

MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

Interpersonal and Mindful Communication Among Generations in the Workplace

verfasst von / submitted by

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angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of

Master of Science (MSc)

Wien, 2019 / Vienna 2019

Studienkennzahl lt. Studienblatt /
degree programme code as it appears on
the student record sheet:

A 066 550

Studienrichtung lt. Studienblatt /
degree programme as it appears on
the student record sheet:

Masterstudium Communication Science

Betreut von / Supervisor:

Univ.-Prof. Homero Gil de Zuniga, PhD

INTERPERSONAL AND MINDFUL COMMUNICATION

Interpersonal and Mindful Communication Among Generations in the Workplace

A healthy workplace requires non-stop communication. When it includes different generations, it becomes relevant to research how they are alike and diverse with the purpose of maintaining peace and high productivity within the company. Some corporations have up to four generations working side by side (Hansen & Leuty, 2012), pushing continuous processes to identify the best communication workflow to optimize performance across generational barriers.

Since numerous individual differences in communication influence all interactions and relationships in the workplace (Jablin & Krone, 1994), the current study contributes to the literature by examining generational differences in communication among the Baby Boomers generation, Generation X, and Generation Y. Especially, acknowledging that each generation is influenced by experiences that create standard value systems distinguishing them from others who grew up at different times (Hansen & Leuty, 2012; Twenge, Campbell, Hoffman, & Lance, 2010). A healthy workplace has a diversity of ages, thereby organizations and workers should observe the differences in the way they communicate to improve it in a way that becomes beneficial for the corporation as a whole (Hansen & Leuty, 2012; McCroskey, 1982).

Consequently, to understand that a person's interpersonal competence is the ability to communicate effectively (Spitzberg & Cupach, 2012; Wilson & Sabee, 2003) is to recognize one's skill as a determining factor of professional success (DeVito, 2013; Morreale & Pearson, 2008). However, it is relevant to keep in mind that the interpersonal messages that a person communicates is the result of the choices he or she makes (DeVito, 2013). Thereby, a way to develop a more compassionate culture, is through mindful communication. In other words, bringing awareness, or mindfulness, to the way people communicate with their co-

INTERPERSONAL AND MINDFUL COMMUNICATION

workers has both practical and profound applications. Therefore, mindfulness can help executives navigate relationships and expectations to get the results they want.

In recent years, research on mindfulness has proliferated in organizational psychology and organizational behavior (Sutcliffe, Vogus, & Dane, 2016). Organizational research indicates that individual mindfulness is positively related to employee outcomes (e.g., work engagement and job performance), which suggests that mindfulness contributes to an organization's bottom line (Dane & Brummel 2014; Leroy, Anseel, Dimitrova, & Sels, 2013).

The present study theorizes that the relationship between interpersonal communication and mindful communication is a function of human's generation (Figure 1). Based on the literature review, this study posits that mindful communication is positively influenced by interpersonal communication. Furthermore, the following research question was developed based on the lack of studies regarding the analysis of the three primary constructs together: Do humans' generational influences moderate the relationship between interpersonal communication and mindful communication in the workplace?

Hence, a survey questionnaire, based on the constructs of this research and controlling for the effects of personality, soft skills, and demographics, was developed and answered by a total of 362 executives from different ages worldwide with distinct personal and professional background. The results provide findings that may support a company's efforts in creating a culture where healthy interaction can take place, and workers of different ages can mix and share their perspectives through aware and attentive communication.

Literature Review

The literature review guides the reader through a basic understanding of the role that interpersonal communication has in shaping mindfulness communication. Moreover, it outlines some critical points to keep in mind when interpreting how age differences in the workplace moderate this relationship.

INTERPERSONAL AND MINDFUL COMMUNICATION

Therefore, it is essential first to clarify the conceptualization of interpersonal and mindfulness communication. Subsequently, to address how greater mindfulness can be drawn out and strategically managed through interpersonal communication, focusing on how such behavior can accrue social benefits in the workplace. Secondly, to better classify humans' generations for the context of the present study, and why those age groups can have different behaviors regarding their communication in the workplace.

Interpersonal Communication

For several academics, communication refers to the ability to interact through the process of creating meanings between senders and receivers through the exchange of signs and symbols to accomplish interpersonal goals considering a given situation (e.g., Burgoon, Guerrero & Floyd, 2016; McCroskey, 1982; Wiemann, 1977; Wiener & Mehrabian, 1968). As Burgoon et al. (2016) explain, the messages originate as sender's cognitive messages are encoded, transformed into signals commonly understood, and decoded by receivers which are then recognized, interpreted, and evaluated. Those messages can happen through verbal and nonverbal communication (DeVito, 2013), and both communication channels afford a wealth of potential information among the way individuals engage in social interaction (Burgoon, Berger, & Waldron, 2000).

Each communication channel is efficient under some specific condition and for a particular communicator (Wiener & Mehrabian, 1968). One of the most outstanding channels of communication is verbal communication, the spoken one. According to Wiener and Mehrabian (1968), verbal communication is the most elaborate channel as it is used over a more extensive array of communication instances. Indeed, the condition does not restrict that the communicator and the addressee must see each other, contrasting, on the other hand, with what happens with nonverbal communication.

INTERPERSONAL AND MINDFUL COMMUNICATION

However, results from several studies demonstrate that nonverbal communication channels have more influence on interpersonal relationships than verbal communication channels (e.g., Burgoon et al., 2000; DeVito, 2013). For example, Burgoon et al. (2016) estimate that nonverbal cues represent two-thirds of the way humans interact. That is indicative that nonverbal dialogue assumes significance in the means of human interaction. Words a person uses, tone of voice, facial expressions, eye contact, body posture, even online text, photos, and videos shared, all send interpersonal messages in some way.

Interpersonal communication, according to Berger (2008), can be conceptualized as the exchange of information between two or more people. As Watzlawick, Beavin, and Jackson (2011) state, a person “cannot not communicate” (p.194), which means that all decisions that a person makes, carry a message in itself, even if he or she chooses not to interact with someone, thus “even silence sends interpersonal messages” (DeVito, 2013, p.7).

In this manner, it is possible to state that communication plays a central role in human's lives, leading to an uncontrollable judgment of how effective a person communicates (Rubin & Martin, 1994). Effectiveness is established on goal-oriented behavior (McCroskey, 1982), in this way if the communication accomplishes the proposed goal, then it is judged useful. For example, as Burgoon et al. (2000) states that effective interpersonal communication can solve many social problems and ills. Although some abilities, such as flexibility and behavior, are required to perform appropriate and effective communication (Bochner & Kelly, 1974).

Spitzberg and Hurt (1987) state that the level of interpersonal communication know-how can be considered instrumental to a person's success or failure. Being critical is also an attribute, necessary for successful communication in the workplace (DeKay, 2012). Thus, to make a more positive and productive connection in one's place of work, employees should be

INTERPERSONAL AND MINDFUL COMMUNICATION

aware of the way they engage in interpersonal communication (DeVito, 2013) and the differences and similarities between themselves and those from other age groups.

Nevertheless, despite the relevance of interpersonal communication in the workplace, the knowledge of these skills and their applications in this environment is limited (DeKay, 2012). Further researchers should focus on an attempt to bridge the gap between the academic study of the topic, and the actual interpersonal interactions in the world of business (DeVito, 2013).

Mindful Communication

First, it is essential to understand the concept of mindfulness to comprehend the idea of mindful communication further.

Mindfulness. Mindfulness, as a theory, has become increasingly popular in recent years, and a growing body of research indicates that mindfulness provides some physical, psychological, and even performance benefits (Hyland, Lee, & Mills, 2015). For example, researchers started exploring the workplace benefits of mindfulness, finding that mindfulness may improve everything from social relationships, resilience, and task performance (Good et al., 2016).

The increase of studies on mindfulness is crucial to overcome the pre-existing concept about the topic. Although as Brown and Ryan (2003) state that the idea of mindfulness has roots in Buddhist and other contemplative traditions, it is neither mysterious nor mystical. Indeed, it can be reliably and validly measured, linking it to an array of individual and organizational outcomes (Sutcliffe et al., 2016).

Several definitions englobe the term mindfulness, however, for the present study, the concept considered most appropriate is the description from Brown and Ryan (2003), which reason that mindfulness is being conscious and aware of your surroundings. Nevertheless, it is relevant to be familiar with the three elements that most conceptualizations have in

INTERPERSONAL AND MINDFUL COMMUNICATION

common. First, mindfulness is a present-focused consciousness (Dane, 2011); that means mindfulness is a focus on the “here and now” (Herndon, 2008, p. 32), which requires “giving full attention to the present” (Thondup, 1998, p. 48). Second, mindfulness involves paying close attention to both internal and external phenomena (Brown & Ryan, 2003; Dane, 2011; Good et al., 2016); which englobes internal stimuli, such as thoughts, feelings, and bodily sensations, and external stimuli, such as sights, sounds, smells, and events (Good et al., 2016; Kabat-Zinn, 2009). Thirdly, mindfulness involves paying attention to stimuli in an open and accepting way “without imposing judgments, memories, or other self-relevant cognitive manipulations on them” (Good et al., 2016, p. 119).

Taking this into consideration together with the concept of Prince-Paul and Kelley (2017), the idea of mindfulness emphasizes the approach by which an individual develops a deep awareness of self and others. Moreover, it responds by bringing complete attention to the experiences occurring in the present moment in a nonjudgmental and accepting way with “openness and curiosity” based on “patience, trust, and acceptance” (Prince-Paul & Kelley, 2017, p. 476). Thereby, while people may think that they naturally experience their surroundings as they are, this is rarely the case. According to Hyland et al. (2015), most of the time a person's perception limits his or her attention span; fragmented by constant distractions; distorted by their biases, assumptions, and expectations; and regularly hijacked by their emotional reactivity.

Awareness of self and others is an inherent element of mindfulness, which means that an increase of mindfulness corresponds to an increase in self-awareness. For that reason, it stands that mindfulness training could have a significant impact on the success of potential employees and the overall effectiveness of organization's processes (Lee, 2012). Chaskalson (2011) also suggests that mindfulness is also likely to positively impact a variety of other

INTERPERSONAL AND MINDFUL COMMUNICATION

notable workplace outcomes, including creativity, innovation, resilience, work engagement, productivity, communication skills, reduced conflict, absenteeism, and turnover.

In the past decades, awareness and practice of mindfulness has increased, and with it, research on the topic has grown exponentially (Sutcliffe et al., 2016). Mindfulness has received slight attention from the industrial-organizational community (Brown & Ryan, 2003), and further studies should explore the specific performance results that it produces in a workplace setting (Hyland et al., 2015).

Mindful Communication. Mindful communication consists of the practice of conscious presence and encompasses the attributes of a nonjudgmental approach to others, staying actively present in the moment (Prince-Paul & Kelley, 2017). It also merges the idea of mindfulness with reflective, genuine, and adaptive communication (Burgoon et al., 2000).

In this manner, to begin practicing mindful communication, the communicator should start by paying attention to how he or she opens up when he or she feels emotionally safe, and how he or she shuts down when he or she feels afraid; brings him or her in greater control of their conversations. Thus, by noticing these patterns without judging them, is the way a person starts to cultivate mindfulness in their communications.

According to Burgoon et al. (2000), during an interaction based on mindful communication, those who are engaged in exchange, focus on continually reframed and evaluated information. A metaphor to exemplify whether the communication closes, opens, or somewhere in between, is the changing traffic light, as one can visualize the channel of communication closing down, the light has turned red. When communication feels open again, the light has turned green. Moreover, when communication feels in-between, or on the verge of closing down, the light has turned yellow. Thus, relating to others in a mindful, interpersonal way permits the use of a set of cognitive skills that keep alternative interpretations open.

INTERPERSONAL AND MINDFUL COMMUNICATION

During a mindful interaction, the mindful communicator is present to the timing, nature, and context of the exchange information, allowing the receiver to be acutely aware and conveying a sense of trust. In the workplace, therefore, in the workplace, mindful communication is essential, considering that the goal is to have the information continually analyzed and categorized through a dynamic and transparent process that permits new interpretations to emerge and gives insight into multiple perspectives (Prince-Paul & Kelley, 2017).

Interpersonal Communication and Mindfulness

As mentioned prior, mindfulness is conceptualized as a state of mental awareness. Hence, in a mindful state, a person is conscious of his or her reasons for thinking or communicating in a particular way (DeVito, 2013).

During interpersonal communication, it is essential that people become aware of their choices, and therefore act with an awareness of the available opportunities at the present moment. Otherwise, it can lead to the absence of mindfulness, which is mindlessness, described as the lack of conscious awareness of thinking or communicating (Langer, 1989).

Mindfulness usually is associated with interpersonal development, both in traditional Buddhism (Wallace, 2001), and in western therapies (Hayes, Strosahl, & Wilson, 1999). Both assume that mindful individuals are more capable of installing and maintaining satisfying relationships (Follette, Palm, & Pearson, 2006; Germer, Siegel, & Fulton, 2016).

A solid foundation of communication skills assists the building of successful relationships. Thus, when regarding the corporate world, having developed interpersonal communication skills is fundamental for everyone seeking to climb the corporate ladder.

In applying interpersonal skills appropriately and effectively, one needs to be mindful of the unique communication situation a person is in, of his or her available communication options and choices, and the reasons why one option is likely to be better than another

INTERPERSONAL AND MINDFUL COMMUNICATION

(Burgoon et al., 2000; Elmes & Gemmill, 1990; Langer, 1989). For example, during an important business meeting, or in the middle of an unpleasant argument with a co-worker, it is possible to train the mind to recognize when the channel of communication has shut down. Thus, being aware of the situation brings knowledge to notice when over-reacting, and so to remain silent instead of exclaiming out something that may later regretted.

The present study considers the likelihood of inhibiting and facilitating the effects of interpersonal and mindful communication on socially relevant transactions in the workplace. Business is a collaborative activity, and differences in personality, attitudes, and visions should cease to be reasons for conflict and become the means to create harmony (Tolbize, 2008).

According to Burgoon et al. (2000), the relationship between people's state of mind and their social interaction illustrates three different types of relationship. First, through verbal and nonverbal communication patterns that may signal how mindful message senders or recipients are at any given point in time. For example, in the realm of workplace interaction, this might be manifested in the case of the leader who asks for an analysis to his or her subordinate who will execute it without further explanation. That exchange might be taken as evidence of the leader's mindlessness because he or she failed to anticipate the various ways the analysis is expected. Moreover, it could be viewed as the subordinate's mindlessness, because he or she was unable to consider the range of alternative methods in which the results might be shown or both. In general, requests without additional explanations or considerations quickly lead to poor specificity and mindless responding, which constitute an opposite case of communication as a sign of mindfulness.

Second, the communication itself may be the object of thought processes both on the encoding (message creation) and decoding (message interpretation) side of the interpersonal exchange. For example, customers fall into habitual ways of expressing disgruntlement with

INTERPERSONAL AND MINDFUL COMMUNICATION

their suppliers' management, creating vicious cycles that can be described as mindless because interactants fail to consider alternative methods of resolving their grievances. In this situation, they stand in contrast to mindful approaches in which business partners, attuned to how defective such communication practices are, recourse to new and more constructive ways of dealing with dissatisfaction.

Third, communication may activate mindful or mindless states. That is, according to Burgoon et al. (2000), some types of social interaction may “intentionally or incidentally” (p.107) alter the level of mindfulness with which information is processed. For example, during a business negotiation, specific message cues prompt recipients to reevaluate their assumptions regarding the truthfulness of message senders. It causes a variety of communication features which have the potential to elevate the level of mindfulness or conversely to bring it down.

Considering this rationale, in combination with the above theoretical and empirical evidence around interpersonal and mindful communication, leads to the following hypothesis:

H1: Interpersonal communication is a positive predictor of mindful communication.

Human Generations

The world is getting older. According to Burger, Baudisch, and Vaupel (2012), life expectancy is increasing in most countries and has exceeded 80 years old in several cases. Implying that a longer living human population will therefore work longer years.

Companies have up to four wildly distinguished generations working side by side (Hansen & Leuty, 2012). Professionals who grew up in vastly different times, have wide-ranging value sets, and often employ conflicting communication styles. Hence, considering that all business activities involve communicating and the workforce is aging, to possess the

INTERPERSONAL AND MINDFUL COMMUNICATION

knowledge of how to deal with generational differences has become vitally relevant to all types of executives in the corporate world.

According to Cennamo and Gardner (2008), increasingly human resource specialists, managers, and researchers are interested in how to interact with people from different generations in the workplace. Much of this interest draws from the assumption that ages differ significantly in their goals, expectations, and work values.

To better understand that, it is essential to conceptualize the term generation. As Kupperschmidt (2000) defines it, a generation is a group of people who share similar birthdays, location and significant life events at relatively the same time in their lives. In this manner, it creates a conventional value systems that distinguishes people who grew up at different times by being influenced by broad forces (e.g., parents, peers, media, relevant economic and social events, and popular culture), making those unique life experiences inevitably contributors to each person's values (Twenge et al., 2010).

Although the theoretical definitions align among scholars; the description of the year that starts and ends each generation vary. For the present study, the classification offered by Hansen and Leuty (2012) are adopted. This classification and the names used for the groups of relevance to this research are Baby Boomers, born between 1946 and 1964; Generation X, born between 1965 and 1980; and Generation Y, born between 1981 and 2002.

Baby Boomers. Baby Boomers are the generation of individuals who were born after World War II and the Great Depression in the USA. It is a large generation (Hansen & Leuty, 2012), which lead them to behave in a competitive way for resources and opportunities (Lancaster & Stillman, 2003). They value striving to get ahead, having material success, and want to be seen as individuals (Kupperschmidt, 2000). Growing up in a time of great prosperity, they are described as being very optimistic and responsible for many social movements (Lancaster & Stillman, 2003). However, Baby Boomers are often seen as

INTERPERSONAL AND MINDFUL COMMUNICATION

workaholics, tirelessly valuing their careers and seeking meaningfulness in life from their work (Kupperschmidt, 2000).

Generation X. The adverse events that individuals born at this period witnessed, such as the increase in crime and divorce rate, as well as the spread of AIDS (Losyk, 1997), have co-operated for them to behave more cynically and skeptically (Lancaster & Stillman, 2003). Generation X was also revolutionized by television and the media that provided them a higher exposure to world events (Lancaster & Stillman, 2003). Besides, it was the first generation where the majority of both parents worked outside the home (Kupperschmidt, 2000). Perhaps because of this, individuals of this generation have developed skills of independence, adaptability, and resilience (Cekada, 2012), leading them to become committed to their work. Although less loyal to organizations than their parents were, switching jobs often (Cohen, 2002). Furthermore, Cohen (2002) states that they are motivated at work by feedback, challenges, and developmental opportunities.

Generation Y. The youngest and fastest-growing generation in today's workforce has been “wired” from an early age as they grew up with the development of technology, making them accustomed to getting access to information quickly (Twenge et al., 2010) and smoothly. Workers from this generation posit more importance on freedom at work (Hansen & Leuty, 2012), equipped with smartphones, laptops, and other gadgets allow them to be connected anytime and from anywhere. Leading them to trade high pay for fewer billable hours, flexible schedules, and better work and life balance.

In such a way, differences between generations are confronted with changes due to aging, experience, life stage, and career stage. Even so, changes to work and the fact that each generation was introduced to work at differing points in time suggest that work value differences may exist between the age groups (Cennamo & Gardner, 2008).

INTERPERSONAL AND MINDFUL COMMUNICATION

Activities such as motivating, leading, negotiating, decision making, problem-solving, and exchanging ideas and information are all based on the ability of workers from one age to communicate successfully with colleagues, clients, and suppliers from different generations.

As stated by Smola and Sutton (2002), generational differences seem to exist among workers, leading to misinterpretations, miscommunications, and mixed signals. Effective communication challenges people even when they are working with a generational homogeneous workforce; consider for a second an age range of up to 50 years; efficiently communicating becomes considerably more difficult.

For example, the Baby Boom generation grew up in a time when letters were typed and sent by mail, business was mostly conducted face-to-face, and the telephone was the fastest way to communicate. On the other hand, Generation X is great with email communication; however, they want efficiency and accuracy. Furthermore, Generation Y has the mentality that wherever they are, they can be connected and execute their tasks, emphasizing the home office mindset. Thus, it is relevant to consider how coworkers' generation may be impacting the other workers' perspective and approach.

Only a few studies examined the effects of workplace diversity in a multilevel framework. Guillaume, Dawson, Otaye-Ebede, Woods, and West (2017) argue that it would be interesting to see further works that examine how executives from different types of workplace interact with each other. Moreover, it should consider that organizations over the world face a rapid growth context boosted by the challenge of understanding a multi-generational workforce, leading to a need of devising policies and processes to build collaboration between them (Srinivasan, 2012).

With this as the basis, the decision has been made to empirically test the interaction of human's generation on the main effect, leading to the development of the following research question:

INTERPERSONAL AND MINDFUL COMMUNICATION

RQ1: Do humans' generations moderate the relationship between interpersonal communication and mindful communication in the workplace?

Methods

Sample

This study aimed to test the relationship between interpersonal and mindful communication, as well as if the differing generations work as a moderator of it. To test the hypothesis and answer the research question, a sample with approximately 700 workers with distinct personal and professional backgrounds from diverse organizations based worldwide were invited to participate in the present study. The executives selected through the personal contacts of the researcher. They received an email inviting them to participate in the research, which contained the link to a secure data collection website with the survey questionnaire, containing six sections based on specific scales selected to measure each construct. However, a total of 422 answers were collected during the one month in which the online survey questionnaire was available (from May. 23, 2019 to Jun. 23, 2019). Moreover, as detailed in the results section, a total of 362 completed and valid cases composed the final sample.

Measures

The measures at the questionnaire are split into six sections: (1) business' demographics, (2) interpersonal communication, (3) mindful communication, (4) personality, (5) soft skills, and (6) personal's demography. The sections were developed to lead the participants to answer the questions through logical reasoning, and further to facilitate the data collection.

Independent and Dependent Variables

Interpersonal Communication. Several instruments are available to measure interpersonal communication competence (Spitzberg & Cupach, 2012), and the one chosen to support the present study was the Interpersonal Communication Competence Scale (ICCS)

INTERPERSONAL AND MINDFUL COMMUNICATION

developed by Rubin and Martin (1994), for providing a comprehensive measure of interpersonal communication competence with a manageable number of items. Moreover, Rubin and Martin (1994) state that Interpersonal Communication Competence (ICC), is akin to a lasting first impression; supporting the purpose of this construct.

The present scale englobes the entire construct, in brief, global, self-reported way to measure ten ICC skills: alter centrim, assertiveness, empathy, environmental control, expressiveness, interaction management, immediacy, self-disclosure, social relaxation, and supportiveness.

Alter centrim. Alter centrim, according to Rubin and Martin (1994), involves interest in others, attentiveness to what they say and how they say it. The perceptiveness of not only what is said but also what is not said. The responsiveness to thoughts, and adaptation during a conversation.

Assertiveness. Assertive behavior, according to Rubin and Martin (1994), includes standing up for one's rights without denying the rights of the other.

Empathy. According to Rubin and Martin (1994), empathy is an element of identification, is feeling with the other. It involves affect for, or an emotional reaction to another's the internal state and results in understanding the other's perspective. It also consists of responding to the other's position instead of referencing one's own experiences.

Environmental Control. Controlling the environment, according to Rubin and Martin (1994), means demonstrating one's ability to achieve predetermined goals and satisfy needs. It also involves the ability to handle conflict settings and solve problems in a cooperative atmosphere, as well as the ability to gain compliance from others.

Expressiveness. According to Rubin and Martin (1994), researchers first conceived of expressiveness as the ability to communicate feelings through nonverbal behaviors such as vivid facial expressions, symbolic gestures, appropriate vocal modulation, and posture shifts.

INTERPERSONAL AND MINDFUL COMMUNICATION

Immediacy. When people are immediate, according to Rubin and Martin (1994), they show others that they are approachable and available for communication. Immediacy communicated through nonverbal behaviors such as facing the other directly, adopting an open stance, having a pleasant facial expression, using direct eye contact, and leaning forward. Nonverbal behaviors convey in a feeling of interpersonal warmth, closeness, and affiliation. Verbal indications of immediacy, for example, include answering questions directly and focusing attention and comments on the other.

Interaction Management. Interaction management, according to Rubin and Martin (1994), is a person's ability to handle formal procedures in everyday conversation. It includes skills such as negotiating topics to be discussed, taking turns, beginning and ending conversations, and developing conversational topics.

Self-Disclosure. Self-disclosure, according to Rubin and Martin (1994), is the ability to open up or reveal to others personality elements through communication establishing interpersonal relationships. Furthermore, it must be appropriate for each person and situation; considered useful if it achieves the goal.

Social Relaxation. Social relaxation, according to Rubin and Martin (1994), is a lack of anxiety or apprehension in everyday social interactions (e.g., a feeling of comfort, low fear, and ability to handle another's adverse reactions or criticism without undue stress).

Supportiveness. Supportive communication, according to Rubin and Martin (1994), confirms the other and is descriptive, provisional, spontaneous, oriented towards solving a problem, empathic, and egalitarian. An air of equality decreases the power imbalance in many situations. Both people feel as though they are equals; communication becomes much more comfortable. Emotions arise when a person takes responsibility for them rather than attaching them to the behavior of others.

INTERPERSONAL AND MINDFUL COMMUNICATION

The ICCS scale is composed of thirty sentences across the ten skills previously mentioned that are considered necessary in interpersonal theory (Rubin & Martin, 1994). Each statement indicates how frequently the respondents have the experience described when interacting with one another (Table 1). Rubin and Martin (1994) used a 5-point Likert scale ranging from 1 (almost never) to 6 (almost always), where the high scores reflected a higher level of interpersonal communication which can translate to higher communication flexibility.

For the present study, the scale was adapted to fit the questionnaire 7-point Likert scale ranging from 1 (almost never) to 7 (almost always). The statements were revised to be suitable with the purposed of the research and also randomized to ensure the accuracy of the answers. In an attempt to control for socially desirable responding, the respondents were asked to answer honestly, taking into consideration their communication behavior in the workplace very carefully (Cronbach's $\alpha = 0.83$, mean = 155.34, SD = 14.25).

Mindful Communication. Various research methodologies used in the study of mindfulness, ranging from survey designs to experimental studies, cross-sectional as well as longitudinal (Hyland et al., 2015). The scale that was considered most appropriate for the present study is the Mindfulness Attention and Awareness Scale (MAAS), developed by Brown and Ryan (2003). The MAAS scale is composed of fifteen sentences distributed across cognitive, emotional, physical, interpersonal, and general domains. Each statement indicates how frequently the respondents have experienced those daily (Table 2). Brown and Ryan (2003) used a 6-point Likert scale ranging from 1 (almost always) to 6 (almost never), where the high scores reflected a higher level of mindfulness.

For the present study, the scale was adapted to fit the questionnaire 7-point Likert scale ranging from 1 (almost never) to 7 (almost always) and the statements randomized to ensure the accuracy of the answers. In an attempt to control for socially desirable responding,

INTERPERSONAL AND MINDFUL COMMUNICATION

the respondents were asked to answer according to what “really reflects” their experience rather than what they “think” their experience should be (Cronbach’s $\alpha = 0.85$, mean = 69.07, SD = 12.80).

Generations. For measuring the generation's construct, two questions regarding age request on the online survey questionnaire. First, based on a pre-established scale, the respondent should answer what age he or she had reached in his or her last birthday, and second asking in what year he or she was born. Both questions covered the personal demographics section.

Based on the answers, the respondent will be classified in one of the three generations groups according to Hansen and Leuty (2012): Baby Boomers, born between 1946 and 1964 (mean = 59.93, SD = 2.95); Generation X, born between 1965 and 1980 (mean = 45.34, SD = 5.28); and Generation Y, born between 1981 and 2002 (mean = 31.74, SD = 4.59).

Control Variables

Personality. An individual possesses distinct personality traits, which are dimensions of individual differences which are seen in patterns of thoughts, feelings, and actions. Individual differences in personality and cognitive ability have been the subject of much psychological research.

Several types of researchers explored the similarities and differences between different models to measure personality traits (e.g., Cattell, Eber, & Taksuoka, 1970; Eysenck & Wilson, 1973). Other trait-orientated theorists have produced some reasonably consistent evidence of the existence of “Big Five” major personality factors (Costa Jr & McCrae, 1990; Digman & Takemoto-Chock, 1981).

The “Big Five” dimension has become a universal template for understanding the structure of human personality and determined the minimum factors that must be included in any description of human nature (Arnold, Silvester, Cooper, Robertson, & Patterson, 2005).

INTERPERSONAL AND MINDFUL COMMUNICATION

The fivefold structure involves the following: agreeableness, conscientiousness, extroversion, neuroticism, and openness to experience.

Agreeableness. Is what is observed by trust, straightforwardness, altruism, compliance, modesty, tender-mindedness.

Conscientiousness. Is elucidated by competence, order, dutifulness, achievement striving, self-discipline, deliberation.

Extroversion. Consists of warmth, gregariousness, assertiveness, activity, excitement-seeking, positive emotions.

Neuroticism. Is explained by anxiety, angry hostility, depression, self-consciousness, impulsiveness, vulnerability.

Openness to experience. Is based on fantasy, aesthetics, feelings, actions, ideas, values.

The present study will consider it to measure the personality construct as a covariance. As mentioned, several scholars focused their studies on this scale; therefore, the one deemed most appropriate for the present study is the one developed by Gil de Zúñiga, Diehl, Huber, and Liu (2017).

The "Big Five" personality traits scale is composed of thirty sentences across the fivefold structure previously mentioned. Each statement indicates how frequently the respondents have experienced those feelings on a daily basis (Table 3).

For the present study, the scale was adapted to fit the questionnaire 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree). The statements were revised to be suitable with the purposed of the present study and also randomized to ensure the accuracy of the answers. In an attempt to control for socially desirable responding, the respondents were asked to answer honestly, taking into consideration their behavior in the workplace very carefully (Cronbach's $\alpha = 0.79$, mean = 156.00, SD = 17.43).

INTERPERSONAL AND MINDFUL COMMUNICATION

Soft Skills. Soft skills were measured as a covariance. According to Robles (2012), they are interpersonal qualities and personal attributes that an individual possesses and are considered a fundamental characteristic in job applicants by business executives. Robles (2012) recognized the top 10 soft skills perceived as the most crucial by business executives: communication, courtesy, flexibility, integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork skills, and work ethic. Those skills were used to support this measure.

Communication. The words that define communication, according to Robles (2012) are oral, speaking capability, written, presenting, and listening.

Courtesy. The words that define courtesy, according to Robles (2012) are manners, etiquette, business etiquette, gracious, says please and thank you, and respectful.

Flexibility. The words that define flexibility, according to Robles (2012) are adaptability, willing to change, lifelong learner, accepts new things, adjusts, and teachable.

Integrity. The words that define integrity, according to Robles (2012) are honest, ethical, high morals have personal values, and does what is right.

Interpersonal skills. The words that define interpersonal skills, according to Robles (2012), are kind, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, and social skills.

Positive attitude. The words that define positive attitude, according to Robles (2012) are optimistic, enthusiastic, encouraging, happy, and confident.

Professionalism. The words that define professionalism, according to Robles (2012) are businesslike, well-dressed, appearance, and poised.

Responsibility. The words that define responsibility, according to Robles (2012) are accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, and common sense.

INTERPERSONAL AND MINDFUL COMMUNICATION

Teamwork skills. The words that define teamwork skills according, to Robles (2012) are cooperative, gets along with others, agreeable, supportive, helpful, and collaborative.

Work ethic. The words that define work ethic, according to Robles (2012) are hardworking, willing to work, loyal, initiative, self-motivated, on time, and good attendance.

For the present study, the scale was adapted to fit the questionnaire 7-point Likert scale from 1 (no level of competence) to 7 (high level of competence). At this section, the terms were provided with their description based on Robles (2012) definition to guarantee a better understanding. Moreover, they were organized in alphabetical order to avoid any bias. In an attempt to control for socially desirable responding, the respondents were asked to answer honestly according to their level of competence of each soft skill, taking into consideration their behavior very carefully (Cronbach's $\alpha = 0.79$, mean = 61.94, SD = 4.98).

Business demographics. The executives were asked to answer a few questions concerning their professional life. The topics covered were: current employment status (100 percent employment), current job level (current job level, range = 1–5, mean = 2.51, median = middle management), time he or she has been working at the current job position (how long working at the current job position, range = 1–5, mean = 3.71, median = 3 to 5 years), time he or she has been working at the current organization (how long working at the current organization, range = 1–5, mean = 4.18, median = more than 5 years), time that the company has been in business (how long company has been in business, range = 1–5, mean = 4.88, median = more than 5 years), the size of the organization (company size by number of employees, range = 1–5, mean = 2.24, median = 1–499 employees) and the primary line of business (56.3 percent banking/finance/insurance and chemicals), and the country which the respondent work (59.7 percent Brazil).

Personal demographics. Additional questions regarding the respondents' private life were asked as well. In this section, the topics covered were gender (53.0 percent female), age

INTERPERSONAL AND MINDFUL COMMUNICATION

and birth year (generation's measures) (mean = 43.11, SD = 12.17), country of origin (69.1 percent Brazil), country of living (59.7 percent Brazil), education (highest level of education completed, range = 1–6; mean = 3.38, median = bachelor's degree), and income (total annual household income, range = 1–5; mean = 3.31, median = \$50,000–\$99,999).

Results

This study aims to test the relationship between interpersonal and mindful communication, further if humans' differing generations work as a moderator of it (Figure 1). The data were collected in one month, from May. 23, 2019 to Jun. 23, 2019. During this time, 422 executives answered the online survey questionnaire. However, there were 60 incidents of missing data (Baby Boomers = 12, Generation X = 15, and Generation Y = 33), resulting in a final sample of 362 respondents, ranging in age from 21 to 65. The sample was comprised of 53.0 percent females with a mean age of 39.5 years (SD = 10.62) and 47.0 percent males with a mean age of 47.14 years (SD = 12.57).

Participant were categorized into one of the three generations based on their birthdates (Hansen & Leuty, 2012) yielding the following samples: Baby Boomers (N = 90) representing 24.9 percent of the sample, Generation X (N = 116) representing 32.0 percent, and Generation Y (N = 156) representing almost half of the sample (43.1 percent).

The country of origin for more than half of the sample was Brazil (69.1 percent), although executives from 23 different countries (Austria, Azerbaijan, Belarus, Brazil, Canada, China, Croatia, Finland, France, Hungary, India, Italy, Jordan, Lebanon, Portugal, Romania, Russia, Slovenia, Taiwan, Thailand, Turkey, Ukraine, and the USA) have answered the questionnaire. Regarding the country of living, although non-significant, the results were similar, executives residing in 18 different countries (Australia, Austria, Azerbaijan, Brazil, China, Egypt, Germany, Ireland, Italy, Jordan, Lebanon, the Netherlands,

INTERPERSONAL AND MINDFUL COMMUNICATION

Portugal, Slovakia, Turkey, Ukraine, United Kingdom, and the USA) participated in the survey, however, more than half of the sample live in Brazil (59.7 percent).

Almost the whole sample (91.2 percent) reported earning at least a bachelor's degree, considering that 45.9 percent had earned a bachelor's degree, 44.2 percent had a master's degree, and 1.1 percent had a doctoral degree; of the remaining participants reported had a high school or equivalent degree (8.8 percent).

Regarding income, 55.2 percent of the sample earns between \$10,000 and \$99,999 per year; out of which 6.1 percent of the ones who earn less than \$9,999, and 38.7 percent earn more than \$100,000.

The sample concerning business' demographics was split into seven topics, although not all of them were significant, it is relevant to report for sample profile knowledge. The significant ones were time at the current job position, where 43.1 percent reported being more than five years, while 35.9 percent reported between 1 to 5 years, and 20.9 percent answered less than one year. Also, the sector in which the organization operates, where the most prominent ones were banking/finance/insurance (30.9 percent) and chemicals (25.4 percent). The non-significant ones were job level, which were mainly distributed by owners/executives/c-levels (27.1 percent), senior management (22.1 percent), and middle management (29.3 percent). Intermediate level (16.0 percent) and entry-level (5.5 percent) also answered the survey questionnaire. More than half of the executives researched have been working for more than five years at the same organization (61.9 percent), and only 11.6 percent answered being at the company for less than one year. Respondents were also required to report for how long the company has been in business, and 91.7 percent answered that for more than five years. An interesting fact worth mentioning is that no one answered less than one year. The most prominent size of the companies' sampled have up to 499 employees (55.8 percent), although 19.9 percent said that he or she works for a company that

INTERPERSONAL AND MINDFUL COMMUNICATION

has more than 10 thousand employees worldwide. Lastly, it was investigated the country in which the executive work, and consistent with the other two questions regarding country, more than half of the sample work in Brazil (59.7 percent), although executives who worked in 16 different countries (Austria, Azerbaijan, Brazil, China, Egypt, Germany, Ireland, Italy, Jordan, Lebanon, the Netherlands, Slovakia, Turkey, Ukraine, United Kingdom, and the USA) have answered the questionnaire. The second country was Austria, with 16.6 percent of the replies.

Regarding the hypothesis (H1), which proposed that interpersonal communication is positively related to mindful communication. Table 4 (Model 1) shows that, consistent with H1, interpersonal communication is positively and strongly associated with mindful communication ($\beta = 0.272, p < 0.001$). Moreover, older ($\beta = 0.257, p < 0.000$) female ($\beta = 0.298, p < 0.001$) executives, with at least a bachelor's degree ($\beta = 0.147, p < 0.020$) were also more likely to a mindful communication. Personality ($\beta = 0.490, p < 0.000$), soft skills ($\beta = -0.189, p < 0.015$), country of origin ($\beta = 0.001, p < 0.000$), time at the job position ($\beta = -0.100, p < 0.019$), and sector that the organization operates ($\beta = -0.023, p < 0.003$) also have some influence on mindful communication. Table 4 (Model 1) also shows the individual factors related to interpersonal communication.

Finally, about the research question related to the moderation model, as shown in Table 4 (Model 2), interpersonal communication is significantly associated with mindful communication, and humans' different generation significantly moderated that relationship ($\beta = 0.260, p < 0.001$). The interaction probed by testing the conditional effects of interpersonal communication at three levels of human's generation, one standard deviation below the mean, at the mean, and one standard deviation above the mean (Figure 2). Interpersonal communication was significantly related to mindful communication rights when human's generation was one standard deviation above the mean (Baby Boomers) and

INTERPERSONAL AND MINDFUL COMMUNICATION

when at the mean (Generation X), but not when human's generation was one standard deviation below the mean (Generation Y). The Johnson-Neyman technique showed that the relationship between interpersonal communication and mindful communication was significant when humans' differing generation was above the .08 standard deviations above the mean but not significant with lower values of the different generations.

In other words, results indicate that Baby Boomers ($\beta = 0.421, p < 0.000$) and Generation X ($\beta = 0.259, p < 0.001$) slightly moderates the relationship between interpersonal communication and mindful communication, and Generation Y ($\beta = 0.098, p < 0.389$) does not moderate the relationship in question. That means that executives from Baby Boomers generation and Generation X are more aware and attentive when communicating in the workplace than do the ones from Generation Y.

Consistent with H1 (Model 1; Table 4), the characteristics of the executives who answered the research question (Model 2; Table 4) that were more likely to a mindful communication are the older ($\beta = 0.264, p < 0.000$) female ($\beta = 0.312, p < 0.000$) with at least a bachelor's degree ($\beta = 0.176, p < 0.006$). Personality ($\beta = 0.505, p < 0.000$), soft skills ($\beta = -0.175, p < 0.024$), country of origin ($\beta = 0.001, p < 0.000$), time at the job position ($\beta = -0.101, p < 0.017$), and sector that the organization operates ($\beta = -0.024, p < 0.002$) also have some influence on mindful communication. Table 4 (Model 2) also shows the individual factors related to interpersonal communication.

Discussion

Each person is unique and so is the way they communicate as well. By pausing to notice the way each of us responds to others, we can open ourselves up to more honest communication. Being conscious of how we communicate increase our awareness and insight (Brown & Ryan, 2003), thus enabling us to notice the effect our communication style has on other people.

INTERPERSONAL AND MINDFUL COMMUNICATION

According to Hanley (2016), curiosity about the correlates of mindfulness continues to grow, although as previously mentioned, there has been little work examining this attribute as a naturally occurring characteristic. Thus, the present study aims to boost the investigation of this concept by integrating with interpersonal communication and humans' alternating generation in the workplace.

The purpose of the validity of the current study is to see if interpersonal communication is related to mindful communication and if the different generations of co-workers moderate this process in the workplace. An online survey questionnaire launched and collected data from 362 executives from different backgrounds that currently work at companies worldwide.

To measure the central constructs of communication, specific scales based on the literature review were chosen. The Interpersonal Communication Competence Scale (ICCS) (Rubin & Martin, 1994) was selected to measure interpersonal communication, the Mindfulness Attention and Awareness Scale (MAAS) (Brown & Ryan, 2003) was selected to measure mindful communication, and to classify humans' generations, according to the Hansen and Leuty (2012). Moreover, personality and soft skills were measured as well, although as covariances; thus, respectively the "Big Five" personality traits by Gil de Zúñiga et al. (2017), and the "Top 10 Soft Skills Needed in Today's Workplace" by Robles (2012). Demographics measures were also computed and considered as control variables.

The results indicate that interpersonal communication is positively and strongly associated with mindful communication in the workplace. This way, great communication at work is rooted in a strong sense of awareness and empathy by understanding the coworkers and clients' perspectives. That involves focusing on the wants and needs of the other person by clear and concise communication. According to Burgoon et al. (2000), significant

INTERPERSONAL AND MINDFUL COMMUNICATION

mindfulness, both prior and during communication, can substantially increase benefits in a range of important practical communication settings.

Regarding communication among humans' overlapping generations in the workplace, the older the generation the higher the association between interpersonal and mindful communication. In other words, executives from the Baby Boomers generation and Generation X are more aware and attentive when communicating than are the ones from Generation Y. Being in line with what Brown and Ryan (2003) assumed, that each person differs in their propensity or willingness to be aware and to sustain this attention to what is occurring in the present. Which shows that the mindful capacity varies within individuals, and that can be dulled or sharpened depending on a variety of factors.

Furthermore, personality and soft skills, although for the present study were measured as a control, should not be overlooked. Results showed that personality is positively related to mindful communication. That is in line with previous researches that illustrate the primary correlational relationships between the individual mindfulness facets and elements of personality (Hanley, 2016; Hurk et al., 2011; Tucker et al., 2014). On the other hand, theory indicates that soft skills are in line with mindfulness (e.g., Baer, Smith, & Allen, 2004; Dane & Brummel, 2014; Follette et al., 2006). However, the results of the present study are inconclusive, as they are negatively related. In other words, as the mindful communication skills increase, soft skills decrease. Based on that, further research should focus on analyzing and testing these two concepts together.

In conclusion, final results showed a significant correlation between the constructs when regarding the moderation model, what is relevant mainly to alert the organizations and the executives that there are differences between the generations related to the way they communicate in the workplace.

INTERPERSONAL AND MINDFUL COMMUNICATION

Based on those findings, the departments responsible for managing the employees' career (e.g., Human Resources) in the organizations should consider the communication differences among generations when advising and dealing with the workers to maintain a collaborate culture. As according to Jain and D'lima (2017), organizational culture is an essential factor in determining how well an individual fit into an organization.

Another topic that may be reconsidered, for instance, is that companies usually have inclusion programs for diversity-focused on gender and race; however, developing a strategy focused on dealing with the age gap is something that it should also be considered. As Schullery (2013) also explains, the overall workplace engagement continues at gray levels because many of the attempts to engage employees may have fallen short due to unrecognized differences in generational values.

Moreover, the executives should be attentive when giving feedback and communicate with their employees, particularly the leaders, who should use their powers mindfully and vigilantly. Indeed, they should learn practical skills in bringing awareness, insight, compassion, and choice to their communications to keep co-workers motivated and to encourage and support a friendly environment. An excellent way to begin is by paying close attention to their interactions, especially with the difficult ones. Alternatively, with mindful communication training, where individuals are taught to become aware of the time and the manner, they use their innate communication in a wisdom way. According to Chu (2010), mindfulness meditation experience is associated with higher levels of emotional intelligence, which is based on four components: self-awareness, self-management, social awareness, and relationship management. Baer (2003) likewise found that mindfulness meditation might improve one's relationships with others as a result of reduced reactivity.

Further researches should consider testing this model with other groups of people who share the same environment for a considerable number of hours per day (e.g., students and

INTERPERSONAL AND MINDFUL COMMUNICATION

professors at school; doctors and nurses at a hospital). It would be interesting to see how these connections affect each other, as communication is a critical factor of a successful relationship. Following this reasoning, Spitzberg and Hurt (1987) made a strong case for the need to teach interpersonal skills in communication classrooms; likewise, Rubin and Martin (1994) advocated that that skill deficiency leads to “social maladjustment” and “low academic and occupational success” (p. 40).

During the moment of interaction, people are not always aware of how others perceive them and are not conscious of their behaviors (Rubin & Martin, 1994). Thus, simply being mindful of their open and closed patterns of conversation will increase their awareness and insight. Individuals begin to notice the effect their communication style has on other people, finding a way to bridge the generational borders.

INTERPERSONAL AND MINDFUL COMMUNICATION

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Table 1

*Interpersonal Communication Competence Scale (ICCS)*Scale Item

1. I allow coworkers to see who I really am.
2. I can put myself in others' shoes.
3. I'm comfortable in social situations.
4. When I've been wronged, I confront the person who wronged me.
5. My conversations are pretty one-sided. (R)
6. My conversations are characterized by smooth shifts from one topic to the next.
7. My coworkers can tell when I am happy or sad.
8. My communication is usually descriptive, not evaluative.
9. My coworkers truly believe that I care about them.
10. I accomplish my communication goals.
11. Other people know what I am thinking.
12. I don't know exactly what others are feeling. (R)
13. I feel relaxed in small group gatherings.
14. I have trouble standing up for myself. (R)
15. I let others know that I understand what they say.
16. I take charge of conversations I am in by negotiating what topics we talk about.
17. It's difficult to find the right words to express myself. (R)
18. I communicate with others as though they are equals.
19. I try to look others in the eye when I speak with them.
20. I can persuade others to my position.
21. I reveal how I feel to others.
22. Other people think that I understand them.
23. I feel insecure in groups of strangers. (R)
24. I stand up for my rights.
25. My mind wanders during conversations. (R)
26. In conversations with coworkers, I perceive not only what they say but what they don't say.
27. I express myself well verbally.
28. Others would describe me as warm.
29. I tell people when I feel close to them.
30. I have trouble convincing others to do what I want them to do. (R)

Note. The content was adapted from Rubin and Martin (1994). Cronbach's alpha for the construct interpersonal communication was $\alpha = 0.83$.

Table 2

*Mindfulness Attention and Awareness Scale (MAAS)*Scale Item

1. I could be experiencing some emotion and not be conscious of it until sometime later. (R)
2. I tend to walk quickly to get where I am going without paying attention to what I experience along the way. (R)
3. It seems I am “running on automatic” without much awareness of what I’m doing. (R)
4. I do jobs or tasks automatically, without being aware of what I’m doing. (R)
5. I find myself preoccupied with the future or the past. (R)
6. I break or spill things because of carelessness, not paying attention, or thinking of something else. (R)
7. I tend not to notice feelings of physical tension or discomfort until they really grab my attention. (R)
8. I rush through activities without being really attentive to them. (R)
9. I find myself listening to someone with one ear, doing something else at the same time. (R)
10. I find myself doing things without paying attention. (R)
11. I find it difficult to stay focused on what’s happening in the present. (R)
12. I forget a person’s name almost as soon as I’ve been told it for the first time. (R)
13. I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there. (R)
14. I drive places on “automatic pilot” and then wonder why I went there. (R)
15. I snack without being aware that I’m eating. (R)

Note. The content was adapted from Brown and Ryan (2003). Cronbach’s alpha for the construct interpersonal communication was $\alpha = 0.85$.

Table 3

*“Big Five” personality trait*Scale Item

1. I like to start conversations.
2. I sympathize with others' feelings.
3. I get the chores done right away.
4. My mood frequently swings. (R)
5. I have difficulty imagining things. (R)
6. I don't like to speak in front of groups. (R)
7. I feel little concern for others. (R)
8. I don't like to pay attention to detail. (R)
9. I get upset easily. (R)
10. I'm not interested in new ideas. (R)
11. I feel comfortable introducing myself to new people.
12. I'm indifferent to others' feelings. (R)
13. I like order.
14. I get to obsess over problems. (R)
15. I don't like to try new things. (R)
16. I'm shy around strangers. (R)
17. I love children.
18. I do things according to a plan.
19. I rarely get irritated.
20. I'm full of ideas.
21. I talk to a lot of different people at events.
22. I try my best to comfort others.
23. I'm always prepared.
24. I don't get upset when problems arise.
25. It takes a long time for me to learn something new. (R)
26. I find it difficult to approach others. (R)
27. I find it tiresome when others ask for my help. (R)
28. I make plans and stick to them.
29. I'm calm most of the time.
30. I'm quick to understand.

Note. The content was adapted from Gil de Zúñiga, Diehl, Huber, and Liu (2017).
Cronbach's alpha for the construct interpersonal communication was $\alpha = 0.79$.

INTERPERSONAL AND MINDFUL COMMUNICATION

Table 4

Lagged panel regression model of interpersonal communication and human generations predicting mindful communication

	Mindful communication	
	Model 1 (main effect)	Model 2 (interaction effect)
Gender	0.298***	0.312***
Country of origin	0.001***	0.001***
Country of living	0.005	0.000
Education	0.147*	0.176**
Income	-0.053	-0.062
Job level	-0.044	-0.060
Job position (years)	-0.100*	-0.101*
Time at organization (years)	-0.025	-0.041
Company in business (years)	-0.156	-0.150
Size organization (employees)	0.001	0.006
Line of business	-0.023**	-0.024**
Country of work	-0.001	-0.001
Personality	0.490***	0.505***
Soft skills	-0.189*	-0.175*
Interpersonal communication	0.272***	0.259***
Human's generations (age)	0.257***	0.264***
Interaction: Human's generation x Interpersonal communication	—	0.201*
Total R ² (%)	31.0	32.0

Note. Sample size = 362.

*p < 0.05, **p < 0.01, ***p < 0.001.

INTERPERSONAL AND MINDFUL COMMUNICATION

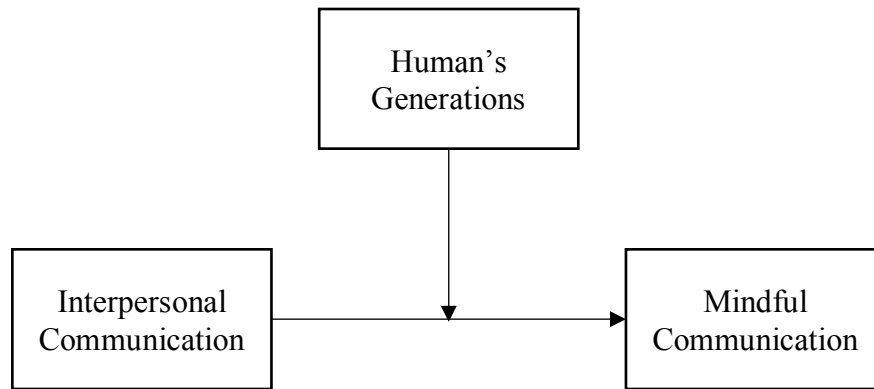


Figure 1. Conceptual model: interaction effect of human's generations on the relationship between interpersonal communication and mindful communication

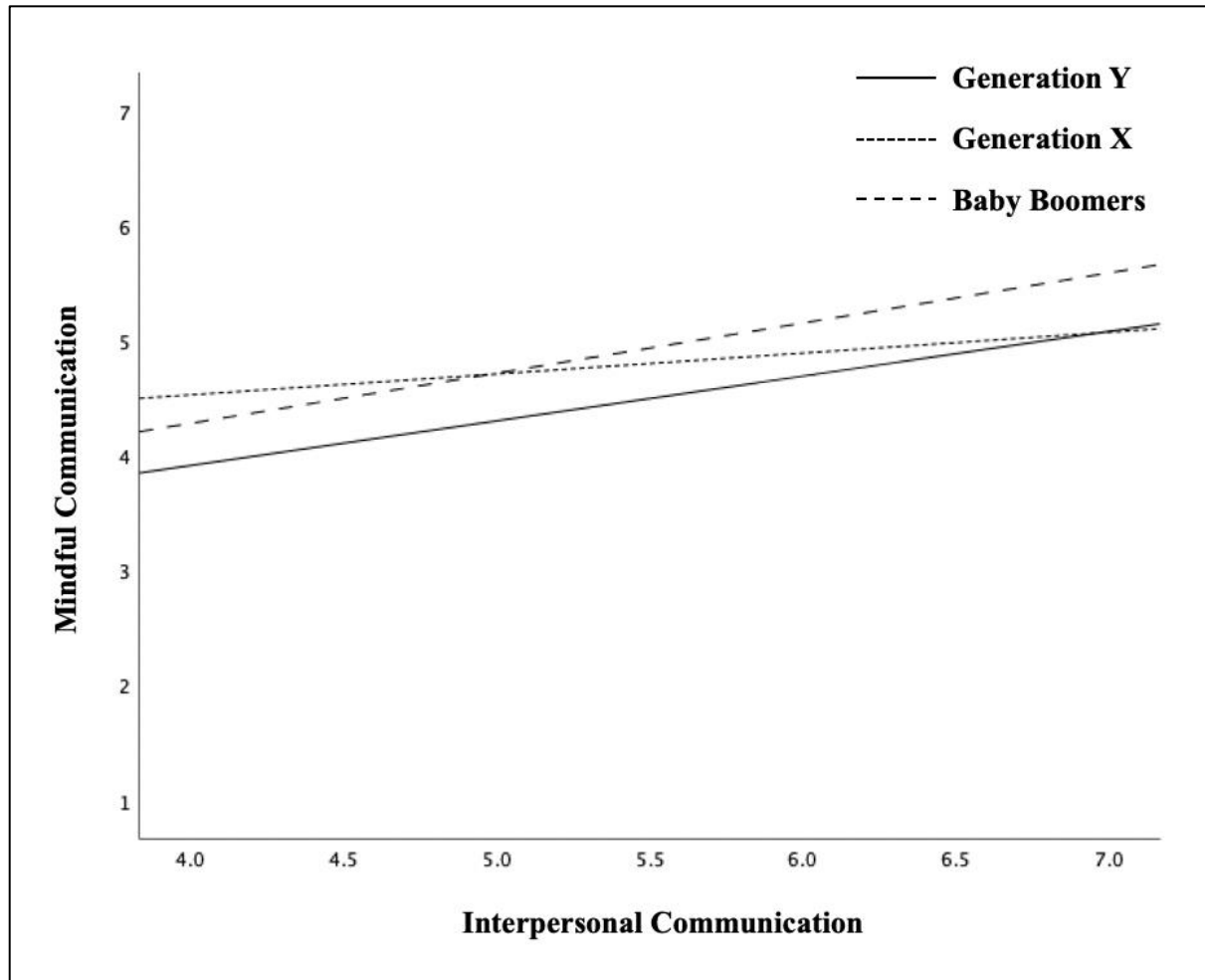


Figure 2. The figure shows the interaction of human's generations (moderator) on the relationship between interpersonal communication and mindful communication. Group differences in human's generations are the mean ± 1 SD from the mean

Abstract

All forms of communication take place in the context of the workplace, and so much of what a person accomplishes, especially at work, depends on the ability to communicate effectively. Being conscious while communicating is relevant to navigate relationships and expectations to get the wanted results, especially when it includes interacting with different generations. Executives should be aware of the differences and similarities between themselves and those of different ages, particularly the way they engage in interpersonal communication to make a more positive and productive connection. However, few studies have empirically substantiated the relationship between interpersonal and mindful communication. Thus, the present study focuses on the influence of interpersonal communication on mindful communication among generations in the workplace. The three generations researched (Generation Y, N = 156; Generation X, N = 116; and Baby Boomers, N = 90) served as a slight moderator of this relationship; indeed, the older the generation the higher the association between interpersonal and mindful communication. Results indicate that executives from the Baby Boomers generation and Generation X are more aware and attentive when communicating in the workplace than do the ones from Generation Y. Additional analyses suggest that personality and soft skills significantly act as controls among those relationships.

Keywords: interpersonal communication, mindful communication, generations, personality, soft skills, moderation analysis

Zusammenfassung

Alle Kommunikationsformen finden im Umfeld des Arbeitsplatzes statt, und so viel von dem, was eine Person erreicht, insbesondere am Arbeitsplatz, hängt von der Fähigkeit ab, effektiv zu kommunizieren. Bewusstes Kommunizieren ist relevant, um Beziehungen und Erwartungen zu steuern und um die gewünschten Ergebnisse zu erzielen, insbesondere wenn mit verschiedenen Generationen interagiert wird. Führungskräfte sollten sich der Unterschiede und Gemeinsamkeiten zwischen ihnen und anderer Altersgruppen bewusst sein, insbesondere der Art und Weise, wie sie zwischenmenschlich kommunizieren, um so eine positivere und produktivere Verbindung herzustellen. Allerdings haben nur wenige Studien die Beziehung zwischen zwischenmenschlicher und achtsamer Kommunikation empirisch belegt. Daher konzentriert sich die vorliegende Studie auf den Einfluss der zwischenmenschlichen Kommunikation auf die achtsame Kommunikation zwischen den Generationen am Arbeitsplatz. Die drei untersuchten Generationen (Generation Y, N = 156; Generation X, N = 116; und Baby Boomers, N = 90) dienten als Moderator dieser Beziehung; je älter die Generation, desto höher die Assoziation zwischen zwischenmenschlicher und achtsamer Kommunikation. Die Ergebnisse deuten darauf hin, dass Führungskräfte der Babyboomer und der Generation X bei der Kommunikation am Arbeitsplatz bewusster und aufmerksamer sind als diejenigen der Generation Y. Zusätzliche Analysen deuten darauf hin, dass Persönlichkeit und Soft Skills signifikant als Kontrolle zwischen diesen Beziehungen fungieren.

Stichwörter: Zwischenmenschliche Kommunikation, achtsame Kommunikation, Generationen, Persönlichkeit, Soft Skills, Moderationsanalyse