

Online Supplemental Materials

Quantitative Analyses

We assessed the following survey items to examine and assess the efficacy of our intervention. All measures used a 5-point response scale, unless otherwise indicated, where ‘1’ = *Strongly Disagree*, ‘3’ = *Neither Agree nor Disagree*, and ‘5’ = *Strongly Agree*. All variables were measured before the workshop and in a second survey after the 8-week intervention had concluded.

Internal Resources

We assessed three common personal resources: mindfulness, psychological capital, and stress management skills. We used the 7-item state mindfulness scale (*note*: high scores indicate low mindfulness; Tanay and Bernstein 2013; Time 1 alpha = .88; Time 2 alpha = .86; e.g., “*I find it difficult to stay focused on what’s happening in the present*”). We measured psychological capital using the 24-item PsyCap scale (Luthans et al. 2006; Time 1 alpha = .91; Time 2 alpha = .92). The scale consists of four subdimensions, hope, resilience, self-efficacy, and optimism, which were aggregated to create a measure of overall psychological capital, as done by Luthans et al. (2006; e.g., “*When things are uncertain for me at work, I usually expect the best*”, Optimism). We assessed stress management with the 13-item Stress Management Skills scale (Carver 2006; Time 1 alpha = .88; Time 2 alpha = .92). The scale consists of four subdimensions, all of which tap into resourcing: relaxation (e.g., “*I am able to use muscle relaxation techniques to reduce any tension I experience*”), awareness of tension (e.g., “*I become aware of any tightness in my body as soon as it develops*”), assertiveness (e.g., “*Assertiveness I can clearly express my needs to other people who are important to me*”), and coping confidence (e.g., “*I can come up with emotionally balanced thoughts even during negative times*”). Participants were asked to rate their degree of confidence about being able to do each of the items (‘1’ = *I can’t do this at all* to ‘5’ = *I can do this extremely well*).

External Resources

We also assessed two job resources: autonomy and social support. Autonomy was measured using Morgeson and Humphrey's (2006) 3-item scale (Time 1 alpha = .93; Time 2 alpha = .93; e.g., "*The job allows me to make important decisions on my own*"). We assessed social support using the 8-item Directive Guidance Scale (Barrera et al. 1981), which assesses task-related support and emotional support received from coworkers (Time 1 alpha = .86; Time 2 alpha = .89). Participants were asked to rate how often a coworker, team member, supervisor, or someone else at work engaged in certain behaviors (sample task support item: "...*Suggest some action you should take*"; sample emotional support item: "...*Be understanding or sympathetic on the job*"). Items were rated on a 5-point scale ('1' = *Never or almost never*, '3' = *Sometimes*, '5' = *Always or almost always*).

Wellbeing Outcomes

We assessed three common wellbeing outcomes: exhaustion, health symptoms, and work-family conflict. We used the 8-item exhaustion subscale from the Oldenburg Burnout Inventory (OLBI; Halbesleben and Demerouti 2005; Time 1; alpha = .78; Time 2; alpha = .84; e.g., "*During my work, I often feel emotionally drained*"). Perceived stress was assessed using the Cohen et al. (1983) 10-item scale (Time 1 alpha = .86; Time 2 alpha = .92). Participants were asked about their feelings and thoughts during the last month ('1' = *never*, '3' = *sometimes*, and '5' = *very often*; e.g., "*In the last month, how often have you felt nervous and stressed?*"). We also used a 7-item version of the Physical Symptoms Inventory (PSI; Spector and Jex 1998), which assesses health symptoms associated with psychological distress. Participants are asked to indicate whether they experienced the following symptoms over the past month: backache, trouble sleeping, headache, acid indigestion or heartburn, heart pounding when not exercising, and tiredness or fatigue. We then recoded the items as binary to get indicators of no symptoms ('1' = *No I didn't*) versus total symptoms (combining '2' = "*Yes I did but I did not see a doctor*" and '3' = "*Yes I did and I saw a doctor*" ratings). Last, we used Carlson et al.'s (2000) 3-item measure of time-related work-family conflict (Time 1 alpha = .90; Time 2 alpha = .91). Participants were asked the extent to which they experienced each item ('1' = *Not at all*, '3' = *Somewhat*, '5' = *A great deal*; e.g., "*My work keeps me from my family activities more than I would like.*")

Quantitative Analysis of Benefits

We saw evidence for benefits of the mindful resourcing intervention with the five proposed levels in Figure 1 in quantitative analyses. First, we used SPSS to determine differences between the experimental and control groups in resources, strain, and wellbeing using the Time 1 and 2 survey measures. These served as manipulation checks of the efficacy of the intervention as well. Namely, repeated measures ANOVA analyses allowed us to compare differences across Time 1 (before the workshop) and Time 2 (after the completion of the weekly exercises) measures between the experimental and control group participants. Our analysis revealed a significant improvement in internal resources (mindfulness ($F=5.06, p<.05$), stress management skills ($F=5.54, p<.01$), psychological capital ($F=3.46, p=.06$)), external resources (autonomy ($F=5.76, p<.05$) and social support ($F=4.74, p<.05$)), as well as improvement in wellbeing outcomes (decrease in emotional exhaustion ($F=20.61, p<.001$), perceived stress ($F=10.45, p<.01$), physical symptoms ($F=3.88, p=.05$), and work-family conflict ($F=7.62, p<.01$)) in the experimental group relative to the control group. These findings suggest that the mindful resourcing intervention increased both internal and external resources and decreased strain.

Table S1: Outcomes of Mindful Resourcing

<i>Category</i>	<i>Codes</i>	<i>Exemplary Quotes</i>
Self-Perception Definition: non-judgment of oneself, increased self-compassion, and increased awareness of oneself, including strengths and weaknesses, as well as psychological capital	Self-compassion - Avoiding criticism of oneself; accepting oneself as-is - Less self-judgment/self-critical Metacognitive knowledge - Increased awareness of oneself, including strengths, weaknesses and need to improve Psychological capital - Resilience, self-efficacy, hope, optimism	“I realized fear is normal anytime you do anything important, [this awareness] normalized the stress I was feeling and encouraged me.” (Participant 138) “I appreciated a sense of empowerment and confidence. It was elevating.” (Participant 8) “I learned about some important changes, then sat through a meeting that felt irrelevant in the light of the changes. I identified that I was catastrophizing and using emotional reasoning. I recognized that I am overdue for a work break (scheduled for the following week) and having trouble coping. I tried to have compassion for the fact that I am juggling a lot right now and feeling emotional doesn’t have to be a weakness. I tried to recognize my strengths.” (Participant 138) “...I bought a nightstand on sale and when we set it up, it didn't hold up as sturdy as I thought it would. My husband said it wasn’t my fault but I blamed myself for choosing the nightstand... But knowing that this is a thinking trap helps me have better compassion toward myself to know that it's ok to make mistakes.” (Participant 63) “I received a number of assignments at the last minute with a short due date. I stopped and evaluated whether I felt capable of completing the tasks, determined that I had the capacity (even if the list was long) to accomplish what I needed to; also determined that my stress was coming from other areas outside of work tasks (interruptions, child's illness).” (Participant 138) “I have been questioning whether I had enough experience or training to be making certain decisions and I realized that I have been building up to this all along. I just didn't see it until now. I instantly felt more confident in my role.” (Participant 176)
Wellbeing Definition: a positive state of emotional and physical health	Improved emotional state - Reduction in negative states: negative emotions, anxiety, stress - Increase in positive emotions: relaxed, calm, peaceful, enjoyment of an experience Improved physical health - Better sleep quality, heart rate, etc.	“I was able to respond to a personal situation in a calm manner and found myself appreciating/being present for more of my time.” (Participant 175) “I felt noticeably more relaxed and confident that I would be able to finish everything that needs to be done. It felt good to be less worked up and I was able to finish several tasks on my to-do list before my first home visit of the day.” (Participant 5) “I relaxed at least 1-2 notches and felt so much better. I realized the reasons I was anxious weren't so important and being stressed about them wasn't going to make a positive difference, but rather negative!” (Participant 91) “I felt better, my heart rate was slower, and I was calmer” (Participant 71) “I know it's only been a week, but in addition to the mindfulness techniques, I have been trying the meditation techniques and I have been sleeping through the night, which I never used to do.” (Participant 17) “I noticed that I could feel jitteriness in my feet and felt like I needed to fidget. I was also wondering if I was doing things properly. I noticed that the deep breathing helped me to calm down.” (Participant 63)

Interpersonal Definition: higher quantity and quality of interactions and relationships with others, including improved ability to listen and focus on others, and foster enjoyable interactions	Other-oriented mindset ● Increased degree of empathy, compassion, perspective taking, more positive perspective of others Quality of social interactions ● Improved level of listening/focus on others, connection, and nature of interactions Quantity of social connections ● Increased number of relationships and connections	“Instead of viewing my boss as incompetent, I began to notice all of her strengths and utilize those strengths to my advantage. I asked for her advice on issues she knows a lot about. I asked for her help in situations I realized I could not do on my own. My resentment towards her began to fall away and I viewed her as the resource she is.” (Participant 49) “[My employee] has had a lot of questions ...I was frustrated as I do not like to reiterate things I’ve already said. Due to this, I focused on all the things she wasn’t doing well. However now that I zoom out, I realize she is doing the best she can. She just wants to confirm that she’s doing things properly. She will be a resource in my workplace in the long run.” (Participant 63) “I practiced being mindful while rocking my toddler to sleep. I became more relaxed which in return, I believe helped him relax and go to sleep faster.” (Participant 2) “I was able to reach out to someone explaining the situation thoroughly and remaining calm. I noticed that my tone of voice, clarity in expressing the information made our conversation run smoothly. It allowed for us to understand each other’s situation and to not have anyone get so overwhelmed.” (Participant 173) “Talking with my spouse, when things went a bit sideways in our meal prep/plan... stopped, paused, reflected, refocused, then engaged in conversation again with proper tone. Pleasant exchanges instead of minor tension in our evening.” (Participant 31) “I reached out to a coworker about LCSW licensure exam study. I felt more connected to this colleague (though I usually do not talk with her much). I realized that she may have a lot of knowledge about the LCSW process, as she is one year ahead of me with that licensure process. In addition, she may have resources for the exam that I have never heard about.” (Participant 63) “I chose not to force plans on my week off, and at the last minute, friends invited me to a game. Initially I was stressed and wanted to decline because I wasn’t ready to go out, but instead thought about the opportunity for fun and reminded myself that people who love you don’t care what you look like. I ended up getting to go to a free game and spend more time with friends.” (Participant 138)
Performance Definition: engagement in tasks, including energy and motivation for completing tasks, as well as improved outcomes from engaging in those tasks (i.e., decision-making, problem-solving, productivity)	Engagement ● Experienced a mindset of being prepared for work or non-work activities ● Increased motivation to focus on tasks in present moment and in the near future Decision making/problem solving/productivity ● The way in which work- or non-work-related tasks or activities are completed, including effectiveness, efficiency, making decisions, and solving problems ● A feeling of pride or accomplishment in completed tasks	“Expressing gratitude for so much autonomy in my role shifted my perspective of tasks from annoyance to thankfulness, which energized me to get started.” (Participant 135) “I found it easier to transition into the workday and focus exactly on what was needed to be done that day...focused on my tasks at hand.” (Participant 158) “...helped me center to get all needed work done before the end of the day.” (Participant 165) “During a stressful volleyball game, the team took a timeout and I stepped away to breathe and calm down so that I could play better during the match. I was more focused and played better.” (Participant 150) “I interviewed for three separate jobs. I arrived early enough each time to practice breathing, recognizing how I was feeling without judging or trying to change it. I went into each interview centered, calm, and confident. I was offered all three positions...I made an excellent choice I am very happy with and at peace about.” (Participant 9)

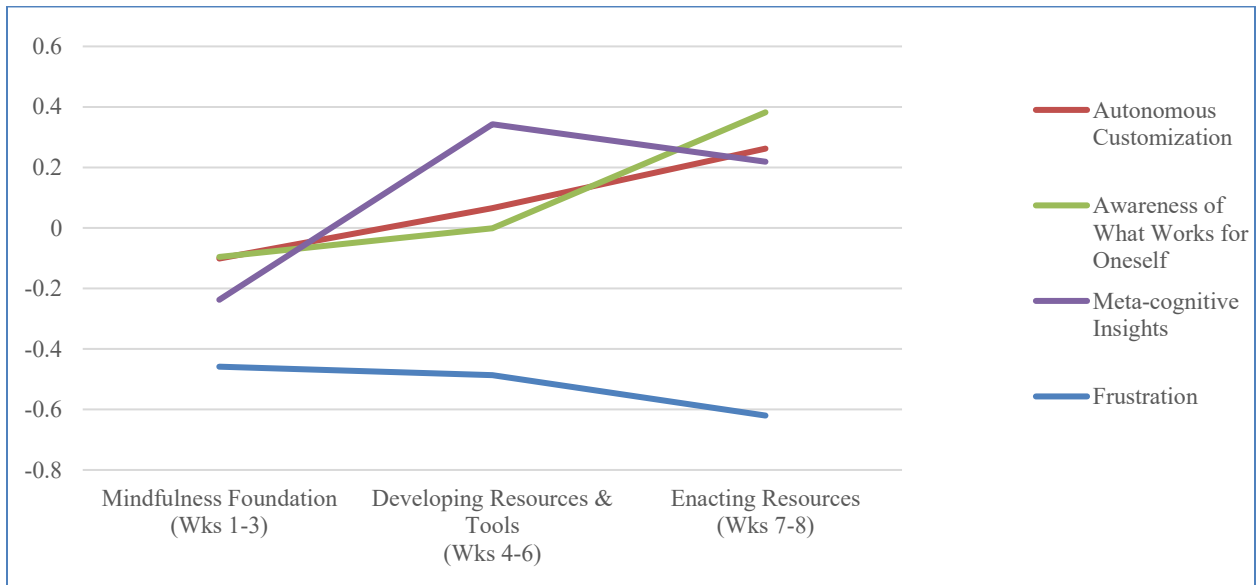
Quantitative Analysis of Qualitative Themes Emerging from Data

Building on our initial qualitative findings, the final stage of coding provided a more quantified examination of the increasingly complex attributes of mindful resourcing, which we suggest represents enhanced mindful resourcing competence. We integrate this analysis with our qualitative findings to generate a deeper understanding mindful resourcing competence and its development.

First, we assigned dichotomous codes (*yes* or *no*) to indicate whether each of the following categories was present in each entry: autonomous customization of tools, experimentation based on awareness of what tools worked best for them, whether they were reporting on multiple events in one entry, and demonstrated frustration. The two coders discussed differences in coding until consensus was reached on all of these dichotomous codes. Next, we used a 4-point scale to code metacognitive insights (1=*n/a*, 2=*low*, 3=*moderate*, 4=*high*). The two coders again discussed differences in their independent codes and then took an average of their final scores.

We began analyzing these codes by grouping the weeks based on how they map onto the three broad developmental focal areas – mindfulness foundation (weeks 1-3), developing resources and tools (weeks 4-6), and enacting resources (weeks 7-8). Then we examined mean frequencies by category over the course of the intervention. Trends revealed increased frequency over time of diary entries that included autonomous customization, awareness of what works for oneself, metacognitive insights, and decreased frustration over time; we assert that these descriptives all reflect some aspect of mindful resourcing competency. See Figure S1 for a summary of these trends.

To augment this trend analysis, we also calculated bivariate correlations between each code and week ID, expecting positive significant correlations with most variables to represent increasing competence in mindful resourcing. As expected, we found positive correlations between the week ID and autonomous customization, awareness of what works, and metacognitive insights, ranging between .25 and .36 (p 's < .001). We also found a significant negative correlation between week ID and frustration ($-.17, p < .001$). See Table S2 for the full correlation matrix.

Figure S1: Frequencies over Course of Intervention

Note. The means for each category coding by week were centered using the overall mean for each category.

Table S2: Correlations of Coded Categories with Week of Intervention

	Week	Frustration	Autonomous Customization	Awareness of What Works	Metacognitive Insights
Week	1.00	-.17**	.28**	.36**	.25**
Frustration	-.17**	1.00	-0.06	0.08	0.08
Autonomous Customization	.28**	-0.06	1.00	.30**	.44**
Awareness of What Works	.36**	0.08	.30**	1.00	.28**
Metacognitive Insights	.25**	0.08	.44**	.28**	1.00

These findings provide support that participants did indeed show increasing competence in mindful resourcing overall, as well as in multiple nuanced ways, and the ability to use mindfulness and resourcing tools together over the 8-week intervention. To our knowledge, this is the first test of these processes of competency-building in the area of mindfulness or resourcing.