders but equally applicable to most working professionals. Includes 3 detailed case studies from mindful leaders. Also includes the full 6 Week WorkplaceMT course with accompanying MP3 recordings.
Alidina S, Adams J (2014).	Mindfulness at Work For Dummies. West Sussex: John Wiley & Sons. 400pp.	A useful dip in and dip out style textbook for anybody interested in workplace mindfulness.
Chapman-Clarke, M (Editor) (2016)	Mindfulness in the Workplace. Kogan page	Mindfulness in the Workplace is a practical guide written for practitioners who want to learn how mindfulness can be used as a change management and organisational development strategy. Drawing from the latest research evidence from neuro- and behavioural science, Mindfulness in the Workplace offers a framework and guidance on how to start evolution- not revolution- in the organisation.
Chaskalson M (2011).	The Mindful Workplace: Developing Resilient Individuals and Resonant organisations with MBSR. West Sussex: Wiley-Blackwell. 226pp.	Useful for those interested in introducing mindfulness to their organisation, also for mindfulness trainers.
Gelles, D (2015)	Mindful Work: How Meditation is Changing Business from the Inside Out Profile Books. 304pp	Features insights from high-level managers at Fortune 500 companies through to Google employees and the Dalai Lama himself, Mindful Work is an inspirational guide to mindfulness based in the realities of running a successful business.
Kuyken, Crane and Williams (2012)	Mindfulness-Based Cognitive Therapy (MBCT) Implementation Resources. 112pp.	http://mindfulnessteachersuk.org.uk/pdf/MBCTImplementationResources.pdf Designed for delivering the 'full' MBCT programme, these guidelines are not adapted for the workplace context, but are a useful reference point for Occupational Health Specialists, Workplace Counsellors, Therapists, and Mindfulness Trainers.

Reb, J (Editor) and Atkins W B (Editor), (2015).	Mindfulness in organisations: Foundations, Research, and Applications. Cambridge: Cambridge University Press. 436 pp.	Not for the casual reader, this book gives a thorough account of the evidence around lengths of intervention, delivery mode, and work-related benefits. Suitable for business leaders, specialists in organisations, mindfulness trainers, academics and other professionals. 16 chapters written by a variety of experts, on a range of subjects including, research and applications of mindfulness, including creativity, decision-making, leadership and management and coaching.
Tan CM (2012).	Search Inside Yourself: Increase Productivity, Creativity and Happiness. London: Harper Collins. 352pp.	Provides an overview of Google's Search Inside yourself training programme which combines mindfulness with Emotional Intelligence.
Williams M and Penman D (2011).	Mindfulness: A practical guide to finding peace in a frantic world. London : Piatkus. 288pp.	In 2011 Professor Mark Williams, co-wrote Mindfulness: Finding Peace in a Frantic World with journalist Danny Penman. Based on MBCT, this is an 8 week programme with guided mindfulness audio, this popular best-seller makes mindfulness accessible to a lay audience, and is rapidly becoming a 'green book' for MBIs in workplace settings

Websites

Action for Happiness	Evidence-based approaches to general wellbeing and happiness, includes information about mindfulness, creating happy workplaces and communities.	http://www.actionforhappiness.org
American Mindfulness Research Association	Monthly reports on mindfulness research from the American Mindfulness Research Association.	https://goamra.org
Be mindful	The UK Mental Health Foundation's website Be Mindful, provides a geographical listing of mindfulness teachers whose training pathway has followed the Good Practice Guidelines (GPG), teaching 8 week courses. The listing may exclude those teaching shorter or workplace specific adapted programmes.	http://bemindful.co.uk

Breathworks	Offer courses in Mindfulness for Stress, Mindfulness for Health, Mindfulness within the Workplace and online training; they also train mindfulness trainers to UK Good Practice Guidelines standards, and provide mindfulness training for Healthcare Workers who want to incorporate mindfulness and compassion into their work. Breathworks courses are a mixture of MBSR, ACT, compassion and pacing. Best delivered via teacher-led sessions but can also be accessed online in a group format.	http://www.breathworks-mindfulness.org.uk
eMindful	Live online mindfulness training webinars for the workplace	emindful.com
HSE Management standards: Stress	HSE's management standards for preventing or reducing work-related stress, designing 'good work'.	http://www.hse.gov.uk/stress/standards/
Headspace	Leading digital platform for mindfulness and meditation training in daily bite-sized sessions	headspace.com
Action for Happiness	Evidence-based approaches to general wellbeing and happiness, includes information about mindfulness, creating happy workplaces and communities.	http://www.actionforhappiness.org
American Mindfulness Research Association	Monthly reports on mindfulness research from the American Mindfulness Research Association.	https://goamra.org
Be mindful	The UK Mental Health Foundation's website Be Mindful, provides a geographical listing of mindfulness teachers whose training pathway has followed the Good Practice Guidelines (GPG), teaching 8 week courses. The listing may exclude those teaching shorter or workplace specific adapted programmes.	http://bemindful.co.uk
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HSE Management standards: Stress	HSE's management standards for preventing or reducing work-related stress, designing 'good work'.	http://www.hse.gov.uk/stress/standards/
Headspace	Leading digital platform for mindfulness and meditation training in daily bite-sized sessions	headspace.com
Mindfulness at work	Offer 4 week introductory Mindfulness is Now (MIN) mindfulness training and bespoke offerings.	http://mindfulnessatwork.com/
Mindfulnet.org	Provides many useful resources on mindfulness in general and workplace mindfulness.	http://mindfulnet.org
Oxford Mindfulness Centre (OMC)	Home of the Oxford Mindfulness Centre at Oxford University, their research was instrumental in the development of MBCT and other mindfulness initiatives; courses for mindfulness trainers and the general public.	http://oxfordmindfulness.org
The Centre for Mindfulness Research and Practice (CMRP)	The Centre for Mindfulness Research and Practice (CMRP), based at Bangor University, trains professionals in the application of mindfulness-based approaches and researching applications of mindfulness. Also offers MBSR/MBCT classes to specific populations and the general public both locally and further afield.	http://www.bangor.ac.uk/mindfulness
The Potential Project	Offer 10 week and bespoke Corporate Based Mindfulness Training (CBMT) around the world	http://potentialproject.com
The Institute for Mindful Leadership	Based in Oakland New Jersey, the Institute for Mindful Leadership, provides mindful leadership training. The site has videos, articles and a free excerpt from their book "Finding the Space to Lead: A Practical Guide to Mindful Leadership".	http://instituteformindfulleadership.org

The Mindfulness Association	Offer Compassion Based mindfulness training and Mindfulness based living courses.	http://www.mindfulnessassociation.net
UK Network for Mindfulness-Based Teachers	The UK Network for Mindfulness-Based Teachers has Good Practice Guidelines (GPG), which aim to promote good practice in teaching 8-week mindfulness-based courses. A good reference point, but not written specifically with workplace mindfulness teaching in mind. The Network intend to launch a voluntary register for mindfulness teachers of recognised 8 week programmes with typically 30 to 45 minutes daily practice requirements. Professional standards for teachers of workplace mindfulness are still emerging, and the register does not currently extend to those teaching shorter or adapted programmes so may not include many workplace mindfulness trainers.	http://mindfulnessteachersuk.org.uk/pdf/teacher-guidelines.pdf
Whil.com	Digital platform providing mindfulness and yoga training for organisations	whil.com
WorkplaceMT	A list of Workplace Mindfulness Trainers in the UK and abroad can be found on this website, along with an outline of the WorkplaceMT approach to teaching mindfulness in the workplace and Level 1/2 teacher training.	http://workplacemt.com

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