A QUANTUM APPROACH TO MINDFULNESS AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR: INVESTIGATING THE MEDIATORY ROLE OF QUANTUM SKILLS (FOCUS: LEARNING ORGANIZATION)

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Abstract

The present paper provides a quantum theoretical framework for examining the relationship between mindfulness and organizational citizenship behavior. The framework was established by studying the mediating role of the seven quantum skills in the context of a learning organization. Since both mindfulness and quantum skills can predict organizational citizenship behavior, the current study also explains how the two are connected. Given its objective of improving organizational citizenship behavior by studying the effectiveness of mindfulness and the seven quantum skills, the present research provides results which can benefit top administrators, especially those in organizational behavior and human resources.

Keywords: Mindfulness, The seven quantum skills, Organizational citizenship behavior, Quantum theory, Mental models, learning organizations

1. Introduction

Since the quantum worldview characterizes the universe as a dynamic, unpredictable, subjective, and self-organizing system (Shelton & Darling, 2003), the new era can be called "The Quantum Age" (Shelton & Darling, 2001). Recent research in psychology, biology, and neurophysiology suggests that human beings are, indeed, quantum beings. Even though a person may be primarily viewed as a material being, there is also an invisible, nonmaterial dimension (referred to as the mind, consciousness or spirit) whose functioning appears to be affected by quantum principles and energy (Dyer, 1995). In this context, the new theories of chaos, complexity, cognitive psychology, and quantum theory, provide the conceptual foundation for a range of postmodern cognitive skills and behaviors and develop mental models. For example, the quantum skills enable managers to surface and test their mental models and thus improve their capacity to learn. As managers adapt new mental models that are congruent with the quantum worldview (Shelton & Darling, 2003) and integrate the quantum and cognitive skills into organizational processes and practices, they will discover new ways to create communities of continuous learning, and ascend to new levels of organizational excellence by harnessing the most powerful energy in the universe – the energy of the mind (Shelton et al., 2002a). In this regard, the present paper considers mindfulness as an integrative, mind-body-based approach for developing mental models and organizational citizenship behavior (OCB) as a contributing factor to organizational excellence. To this end, the current study provides a new set of quantum skills that appreciably impacts the effectiveness of managerial leadership, elicits organizational citizenship employee behavior, and explores new models for achieving organizational excellence.

2. Statement of Problem

Organizational thinking has been deeply impacted by the pervasive, mechanistic western worldview that emerged primarily from Newton's seventeenth-century theory of classical physics. This worldview was premised on three key assumptions: reality is objective; effects are predictable; and knowledge is acquired solely through the senses (data collection and analysis) (Shelton & Darling, 2003). Based on the classical Newtonian paradigm, the traditional management skills of planning, organizing, directing, and controlling (Shelton & Darling, 2001) were essential for the 20th century. They were formulated for life in simpler times when organizations were viewed as stable entities that functioned in a logical and linear manner. However, in a complex world that is changing at warp speed, these traditional management skills, while still useful, are becoming increasingly inadequate. The fast-paced, constantly changing, intricately interconnected world of today is neither stable nor predictable. It is extremely difficult to plan, organize, direct, and control in such an environment (Shelton & Darling, 2003). As Peter B. Vaill of George Washington University Professor explains, today's environment is comparable to "white-water rafting." The techniques that worked in calm water simply do not succeed in white water (Leibold, et al., 2005). Therefore, new postmodern models of organizations require new management skills – skills that can enable managers to integrate their deepest values into the pursuit of excellence and recognize the roles that language and perception play in the construction of organizational reality (Shelton et al., 2002a). For this purpose, the present work adopts a novel quantum-based approach for developing a set of management skills and also improves OCB in the context of a learning organization. Given the value of citizenship behavior, it is important to gain a better understanding of what organizations can do to cultivate a workforce of good organizational

citizens (Bolino & Turnley, 2003) and to identify the factors that influence the degree to which employees exhibit OCB (Ueda, 2012). In this regard, managers can employ quantum skills to surface, test, and improve mental models and behavioral routines (Wishart et al., 1996, p. 8) and so establish a foundation or atmosphere that fosters employee citizenship behavior.

3. Significance of the study

Given the value of OCB, it is important that top-level managers have a better understanding of the factors that make employees willing to go the extra mile. In fact, an organization's ability to elicit employee behavior that goes above and beyond the call of duty can be a key asset and one that is difficult for competitors to imitate (Bolino & Turnley, 2003). In this regard, training or educating top administrators on the importance of citizenship behavior will raise their awareness of employee displays of OCB. They may choose to include OCB in their performance appraisals, or devise their own casual/informal reward system to encourage OCB (Zhang, 2011). Furthermore, the results of the current study can benefit top-level managers in the employee selection process. In this way, candidates who exhibit the ability of mastering the tested skills can be identified as qualified candidates for hiring as opposed to those who lack such skills. This benefit for management attests to the importance of the current research. The present study develops a causal mediation model structured on the application of novel cognitive skills and behavior in the field of learning organizations. This model is portrayed in Figure 1.
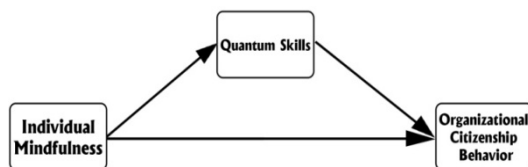

Fig.1. Theoretical Framework of the causal mediation model

4. Conceptual framework

4.1. Organizational Citizenship Behavior

According to Organ, OCB is usually defined as, "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregated promotes the effective functioning of the organization" (Organ, 1988). However, more recently, he modified this definition to say that OCB is "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997). In fact, citizenship behaviors are important because they lubricate the social machinery of the organization (Smith et al., 1983). Podaskoff et al.

(2000) condensed the more than thirty types of citizenship behaviors found in the literature into seven: (I) helping behaviors, (II) sportsmanship, (III) organizational loyalty, (IV) organizational compliance, (V) individual initiative, (VI) civic virtue, and (VII) self-development (Campbell & Joy, 2016). While most studies on organizational citizenship behavior adopt a five-factor OCB model developed by Organ, the present study employs Podsakoff et al.'s model as its theoretical framework. It is worth mentioning that, the antecedents of OCB have been organized into three levels: individual, leadership, and work environment factors (Organ et al., 2006). The present research considers mindfulness and quantum skills as significant individual predictors or personality traits of OCB.

4.2. Mindfulness

Perhaps the most widely known definition of mindfulness in the scientific literature is "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1995). Mindfulness is a receptive attention to and awareness of present events and experience occurring both internally and externally (Brown & Ryan, 2003). Studies show that mindfulness curtails negative functioning and enhances positive outcomes in several important life domains, including mental health, physical health, behavioral regulation, and interpersonal relationships (Brown, Ryan & Creswell, 2007; Hede, 2010; Langer, 2009). Encouraged by these findings, organizational scholars have started to explore the role of mindfulness in organizations (e.g., Dane, 2011; Glomb, et al. 2011; Weick & Putnam, 2006) and work settings (Reb et al., 2015). Consequently, over the years, the concept of individual mindfulness has moved into psychological, psychotherapeutic and organizational fields (Gajda, 2017). Fiol and O'Connor (2003) suggest that organizational mindfulness is a function of senior managers that scan more broadly and question interpretations. Thus, the individual mindfulness of top administrators would seem to be especially important, because the more aware the organization is of its present situation and potential threats, the more mindful the organization is (Reb & Choi, 2014). In this regard, organizational mindfulness shapes the behaviors of employees in the form of more mindful organizing (Vogus & Sutcliffe, 2012).

4.3. Quantum Skills

According to McBride (2005), the complexity of today's organizations is such that organizational studies scholars have searched for metaphors and models to help describe and explain the complex

social phenomena observed in organizations (Weick, 1998; Lamberg & Parvinen, 2003). The quantum paradigm presented is used as a metaphor for behavior and provides a new set of skills that can have an appreciable impact on effectiveness in managerial leadership (Shelton & Darling, 2001). These new skills are labeled the Quantum Skills (Shelton, 1999, pp. 4– 6) because they use the paradoxical principles of quantum mechanics as the foundational framework for a new way of thinking about leadership (Shelton et al., 2002a) and can thereby be translated into a highly practical new skill set for managers in the twenty-first century. According to Shelton and Darling, the seven quantum skills are quantum seeing; quantum thinking; quantum feeling; quantum knowing; quantum acting; quantum trusting and quantum being (Shelton & Darling, 2001).

5. Discussion

5.1. Mindfulness and OCB (direct / unmediated effects)

Mindfulness is positively related to organizational citizenship behavior:

A number of studies have recently shown the positive correlations between mindfulness and OCB (Reb et al., 2015; Dennison, 2016; Theeuwes, 2016; Patel, 2017; Mulligan, 2018). While mindfulness is an intellectual capital and an trait-like quality (Baer & Lykins, 2011), OCB acts as a social capital and extra-role leads to better communication and stronger networks which facilitate accurate information transfer and improve efficiency (Organ et al., 2006). Mindfulness influences individuals to become more cognizant of their present moment experiences. This happens through an attitudinal component that could result in an increase in citizenship behaviors (Patel, 2017). For example, Cameron and Fredrickson (2015) found that two dimensions, present-moment awareness and non-judgmental acceptance, not only predicted helping behavior, as operationalized by OCB, but also predicted increases in positive emotions and decreases in negative emotions associated with those helping behaviors (Mulligan, 2018). Since OCB is discretionary, and thus not enforceable, it is an expression of individual motivation within a group or organizational context (Campbell & Joy, 2016). Consequently, as a first step, OCB requires behavioral changes at the individual level as a precursor to achieving social connectivity at a group level (Kuziemsky, et al., 2016). In this regard, increasing mindfulness, or even mindful practices, on an individual level can thereby result in a domino effect of psychological and behavioral changes that could potentially influence workplace behavior and have beneficial results for organizations (Patel, 2017).

Furthermore, mindfulness radically transforms thoughts and emotions, which are interconnected. Such transformations might cultivate transpersonal feelings of altruism and empathy, which are conducive to organizational citizenship behaviors and improved working relationships. As a result, being mindful reduces individualistic desires and concerns for personal gain, whilst cultivating altruistic organizational citizenship behaviors including listening, respect and concern for others (Dennison, 2016).

5.2. Mindfulness and the quantum skills

Mindfulness is positively related to the quantum skills:

To the best of the researcher's knowledge, little is known about the effects of mindfulness on the development of quantum skills. Recognizing that insufficient attention has been paid to this topic, the current study aims to fill this need. In its investigation of the relationship between individual mindfulness and quantum skills, the present work adopts a novel approach involving the causal relations between these two variables and the rationale behind them. The following elaborates on this approach:

5.2.1. Mindfulness is positively related to the quantum seeing:

In 2006, Shapiro and his associates presented "intention" and "attention" as the two core axioms of mindfulness. Intention signifies the practitioner's personal vision, which shifts along a continuum 'from self-regulation, to self-exploration, and finally to self-liberation' and attention means developing the competencies of applied and sustained focus, and flexibility of focus (Shapiro et al., 2006). Furthermore, Brown et al. (2007) argue that clear awareness of the internal and external world in the present moment is the first and foremost aspect of mindfulness. Chiesa (2012) recommended that rather than referring to mindfulness in general, researchers could refer to the specific aspect or process of mindfulness that they are focusing on in their research (Reb et al., 2015). Therefore, the present study focuses on the three core elements of intention, attention, and awareness, because they feature prominently in many conceptualizations of mindfulness (Reb et al., 2015).

Quantum seeing is the ability to see intentionally, as opposed to being a victim of habitual ways of perceiving (Shelton et al., 2002a). That is because human perception is highly subjective (Shelton & Darling, 2001). Humanistic psychologists believe that individuals' behavior is primarily determined by their perception of the world around them and their personal meanings (Hefferon & Boniwell,

2001). This skill enables managers to consciously select their intentions, thus aligning their perceptions with their desire. As this skill is recognized and implemented, the manager thereby becomes increasingly aware of the perceptual choice point between an external stimulus and a subsequent internal response; unfortunately, it is often difficult to change one's perceptions. These are learned early, and they are controlled primarily at an unconscious level of awareness. However, managers can learn to become more aware of their intentions and as they learn to change these intentions, their perceptions shift accordingly. Csikszentmihalyi (1990) believes that intention is the psychological process from which reality is constructed. Well-known techniques like meditation can serve as reminders of intentions (Shelton & Darling, 2001). There are two major classes of meditation practice: concentration meditation and mindfulness meditation. The latter is also referred to as awareness meditation (Rivord, 2012). In fact, by mastering mindfulness and its effect on internal paradigm shift in consciousness, awareness and development of new perceptual choices, managers can benefit from acquiring quantum seeing skills.

5.2.2. Mindfulness is positively related to the quantum thinking:

Quantum thinking provides an on-going stream of highly creative and innovative ideas that help the managerial leaders transcend the box of binary thinking. Creative thinking requires the development of the right hemisphere of the brain (Shelton & Darling, 2001). Even though managers have the innate capacity to creatively resolve paradoxical challenges, their brain structures, coupled with societal influences, predispose them to use only a small portion of their cognitive ability. Stress and urgency also inhibit the functioning of the brain. Stress-filled jobs exhaust and creative breakthroughs rarely occur during periods of high anxiety. Therefore, managers who wish to become quantum thinkers first must learn to manage stress (Shelton et al., 2002b), especially the occupational stress. Sadler-Smith and Shefy (2007) provide some evidence that training programs such as Mindfulness-based interventions (MBIs) could instill mindfulness (Vogus & Sutcliffe, 2007); while they are important in disengaging individuals from automatic thoughts, habits, and unhealthy stressful behavior patterns (Brown & Ryan, 2003). For example, Mindfulness-based Stress Reduction (MBSR) training can lead to brain changes consistent with more effective handling of negative emotion under stress (Kabat-Zinn, 2003). Interestingly, an increasing number of organizations are turning towards mindfulness training, a program that usually includes mindfulness meditation as a core component. They do so with a diverse set of objectives such as reducing stress, improving employee well-being, or improving performance (Reb, & Choi, 2014). Since, there are a number of positive benefits associated with mindfulness, such as stress reduction and increased creativity (Ray et al., 2011), managers may become skilled at quantum thinking, by mastering mindfulness and its effect on developing the creative potential of the brain's right hemisphere.

5.2.3. Mindfulness is positively related to the quantum feeling:

Research at the Institute of HeartMath research (1993, p. 3), suggests that the human heart is a primary source of power for the mind-body system. The heart generates the strongest electromagnetic signal in the human body and the power of that signal is primarily a function of thoughts and emotions. Positive emotions (e.g., love, caring, compassion, hope, joy and appreciation) increase coherence, thus increasing energy. Negative emotions (e.g. frustration, fear, anger, conflict, and stress) decrease coherence in the heart's electromagnetic waves, causing the mind-body system to lose energy. So, positive emotions energize and negative emotions exhaust (Shelton & Darling, 2001). According to Brown and Ryan (2003), mindfulness is associated with better emotion regulation and reduced rumination. Kiken and Shook (2011), in a laboratory study, found that a brief manipulation of mindfulness led to a reduction in negativity bias or the tendency to weigh negative information more heavily than positive information as well as more positive judgments and increased optimism. This may allow employees to maintain higher levels of optimism, self-efficacy, and positive effect, contributing to employee well-being (Reb et al., 2015). More importantly, positive emotions enhance psychological resilience in the face of unexpected events, thus promoting flexibility of thought and generating novel ways of acting (Dennison, 2016). The skill of quantum feeling enables the managers to feel good internally, regardless of what happens externally (Shelton & Darling, 2001). As this skill is recognized and implemented, manager learns how to alter the physics of his/her body by changing mental models (Dyer, 1998, 211-213). That is because human feelings are not the result of external events but of internal self-talk (Shelton & Darling, 2001). Perhaps the more mindful awareness employees have of their PsyCap and positive emotions, or lack thereof, the more it can facilitate positive attitudes and behaviors relevant to organizational changes. This means, employees' awareness of their thoughts and feelings, namely, mindfulness, was found to interact with PsyCap to

predict positive emotions and behaviors. In general, mindful employees have greater opportunity to become aware of thinking patterns that challenge their ability to be hopeful, efficacious, optimistic, and resilient at work (Avey, et al., 2008). As a result, the skill of quantum feeling enables managers to change the constructs of their minds (Shelton & Darling, 2001), a practical ability that can be developed by mastering mindfulness.

5.2.4. Mindfulness is positively related to the quantum knowing:

Quantum knowing is the ability to know intuitively (Shelton & Darling, 2001). Langer (McCarthy, 1994, 28) has developed a theory of mindful decision-making. Langer's research suggests that gathering information does not necessarily lead to better decisions. Rather than focusing on gathering information, Langer's theory focuses on staying aware (mindfulness). She points out that a belief in certainty is actually a huge disadvantage in management. Certainty leads to mindlessness. When someone is certain, he/she typically ceases to pay attention. On the other hand, uncertainty keeps individuals attentive both to the external conditions and to one's internal intuitions. Mindfulness keeps the manager's connection to the quantum field of infinite information open. As mangers begin to incorporate the space for mindfulness into their daily work routines, they will nurture whole-brain organizations - organizations that fully utilize both sides of the brain, valuing intuitive knowing as much as rational analysis (Shelton & Darling, 2001).

5.2.5. Mindfulness is positively related to the quantum being:

As managers master the skill of quantum being, they bring a peaceful mind and heart into all their interactions (Shelton et al., 2002a). Quantum being is the ability to be fully present in relationships. When a person approaches relationships with openness and vulnerability, a new entity is created that is greater than the sum of the two individuals. In fact, it is through relationships that one's potential is released (Shelton & Darling, 2001). Among the positive outcomes associated with mindfulness, most authors refer to enhanced emotion regulation, increased emotional intelligence, ability to act with awareness in social situation, and ability to relate to others with kindness, acceptance, and compassion (Barnes et al., 2007; Dekeyser et al., 2008; Davis & Hayes, 2011). Therefore, research suggests that mindfulness leads to more skilful emotional relating to others (Wachs & Cordova, 2007) and thus is associated with better interpersonal relationships (Barnes et al. 2007); this finding

indicates the positive relationship between the two variables of mindfulness and quantum skills.

5.3. Quantum skills and OCBs
Quantum skill is positively related to OCBs:

The Newtonian style of administration does not acknowledge spirituality whereas the quantum approach fortifies it. In fact, the quantum paradigm emphasizes relationships and strives to improve how people relate to one another. According to Klenke (2003): "[Spirituality involves] experiencing a sense of purpose and meaning in work that goes beyond the performance of tasks and a sense of contributing to the greater community" (Feris & Lazaridou, 2006). Accordingly, in order to inject more spirit into an organization, managers need to employ quantum skills which shift the focus from narrow self-interest to concern for the good of all (Shelton & Darling, 2001). Aside from quantum skills, the present research explores the concept of spirituality and its manifestation in different forms of OCB. In 2003, Shelton and Darling introduced a table depicting the relationship of each quantum skill to the challenges of the contemporary workplace and the resulting expected behavior. Each quantum skill was associated with different behavioral styles, such as focused, creative, energetic, confident, ethical, flexible, and compassionate. To the best of the researcher's knowledge, this study was the first to examine quantum skills as a predictor of OCB. The current study takes a closer look at the causal relations between the dimensions of these two variables. If deployed effectively, the following quantum skills can elicit OCB in various ways.

5.3.1. Quantum seeing is positively related to self-development:

The skill of quantum seeing enables the members of an organization to break free of old perceptual habits and consciously select new and clear intentions (Shelton et al., 2003). Clear intention serves as a magnifying glass, a new lens through which managers can make new perceptual choices. By new perceptual choices and developing new mental models, the quantum seeing enables managers to improve their knowledge, skills and capabilities; provide opportunities for radically different solutions to problems (Shelton & Darling, 2001); learning theorists call this "double-loop learning" (Robbins, 2003, p. 573). As the skill of quantum seeing is recognized and implemented, managers exhibit self-development as a form of OCB, because this behavior encompasses the discretionary measures people take to broaden their skills and knowledge, including voluntary enrollment in company-sponsored training courses as well as informal study (Organ et al., 2006, p.25). According to George and Brief (1992, p.155),

"self-development might include learning a new set of skills so as to expand the range of one's contributions to an organization."

5.3.2. Quantum thinking is positively related to individual initiative:

As mentioned earlier, the skill of quantum thinking provides an on-going stream of highly creative and innovative ideas. To develop the skill of quantum thinking, managers must learn to utilize the creative potential of the brain's right hemisphere (Shelton et al., 2002b). As the skill of quantum thinking is recognized and implemented, managers exhibit individual initiative as a form of OCB, because this behavior refers to voluntary acts of creativity and innovation designed to improve one's task or the organization's performance (Podsakoff et al., 2000).

5.3.3. Quantum feeling is positively related to sportsmanship:

As discussed previously, the ability of quantum feeling enables mangers to feel content internally regardless of the problems of the outside world. Today's manager can maintain higher levels of energy and vitality simply by choosing to focus on the positive aspects of his/her experiences (Childre, 1996, p. 70). People whom a mood of positive affect had been induced were more likely to behave altruistically (Smith et al., 1983). As the skill of quantum feeling is recognized and implemented, managers can employ sportsmanship as a form of OCB defined by the qualities of a good sport. Good Sports are those who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way (Podsakoff et al., 2000). Therefore, the skill of quantum thinking can predict sportsmanship, since the two concepts are based on positive psychology and so maintain an optimistic attitude toward the organization. It is worth mentioning that the science of positive psychology operates on three different levels – the subjective, the individual, and the group level. At the group or community level, the emphasis is on civic virtues, social responsibilities, altruism, civility, work ethics, positive institutions and other factors that contribute to the development of citizenship (Boniwell, 2006). So, according to Avey and his associates (2008), positive emotions will result in higher levels of engagement attitudes and organizational citizenship behaviors. In the same way, relevant prior research by Staw and colleagues (Staw & Barsade, 1993; Staw et al., 1994; Wright & Staw, 1999) has found that employees who report more frequent levels of positive emotions tended to be more socially integrated in the organization, thus likely leading to higher engagement and citizenship (Avey et al., 2008).

5.3.4. Quantum knowing is positively related to individual initiative:

Quantum knowing is the ability to know creatively. As more and more managers learn to use the skill of quantum knowing, they will help create true learning organizations – organizations in which all the employees deeply value learning from the inside out, thereby recognizing the importance of intuitive ideas (Shelton & Darling, 2001). In such an environment, breakthrough insights are common and intuitive innovations move the organization to ever higher levels of excellence (Shelton et al., 2002a). As the skill of quantum knowing is recognized and implemented, managers exhibit individual initiative, as a form of OCB, because, as stated before, this behavior refers to voluntary acts of creativity and innovation designed to improve one's task or the organization's performance. According to this definition, volunteering constructive ideas originates from quantum knowing and the power of the intuitive mind.

5.3.5. Quantum being is positively related to helping behavior:

The skill of quantum being recognizes the relational nature of the organization and its environment (Shelton & Darling, 2001). It is the ability to be in relationship–a relationship based on unconditional positive regard (Shelton, 1999). Metaphorically quantum relationships are prerequisite to human transformation. These quantum encounters may provoke unresolved issues and reopen psychological wounds, thus giving each party the opportunity to learn (Shelton & Darling, 2001). If managers are to fully integrate the skill of quantum being into their organizations, they must turn their workplace priorities upside down, creating an environment where people openly communicate with each other (Shelton & Darling, 2003). As the skill of quantum being is recognized and implemented, managers exhibit helping behavior, as a form of OCB, because this behavior involves voluntarily helping others with, or preventing the occurrence of, work-related problems (Podsakoff et al., 2000). In fact, in a correlated universe, the more one gives, the more one receives; everything in the universe is intricately interconnected, and what a person does must in some way have a reverse effect on that individual, the doer (Shelton & Darling, 2001). So, if managers want prosperity in an organization, they must begin by giving generously and exhibit helping behaviors.

5.3.6. Quantum acting is positively related to civic virtue:

Quantum acting is the ability to act responsibly. It is premised on the quantum mechanical concept of interconnectivity and its byproduct, non-local causation. Everything in the universe is a part of a correlated, complex whole in which each part influences and is influenced by every other part. So, quantum acting is the ability to act with concern for the whole – the whole self, the whole organization, the whole society, and the whole planet. Using the skill of quantum acting leads the managers to choose to make responsible choices (Shelton & Darling, 2001). As the skill of quantum acting is recognized and implemented, managers exhibit civic virtue, as a form of OCB, because this behavior represents a macro-level interest in, or commitment to, the organization as a whole. This is shown by a willingness to participate actively in its governance (e.g., attend meetings or functions that are not required but that help the organization, keeping up with changes in the organization, etc.). Such behaviors reflect a person's recognition of being part of a larger whole in the same way that citizens are members of a country and accept the responsibilities which that entails (Podsakoff et al., 2000). Therefore, socially responsible behaviors are the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group (Cherniss & Goleman, 2003).

5.3.7. Quantum acting is positively related to organizational loyalty and organizational compliance:

As stated before, the skill of quantum acting refers to behaving responsibly. Once this skill is recognized and employed, managers can draw out organizational citizenship behavior from employees. This can be achieved particularly by establishing a foundation for encouraging the two dimensions of OCB: organizational loyalty and organizational compliance. Organizational loyalty entails promoting the organization to outsiders, protecting or defending it against external threats, and remaining committed to it even under adverse conditions, while organizational compliance appears to capture a person's internalization and acceptance of the organization's rules which results in a scrupulous adherence to them, even when no one observes or monitors (Podsakoff et al., 2000). Consequently, in order to generate desirable citizenship behavior, especially in adverse conditions (organizational loyalty) and where there is a lack of monitoring and control (organizational compliance), managers require the accountability, organizational responsibility, and collaboration of the staff. These valuable contributions can be secured by the manager's practice of quantum acting.
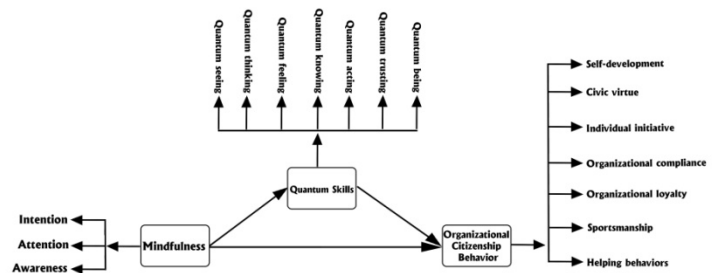

Fig.2. The detailed research model

6. Method

Since cognitive skills and behavior are learned and may improve over time, the present study's research model can be applied in the context of learning organizations. To this end, the current research selected Garvin's framework of a learning organization (Figure 3) as its theoretical rationale. According to Garvin (1993), learning organizations are not built overnight. Most successful examples are the products of carefully cultivated attitudes, commitments, and management processes that have accrued slowly and steadily over time. Garvin believes that organizational learning can usually be traced through three overlapping stages: The first step is cognitive. It is to foster an environment that is conducive to learning. So, the members of the organization are exposed to new ideas, expand their knowledge, and begin to think differently by adopting new intentions (Garvin, 1993). According to the findings of the present study, practicing mindfulness-based interventions and mastering mindfulness can change individual mental models and attitudes. The second step is behavioral in which employees begin to internalize new insights and alter their behaviors (Garvin, 1993). In the present research model, the effects of this stage are exhibited in the form of novel quantum skills for the process of learning and continuously improving. The third step is performance improvement, with changes in behavior leading to measurable improvements in results (Garvin, 1993). By measuring the level of OCB, organizations can study improvement in staff performance.
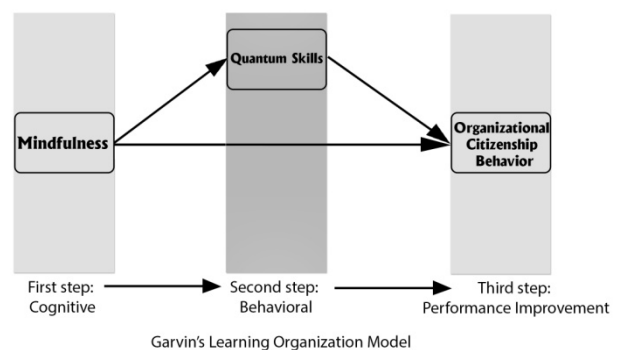

Fig.3. Research model in the context of the Garvin's learning organization model

Because cognitive and behavioral changes typically precede improvements in performance, a complete learning audit must include all three. Surveys, questionnaires, and interviews are useful for this purpose. At the cognitive level, this model would focus on intentions, awareness and depth of understanding. Have managers truly understood the meaning of self-direction and mindfulness or are the terms still unclear? Surveys are the first step toward identifying changed attitudes and new ways of thinking (Garvin, 1993). This data can be collected from top administrators through questionnaires and structured interviews. Interviews can be conducted before and after the implementation of training courses such as MBSR so as to measure the level of knowledge and awareness of the top-level managers. When selecting a measurement scale for mindfulness, researchers should also consider how they conceptually view mindfulness. The present study more focuses on intention, awareness and attention, because they feature prominently in many conceptualizations of mindfulness (Reb et al., 2015). In this regard, Brown and Ryan's (2003) Mindful Attention Awareness Scale [MAAS] can be used to measure the independent variable of individual mindfulness. The trait MAAS is a 15-item scale, which are measured on a six-point Likert scale, coded 1: almost always and 6: almost never. This scale designed to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place. To assess behavioral changes, surveys and questionnaires must be supplemented by direct observation and questionnaires (Garvin, 1993). According to Shelton and Darling's theory (2003), the present study makes use of a researcher-made questionnaire to measure the seven quantum skills. Finally, a comprehensive learning audit also measures performance. Performance measures are essential for ensuring that cognitive and behavioral changes have actually produced results. Without them, organizations would lack a rationale for investing in learning and the assurance that learning was serving the organization's ends (Garvin, 1993). In order to measure the variable of OCB, the Podsakoff, Mackenzie, Moorman, and Fetter's questionnaire can be used. Podsakoff et al. (1990) adjusted and validated a questionnaire to measure the OCBs (OCB-O) within a work context. This Scale is oriented towards gauging one's citizenship behaviors as they relate to others within the organization. The overall scale consists of 24 items; five of which were reverse scored. Each item is measured with a 5-point, Likert-type scale ranging from 1 (Almost Never) to 5 (Almost Always) (Patel, 2017).

7. Conclusion

Organizational citizenship behavior describes a wide range of individual actions that go beyond assigned tasks, often for the benefit of the organization and perhaps motivated by personal aspirations (Campbell & Joy, 2016). This paper discussed the seven key dimensions of OCB and their relations to two other cognitive variables, namely mindfulness and the seven quantum skills. Therefore, by providing a quantum theoretical framework for learning organizations, the present study introduces a different perspective on the relationship between mindfulness and organizational citizenship behavior. Despite the widespread interest in the topic of OCB, there has been little empirical research exploring mindfulness and quantum skills as significant individual predictors of OCB. As this topic was the primary objective of the study, the importance of the current research is highlighted.

Based on the present study's discussion, managers require quantum skills to instill more spirit into organizations, establish effective communication and active socialization, and finally develop OCB; these are all skills that widen the focus from self-interest to concern for the whole group (Shelton & Darling, 2001). Needless to say, mindful employees, who willingly and enthusiastically go beyond formal job descriptions, help organizations to cope with changing and unpredictable circumstances (Campbell & Joy, 2016). The results of the current study can benefit top-level managers in selection processes. In this regard, candidates able to master tested skills can be considered as qualified candidates for hiring as opposed to those who lack such skills.

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