

Business School Students' Mindfulness: A Comparison of Langer's Scale and the Mindful Attention Awareness Scale

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Abstract

Mindfulness has garnered increasing attention in the field of education, including business schools, due to its potential to enhance cognitive and emotional aspects of learning and personal development. It is commonly defined as the ability to be fully present and engaged in the moment, free from distraction and judgment. While mindfulness is a multifaceted concept, it is often assessed through various scales. In this article, we will explore the significance of mindfulness among business school students, particularly focusing on a comparison of Ellen Langer's Scale of Mindfulness and the Mindful Attention Awareness Scale (MAAS). The pursuit of mindfulness in educational contexts is not merely a trend; it is a response to the challenges of modern education. Business school students, in particular, face intense academic pressures, the need to excel in a competitive environment, and the demand to adapt to a constantly changing business landscape. Mindfulness practices have shown promise in helping students manage stress, improve focus, and promote overall well-being.

Keywords: Business school • Langer's scale • Business landscape

Introduction

Ellen Langer, a renowned psychologist, has long been recognized for her work on mindfulness. Her conceptualization of mindfulness goes beyond the traditional definitions, emphasizing the importance of actively engaging with one's surroundings and challenging preconceived notions [1,2]. Langer posits that mindfulness involves active engagement with the present moment, characterized by a deep and genuine curiosity about the world. This dimension highlights the importance of questioning assumptions and stereotypes. Langer believes that being mindful means being open to new experiences and seeing the familiar with fresh eyes. Recognizing novelty in the everyday can enhance one's sense of wonder. Responsiveness in mindfulness entails adapting to the situation in a flexible and context-sensitive manner. It involves recognizing that one's actions may need to change based on evolving circumstances. Unlike some other mindfulness scales, Langer's scale places significant emphasis on active attention. It involves noticing details, making distinctions, and not operating on autopilot. Mindfulness, according to Langer, involves being aware of one's environment, including social and situational cues [3].

Literature Review

This heightened awareness can lead to better decision-making and understanding. The Mindful Attention Awareness Scale (MAAS), developed by, is one of the most commonly used tools to assess mindfulness. MAAS is based on the idea that mindfulness is characterized by the ability to maintain a non-judgmental awareness of present experiences. This scale measures mindfulness by assessing the extent to which individuals pay attention to their current experiences and are capable of maintaining this attention. The

MAAS scale consists of 15 items that assess various aspects of mindfulness, the willingness to be open to new experiences and engage with the present moment without judgment. The ability to remain fully present in the here and now without becoming absorbed in thoughts about the past or future [4,5].

Discussion

Langer's Scale of Mindfulness is broader and encompasses multiple dimensions of mindfulness. It typically requires qualitative assessments, such as self-reporting, observation, and interview-based methods, to measure mindfulness effectively. The MAAS, in contrast, is more narrow and quantitatively oriented. It uses a Likert scale to assess the frequency and intensity of mindfulness-related experiences. Participants rate their agreement with a set of statements about their mindfulness experiences. Langer's Scale, with its focus on engagement, novelty, responsiveness, attention, and awareness, might be particularly relevant to business school students. These dimensions encourage active questioning, adaptability, and a heightened sensitivity to social and situational cues, all of which can benefit students in a business context. The MAAS, with its emphasis on non-judgmental awareness and presence, provides a more specific measure of mindful attention. This scale may be valuable for assessing how well students can maintain focused attention in the midst of their academic and professional responsibilities. The choice of scale may affect the interpretation of findings and the design of mindfulness interventions for business school students. Langer's Scale may provide a richer understanding of how mindfulness can be applied in the business context, fostering creativity, adaptability, and effective decision-making. In contrast, MAAS findings may inform strategies for improving attention and non-judgmental awareness in academic and professional settings [6].

Conclusion

Mindfulness is increasingly recognized as a valuable asset for business school students, helping them manage stress, improve concentration, enhance decision-making, and develop crucial interpersonal skills. The choice of a mindfulness scale can significantly impact how mindfulness is assessed and applied in an educational context. Ellen Langer's Scale of Mindfulness, with its emphasis on active engagement, novelty, responsiveness, attention, and awareness, provides a broader understanding of mindfulness that is well-suited to the complex challenges that business students face. Langer's approach encourages students to question assumptions, adapt to changing

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circumstances, and approach their studies with a sense of wonder. In contrast, the Mindful Attention Awareness Scale (MAAS) offers a more focused assessment of attention and non-judgmental awareness, providing insights into how well students can maintain a state of present-focused awareness. This scale may be particularly valuable in addressing the day-to-day demands of business education, where staying fully engaged in the classroom and in work is paramount.

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Conflict of Interest

None.

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