

The Role of DBT and MBSR in Developing Agile Leadership: A Conceptual Review

Sukanya Buragohain^{1*} & Shivani Tomar²

¹*Research scholar, Department of Psychology, Sharda School of Humanities and Social Sciences, Sharda University

²Assistant Professor of Psychology, Sharda School of Humanities and Social Sciences, Sharda University

Citation: Sukanya Buragohain, et.al (2024). The Role of DBT and MBSR in Developing Agile Leadership: A Conceptual Review, *Educational Administration: Theory and Practice*, 30(5) 15793-15805

Doi: 10.53555/kuey.v30i5.10801

ARTICLE INFO

ABSTRACT

The positive effects of Mindfulness-Based Interventions on leadership are gaining attention due to the effective use of positive psychology in workplaces. The demands on leaders to manage these changes, keep up with the pace of change, and adapt to such rapid changes and innovation are increasing as a result of the rapid contemporary changes that are occurring everywhere. Organizations are working to develop leaders who are more Agile and mindful to keep up with the trends in the rapidly changing digital world and, at the same time, address the issues and demands of their workforce. This study aimed to understand if the Mindfulness based Interventions, particularly Dialectical Behavior Therapy (DBT) and Mindfulness-Based Stress Reduction (MBSR) help in building Agile leaders. This review found a positive influence of Mindfulness-based intervention techniques- DBT and MBSR on Agile leadership qualities. Those leaders are more trustworthy and are quicker to handle rapid changes and are quick in making decisions. While both approaches improve performance and self-awareness, comparative studies show that DBT offers more structured interventions for behavioural change and emotional regulation, making it better suited for rapid changes. Leaders who are agile and aware can make quick decisions, manage multiple teams effectively, and relate to and comprehend the issues that employees face as well as project-related issues. Agile leaders that are mindful and trustworthy inspire their staff to work harder. These traits in a leader enable the success of the organisation since they are more aware of their surroundings and focused on the present. Further quantitative research on DBT and MBSR is needed to support the study's preliminary findings.

Keywords: mindfulness, DBT, MBSR, agile leadership, emotion regulation, organizational development, leadership training

Introduction

In today's competitive workplaces, leadership is changing in a big way. Companies now function and perform in a very different way now with there are more complex business models, technology, and AI (Denning, 2018; Schein, 2010). Due to this, old ways of leadership that depend on power, structure, and control are not effective anymore. Leaders today need to be emotionally intelligent, strong, flexible, and quick to learn and come up with new ideas (Joiner & Josephs, 2007).

This is where being an agile leader matters. Agile leaders are unique because they can change things quickly, remain adaptable, and think about problems with a growth mindset. They know how to make smart, creative decisions, work together to build strong teams, and deal with uncertainty (Srinivasan, 2018). But agile leadership isn't just about changing how people act; it also means changing how people think and feel. Agile leaders are present, aware of what their team needs, and able to handle their stress as well as the stress their teams are under (Denning, 2018).

Even though it is becoming more and more popular, however, there is still very little academic research on the behavioural and psychological principles that support agile leadership. Most leadership development programs focus on skills like managing stakeholders and having a long-term planning capability. However, they don't pay as much attention to skills like controlling emotions, being self-aware, and managing attention, which are important for being an adaptable leader (Leroy, Anseel, Gardner, & Sels, 2013). These mental traits

are necessary for leaders to deal with uncertainty, adapt to change, and help their team members grow and become more resilient. People may not be able to learn the agility needed to deal with the challenges facing organizations today through leadership interventions if these internal skills are not developed (Hansen, Schilling, & Tietze, 2019).

As more people learn about the subject, there is a growing interest in using psychological techniques like mindfulness in leadership development programs. Mindfulness and other psychological approaches are increasingly popular in leadership development programs as more people are becoming aware of their advantages. Mindfulness, which is commonly defined as a state of nonjudgmental awareness of the present, has been shown to improve cognitive flexibility, emotional intelligence, and personal well-being (Brown, Ryan, & Creswell, 2007; Good et al., 2016). Mindfulness has been successfully integrated into secular interventions, particularly Dialectical Behavior Therapy (DBT) and Mindfulness-Based Stress Reduction (MBSR), which are structured, research-based interventions designed to improve mental and emotional regulation via systematic training (Kabat-Zinn, 1990; Linehan, 1993).

MBSR was created by Jon Kabat-Zinn in the late 1970s to help people deal with stress and long term pain. Moment-to-moment awareness exercises, mindful movement (like yoga), and formal mindfulness meditation practices are all part of the program. It has been widely used in clinical and business settings since then. MBSR has been shown to help lower anxiety, depression, and burnout, as well as improve cognitive understanding, emotional regulation, and interpersonal functioning (Grossman, Niemann, Schmidt, & Walach, 2004; Hülshager, Alberts, Feinholdt, & Lang, 2013). MBSR has now been found to improve stress at work, more successful leadership performance, and higher satisfaction at work (Creswell, 2017; Khoury et al., 2015).

MBSR helps with leadership building qualities as it focuses on building the core psychological skills: being agile, emotional regularity, non-reactivity, and attention control. Even though these skills aren't natural, they can be learned. These skills aren't natural; you can get better at them by practising mindfulness regularly. This is a useful and adaptable way to develop agile leadership skills. This is a useful and adaptable way to develop agile leadership skills (Shapiro, Astin, Bishop, & Cordova, 2005). Leaders who have learned MBSR often say they can think things through before they act, make better decisions, and handle conflicts with others with more empathy and clarity (Good et al., 2016).

In the 1990s, Marsha Linehan created DBT as a way to help people with borderline personality disorder. Since then, it has been expanded and changed to be used in many other situations. DBT is different because it combines mindfulness with cognitive-behavioural techniques that help people control their emotions, deal with stress better, and get along better with others (Linehan, 1993; Neacsiu, Eberle, Kramer, Wiesmann, and Linehan, 2014). The mindfulness part of DBT is made up of "what" skills (like observing, describing, and participating) and "how" skills (like nonjudgmentally, one-mindfully, and effectively). These skills are taught in a structured way to help people become more aware, control their emotions, and act in line with their long-term values (McKay, Wood, & Brantley, 2017).

Although both MBSR and DBT are based on mindfulness, they each offer unique approaches for developing leadership agility. MBSR highlights experiential learning and awareness through meditation and mindful movement, encouraging improved awareness and stress resilience. On the other hand, DBT provides more systematic, skills-oriented mindfulness training alongside cognitive and behavioural techniques, improving emotional regulation and interpersonal effectiveness. Nonetheless, both methodologies emphasize self-awareness and emotional regulation, being conscious of the present moment, qualities essential for agile leadership (Reb, Narayanan, & Chaturvedi, 2014).

The incorporation of mindfulness-based interventions into leadership development represents a promising yet underexplored research area. Studies have seen the use of mindfulness has shown to increase leadership qualities like decision making, emotional intelligence and burnout but there still remain a gap in the research findings of the role of MBSR and DBT on agile leadership (Avolio and Gardner, 2005; Khoury et al., 2015). Recent reserach have talked about the use of mindfulness traits or the practices of mindfulness like meditation in daily life, but there are only a few research that have put focus on the structured and evidence-based interventions that can be used in organizations. This gap in the literature highlights the necessity of the conceptual clarity and theoretical integration of the same. The theory of mindful Agile Leadership, defined by an integration of mindfulness-based skills and the behavioural flexibility inherent in agile leadership, remains underexplored. The research by Berkidge (2021) also suggests that mindfulness may be an essential element in developing leadership agility; however, there is a lack of comprehensive frameworks that associate MBI, such as MBSR and DBT, with the advantages of agile leadership.

This study addresses this gap by providing a conceptual framework for understanding how MBSR and DBT can help to develop agile leadership. This study explores the existing theoretical models and empirical studies from mindfulness research and leadership science to propose an integrated framework for Agile Leadership and mindful leadership. It emphasizes the particular psychological mechanisms, namely, attention regulation, emotion regulation, and interpersonal awareness, that MBSR and DBT are believed to enhance in the development of agile leadership. Existing research views the importance of mindfulness leadership and Agile leadership. It is seen that leaders who are more mindful and agile deal with current issues faster in dealing with the changes and adapting to them. They are more focused and understand their employees and deal with direct change very skillfully.

The aims of this paper are:

- To evaluate the theoretical framework with recent research findings that support agile leadership as a good leadership model for use in organizations.
- To analyze the core psychological skills necessary for agile leadership, which highlights mindfulness-related skills like being in the present moment, being self-aware, and emotional regulation.
- To examine the framework and mechanism of Mindfulness-Based Stress Reduction (MBSR) and Dialectical Behavior Therapy (DBT) as mindfulness-based interventions and their importance in leadership development.
- To propose a conceptual framework that links these interventions to agile leadership, while also proposing ideas for future research and how to put them into practical use in organizations.

This paper aims to contribute to the research on agile leadership theory and practical initiatives that promote flexible, emotionally intelligent, and resilient leaders by highlighting the relationship between mindfulness-based training and agile leadership development. This review emphasizes the systematic development of mindfulness through evidence-based interventions, rather than considering it a generic or incidental trait, for integration into leadership training programs. Consequently, it offers a theoretically informed and practical approach to addressing the psychological foundations of Agile Leadership.

Literature Review**1. Agile Leadership: A Psychological and Behavioral Framework**

Agile leadership is an innovative leadership model that prioritizes flexibility, adaptability to change, and continuous growth. Contrary to the conventional leadership models that rely on stability and control, agile leadership promotes autonomous decision-making and a growth mindset (Joiner & Josephs, 2007). Agile leaders are characterized by their emotional resilience, receptiveness to feedback, and capacity to promote collaboration and innovation in unpredictable and dynamic contexts (Denning, 2018).

Laloux (2014) delineated three foundational elements of contemporary organizational frameworks: self-management, wholeness, and evolutionary purpose, which are intricately connected to the psychological traits of agile leaders. These pillars signify competencies such as emotional self-regulation, mindful awareness, and genuine interpersonal engagement. Joiner and Josephs (2007) assert that leadership agility comprises three interrelated capabilities: context-setting agility, stakeholder agility, and creative agility. These capacities necessitate not only cognitive abilities but also emotional and metacognitive skills, including self awareness and emotional intelligence.

DeRue (2011) characterizes agile leadership as a behavioral framework that combines flexible cognition, emotional adaptability, and interpersonal skill, rather than a collection of rigid methodologies. Psychological methods that help leaders quickly adapt, manage complex teams, and promote innovation are indispensable. This facilitates the implementation of mindfulness-based interventions such as MBSR and DBT, which address these areas.

2. Mindfulness and Leadership

Mindfulness, defined as present-moment awareness with nonjudgment and acceptance (Brown, Ryan, & Creswell, 2007), is becoming more prevalent in organizational research for its contributions to leadership effectiveness. Mindfulness improves self-regulation, attentional control, and emotional resilience in leadership settings, all of which are essential for agile leadership (Good et al., 2016). The primary approach that mindfulness improves leadership is by helping people control their own emotions. Glomb et al. (2011) suggest that mindfulness skills enhance metacognitive awareness, resulting in individuals being less likely to take impulsive actions and more inclined to contemplate their decisions. Mindful leaders exhibit superior stress management, articulate communication, and sensible decision-making, even in high-pressure situations (Reb et al., 2014).

This link is substantiated by empirical evidence. Reb et al. (2015) found that leaders who engaged in mindfulness were perceived as more transformational by their teams and experienced reduced emotional exhaustion. Leroy et al. (2013) similarly demonstrated that mindfulness enhances self-awareness, relational transparency, and balanced information processing, all of which correlate with agility. Consequently, mindfulness functions as a fundamental skill that enhances the psychological competencies necessary for agile leadership.

3. Mindfulness-Based Stress Reduction (MBSR)

MBSR is an eight-week standardized mindfulness intervention that was created by Kabat-Zinn in 1990. Its goal is to reduce stress and improve well-being. Some of the more important practices are body scan meditation, sitting meditation, mindful movement (like yoga), and casual mindfulness exercises. By focusing on the present moment, MBSR tries to improve sustained attention, emotional regulation, and nonjudgmental awareness (Kabat-Zinn, 1982).

MBSR works to improve psychological functioning, as shown by a lot of evidence. Grossman et al. (2004) discovered that mindfulness-based stress reduction (MBSR) makes you feel better overall and reduces anxiety,

depression, and stress symptoms by a large amount. In organizational settings, MBSR has been shown to lower burnout and boost job satisfaction and interpersonal relationships (Hülshager et al., 2013; Good et al., 2016). From a leadership perspective, MBSR promotes emotional regulation, attentional control, and metacognitive awareness. According to Hülshager et al. (2013), mindfulness practices based on MBSR improved employee well-being and performance by helping them control their emotions and become less reactive. Both of these are important parts of agile leadership. MBSR has been shown to help lower anxiety, depression, and burnout, as well as improve cognitive understanding, emotional regulation, and interpersonal functioning (Grossman, Niemann, Schmidt, & Walach, 2004; Hülshager, Alberts, Feinholdt, & Lang, 2013).

4. Dialectical Behavior Therapy (DBT) and Mindfulness

In the 1990s, Marsha Linehan created DBT as a way to help people with borderline personality disorder. Since then, it has been expanded and changed to be used in many other situations. DBT is different because it combines mindfulness with cognitive-behavioural techniques that help people control their emotions, deal with stress better, and get along better with others (Linehan, 1993; Neacsiu, Eberle, Kramer, Wiesmann, and Linehan, 2014). The mindfulness part of DBT is made up of "what" skills (like observing, describing, and participating) and "how" skills (like nonjudgmentally, one-mindfully, and effectively). These skills are taught in a structured way to help people become more aware, control their emotions, and act in line with their long-term values (McKay, Wood, & Brantley, 2017).

DBT's structured mindfulness training is a key part of the program. These mindfulness skills can help leaders stay focused, keep their emotions in check, and make good decisions that will help the organization grow. DBT was originally created for clinical populations, but its focus on skills development approach shows a lot of scope for improving leadership skills. Structured mindfulness training in DBT helps individuals remain calm in stressful situations, which enhances communication and enables them to make balanced decisions necessary for agile leadership (Lothes, Mochrie, Wilson, & Hakkan, 2019). DBT also focuses on dialectics, which is the skill of handling conflicts is similar to the cognitive flexibility and integrative thinking that are needed for this. Many people believe that one of the most important qualities of great leaders in changing situations is their ability to balance opposites, such as maintaining stability while embracing change or being empathetic while also being responsible (Rosen, 2015).

The emphasis on emotional intelligence is the biggest contribution of DBT to leadership development, a crucial skill for leaders during times of crisis within the organization. Emotional intelligence involves the recognition, comprehension, and control of emotions (Salovey and Mayer, 1990). DBT skills in leadership development programs show improved emotional awareness, thus reducing impulsive responses in leaders. The "effectiveness" skill in DBT teaches individuals to choose responses based on their effectiveness in particular contexts rather than seeking immediate emotional relief—an essential quality for leaders facing uncertainty and rapid change (Carmeli et al., 2015). DBT emphasizes the skill of distress tolerance, which enables individuals to remain calm and enhances their focus and effectiveness in stressful situations or emotionally taxing circumstances. Linehan (1993) introduced the theory of "radical acceptance," which involves acceptance without judgment, to improve resilience and flexibility. In today's rapidly changing organizations, the ability to understand and confidently adjust to changes while managing stress is crucial for leaders to sustain themselves in today's environments for the betterment of the organization and its employees. DBT skills training has shown significant improvement in mindfulness, emotional regulation, and interpersonal effectiveness among college students (Lothes et al. 2019). Bohus et al. (2020) similarly found that leadership training programs incorporating DBT principles improve the individual's self-regulation, empathy, and behavioural flexibility. These results show that DBT is becoming increasingly useful as an intervention method for developing key skills in agile leadership.

5. Comparative Perspective: MBSR vs. DBT in Leadership Contexts

MBSR and DBT both promote mindfulness but they both have a different structure, focus, and application method. MBSR focuses more on meditation and experience while also emphasizing presence moment awareness through introspective techniques like breath awareness and body scans. It focuses on mostly on awareness and acceptance, which promotes long-term stress management and emotional stability (Kabat-Zinn, 1994).

DBT, on the other hand, uses a skills-based technique and psychoeducational model where individuals can learn emotional regulation, distress tolerance, and interpersonal skills techniques, and also behavioural changes. DBT puts more focus on goal-oriented and goal direction where individuals learn how to deal with changes and learn how to adapt to situations quickly (Linehan, 1993).

A study has shown that MBSR is seen to be more effective in a leadership setting as it helps in increasing intrapersonal awareness, resilience, and compassion, which are important behaviours and skills of a good leader. MBSR improves introspective capacity, empathy and also helps individuals be calm in situations thus enhancing a leader's ability to maintain composure, focus, and support under stress (Neff & Germer, 2009).

DBT, on the other hand, teaches how to deal with interpersonal conflicts and situations that are stressful, and this skill helps leaders the most when they have to make important decisions. DBT's structured design helps individuals stay focused and get things done in real-time situations. (Carmeli et al., 2015; Linehan, 1993). We can see that MBSR and DBT both help leaders become more agile, but they have their own methods and techniques that differ. While MBSR improves emotional regulation by helping individuals to observe their internal experiences without judgment, DBT, on the other hand, uses mindfulness skill-based techniques, behaviour modification, and helps with emotional regulation. These two methods work together to create a model for leadership development by teaching skills that are for being agile in organizations.

6. MBSR and DBT Contributions to Agile Leadership

Both MBSR and DBT promote the development of psychological skills that help to develop agile leadership. This includes:

- **Self-awareness:** MBSR and DBT both puts emphasis on Mindfulness techniques which help individuals recognize and understand their thoughts, feelings, and behavioural patterns (Brown & Ryan, 2003). For agile leaders, this means making more conscious decisions, and they can be more honest with their employees and make better decisions.
- **Emotional regulation:** Both methods help individuals learn emotion control by reducing reactivity. The whole team works in a safe environment, both leaders and the employees (Neacsiu et al., 2010; Edmondson, 2018). This skill helps agile leaders stay calm and productive when things get tough, keep their teams' spirits up, and deal with difficult emotional situations (Chiesa et al., 2013).
- **Shapiro et al. (2006) study** discusses how focused attention promotes active listening. This helps reduces miscommunication among individuals and improves team relationships.
- **Cognitive flexibility:** Incorporating Mindfulness helps change the way of thinking and behaviour patterns, and also motivates problem-solving and creativity. These skills are important in being agile and in making new ideas. Agile leaders support the freedom to try new things, get better, and learn from mistakes (Good et al., 2016).
- **Interpersonal effectiveness:** DBT helps leaders enhance their interpersonal relations which enhances teamwork and collaboration (Neacsiu et al., 2010; Edmondson, 2018).

The contributions of MBSR and DBT together make a good intervention module for developing agile leadership. The evidence-based techniques provide practical pathways for developing leaders who are not just agile but also emotionally resilient and can make responsible decisions. These structured programs can become a necessary skill development training module in leadership development courses. with the fast paced changes within organizations these programs can provides a strong foundation for developing agile leaders.

Future research should focus its study on the long-term effects of these MBSR and DBT on leadership in different professions within different organizational settings. Comparative analyses of the impacts of DBT and MBSR on team dynamics, leadership methodologies, and organizational efficacy can provide additional insights. Furthermore, developing an integrative training module that utilizes the benefits of both the strategies may result in a more comprehensive agile leadership model suited to the changing demands of the modern workplaces. The psychological agility, emotional intelligence, and interpersonal skills essential for agile leadership can be effectively developed through the two approaches. As organizations face rapid changes, leaders who are agile will be better positioned to inspire, innovate, and lead effectively.

Conceptual Framework

MBSR and its role in Agile Leadership :

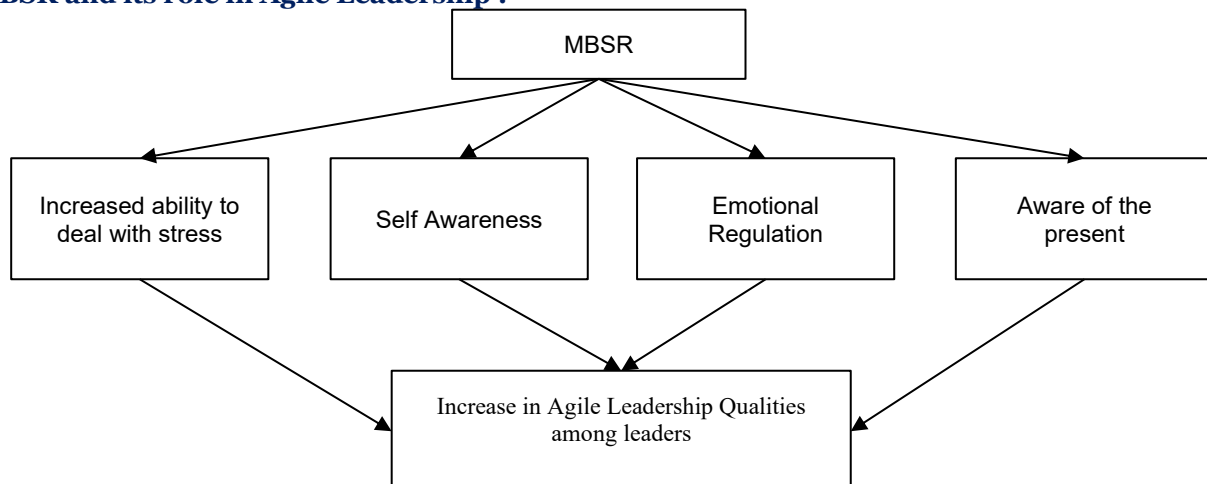


Fig 1: Conceptual framework for MBSR and its role in Agile Leadership

This conceptual framework originated from the extensive literature review that The Mindfulness-Based Stress Reduction technique increases self-awareness paired with an open and accepting perspective (Yeh and Lin, 2022). Jon Kabat Zin founded MBSR therapy. This is a group therapy designed to help people with stress management, and its focus is on helping the individuals learn adaptive measures or responses to situations which are stressful (Hatchard et al., 2020). These are some of the important qualities to be seen in Mindful Agile Leaders and this conceptual framework explores those areas.

According to other studies viewed by Khoshkerdar and Raeisi (2020), the MBSR intervention dramatically reduced emotional discomfort. From the perspective of their study, people can learn to distinguish between emotions and behaviours through mindfulness training, which teaches them that they can feel and endure feelings without constantly acting on them. As a result, teaching such skills to clients may help them improve their capacity to regulate their behaviours when they are emotionally uncomfortable, resulting in fewer problems with emotion regulation (Khoshkerdar & Raeisi, 2020).

Each MBSR group normally contains between 10 and 40 individuals, who are either varied or homogenous in terms of their issue areas (Grossman, Niemann, Schmidt, & Walach, 2004). MBSR is a systematic 8–10 week group therapy. Some certain exercises and topics are looked at in the context of mindfulness throughout each session, which lasts around 2.5 hours per day on average. Examples include mindfulness meditation practice, attentive awareness, and when practising yoga asanas. Participants agree to commit to daily 45-minute homework assignments upon enrollment since the growth of mindfulness depends on regular and repeated practice. These assignments often take the shape of meditation practice, mindful yoga, and applying attention to circumstances in daily life (Grossman et al., 2004).

In 1982, Jon Kabat-Zinn developed Mindfulness-Based Stress Reduction (MBSR), a program aimed at helping individuals manage stress through simple but beneficial practices such as breath watching, body scan, and being mindful about walking, eating, etc. MBSR promotes personal growth through experiential learning and introspection, which trains individuals to develop a consciousness of their thoughts and emotions while being non-judgmental, leading to improved mental well-being and resilience over time.

Core Components and Mechanisms

As seen in Fig. 1, MBSR does not subdivide its skills as DBT does.

But it encourages:

- Attentional Control - Longer focus and distraction regulation.
- Emotional Regulation - Non-reactivity, decreased rumination.
- Body Awareness - Somatic grounding and interoceptive sensitivity
- Acceptance and Self-Compassion - Changes in attitude regarding one's feelings and thoughts

These facilitate the development of:

- Trait Mindfulness - A relatively stable characteristic linked with efficient leadership (Brown et al., 2007)
- Stress Resilience - The capacity to maintain composure in uncertain and high-pressure situations
- Cognitive Agility - Adaptable reasoning and creative problem-solving
- Interpersonal Sensitivity - Empathy and the capacity to build psychological well-being.

Theoretical Justification for MBSR in Agile Leadership:

The theoretical foundation on which we try to find the relationship between MBSR with agile leadership is backed by contemplative science, positive psychology, and leadership theory. The Mindfulness-to-Meaning Theory (Garland et al., 2015) is one of the most important theoretical perspectives. This theory suggests that mindfulness can help people understand and evaluate stressful situations and achieve eudaimonic well-being—growth, meaning, and authenticity. Leaders are more perspective, agile, and have self-control. This helps leaders be more mindful and agile and they can see the difficult situations as opportunities for growth rather than threats. Transformational Leadership Theory, also gives us a good way to understand how MBSR affects behavior. Transformational leaders inspire, challenge, and create teams which are more united (Bass & Riggio, 2006). MBSR techniques like breath watching and body scan increase present-moment awareness which promotes internal balance and transparency. This helps leaders understand the needs of the team and the company with empathy, creativity, and moral clarity.

The Broaden-and-Build Theory of Positive Emotions supports MBSR in leadership development (Fredrickson, 2001). Positive emotions promote creativity, openness to new experiences, and problem-solving qualities, skills and behaviour patterns which agile leaders need in today's fast pace and demanding world. MBSR helps in reducing reactivity and increasing self-awareness boosts positive emotions. Emotional changes boost resilience, cognitive flexibility, and social connection which helps leaders in stressful situations. In modern research on leadership MBSR and attachment theory can be compared to each other (Bowlby, 1969/1982). Positive relationships, self-worth, and trustworthiness, these qualities make good leaders. They often promote mental well-being and team cooperation. Modern research also talks about how mindfulness increases self-compassion. These theories are supported by evidence. Hülshager et al. (2013) found daily mindfulness exercises reduced emotional burnout and improved leader performance. Roche et al. (2014) study found that MBSR improved corporate managers' interpersonal skills and reduced stress. These findings demonstrate that MBSR can create resilient, innovative, and present leaders in unpredictable, rapidly changing environments.

MBSR can help with growth of leadership qualities that include not only being agile but also being compassionate and grounded.

DBT and its role in Agile Leadership:

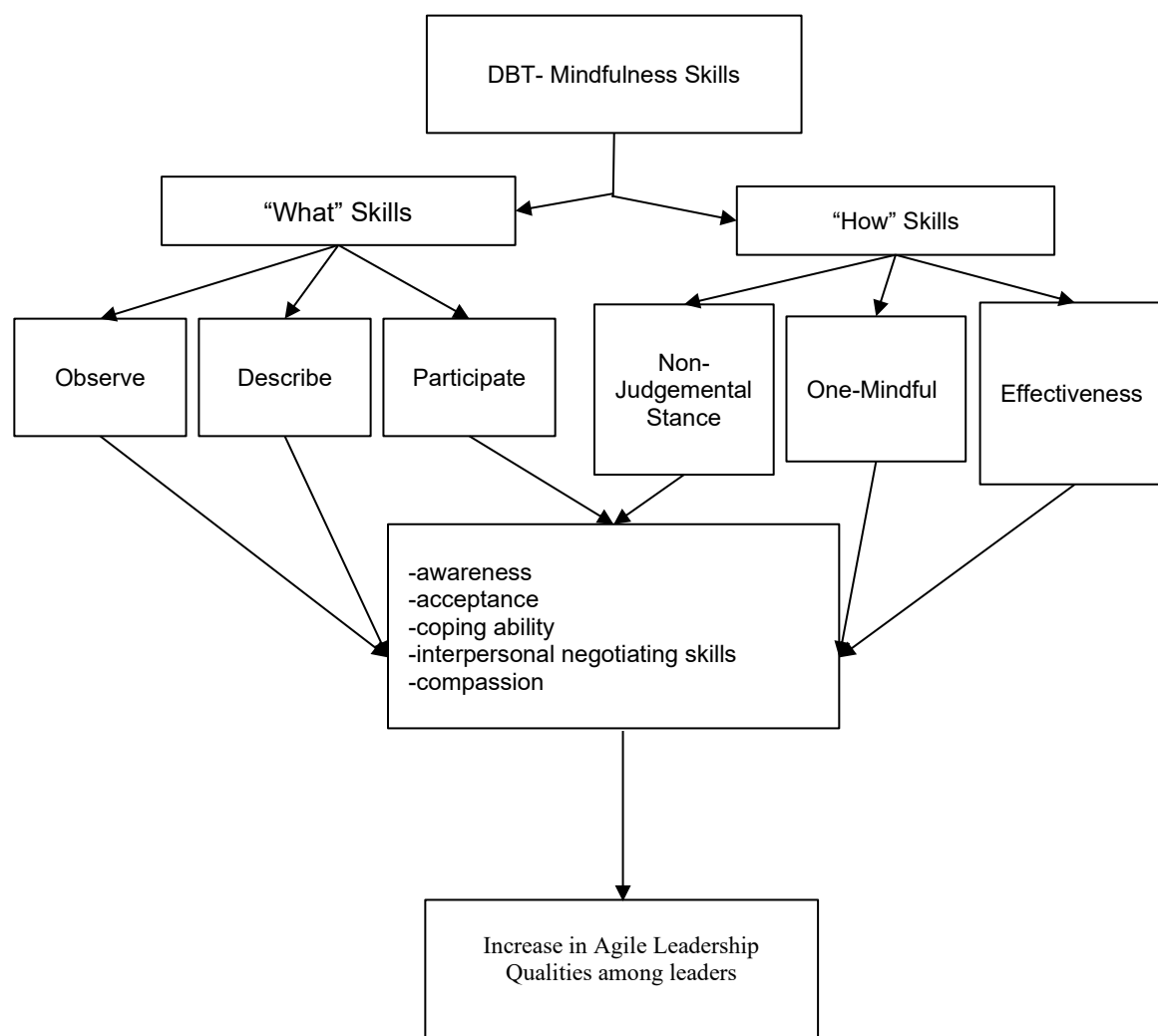


Fig 2: Conceptual framework for DBT and its role in Agile Leadership

This conceptual framework for DBT focuses on awareness and acceptance, DBT integrates mindfulness as a crucial element of transformation. DBT teaches mindfulness as a set of skills. The individual is encouraged to be aware of their experiences by employing the "What" skills of observing, describing, and participating. The individual learns to alter their answers to their experiences by employing the "How" abilities of non-judgementally, one-mindfully, and effectively. These abilities are utilized to improve a person's capacity to recognize their mental state and use their "wise mind" to direct their activities. The "what" and "how" of DBT help leaders develop the awareness of changes and awareness of those around them, acceptance, coping mechanisms with new inputs, interpersonal negotiating skills, and compassion that are qualities of an Agile Leader.

DBT was created specifically to treat Borderline Personality disorder. But the DBT procedure has changed over time. Numerous studies have argued that DBT is developing useful approaches for emotional control, coping abilities, interpersonal negotiating skills, cue-controlled relaxation, and compassion, etc. are some of the other capabilities (McKay, Wood, & Brantley, 2017). In the study done by Lothes, Mochrie, Wilson, and Hakkan (2019), results showed that DBT leads to increasing self-reported mindfulness scores. Moreover, the results confirmed the hypotheses by demonstrating that the online mindfulness intervention also leads to decreased general and test anxiety while increasing self-reported mindfulness scores. Their pilot study contributes to the literature that The 6-month follow-up results of the face-to-face group show that mindfulness practice should be an ongoing process rather than a one-time intervention (Lothes et al., 2019). Participants in the study received instruction in the other skill modules, including interpersonal effectiveness, emotional control, and distress tolerance. Therefore, rather than only focusing on the effects of mindfulness teaching, prior research findings also address the effect of DBT skills training on mindfulness. The DBT mindfulness treatments seem to be evoking transformational processes.

Core Components and Mechanisms

As seen in Fig. 2, DBT's mindfulness skills are divided into:

- "What" Skills: Observe, Describe, Participate.
- "How" Skills: Nonjudgmentally, One-Mindfully, Effectively

These skills help develop the following internal capacities:

- Awareness - Present-moment attentiveness and perceptual clarity
- Acceptance - Non-reactivity and openness to experience
- Coping Ability - Emotional regulation and distress tolerance
- Interpersonal Negotiating Skills - Assertive communication and relational insight
- Compassion - Empathy and prosocial orientation
- These skills work together to develop the psychological base for:
- Agile Mindset: Embracing change, tolerating ambiguity, and iterative thinking
- Leadership Qualities: Decisiveness, resilience, emotional intelligence, and values driven action
- Mindfulness: As a trait, facilitating meta-awareness, behavioral inhibition, and empathic presence

Theoretical Justification for DBT in Agile Leadership:

Studies support using Dialectical Behavior Therapy (DBT) structured intervention help develop agile leadership. DBT's focus on mindfulness, emotion regulation, and interpersonal effectiveness is supported by the Emotion Regulation Theory (Gross, 1998). This theory states that Individuals with stronger emotional regulation abilities can manage their feelings more adaptively, particularly when under pressure. Agile leaders must make complex decisions in changing environments while managing emotional and interpersonal stress. DBT's "How" skills—acting nonjudgmentally, mindfully, and effectively—promote cognitive reappraisal and goal-directed behavior, which are essential for leadership in unpredictable organizational settings.

Self-Determination Theory (SDT) (Ryan & Deci, 2000) adds another justification. According to this theory, individuals grow when their needs for competence, autonomy, and interpersonal skills are satisfied. Leaders who practice self-observation and nonjudgmental awareness skills are more likely to think and act independently rather than responding to impulses. Learning DBT skills helps create a sense of competence in handling challenging emotional situations and managing interpersonal relationships. Training in interpersonal effectiveness is necessary for leaders as they are handling teams. And this increases the psychological safety as it is important because it enhances sincere and assertive communication, which fortifies the interpersonal component of the organization.

The core principle of DBT, the Cognitive-Behavioral Theory (CBT) (Beck, 1976), asserts that cognitive distortions impact emotions and behavior. By including mindfulness into DBT, leaders can enhance their metacognitive awareness, help identify and deal with their maladaptive thoughts before reacting to triggers. This ability gives leaders a strategic benefit in stressful situations by enabling them to pause, think, and make choices that are beneficial to the long term goal of the organization.

Empirical research supports these theoretical conclusions. These findings apply to leadership roles where agility, clarity, and resilience which are important for success. DBT offers an empirically backed and significant to psychological approach to cultivating the self-control and interpersonal abilities required for agile leadership.

A key purpose of this research is to identify if teaching two of the mindfulness-based intervention techniques - Dialectical Behavior Therapy (DBT) and Mindfulness-Based Stress Reduction (MBSR) in organisations will help develop more agile leaders. A detailed review of the potential advantages of mindfulness-based therapies - MBSR and DBT, and mindfulness skills for agile mindful leadership is not clear due to the lack of data from prior studies and sample populations. Therefore, this research aims to provide current and up-to-date research on the effectiveness of mindfulness-based therapies, comprehend the impacts on leadership traits, and determine if Agile Mindful Leaders can help an organization thrive and aid in the growth of its employees.

Although DBT and MBSR may vary in structure, origin and techniques, they both promote the practice of mindfulness, which serves as the fundamental pathway to agile leadership. The conceptual framework integrates these pathways and proposes an integrated developmental model.

The integration of DBT and MBSR seems to develop mindfulness-based skills such as an agile mindset, resilience, and leadership behaviors. This model is consistent with the Agile Leadership Model (Joiner & Josephs, 2007), which identifies mental agility, emotional regulation, and relational transparency as critical leadership skills.

Discussion

This paper highlights on the mechanisms by which DBT and MBSR helps develop agile leadership. Both of them have a structured mindfulness-based interventions that help improve psychological skills which includes emotional regulation, cognitive flexibility, interpersonal effectiveness, and self awareness. These are increasingly acknowledged as essential qualities for managing modern day's unpredictable and constantly changing organizational environments.

While mindfulness is a fundamental element of both DBT and MBSR, their frameworks, objectives, and mechanisms of change are distinct. DBT, originally designed for borderline personality disorder, focuses on behavioural skill training to improve emotional regulation, distress tolerance, interpersonal effectiveness, and core mindfulness skills (Linehan 1993; Neacsiu et al. 2014). These skills are taught through practical modules that equip leaders with skill-based training for real-time emotional regulation and interpersonal conflict resolution. These skills are essential for an agile leader to make decisions in high-pressure situations.

Kabat-Zinn (1982) established MBSR, which highlights the development of trait-like mindfulness, which improves overall psychological well being and creates a long-term reflective leadership behavior (Brown et al., 2007; Garland et al., 2015).

This research aims to identify if teaching two of the mindfulness-based interventions techniques - Dialectical Behavior Therapy (DBT) and Mindfulness-Based Stress Reduction (MBSR) in organisations will help develop more agile leaders and also to understand the impacts on leadership, and determine if Agile Leaders can help an organization thrive and aid in the growth of its employees.

Being mindful allows leaders to keep their focus on the goals and vision they are pursuing. Most executives lack clear goals and aspirations for their organizations as well as for themselves. One of the essential elements of good leadership, according to Burmansah et al. (2019), is the capacity of the leader to secure the welfare of their followers so that they can mature into conscious leaders. The ability to apply knowledge and skills in new contexts, the growth of understanding, individual motivation, employee engagement, the capacity for creative thought, and the development of independent learners in employees are the areas where mindfulness practice has the most potential to make a real difference. The primary goal of this research is to determine if the DBT and MBSR techniques may affect the work environment and organizational leadership quality. When a leader understands, motivates, and helps their employees grow, there is a positive atmosphere in the workplace because the employees trust and understand their leader, which is also a favourable marker for the organization to thrive from the root up.

Although this is a recent field of study, many academics have already talked about how mindfulness training can help leaders advance. In Rupprecht et al., (2019) study they have asserted that MBI might have an impact on how well leaders think through information and make decisions, enhance the calibre of their interactions and communications, be better able to adjust to organizational change, and even change organizational culture. As a result, mindfulness instruction may increase leaders' resilience. There is strong evidence that MBIs can help patients with various health issues, including addiction, pain, and depression in clinical settings, as well as stress and burnout at work. It is vital to comprehend both the benefits and drawbacks of mindfulness training for executives, as well as any unintended outcomes. Despite preliminary research suggesting that mindfulness training for leaders may have some benefits, there is little research on the topic and no comprehensive conceptual framework based on leaders' experiences. The mental perspective of leaders and how they attribute changes to themselves have not yet been studied in mindfulness intervention programs for the workplace, and have been in favour of focusing on aspects related to their personal and physical health (Rupprecht et al., 2019). As a result, a deeper understanding the incorporation of mindfulness-based interventions — MBSR and DBT potential in a leadership context and beyond stress is needed.

As the review of the literature suggests that people who practice MBI techniques are more likely to detect and respond to stress in a nonjudgmental, welcoming way (Cheng et al., 2021). Observation and attention are more important to mindful persons than intentionally responding to and affecting their current experience. These techniques also help people focus and accomplish tasks more quickly while also effectively coping with distractions, which increases professional efficiency at work (Cheng et al., 2021). According to previous research and the study's findings done by Burmansah et al., (2019), leaders interact with many individual groups and it is not easy, because humans have emotions and can become tired of dealing with everything. As a result, the practice of awareness in leadership may help leaders notice what is going on in their minds, and be mindful so that they can interact with multiple groups. Mindfulness practices can help leaders increase their awareness and emotional intelligence (Burmansah et al., 2019). Their state that leaders who practice MBI have higher empathy and understanding, and they can more effectively engage employees to accomplish the organisation's goals and vision thus this methodology can assist leaders in gaining insight and implementing change more effectively.

Agile leaders encourage their teams to become independent and high performers by being receptive, flexible, open, and supportive. Self-awareness, emotional self-management, and social awareness are the cornerstones of emotional intelligence, a critical determinant of effective leadership. On the most effective way to improve a leader's capacity for effectiveness, scholars are still divided. According to Rupprecht et al., (2019) on leader development, individual capabilities enable the leader to continuously learn and practice their abilities in environments that are more dynamic, complex and demanding. High levels of self-awareness, self-efficacy, and identification with the role of leadership are more frequently found in effective leaders.

Recent studies also show that DBT helps bring forth acceptance and awareness qualities in individuals (Lothes et al., 2019) and MBSR helps individuals with stress management and helps individuals learn adaptive measures or responses to situations which are stressful (Hatchard et al., 2020), and these are some of the important qualities of an Agile and Mindful leader.

When we conclude, the whole study sums up to finding that DBT is especially good at improving immediate behavioral responses, conflict resolution, and emotional self-control . This helps leaders stay composed and

make decisions under pressure. MBSR on the other hand focuses on enhances interpersonal sensitivity, emotional intelligence, and long-term resilience—all of which are important in establishing a collaborative, psychologically safe work environment.

Through These differences we can understand that DBT may be more effective in agile and high-pressure situations, whereas MBSR provides foundational development for long-term leadership agility. Mindfulness interventions can be adaptable to different leadership levels within the organizations. Additionally, both interventions enhance psychological safety—a crucial component of agile teams—by enhancing leaders' ability to listen without passing judgment, control their emotions, and interact with empathy. According to Edmondson (2018) and Reb et al. (2014), leaders who engage in mindfulness cultivate cultures that are marked by openness, diversity, and flexible learning models.

Future Research Directions

To further improve the understanding and application of this framework, future research should:

- Conduct longitudinal studies where they can track leaders over time to determine the long-term impact of DBT and MBSR on agile leadership.
 - Develop and validate measures by creating psychometric tools or tests for assessing agile leadership traits and the mediating role of mindfulness.
 - The research should also focus on customized Intervention Protocols. Adapting DBT and MBSR to meet the unique needs of organizational leadership and the interventions being specific to a certain field
 - Use Neuroscience Approaches on the skills that support leadership agility (Tang et al., 2015). Investigate how mindfulness training affects neural systems involved in emotion regulation, attention, and social cognition—
 - Studies should also implement Investigating Cross-Cultural Applications. Learn how cultural norms may affect the effectiveness and acceptability of mindfulness-based leadership training.
 - Investigate team-level outcomes. Examine whether DBT or MBSR-trained leaders improve team functioning, innovation, and psychological safety.
 - By addressing these areas, future research can provide more definitive evidence for the pathways outlined in this paper.
 - Integrating DBT and MBSR in Practice
 - From a practical perspective, leadership training programs can benefit from strategically integrating DBT and MBSR:
 - Blended Programs: Combining DBT's skill-building with MBSR's contemplative practices may result in a comprehensive intervention that addresses both short-term adaptability and long-term resilience.
 - Role-Specific Customization: Different organizational roles may benefit from varying emphasis. For example, a manager on the front line might prefer DBT's modules for better control of their emotions. On the other hand, senior leaders might find the MBSR's reflective parts more helpful, since they might get more out of that program.
 - Mindfulness-based practices in peer-coaching or leadership circles can enhance accountability and social support, thereby improving the module.
 - Mindfulness-based leadership development needs strategies that are both flexible and integrated to grow.
- From the mentioned points we can understand that DBT and MBSR are different, but they can both help with mental health and Agile leadership. Use of these interventions not only helps leaders deal with stress and improve their mental health, but they also change on how well they can handle complexity, improve interpersonal relationship, and make quick decisions when things get tough. Structured mindfulness-based interventions like DBT and MBSR can help organizations develop strong and Agile leaders.

Conclusion

This paper reviewed the impact of MBSR and DBT as structured mindfulness-based interventions for developing Agile Leadership in modern-day organizational settings. The dual-pathway conceptual framework outlined in this study has been based upon psychological concepts and empirical studies, depicting how each intervention builds particular psychological skills that are helpful for leader to improve their agile leadership skills. The comparative analysis in this study highlights that aspect, regardless of fundamental and emphatic differences, these two interventions hold shared objectives: to cultivate self-aware, emotionally intelligent, and cognitively agile leaders skilled at maneuvering through difficult and rapidly evolving situations. Both the model focuses on enhancing Agile leadership qualities with practical guidance for leadership development programs using the theoretical justification provided in this study. It is also seen that MBSR may be better for long term resilience and getting along with others. DBT may be better for the rapidly changing situations where leaders need to be prepared and be emotionally strong in high-pressure leadership situations.

The practical use of DBT and MBSR in leadership contexts is still understudied, despite their potential. More empirical validation is required to study more on the causal relationships between the interventions and agile leadership, and also to examine other moderating variables, including organizational culture, leadership level, and individual personality traits. Nevertheless, integrating structured mindfulness-based practices like DBT

and MBSR into leadership development indicates an appealing and timely response to the psychological demands of agile leadership. As the nature of work changes, giving leaders evidence-based psychological techniques can help not only their performance and well-being, but also the adaptability and resilience of the whole organization. As leaders are the foundation of every organisation, and when leaders foster a positive environment, even the organisation thrives, current studies are limited in their understanding of the concept of a Agile leader, which is very significant in today's time. When a leader is agile and mindful they are quick decision makers, can handle multiple teams efficiently and can easily relate to and understand employees' problems and also Project related problems. These leaders are also trustworthy leaders and hence the employees are also motivated. They are present-centred and more aware of the situation going around them and these qualities in a leader help the outcome of the organization to flourish.

References

1. Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315–338. <https://doi.org/10.1016/j.leaqua.2005.03.001>
2. Barrett, L. F., Gross, J. J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition & Emotion*, 15(6), 713–724. <https://doi.org/10.1080/02699930143000239>
3. Bohus, M., Wolf-Arehult, M., von Heymann, F., & Steil, R. (2020). Dialectical behavior therapy: A systematic review of neurobiological findings and their relevance for clinical practice. *Frontiers in Psychiatry*, 11, 797. <https://doi.org/10.3389/fpsyt.2020.00797>
4. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
5. Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, 18(4), 211–237. <https://doi.org/10.1080/10478400701598298>
6. Carmeli, A., Sheaffer, Z., Binyamin, G., Reiter-Palmon, R., & Shimoni, T. (2015). Transformational leadership and creative problem-solving: The mediating role of psychological safety and reflexivity. *The Journal of Creative Behavior*, 48(2), 115–135. <https://doi.org/10.1002/jocb.43>
7. Cheng, X., Zhang, H., Cao, J., & Ma, Y. (2021). *The Effect of Mindfulness-Based Programs on Psychological Distress and Burnout in Kindergarten Teachers: A Pilot Study*. *Early Childhood Education Journal*, 50(7), 1197–1207. <https://doi.org/10.1007/s10643-021-01254-6>
8. Chiesa, A., Serretti, A., & Jakobsen, J. C. (2013). Mindfulness: Top-down or bottom-up emotion regulation strategy? *Clinical Psychology Review*, 33(1), 82–96. <https://doi.org/10.1016/j.cpr.2012.10.006>
9. Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, 68, 491–516. <https://doi.org/10.1146/annurev-psych-042716-051139>
10. DeRue, D. S. (2011). Adaptive leadership theory: Leading and following as a complex adaptive process. *Research in Organizational Behavior*, 31, 125–150. <https://doi.org/10.1016/j.riob.2011.09.007>
11. Denning, S. (2018). *The age of agile: How smart companies are transforming the way work gets done*. Amacom.
12. Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Wiley.
13. Garland, E. L., Hanley, A., Farb, N. A., & Froeliger, B. (2015). State mindfulness during meditation predicts enhanced cognitive reappraisal. *Mindfulness*, 6(2), 234–242. <https://doi.org/10.1007/s12671-013-0250-6>
14. Glomb, T. M., Duffy, M. K., Bono, J. E., & Yang, T. (2011). Mindfulness at work. *Research in Personnel and Human Resources Management*, 30, 115–157. [https://doi.org/10.1108/S0742-7301\(2011\)0000030005](https://doi.org/10.1108/S0742-7301(2011)0000030005)
15. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
16. Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., ... & Lazar, S. W. (2016). Contemplating mindfulness at work: An integrative review. *Journal of Management*, 42(1), 114–142. <https://doi.org/10.1177/0149206315617003>
17. Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
18. Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57(1), 35–43. [https://doi.org/10.1016/S0022-3999\(03\)00573-7](https://doi.org/10.1016/S0022-3999(03)00573-7)
19. Hatchard, T., Mioduszewski, O., Khoo, E. L., Romanow, H., Shergill, Y., Tennant, E., . . . Smith, A. M. (2020). *Reduced Emotional Reactivity in Breast Cancer Survivors with Chronic Neuropathic Pain Following Mindfulness-Based Stress Reduction (MBSR): an fMRI Pilot Investigation*. *Mindfulness*, 12(3), 751–762. <https://doi.org/10.1007/s12671-020-01546-9>
20. Hülshager, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310–325. <https://doi.org/10.1037/a0031313>

21. Joiner, B., & Josephs, S. (2007). *Leadership agility: Five levels of mastery for anticipating and initiating change*. Jossey-Bass.
22. Kabat-Zinn, J. (1982). An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations and preliminary results. *General Hospital Psychiatry*, 4(1), 33–47. [https://doi.org/10.1016/0163-8343\(82\)90026-3](https://doi.org/10.1016/0163-8343(82)90026-3)
23. Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delacorte.
24. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
25. Khoshkardar, P., & Raeisi, Z. (2020). *The Effect of Mindfulness-Based Stress Reduction on Affective Control Dimensions in Adolescent Girls with Dysfunctional Eating Attitudes*. *Journal of Child and Family Studies*, 29(7), 1992–1999. <https://doi.org/10.1007/s10826-020-01721-5>
26. Khoury, B., Sharma, M., Rush, S. E., & Fournier, C. (2015). Mindfulness-based stress reduction for healthy individuals: A meta-analysis. *Journal of Psychosomatic Research*, 78(6), 519–528. <https://doi.org/10.1016/j.jpsychores.2015.03.009>
27. Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage of human consciousness*. Nelson Parker.
28. Leroy, H., Anseel, F., Dimitrova, N. G., & Sels, L. (2013). Mindfulness, authentic functioning, and work engagement: A growth modeling approach. *Journal of Vocational Behavior*, 82(3), 238–247. <https://doi.org/10.1016/j.jvb.2013.01.012>
29. Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press.
30. Lothes, J. E., Mochrie, K. D., Wilson, C. G., & Hakan, R. (2019). The effectiveness of a DBT-informed skills training group in college students. *Journal of College Student Psychotherapy*, 33(1), 63–79. <https://doi.org/10.1080/87568225.2018.1433210>
31. Neacsiu, A. D., Rizvi, S. L., & Linehan, M. M. (2010). Dialectical behavior therapy skills use as a mediator and outcome of treatment for borderline personality disorder. *Behaviour Research and Therapy*, 48(9), 832–839. <https://doi.org/10.1016/j.brat.2010.05.017>
32. Neacsiu, A. D., Bohus, M., & Linehan, M. M. (2014). Dialectical behavior therapy: An intervention for emotion dysregulation. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (2nd ed., pp. 491–507). Guilford Press.
33. Neff, K. D., & Germer, C. K. (2009). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of Clinical Psychology*, 65(6), 613–626. <https://doi.org/10.1002/jclp.20543>
34. Reb, J., Narayanan, J., & Chaturvedi, S. (2014). Leading mindfully: Two studies on the influence of supervisor trait mindfulness on employee well-being and performance. *Mindfulness*, 5(1), 36–45. <https://doi.org/10.1007/s12671-012-0144-z>
35. Reb, J., Narayanan, J., & Ho, Z. W. (2015). Mindfulness at work: Antecedents and consequences of employee awareness and absent-mindedness. *Mindfulness*, 6(1), 111–122. <https://doi.org/10.1007/s12671-013-0236-4>
36. Roche, M., Haar, J. M., & Luthans, F. (2014). The role of mindfulness and psychological capital on the well-being of leaders. *Journal of Occupational Health Psychology*, 19(4), 476–489. <https://doi.org/10.1037/a0037183>
37. Rupperecht, S., Falke, P., Kohls, N., Tamdjidi, C., Wittmann, M., & Kersemaekers, W. (2019). *Mindful Leader Development: How Leaders Experience the Effects of Mindfulness Training on Leader Capabilities*. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01081>
38. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
39. Sauer, S., & Kohls, N. (2011). Mindfulness in leadership: Does it matter? *Mindfulness*, 2(3), 140–144. <https://doi.org/10.1007/s12671-011-0056-6>
40. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
41. Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373–386. <https://doi.org/10.1002/jclp.20237>
42. Swales, M. A. (2009). *The art of consultation: Mindfulness-based approaches in non-clinical settings*. British Psychological Society.
43. Tang, Y.-Y., Hölzel, B. K., & Posner, M. I. (2015). *The neuroscience of mindfulness meditation*. *Nature Reviews Neuroscience*, 16(4), 213–225. <https://doi.org/10.1038/nrn3916>
44. Yeh, Z. T., & Lin, C. L. (2022). *Mindfulness-Based Stress Reduction Intervention and Emotional Recovery in Borderline Personality Features: Evidence from Psychophysiological Assessment*. *Mindfulness*, 13(4), 881–896. <https://doi.org/10.1007/s12671-022-01829-3>