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Abstract

Abusive supervision, as a quintessential form of negative leadership, exerts significant detrimental effects on employees' psychological states, behaviors, and performance, as well as on organizational development. Consequently, devising effective strategies to cope with and prevent abusive supervision represents a shared concern among scholars and management practitioners alike. Grounded in self-regulation theory and centered on mindfulness, this research systematically investigates the role of mindfulness in both employees' coping with the adverse impacts of abusive supervision and the prevention of supervisory abusive behaviors. On one front, scenario experiments, large-scale questionnaire surveys, and intervention experiments will be employed to examine the moderating effects of employee mindfulness and mindfulness training on the relationships between supervisory abusive supervision and employees' negative emotions, deviant behaviors, and performance. On another front, diary studies will be utilized to investigate the suppressive effect of supervisor mindfulness on abusive supervision behaviors, with intervention experiments further validating that supervisor mindfulness training can not only prevent the emergence of abusive supervision but also subsequently ameliorate employees' negative emotions, deviant behaviors, and performance. The anticipated findings will contribute to a deeper understanding of mindfulness' s function within abusive supervision research, advance the literature on coping with and preventing abusive supervision, and provide valuable insights for organizations developing relevant training initiatives.

Full Text

Coping with and Preventing Abusive Supervision: The Self-Regulatory Role of Mindfulness

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Abstract: Abusive supervision, as a typical manifestation of negative leadership, exerts significant detrimental effects on employees' psychological well-being, behavior, performance, and ultimately organizational development. Consequently, identifying effective strategies to cope with and prevent abusive supervision has become a critical concern for both scholars and practitioners. Grounded in self-regulation theory and centered on the construct of mindfulness, this project systematically examines the role of mindfulness in helping employees mitigate the negative impacts of abusive supervision and in preventing supervisors from engaging in abusive behaviors. On one hand, through a situational experiment, large-scale questionnaire surveys, and intervention experiments, we test whether employee mindfulness and mindfulness training moderate the relationship between abusive supervision and employees' negative emotions, deviant behavior, and performance. On the other hand, using a diary study, we investigate whether supervisor mindfulness inhibits abusive supervision behaviors, and further verify through intervention experiments that supervisor mindfulness training not only prevents abusive supervision but also subsequently improves employees' negative emotions, deviant behavior, and performance. The anticipated findings will deepen our understanding of mindfulness in abusive supervision research, advance the literature on coping with and preventing abusive supervision, and provide valuable references for organizational training programs.

Keywords: abusive supervision; mindfulness; negative emotion; deviant behavior; performance

1. Problem Statement

Over the past two decades, research on negative leadership, with abusive supervision as its prime exemplar, has garnered substantial attention from organizational behavior scholars and management practitioners both domestically and internationally (Tepper, Simon, & Park, 2017). Abusive supervision refers to subordinates' perceptions of sustained hostile verbal and nonverbal behaviors exhibited by supervisors, excluding physical contact (Tepper, 2000). Specific manifestations include ridiculing and belittling subordinates, public criticism,

rude and disrespectful treatment, and usurping subordinates' accomplishments. Statistics indicate that approximately 13.6% of American employees report experiencing varying degrees of abusive treatment from supervisors, resulting in annual corporate losses of up to \$23.8 billion due to absenteeism, turnover, and productivity decline (Tepper, 2007). In China, hierarchical systems and culture of deference create greater power distance and pronounced asymmetry in supervisor-subordinate relationships. Supervisors often control subordinates' resources and fate, wielding substantial authority to command subordinates regardless of the appropriateness of their viewpoints and behaviors, while subordinates tend toward trust and obedience. This cultural context provides fertile ground for abusive supervision, as supervisors interact with subordinates with minimal consideration for their needs and feelings, thereby exhibiting more frequent abusive behaviors (Li, Hua, & Gao, 2013; Long & Liu, 2004; Yan & Zhang, 2017). Extensive research across different cultural backgrounds and organizational contexts has demonstrated that abusive supervision triggers psychological tension, hostility, anger, and other negative emotions in subordinates; increases job burnout and turnover intentions; provokes deviant behaviors such as work withdrawal, supervisor-directed aggression, and organizational retaliation; and negatively impacts employee creativity and job performance, ultimately hindering individual and organizational development (Mackey, Frieder, Brees, & Martinko, 2017; Tepper, 2007; Tepper et al., 2017).

Given the prevalence of abusive supervision and its detrimental effects on employee psychology, behavior, performance, and organizational development, research exploring effective coping strategies for employees and preventive interventions for supervisors is urgently needed. Recent studies examining abusive supervision through a self-regulation lens have provided a solid foundation for investigating effective intervention strategies. On one hand, employees' "retaliatory" behaviors and performance decline following abusive treatment occur because abusive supervision damages employees' self-regulation capacity, leading to ego depletion and causing them to act on impulsive desires, manifesting negative emotions (anger, tension) and "retaliatory" behaviors (Barber, Taylor, Burton, & Bailey, 2017; Frieder, Hochwarter, & DeOrtentiis, 2015; Lian, Brown, Ferris, Liang, & Keeping, 2014; Lin, Ma, & Johnson, 2016; Thau & Mitchell, 2010). On the other hand, supervisors' abusive behaviors likely stem from impaired self-regulation. When confronting difficult tasks (Collins & Jackson, 2015), demanding behaviors that deplete self-resources (Yam, Fehr, Keng-Highberger, Klotz, & Reynolds, 2016), poor sleep quality (Barnes, Lucianetti, Bhave, & Christian, 2015), or high levels of work-family conflict (Courtright, Gardner, Smith, McCormick, & Colbert, 2016), supervisors must expend considerable psychological resources, leaving insufficient resources to manage their emotions and impulses. Consequently, impulsive desires dominate, resulting in abusive supervision. These findings suggest that enhancing the self-regulation capacity of both employees and supervisors may constitute an important pathway for effectively coping with and preventing abusive supervision.

Among methods for enhancing individual self-regulation, mindfulness training

has received unanimous endorsement from organizational behavior scholars and management practitioners (Creswell, 2017; Good et al., 2016). Mindfulness enhances self-regulation by creating separation between the self (self-esteem, self-concept) and events, emotions, and experiences; reducing automatic psychological reactions; and increasing awareness of physiological systems (Glomb, Duffy, Bono, & Yang, 2011). Furthermore, individuals can achieve mindful states through mindfulness training (Jamieson & Tuckey, 2017; Zhang, Song, & Wang, 2017). This suggests that mindfulness training to enhance self-regulation may offer an effective approach for coping with and preventing abusive supervision. However, a review of existing literature reveals that using mindfulness training to prevent and address abusive supervision remains largely theoretical, with limited empirical and practical verification. Therefore, this project uses mindfulness—an approach proven effective in enhancing self-regulation—as its entry point. On one hand, we examine the buffering effect of employee mindfulness on the negative consequences of abusive supervision; on the other hand, we test the inhibitory effect of supervisor mindfulness on abusive supervision behaviors.

This project holds both theoretical and practical significance by exploring the role of mindfulness in coping with and preventing abusive supervision from a self-regulation perspective. Theoretically, it will enhance our understanding of mindfulness in abusive supervision contexts, reveal the role of self-regulation in controlling and shaping workplace behavior, and enrich empirical research on coping with and preventing abusive supervision. Practically, it will provide valuable references for individuals and organizations seeking to mitigate the negative effects of abusive supervision and enhance leadership effectiveness.

2.1 Coping with Abusive Supervision

For employees, abusive supervision represents a workplace stressor that negatively affects attitudes, behaviors, and performance. Researchers have actively explored strategies for coping with abusive supervision (Nandkeolyar, Shaffer, Li, Ekkirala, & Bagger, 2014). Drawing on traditional stress coping theory, scholars categorize employee coping strategies into emotion-focused coping and problem-focused coping (Yagil, Ben-Zur, & Tamir, 2011). Emotion-focused coping posits that due to power inequity, employees typically lack authority to “punish” abusive supervisors, leading them to adopt avoidance and distancing responses such as feedback avoidance (Nandkeolyar et al., 2014; Whitman, Halbesleben, & Holmes, 2014), silence (Xu, Loi, & Lam, 2015), psychological withdrawal, and organization-directed deviant behavior (Mawritz, Dust, & Resick, 2014). Problem-focused coping suggests that individuals believe they can effectively manage the stressful situation created by abusive supervision and engage in adaptive behaviors such as ingratiation and direct communication (Yagil et al., 2011).

In terms of direct effectiveness, emotion-focused coping strategies enable individuals to escape abusive situations to some extent, effectively reducing the “proximal” effects of abusive supervision but failing to mitigate its “distal” effects, sometimes even exacerbating its negative impact. Nandkeolyar et al. (2014) found that when employees exhibited avoidance coping strategies, the negative relationship between abusive supervision and performance was further strengthened. Problem-focused coping may neither eliminate abusive supervision nor increase desired outcomes, but it effectively mitigates its negative effects. Research shows that when employees engage in supervisor ingratiation (Harvey, Stoner, Hochwarter, & Kacmar, 2007; Liu, Wu, & Lin, 2009) or proactive voice behavior (Frieder et al., 2015) following abusive treatment, they experience lower job dissatisfaction, emotional exhaustion, and turnover intentions. Examining the subsequent effects of these two coping strategies reveals that problem-focused coping is more effective than emotion-focused coping. This is because employees using problem-focused coping perceive greater control over the abusive situation and feel more capable of regulating their emotional and behavioral responses, thereby effectively alleviating the negative effects of abusive supervision (Nandkeolyar et al., 2014). Although employee ingratiation and voice behavior demonstrate individual proactivity and self-regulation, researchers note limitations in their effectiveness for mitigating abusive supervision. Ingratiation only weakens the effects of abusive supervision when subordinates possess high political skills (Liu et al., 2009); similarly, voice behavior only effectively buffers the negative impact of abusive supervision when individuals have strong resource management capabilities (Frieder et al., 2015). This suggests the need to explore methods that can more effectively enhance employees’ capacity to regulate their own emotions and behaviors when coping with abusive supervision.

2.2 Preventing Abusive Supervision

From an organizational perspective, the negative consequences of abusive supervision ultimately affect organizational development, leading researchers to advocate for effective intervention training for supervisors to reduce or prevent abusive behaviors (Tepper et al., 2017). To date, only Gonzalez-Morales et al. (2016) have implemented an intervention study specifically targeting abusive supervision in organizations. Grounded in organizational support theory, these researchers posited that supportive supervisory behaviors imply reduced abusive supervision and that effective leadership can be learned. They conducted a two-month training intervention with 23 supervisors across four U.S. restaurants, focusing on supportive supervisory strategies (benevolence, authenticity, fairness, and experiential information processing). Compared to four control-group restaurants, trained supervisors exhibited higher levels of supportive behavior and lower levels of abusive supervision, with training effects persisting nine months later. However, while Gonzalez-Morales et al.’ s (2016) intervention

aimed to enhance supportive behaviors, researchers note that supervisors who frequently engage in abusive supervision do not necessarily reduce their supportive behaviors correspondingly (Hobman, Restubog, Bordia, & Tang, 2009). Abusive supervision can occur even within high-quality leader-member exchange (LMX) relationships, and under such conditions, it proves even more toxic to employees (Lian, Lance Ferris, & Brown, 2012; Xu et al., 2015). This suggests that interventions strengthening supportive management may not necessarily reduce abusive supervision, highlighting the need to explore direct intervention strategies targeting abusive behaviors themselves, such as enhancing supervisors' self-regulation capacity to improve self-control over abusive impulses.

In summary, research on both coping with and preventing abusive supervision remains in its preliminary stages. Prior studies suggest that enhancing employee or supervisor self-regulation may represent an important mechanism for effectively addressing and preventing abusive supervision (Lian et al., 2014; Liang et al., 2016; Tepper et al., 2017). Individual self-regulation capacity can be effectively improved through mindfulness training (Brown & Ryan, 2003; Good et al., 2016; Duan, 2014). Therefore, we propose that mindfulness training may serve as an effective method for coping with and preventing abusive supervision.

2.3 The Concept of Mindfulness and Its Mechanisms

Mindfulness originates from Eastern Buddhist philosophy and refers to an individual's awareness and attention to the present moment with a non-judgmental or accepting attitude (Brown & Ryan, 2003). Awareness and attention constitute the two core components of mindfulness. Awareness involves consciousness of one's internal experiences and external environment, while attention refers to the directed focus on this consciousness. Through directed attention, individuals gain comprehensive understanding of their internal and external worlds rather than being limited by biases, enabling better regulation of their mental and physical states (Sutcliffe, Vogus, & Dane, 2016).

Mindfulness encompasses both trait mindfulness and state mindfulness. Trait theorists view mindfulness as an inherent human capacity—akin to a trait variable influenced by both genetic and environmental factors—that exhibits strong malleability and can be enhanced through appropriate education and intervention (Sutcliffe et al., 2016). State theorists consider mindfulness essentially a psychological state that fluctuates over time, which anyone can experience at any given moment (Hülshager, Alberts, Feinholdt, & Lang, 2013). Both trait and state mindfulness represent differential psychological states between or within individuals. Through mindfulness training programs such as Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Relationship Enhancement (MBRE), and brief mindfulness meditation, anyone can achieve mindful states (Good et al., 2016; Sutcliffe et al., 2016). In practice, scholars treat mindfulness as an umbrella concept encompassing state mindfulness, trait mindfulness, and

various mindfulness training programs (Jamieson & Tuckey, 2017; Zhang et al., 2017).

Reviewing previous research reveals that mindfulness exerts broad positive effects on cognition, emotion, behavior, and even physiology (Lomas et al., 2017; Sutcliffe et al., 2016). Researchers posit that mindfulness produces these positive effects by effectively enhancing individuals' self-regulation of thoughts, emotions, behaviors, and physiological responses (Glomb et al., 2011; Good et al., 2016). By emphasizing non-judgmental attention and awareness of external stimuli and internal experiences, mindfulness facilitates: (1) decoupling the self from immediate events, experiences, thoughts, and emotions, thereby reducing the threat of negative external stimuli to the self (self-esteem, self-worth, etc.); (2) reducing automatic psychological reactions, freeing individuals from control by past experiences, schemas, and cognitive habits, and enabling responses to negative stimuli without reference to past or future possibilities, thereby enhancing present-moment awareness and control; and (3) increasing awareness and regulation of physiological systems (e.g., approach-avoidance, fight-flight, and inhibition-activation systems). Consequently, mindfulness enhances: (a) response flexibility (evidenced by improved decision-making and communication abilities), (b) reduced rumination on negative stimuli (evidenced by enhanced stress coping, faster recovery from negative events, and better problem-solving), (c) enhanced empathy (evidenced by increased interactional justice, organizational citizenship behavior, and positive leadership, while reducing counterproductive behavior), (d) improved emotion regulation (evidenced by enhanced communication and stress management), (e) strengthened self-determination and resilience (evidenced by increased goal-directed effort, performance improvement, job satisfaction, and organizational commitment), (f) improved working memory (evidenced by enhanced multitasking ability and performance under pressure), and (g) more accurate affective forecasting (evidenced by reduced decision bias, more accurate expectations, and less frustration and negative emotion). Ultimately, these mechanisms enhance individuals' self-regulation of thoughts, emotions, and behaviors.

2.4 Effects of Mindfulness Intervention Training on Employees and Managers

Mindfulness intervention training serves as an effective means to promote mindful states. Major corporations including Google, Aetna, Mayo Clinic, and General Motors have adopted mindfulness training to enhance employees' self-regulation and workplace functioning (Creswell, 2017). Researchers have conducted systematic studies on the effects of workplace mindfulness interventions, yielding substantial findings. Mindfulness intervention training effectively alleviates employees' stress experiences, negative emotions, anxiety, depression, and burnout (Eby et al., 2019; Reb, Narayanan, Chaturvedi, & Ekkirala, 2017), while enhancing self-regulation capacity, positive emotions, work-family balance,

and subjective well-being (Kiburz, Allen, & French, 2017; Olafsen, 2017; Slutsky, Chin, Raye, & Creswell, 2018). In recent years, researchers have begun applying mindfulness intervention training to help employees cope with negative workplace events. Yu and Zellmer-Bruhn (2018) found that mindfulness training effectively mitigates the cross-level spillover effects of team conflict on individual social undermining. Liang et al. (2018) similarly found that mindfulness training enhances employees' self-regulation capacity and weakens the relationship between hostility and aggression.

Furthermore, scholars have extended their focus to leadership, examining the impact of mindfulness training on leadership behavior and effectiveness. Research demonstrates that mindfulness interventions for leaders not only effectively inhibit destructive leadership behaviors (Lange, Bormann, & Rowold, 2018) but also promote higher levels of positive leadership behaviors, including transformational, authentic, ethical, humble, and servant leadership (Baron, 2016; Lange et al., 2018; Verdorfer, 2016; Vich, 2015), while enhancing leaders' creativity, resilience, and tolerance for anxiety and stress (Brendel, Hankerson, Byun, & Cunningham, 2016). Supervisors' mindful states significantly influence not only their own behavior but also their subordinates. Reb et al. (2014) found that supervisors' trait mindfulness significantly enhances subordinate well-being and job performance.

In essence, both employee- and manager-focused mindfulness intervention training work by focusing individuals' attention on the present moment, enhancing their self-regulation of thoughts, emotions, and behaviors, thereby helping them effectively cope with organizational stressors and exhibit adaptive behaviors. This raises the question: Can mindfulness training for employees and supervisors enhance their self-regulation capacity to cope with and inhibit abusive supervision? Building on this, the present study focuses on coping with and preventing abusive supervision, innovatively integrating mindfulness with abusive supervision research from a self-regulation perspective to explore the role of mindfulness in both domains.

3. Research Framework

This project addresses the core question of “the role of mindfulness in coping with and preventing abusive supervision” using situational experiments, questionnaire surveys, diary studies, and intervention experiments to systematically examine the effects of employee mindfulness and supervisor mindfulness. The specific research framework is illustrated below:

[Figure 1: see original paper]

3.1 Research Module 1: The Coping Effect of Employee Mindfulness on Abusive Supervision

Research Objective: This module primarily examines whether employee mindfulness effectively mitigates the negative effects of abusive supervision on emotions, behavior, and performance. Specifically, when experiencing abusive supervision, employees with higher mindfulness should experience less psychological tension and hostility, engage in fewer retaliatory and withdrawal behaviors, and maintain better performance.

Research Content: Mindfulness encompasses both state mindfulness (reflecting momentary mindful psychological states) and trait mindfulness (reflecting the capacity to maintain mindfulness), both of which can be enhanced through mindfulness training. To comprehensively test our hypotheses, this module employs three sub-studies—situational experiment, questionnaire survey, and intervention experiment—to systematically examine how different types of employee mindfulness buffer the negative effects of abusive supervision on psychological states, behavior, and performance. Sub-study 1a uses a situational experiment to preliminarily test state mindfulness's effect on emotional reactions and behavioral intentions in abusive supervision scenarios. Specifically, a 2 (high vs. low abusive supervision) \times 2 (state mindfulness vs. control) between-subjects design will compare differences in psychological tension, hostile emotions, and deviant behavioral tendencies between the state mindfulness and control groups under high abusive supervision conditions. However, because experimental contexts differ from real organizational settings, we cannot test whether mindfulness reduces actual deviant behavior or improves performance among abused employees. Therefore, sub-study 1b addresses this limitation through a questionnaire survey measuring employees' self-reported trait mindfulness, perceived abusive supervision, psychological tension, hostile emotions, deviant behavior, and performance to examine whether trait mindfulness moderates the relationship between abusive supervision and outcome variables. We hypothesize that employees with higher trait mindfulness will experience lower levels of psychological tension and hostility, exhibit less deviant behavior, and maintain higher performance after experiencing abusive supervision.

Building on sub-studies 1a and 1b, which establish the buffering effects of trait and state mindfulness, sub-study 1c further tests the coping effect of mindfulness training on abusive supervision using a switching replications experimental design with two employee groups (Group A and Group B) across three time points (Time 1, Time 2, Time 3). Following Kiburz et al.'s (2017) 14-day mindfulness self-training protocol for enterprise employees, we will collect initial measurements at Time 1 for both groups, including perceived abusive supervision, personal emotions, deviant behavior, and actual performance. At Time 2 and Time 3, we will measure emotions, deviant behavior, and performance for both groups, implementing mindfulness self-training interventions for Group A before Time 2 and for Group B before Time 3. At Time 2, Group B serves as the control for Group A; we will compare whether Group A shows greater changes

in emotional reactions, deviant behavior, and performance between Time 2 and Time 1, thereby testing the intervention effect. Similarly, at Time 3, Group A serves as the control for Group B; we will compare whether Group B shows greater changes between Time 3 and Time 2, while also examining the long-term effects of the intervention by comparing Group A' s data between Time 3 and Time 2.

3.2 Research Module 2: The Preventive Effect of Supervisor Mindfulness on Abusive Supervision

Research Objective: This module primarily examines whether supervisor mindfulness effectively inhibits abusive supervision behaviors, hypothesizing a negative relationship between supervisor mindfulness and subordinates' perceptions of abusive supervision.

Research Content: To test this hypothesis, this module comprises two sub-studies using diary methods and intervention experiments. Sub-study 2a employs a diary study to explore the effect of supervisor mindfulness on abusive supervision behaviors. Given that trait mindfulness is relatively stable while state mindfulness fluctuates over time, this sub-study follows the paradigms of Hülshager et al. (2013) and Courtright et al. (2016). Supervisors will first complete a trait mindfulness questionnaire and self-assess their abusive supervision behaviors. One week later, experience sampling methods will be used to measure their daily state mindfulness and abusive supervision behaviors over a 10-day period (two work weeks), examining the inhibitory effects of both trait and state mindfulness on actual abusive supervision behaviors exhibited at work.

To establish causality between supervisor mindfulness and reduced abusive supervision, and to examine whether supervisor mindfulness training improves employee emotions, deviant behavior, and performance by reducing abusive supervision, sub-study 2b tests the inhibitory effect of supervisor mindfulness training using an experimental-control pretest-posttest design across three time points (Time 1, Time 2, and Time 3). At Time 1, both experimental and control groups complete pretest measurements. The experimental-group supervisors then undergo an 8-week mindfulness training. At Time 2 (first posttest) and Time 3 (second posttest, six months later), both groups complete measurements using supervisor-subordinate dyads, with supervisors evaluating subordinates' performance and deviant behavior and subordinates assessing supervisors' abusive supervision and their own emotional states. We will compare differences in perceived abusive supervision between experimental and control group subordinates to test whether supervisor mindfulness training reduces abusive supervision, while also comparing changes in employee emotions, deviant behavior, and performance across time points and groups to examine the downstream effects of supervisor mindfulness training.

4. Theoretical Contribution and Innovation

Self-regulation theory posits that effective human functioning requires the capacity to transcend primal desires and habitual behaviors, aligning individual actions with social expectations and norms. Self-regulation emphasizes individuals' ability to modify their behavior, suggesting that people have the capacity and motivation to control their desires and impulses (e.g., retaliating against insults) to maintain consistency with long-term goals (e.g., maintaining good relationships or performance) (Vohs & Baumeister, 2016). When self-regulation capacity is impaired, individuals neglect the long-term implications of their behavior and succumb to their desires and impulses (Milyavskaya, Inzlicht, Hope, & Koestner, 2015).

Employees experiencing abusive supervision develop psychological tension, hostility, and other emotional reactions, and engage in retaliatory behaviors, work withdrawal, and performance decline because they habitually interpret and evaluate abusive supervision by referencing past or potential future situations. This causes individuals to ruminate on past abusive experiences and associated negative emotions, impairing self-regulation and resulting in tension, fear, or hostility. Behaviorally, they become dominated by impulsive desires, leading to retaliatory or socially withdrawn behaviors while limiting performance improvement (Oh & Farh, 2017; Li et al., 2013). Mindfulness enables individuals to effectively separate the self from internal experiences and external stimuli, reduce habitual reactive tendencies, focus attention on the present moment, and engage in less ruminative thinking (Sutcliffe et al., 2016). Therefore, when facing abusive supervision—a typical negative stimulus—mindful employees adopt a non-judgmental, accepting attitude, treating abusive treatment as an objective phenomenon without evaluative interpretation, thereby reducing automatic self-protective emotional and behavioral responses. Additionally, mindful employees devote less attention to analyzing supervisors' abusive behaviors and instead focus on the task at hand, ensuring task completion. In summary, when experiencing abusive supervision, highly mindful employees experience less psychological tension and hostility, engage in fewer retaliatory and withdrawal behaviors, and maintain better performance.

Similarly, abusive supervision is not an adaptive behavior for supervisors either. Supervisors engage in abusive behaviors largely because impaired self-regulation leads to self-control failure, allowing impulsive desires to dominate (Yam et al., 2016). To achieve long-term effective leadership, supervisors must effectively control impulsive desires, and mindfulness provides this opportunity. Mindful states enable individuals to more accurately manage self-related information and effectively monitor potential conflicts between impulsive behaviors and long-term goals (Verdorfer, 2016). Therefore, even when facing stressful stimuli such as difficult tasks, poor subordinate performance, or inadequate sleep, supervisors' mindfulness enables better attention to and awareness of external stimuli and internal impulsive emotions, resulting in greater behavioral self-control and reduced impulsive behaviors such as belittling or insulting subordinates. In

other words, supervisors' mindful states effectively reduce the occurrence of abusive supervision.

This project will address two key scientific questions. First, from a self-regulation perspective, does employee mindfulness mitigate the negative effects of abusive supervision on employee emotions, deviant behavior, and performance? Specifically, can brief mindfulness meditation training that induces state mindfulness immediately alleviate negative emotional reactions and deviant behavioral intentions in abusive supervision contexts? Does employees' capacity to maintain mindfulness (i.e., trait mindfulness) moderate the relationship between abusive supervision and employee emotional reactions, deviant behavior, and performance? Can employee mindfulness self-training effectively enhance self-regulation capacity to mitigate the negative effects of abusive supervision? Second, from a self-regulation perspective, does supervisor mindfulness inhibit abusive supervision behaviors? Specifically, do supervisors' trait mindfulness and daily fluctuations in mindfulness (state mindfulness) affect the frequency of abusive supervision behaviors? After reducing abusive supervision through supervisor mindfulness training, do employees' emotions, deviant behavior, and performance subsequently improve?

The innovations of this project are manifest in several aspects. First, it provides a new perspective for employees to effectively cope with abusive supervision. Building on previous research, this project examines the role of trait mindfulness, state mindfulness, and mindfulness training in coping with abusive supervision from an employee self-regulation perspective, proposing mindfulness training as an effective organizational intervention for employees to cope with abusive supervision, thereby enriching the abusive supervision literature.

Second, it offers a new direction for organizations to prevent abusive supervision. While researchers have called for preventive interventions, few have responded to this call. This project addresses this gap by examining the inhibitory effects of supervisors' trait mindfulness, state mindfulness, and mindfulness training on abusive supervision behaviors, aiming to validate the effectiveness of mindfulness training in curbing abusive supervision and providing a foundation for organizations and managers to implement effective interventions, thus enriching research on abusive supervision prevention.

Third, grounded in self-regulation theory, this study simultaneously examines abusive supervision coping and prevention from both employee and supervisor perspectives, organically integrating these two research streams within a unified theoretical framework and effectively addressing previous research gaps. Methodologically, this project moves beyond the limitations of questionnaire-based research by introducing true and quasi-experimental designs to reveal causal relationships. Practically, it provides actionable intervention protocols for using mindfulness to cope with and prevent abusive supervision, offering directly applicable solutions for organizations and employees.

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The role of mindfulness in coping with and preventing abusive supervision

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Abstract: Abusive supervision, as a typical example of negative leadership, has significant effects on employees' mentality, behavior, and performance. Therefore, how to address and prevent abusive supervision has become a crucial topic in both academic and business discourse. Based on self-regulation theory, the current project aims to investigate the coping effects of employees' mindfulness on the negative influence of abusive supervision and explore the preventative effects of supervisors' mindfulness on their abusive behavior. Specifically, the project will test the moderation of employees' mindfulness and a mindful-based intervention on the relationship between abusive supervision and employees' negative emotion, deviance behavior, and performance; data will be collected through a situational experiment, a questionnaire investigation, and an intervention experiment. Furthermore, a diary study will be conducted to examine whether supervisors' mindfulness can restrain their abusive behavior in the workplace, and a supervisor mindful-based intervention will consider the upper preventative effect and will explore any follow-up effects on subordinates' emotion, deviance behavior, and performance. The findings of this project will improve the understanding of the role of mindfulness in abusive supervision research, promote research on coping with and preventing abusive supervision, and serve as references for organizational practices.

Key words: abusive supervision; mindfulness; negative emotion; deviance behavior; performance

Note: Figure translations are in progress. See original paper for figures.

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