



Research Article

Adult Attachment and Affective Commitment: The Mediating Effect of Workplace Relationships Quality and the Role of Mindfulness

Kayıtsız Bağlanma ve Duygusal Bağlılık: İş Yeri İlişkileri Kalitesinin Aracılık Etkisi ve Farkındalığın Rolü

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ABSTRACT

The behaviors, relationships, and performance of individuals in the organization are affected to various degrees according to the style of the individual. In this study, whether workplace relationships have a mediating effect on the relationship between dismissing style, secure style, and affective commitment; also whether mindfulness has a moderation effect between these styles and workplace relationships were examined. Employees from various sectors responded to an online survey. Data were analyzed with the Pearson product-moment correlation coefficient and PROCESS macro. The results supported the mediating effect of workplace relationships between dismissing style and affective commitment, and mindfulness had a moderation effect between this style and workplace relationships. In the context of the secure attachment style, only the relationship with the supervisor was found to have a mediating effect. It has been predicted that affective commitment of employees with a dismissing style may be improved through interventions such as mindfulness.

ÖZ

Örgütteki bireylerin davranışları, ilişkileri ve performansı, bireyin bu stiline göre çeşitli derecelerde etkilenir. Bu çalışmada, işyeri ilişkilerinin kayıtsız bağlanma, güvenli bağlanma ve duygusal bağlılık arasındaki ilişki üzerinde aracı bir etkisi olup olmadığı; farkındalığın bu stiller ve işyeri ilişkileri arasında düzenleyici bir etkisi olup olmadığı da incelenmiştir. Çeşitli sektörlerden çalışanlar çevrim içi bir anketi yanıtlamıştır. Veriler Pearson çarpım moment korelasyon katsayısı ve PROCESS makro ile analiz edilmiştir. Sonuçlar, işyeri ilişkilerinin kayıtsız bağlanma ile örgüte duygusal bağlılık arasındaki aracılık etkisini desteklemiştir ve farkındalığın bu stil ile işyeri ilişkileri arasında düzenleyici bir etkisi bulunmuştur. Güvenli bağlanma tarzı bağlamında, sadece amir ile olan ilişkinin aracılık etkisi olduğu bulunmuştur. Kayıtsız bağlanma stili olan çalışanların duygusal bağlılığının farkındalık gibi müdahalelerle iyileştirilebileceği tahmin edilmektedir.

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1. INTRODUCTION

Interpersonal relationships are essential in getting a task done (Blustein, 2011). These relationships shape decisions, interactions, and experiences (Lanciano & Zammuner, 2014). Besides, the attachment style of the individual influences the quality of his/her interpersonal relationships (Hazan & Shaver, 1994). Therefore, human relationships and internal representations of these relationships are one of the most important psychological issues in the last century (Blustein, 2011).

Individual differences play an important role in organizational behavior (Scrima, Di Stefano, Guarnaccia, & Lorito, 2015). The difference in attachment styles of individuals may be reflected in differences in work behaviors (Mikulincer & Shaver, 2007; Little, Nelson, Wallace, & Johnson, 2011; Ronen & Mikulincer, 2012). Studying attachment styles may have effective contributions to understanding workplace behaviors (Harms, 2011). So, attachment theory may help to understand the social relationships and feelings associated with the workplace (Leiter, Day, & Price, 2015). However, there are few studies on how attachment styles play a role in relationships in the workplace. (Littman-Ovadia, Oren, & Lavy, 2013).

Relationships in an organization generally involve two types of interpersonal relationships. One of them is the supervisor-employee relationship and the other is the coworkers' interactions (Lin & Lin, 2011). The relationship with colleagues and direct supervisors improves the psychological conditions of an individual's work environment (May, Gilson, & Harter, 2004). Therefore, the examination of horizontal relationships besides vertical relationships brings a different perspective (Dirks & Ferrin, 2002).

Interpersonal relationships are highly effective for employees (Dutton & Ragins, 2007). Besides, high-quality relationships have an emotional basis (Carmeli, Brueller, & Dutton, 2009). Emotions may play a key role in the performance of teams in organizations (Cole, Walter, & Bruch, 2008; Li, Ashkanasy, & Ahlstrom, 2010); because interpersonal emotions significantly affect the cooperation and interaction between team members (Cuddy, Fiske, & Glick, 2007). Interpersonal relationships are highly correlated with affective commitment (Morrow, 2011). Also, affective attachment to colleagues is a key role in employees' performance (Tse, Lam, Lawrence, & Huang,

2013). These interpersonal feelings may bring people closer to each other and form attachments, or distract them from each other (Melwani & Barsade, 2011; Menon & Thompson, 2010). Therefore, attachment styles are important in shaping work-related behaviors, motivations, attitudes and emotional responses (Harms, 2011). Also, studies reveal that there is a relationship between mindfulness and attachment (Goodall, Trejnowska, & Darling, 2012; Walsh, Balint, SJ, Fredericksen, & Madsen, 2009). In other words, the mindfulness of the individual may change according to the attachment style. This may affect an individual's workplace relationships.

Regarding the above-mentioned relationships in a chain of reasoning, emotions may play a linking role among many organizational variables. Therefore, in this study, based on emotional factors, we examined the link between attachment styles, workplace relationships, affective commitment and mindfulness of individuals. Hence, we have predicted how the individual's attachment style affects organizational outcomes based on emotions, and whether we can interfere with mindfulness in this process.

2. LITERATURE REVIEW

2.1. Adult Attachment

The characteristics of the relationship that individuals have with their primary caregivers in the early stages of development affect the schema of the relationships they have with people in later periods. The attachment style of this relationship may be shaped in four ways as secure, preoccupied/anxious, dismissing/avoidant and fearful (Bartholomew, & Horowitz, 1991). Besides, individuals form a schema about the self (internal working model) and a schema about others (external working model), and these schemas can be negative or positive according to the style. For example, a securely attached individual has a positive internal and a positive external working model; and an individual with dismissing attachment style has a positive internal and a negative external working model.

The attachment styles can be conceptualized in terms of two dimensions: avoidance of intimacy and anxiety over abandonment (Miller, 2007). Individuals with high avoidance of intimacy have a negative external working model. For example, individuals who have dismissing or fearful attachment styles are in this group. They have little trust in people. They don't believe people will be around when they need them. They also do not want

other people to depend on them in any context (Miller, 2007). In other words, this dimension involves the insignificance of close relationships and avoidance of intimacy (Ravitz et al., 2010). Individuals with high anxiety about abandonment have a negative internal working model (Mikulincer & Florian, 1995). People with preoccupied or fearful attachment styles are in this group. They need to be close to others and are very sensitive to rejection (Miller, 2007). Attachment anxiety includes abandonment, separation, inadequate love, and indifference to others (Ravitz et al., 2010). Individuals with a fearful attachment style are present in both dimensions; securely attached individuals do not belong to either group because they develop positive internal and external working model. Adult attachment style is highly effective in workplace behavior (Neustadt, Chamorro-Premuzic, & Furnham, 2011). Attachment styles have the potential to influence individuals' skills, motivations and perceptions regarding their relationships (Harms, 2011).

2.2. Workplace Relationships Quality

Supervisors treat their subordinates at different levels. According to the leader-member exchange (LMX) theory, which is the most widely accepted theory of supervisor-subordinate relationship quality, the supervisors do not show a similar approach to each subordinate because they have limited time and resources (Graen & Scandura, 1987). If this relationship is of high quality (in-group relationship), a high degree of trust and respect is considered to exist (Sias, 2005). In high-quality relationships, supervisors communicate more clearly with their subordinates and discuss various issues (Sias, 2005). Research shows that when LMX is of high quality, task performance (Chen, Lam & Zhong, 2007), organizational citizenship behavior (Lapierre & Hackett, 2007), job satisfaction (Erdogan & Enders, 2007) and satisfaction from supervisor (Greguras & Ford, 2006) increases.

In contrast to competent figures (supervisors) in organizations, there is little or no power imbalance in dealing with coworkers (Basford & Offermann, 2012; Tan & Lim, 2009). Considering that there are many coworkers in the workplace but a supervisor, it can be understood that coworker relationships constitute a large part of the workplace relationships (Sias, 2005). Coworkers can be either a source of inspiration and entertainment, or a source of distress (Robinson, Wang, & Kiewitz, 2014).

There may be various failures in work-life and these difficulties may affect self-efficacy (Shepherd, Covin, & Kuratko, 2009). Therefore, social support

is important in this regard so that people learn recovery within the framework of social learning. As a result, good relationships may bring strong social support. Coworkers' social support may help employees in their work (Chiaburu & Harrison, 2008) and this may facilitate the process of social learning (Ouweneel, Taris, van Zolingen, & Schreurs, 2009). Besides, relationships with colleagues are an important source of employee satisfaction (Madlock & Booth-Butterfield, 2012). The employee's relationship with colleagues and supervisors enhances employee engagement (May et al., 2004). Moreover, a good supervisor may also influence the relationship among coworkers (Herman & Mitchell, 2010).

2.3. Organizational Commitment

Organizational commitment (OC) is the employee's identification with the organization and dedication to the organization's goals (Rae, 2013). For a long time, there have been several studies investigating the priorities and outcomes of OC (Erdheim, Wang, & Zickar, 2006). As OC increases, the probability of employee turnover decreases (Erdheim et al., 2006). Also, OC is an important issue to keep employees with high potential in the organization (Petrides & Furnham, 2006). Allen and Meyer (1990) suggest that OC is composed of three structures: affective commitment, continuance commitment, and normative commitment. Employees with a high affective commitment (AC) stay in the organization because they want to. Employees with a high continuance commitment stay in the organization because they need it. Employees with high normative commitment remain loyal to the organization because they believe they should (Allen & Meyer, 1990).

Among the components of OC, AC is the most studied, because it is thought to be related to various organizational factors (Vandenberghe, Bentein, & Panaccio, 2017). The AC includes emotional attachment and involvement in the organization. This creates willingness for employees to remain in the organization (Meyer & Allen, 1997). The employee's AC to the supervisor benefits more organizational outcomes than the employee's AC to the organization (Askew, Taing, & Johnson, 2013). AC also influences creativity and innovation (Neininger, Lehmann-Willenbrock, Kauffeld, & Henschel, 2010).

2.4. Mindfulness

Many elements limit our perception and distract us. Our prejudices, expectations, assumptions, and emotions are at the forefront of these limitations (Hyland, Lee, & Mills, 2015). Mindfulness is an

enhanced state of attention, awareness, and focus (Brown & Ryan, 2003a). There are generally three elements in mindfulness definitions. These are awareness of the present time, attention to the internal and external phenomena, and acceptance without judgment (Dane, 2011). This awareness/alertness is clear and receptive, not judgmental (Bishop et al., 2004).

The mindfulness movement has become very popular in recent years and has attracted attention among actors, leaders, employees, consultants, etc. (Bishop et al., 2004). The main reason for this popularity is the recognition of the physical and psychological benefits of mindfulness (Hyland et al., 2015). Studies suggest that mindfulness trainings improve emotional well-being (Falkenström, 2010; Orzech, Shapiro, Brown, & McKay, 2009).

2.5. Present Study

According to the social exchange theory, people exchange some valuable resources to establish and maintain relationships with each other. Social exchange theory involves not only the supervisor-member relationship but also the relationship between employees (Lin & Lin, 2011). Furthermore, researchers often use the concept of trust to measure the quality of social exchange theory (Colquitt, LePine, Piccolo, Zapata, & Rich, 2012). Interpersonal trust is one of the key parts of workplace relationships (Lau, Lam, & Wen, 2014). Without an interpersonal trust, a long-term collaborative work environment may not be provided (Lau, Lam, & Wen, 2014). Relationships between employees and teammates affect the effective work of the team (Tse & Dasborough, 2008).

Trust has affective components (McAllister, 1995). These components of the trust consist of emotional bonds that enhance shared goals and emotional investment (Lewis & Weigert, 1985). Affect-based trust is the emotional bond that people establish with each other and develop with support and caring (McAllister, 1995). Besides, affect-based trust involves a deep social exchange relationship between the parties (Colquitt et al., 2012). A high-level affect-based trust indicates that a person has a high-quality social exchange relationship (Peng, Schaubroeck, & Li, 2014). It demonstrates how broad followers have a large affect-based trust with LMX supervisors (Peng et al., 2014). At the individual level, trust to the supervisor and trust to coworkers are moderately related (Brower, Lester, Korsgaard, & Dineen, 2009). Trust is associated with important organizational outcomes such as commitment, satisfaction, and performance (Dirks

& Ferrin, 2002). People who have emotional ties to each other may help each other more (Bacharach, Bamberger, & Vashdi 2005). Trust in coworkers enhances individuals' willingness to share a resource with a coworker (Dirks & Skarlicki, 2009). For example, trust in coworkers is associated with high organizational support, high affective commitment and lower turnover intention (Ferres, Connell, & Travaglione, 2004).

In the workplace, trust in both colleagues and managers is closely related to attachment styles (Harms, 2011). There is a positive relationship between secure attachment and trust in the supervisor, colleagues, and senior managers (Adams, 2004; Simmons, Gooty, Nelson, & Little, 2009). Securely attached adults have more positive beliefs about other people than those with insecure ones. Securely attached employees have a higher level of satisfaction with their jobs and enjoy their colleagues (Hazan & Shaver, 1990). Also, securely attached individuals receive good performance evaluations from colleagues in the workplace (Littman-Ovadia, 2008). These individuals have good communication skills and show importance to cooperation and negotiations (eg, Weger & Polcar, 2002). Moreover, securely attached individuals have effective social skills (DiTommaso, Brannen-McNulty, Ross, & Burgess, 2003).

Those who are insecure in their relationship may find other people cold and see themselves worthless. Dismissing individuals have less trust in their supervisors (Crawshaw & Game, 2010). Thus, they may expect that their social interactions will have negative consequences (Mikulincer & Horesh, 1999). Dismissing individuals may think that their colleagues will underestimate them (Hazan & Shaver, 1990). They may experience more conflict with their colleagues (Hardy & Barkham, 1994) and are very intent on quitting their jobs and workplaces (Mikulincer & Shaver, 2007). Dismissing individual may not seek emotional support and is more likely to prefer surface acting (Richards & Schat, 2011).

Recent studies have shown that the attachment style of an individual was related to organizational commitment and the quality of relationships with colleagues (Richards & Schat, 2011). Besides, employees generally feel committed to their supervisors (Siders, George, & Dharwadkar, 2001) and their team (Bishop, Scott, & Burroughs, 2000), while developing the AC for the organization. Employees' ability to access and involve organizational practices enhances their AC (Allen & Shanock, 2013). Understanding the determinants of AC is of great benefit for developing subordinates and organizations (Şahin, 2012).

Commitment is a psychological condition that determines the attachment of an individual to the organization (Meyer & Herscovitch, 2001). Hazan and Shaver (1990) also suggest that attachment style is associated with affective commitment. There is a negative relationship between affective commitment and dismissing and preoccupied styles (Richards & Schat, 2011). Securely attached individuals have positive experiences within the organization, while insecurely attached individuals may have problems in commitment to the organization due to the problems they face (Scrima et al., 2015). Those with an insecure attachment style are less committed to the organization (Mikulincer & Shaver, 2007). Attachment avoidance is associated with a working model that considers others unreliable. Individuals with a dismissing attachment may see others unresponsive and unavailable (Mikulincer & Shaver, 2007). Therefore, it may be difficult for them to have an affective commitment because they may not have an affective experience (Scrima et al., 2015).

Regarding the studies about adult attachment, workplace relationships, and affective commitment, it may be suggested that workplace relationships have a mediating effect between adult attachment styles and AC because all three variables have a common affective base. In other words, the adult attachment style may affect the emotional quality of workplace relationships. Workplace relationships may also affect AC. So, the following hypothesis was established:

Hypothesis 1: The quality of workplace relationships has a mediating effect on adult attachment style and AC relationship.

Attachment anxiety is negatively associated with instrumental coworker-helping behaviors (Geller & Bamberger, 2009). The insecurity of anxious individuals makes it difficult for them to be emotionally committed to the institution. (Lanciano & Zammuner, 2014). Low self-worth feelings affect their relationships in the workplace (Mikulincer & Shaver, 2007). People with high attachment anxiety have a negative internal working model. Therefore, in this study, people with preoccupied and fearful attachment styles (people with negative internal working models) were excluded from the study to focus only on interpersonal factors. Also, since workplace relationships consist of both supervisor and coworkers' relationships, hypothesis 1 was diversified as follows:

HI_a: Supervisor-member relationships' affective quality has a mediating effect on the relationship between dismissing attachment style and AC.

HI_b: Coworker-individual relationships' affective quality has a mediating effect on the relationship between dismissing attachment style and AC.

HI_c: Supervisor-member relationships' affective quality has a mediating effect on the relationship between secure attachment style and AC.

HI_d: Coworker-individual relationships' affective quality has a mediating effect on the relationship between secure attachment style and AC.

Mindfulness in the workplace may improve interpersonal relationships (Glomb, Duffy, Bono, & Yang, 2011). Mindful people may have the potential to create and maintain satisfactory relationships (Follette, Palm, & Pearson, 2006). Mindfulness and relationship quality are very important because mindfulness and critical emotions are parts of interpersonal relationships (Wachs & Cordova, 2007a). Attachment studies suggest that people begin to learn emotion regulation in early development periods and that their relationship with caregivers becomes a schema that will affect their relationships throughout their life (Wachs & Cordova, 2007a). Positive workplace relationships support thriving, communication, creativity behaviors. Mindfulness helps individuals relate to other people in a healthy way (Giluk, 2010). Mindfulness facilitates the quality of interpersonal relationships (Hutcherson, Seppala, & Gross, 2008). For example, being mindful during listening improves transparency in interpersonal communication (Ucok, 2006).

People interact with each other through the working models they develop (Lee & Hankin, 2009). These working models have both cognitive and emotional content. Besides, it affects how an individual builds a reliable and sustainable relationship (Crugnola, Tambelli, Spinelli, Gazzotti, Caprin, & Albizzati, 2011). Moreover, attachment anxiety was found to be negative between mindfulness components (Goodall et al., 2012). According to Shaver and colleagues (2007), individuals with a secure attachment style also tend to be mindful. Securely attached individuals stated that they were more mindful (Cordon & Finney, 2008). Securely attached individuals have experienced trust, warmth, and openness, which allow them to approach new relationships in a non-defensive way more acceptive (Shaver & Mikulincer, 2002). Low attachment anxiety is associated with high mindfulness (Walsh et al., 2009). Considering these studies, people with high mindfulness are more aware of their emotions. Therefore, they may

establish a more aware and controlled relationship with other people and improve the quality of the relationship. Therefore, the following hypothesis was established.

Hypothesis 2: Mindfulness has a moderation effect on the relationship between adult attachment style and workplace relationship quality.

Also, since workplace relationships consist of both supervisor and coworkers' relationships, hypothesis 2 was diversified as follows:

H2_a: Mindfulness has a moderation effect on the dismissing attachment style and supervisor-member relationship quality relationship.

H2_b: Mindfulness has a moderation effect on dismissing attachment style and coworker-individual relationship quality.

H2_c: Mindfulness has a moderation effect on the secure attachment style and supervisor-member relationship quality relationship.

Table 1: Demographic Data

		Frequency	%
Education	High School	60	22.1
	College	37	13.7
	Bachelor's Degree	118	43.5
	Master's degree	55	20.3
	Total	270	99.6
Gender	Female	136	50.2
	Male	134	49.4
	Total	270	99.6
Sector	Information Technologies	10	3.7
	Education	34	12.5
	Electrical and Electronics	6	2.2
	Energy	3	1.1
	Finance	20	7.4
	Construction	17	6.3
	Chemical, Petroleum, Rubber and Plastic	3	1.1
	Media, Communication and Publishing	6	2.2
	Automotive	26	9.6
	Health and Social Services	30	11.1
	Textiles, Clothing, Leather	24	8.9
	Tourism, Hospitality, Food and Beverage Services	18	6.6
	Transportation, Logistics	12	4.4
	Others	60	22.1
	Total	271	100.0

Note. ^aOne unreported for gender and education. ^bRAQ: The Relationship's Affective Quality. ^{**}. Correlation is significant at the 0.01 level (2-tailed). ^{*} Correlation is significant at the 0.05 level (2-tailed).

H2_a: Mindfulness has a moderation effect on the secure attachment style and coworker-individual relationship quality relationship.

3. METHOD

3.1. Sample

Using the convenience sampling method, 271 white-collar employees completed an online survey through mail groups. Since we only wanted to examine the relationships between predictor and outcome variables, we did not focus specifically on a professional group or sector. The average age of respondents is 33 (min = 18, max = 73) and the average duration of tenure is 12 years (min = 1, max = 55). See Table 1 for information on gender, level of education and sector.

3.2. Measures

Attachment Styles. Relationship scales questionnaire was used. This scale, which aims to measure attachment styles, was developed by Griffin and Bartholomew (1994a) and contains 30 items. While preparing this scale, the researchers collected various attachment scales together. Therefore, both the attachment styles and some dimensions developed on the subject can be calculated. The scale was adapted to Turkish by Sümer and Güngör (1999). In this study, secure (items 3, 9, 10, 15, and 28) and dismissing (items 2, 6, 19, 22, and 26) attachment styles which were categorized in Griffin and Bartholomew's (1994b) model were measured. An item in the scale for dismissing style was such as "I am comfortable without close emotional relationships" and an item for the secure style was such as "I find it easy to get emotionally close to others". Employees scored on a 6-point Likert-type scale (1 = not at all like me, 6 = very much like me). We performed a confirmatory factor analysis (CFA) to confirm the compliance of the scale with this scale. The two-factor structure of this scale had acceptable fit indices, ($\chi^2 / df = 2.150$, CFI = 0.923, GFI = 0.958, RMSEA = 0.065, and SRMR = 0.065), ($\alpha = .62$).

Affective Commitment. The affective commitment sub-scale, which is one of the three components of the organizational commitment scale developed by Meyer and his colleagues (1993), was used. It includes 6 items. It was adapted into Turkish by Wasti (2002). Employees scored on a 6-point Likert-type scale (1 = strongly disagree, 6 = strongly agree). An item in the scale was such as "This organization has a great deal of personal meaning for me." We performed a confirmatory

factor analysis (CFA) to confirm the compliance with the data. The one-factor structure of this scale had acceptable fit indices, ($\chi^2 / df = 1.143$, CFI = 0.999, GFI = 0.987, RMSEA = 0.023, and SRMR = 0.009), ($\alpha = .96$).

Workplace Relationship Quality (Relationship with Supervisor). The emotional dimension of the Multidimensional Leader-Member Interaction 12 (LMX-MDX-12) developed by Liden and Maslyn (1998) was used to measure the perception of respondents on the emotional side of the relationship with the manager. This scale was adapted into Turkish by Baş, Keskin and Mert (2010). This scale measures how the employee perceives the relationship with the manager. However, in this study, to better understand the employee's perception of this relationship, the employee's perception of how their managers perceive this relationship was also examined. In other words, the employee was asked both about his view of this relationship and how the manager might have perceived it. For this purpose, the items in the emotional dimension of LMX-MDX-12 were adapted and additional items were created. For example, in the first dimension, there was an item such as "I like my supervisor very much as a person". This item has been changed to an item such as "My supervisor likes me very much as a person". As a result, the relationship with the supervisor was measured using 6 items. Employees scored on a 6-point Likert-type scale (1 = strongly disagree, 6 = strongly agree).

In order to understand this new structure, we performed an explanatory factor analysis (EFA) [(KMO = 0.865), (Barlett's Sphericity: $\chi^2 = 1694.552$, Df = 15, $p < .001$)]. According to the EFA results, a single factor was obtained and all factor loadings were above .85. This one-factor accounted for 77% of the total variance ($\alpha = .94$).

Workplace Relationship Quality (Relationship with Coworkers). In order to measure the emotional quality of the relationship with coworkers, which is another pillar of workplace relationships, the 6 item scale used for the relationship with the supervisor was adapted to the coworkers. For example, the item "I like my supervisor much very much as a person" has been changed to "I like my coworkers very much as a person". Also, the item "My supervisor likes me very much as a person" has been changed to "My coworkers like me very much as a person". Employees scored on a 6-point Likert-type scale (1 = strongly disagree, 6 = strongly agree).

In order to understand this new structure, we performed an explanatory factor analysis (EFA)

Table 2: Results from Analyses Showing the Correlations

	1	2	3	4	5	6	7	8
1 Dismissing Style	-	-.073	.254**	.207**	.212**	-.282**	-.069	.004
2 Secure Style		-	.148*	.093	.147*	.067	.119	.110
3 RAQ: Supervisor			-	.662**	.659**	.115	.024	.054
4 RAQ: Coworkers				-	.644**	.105	.042	.111
5 Affective Commitment					-	.110	.228**	.296**
6 Mindfulness						-	.209**	.160**
7 Age							-	.911**
8 Tenure								-

[(KMO = 0.883), (Barlett's Sphericity: $\chi^2 = 1839.173$, Df = 15, $p < .001$)]. According to the EFA results, a single factor was obtained and all factor loadings were above .87. This one-factor accounted for 81% of the total variance ($\alpha = .95$).

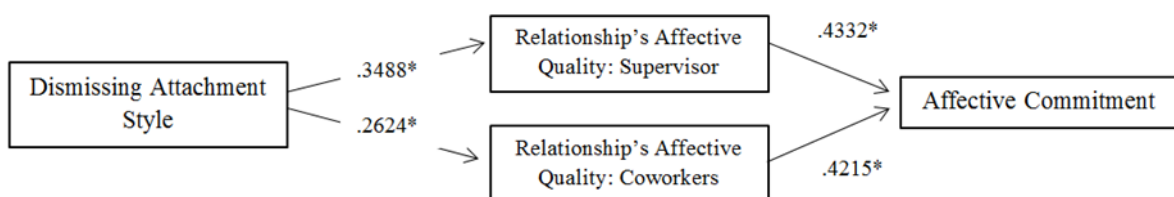
Mindfulness. The Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003) was used to measure conscious awareness. MAAS has a single factor structure. It includes 15 items that measure attention and awareness of the present time in everyday life. The scale was adapted to Turkish by Özyeşil, Arslan, Kesici, and Deniz (2011). A higher score indicates higher conscious awareness. An item in the scale was such as “I could be experiencing some emotion and not be conscious of it until sometime later”. Employees scored on a 6-point Likert-type scale (1 = strongly disagree, 6 = strongly agree). We performed a confirmatory factor analysis (CFA) and found that this scale had acceptable fit indices, ($\chi^2 / df = 2.648$, CFI = 0.920, GFI = 0.911, RMSEA = 0.078, and SRMR = 0.056), ($\alpha = .89$).

4. RESULTS

According to the results of Pearson product-moment correlation coefficients, there is a weak

correlation between dismissing style and commitment and relationship with both supervisor and coworkers. There is a very weak correlation between secure style and commitment and relationship with supervisor; however, there is no correlation between secure style and relationships with coworkers. Also, there was a negative weak correlation between dismissing style and mindfulness, but no correlation was found between secure style and mindfulness (see Table 2).

We used the PROCESS macro (Hayes, 2012) to test our parallel mediation hypotheses. By selecting the 4th model, attachment styles (dismissing and secure) were used as predictor variables; relationship with supervisor and coworkers as mediator; and affective commitment was also entered as the outcome variable (see Figure 1 and 2). Proposed mediations in H1a and H1b were supported. Thus, the dismissing attachment style indirectly influenced affective commitment through both workplace relationships ($b = 0.1511$) (see Table 3). A pairwise contrast of these mediators showed that none of them had a significantly stronger effect than the other one. Proposed mediation in H1c was supported ($b = 0.1116$). For the secure attachment style; however, the relationship with coworkers (H1d) showed no mediating effect (see Figure 2).

**Figure 1:** The Parallel Mediation Model for H1_a and H1_b

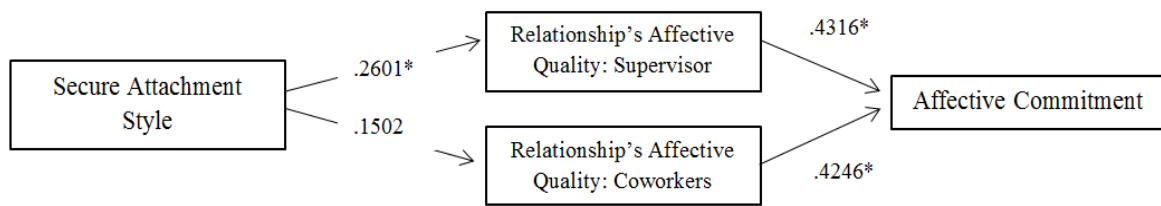


Figure 2: The Parallel Mediation Model for H1_c and H1_d

Table 3: Results from Analyses Showing the Mediation Effect

Independent Variable	Point Estimate	Bootstrapping			
		SE	Lower	Upper	
Indirect Effects					
Dismissing Style	RAQ: Supervisor	0.2396	0.0649	0.1143	0.3667
	RAQ: Coworkers	0.1888	0.0634	0.0674	0.3180
Contrasts					
	RAQ: Supervisor vs. RAQ: Coworkers	0.0405	0.0508	-0.0585	0.1417
Indirect Effects					
Secure Style	RAQ: Supervisor	0.1799	0.0695	0.0510	0.3252

Note. ^a Bootstrap sample size = 5.000. ^b 95% confidence intervals. ^c Dependent variable: Affective Commitment. ^d RAQ: The Relationship's Affective Quality.

We used the PROCESS macro to test our moderation hypotheses. By selecting the 1st model the attachment styles (dismissing and secure) were used as a predictor variable; mindfulness as moderator; and the relationship with the manager and coworkers was entered as an outcome variable (see Figure 3 and 4). Proposed moderations in H2a ($b = -0.1734$) and H2b ($b = -0.1422$) were supported. Thus, as mindfulness increases,

dismissing attachment style influences more workplace relationships (see Table 4). However, proposed moderations in H2c and H2d were not supported. Mindful awareness does not affect the relationship between secure attachment style and workplace relationships.

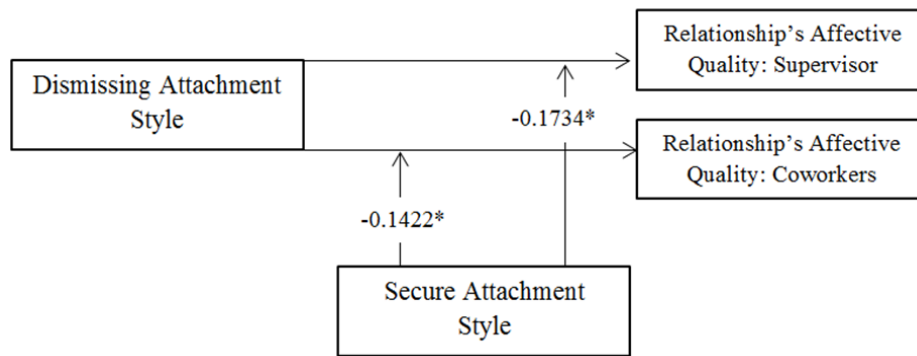


Figure 3: The Moderation Model for H2_a and H2_b

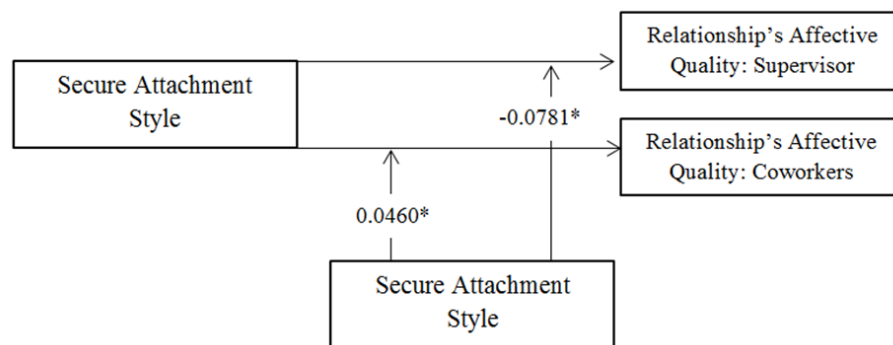


Figure 4: The Moderation Model for H2_c and H2_d

4. DISCUSSION

Adult attachment style is one of the most prominent subjects among the studies revealing the relationship between individual factors and organizational outcomes. Since attachment styles affect individuals' relationships with each other, it is emphasized that these attachment styles are reflected in organizations where people should work in collaboration. Besides, the relationship between interpersonal relations in the workplace and organizational outcomes is supported by various studies (see Chen, Lam & Zhong, 2007; Erdogan & Enders, 2007; Lapierre & Hackett, 2007). When these relationships are better understood, studies may be done to make them more effective.

Contrary to the studies that state weak or negative relationships between insecure attachment styles and workplace relationships and affective commitment (Mikulincer & Shaver, 2007; Richards & Schat, 2011; Scrima et al., 2015); the correlations in this study found that the dismissing attachment style (although categorized as insecure) was more powerful and positive for its relationship with the

workplace relationships and affective commitment. Also, although low attachment anxiety is associated with high mindfulness (Walsh et al., 2009); in this study, a negative correlation was found between dismissing style (although categorized as low anxiety) and mindfulness.

To reduce the effect of a negative internal working model of individuals in interpersonal relationships and to focus more on the relationship of these individuals with other people; in this study, attachment styles with a positive internal working model (secure / dismissing) were focused. The analysis showed that both workplace relationships (dismissing) and supervisor/coworker had a partial mediating effect. In other words, as the positive internal working model and negative external working model increased, AC was partly realized through workplace relationships. The most important reason for this may be that the emotional quality of workplace relationships partially compensates for an existing emotional deficiency. In other words, as the closest representatives of the organization are supervisors and coworkers, the affective commitment of individuals to the organization may increase as the emotional aspect of the relationship develops.

Table 4: Results from Analyses Showing the Moderation Effect of Mindfulness

Dependent Variable	Predictors	b	SE	t	p	LLCI	ULCI
RAQ: Supervisor	Constant	-1.8000	1.4549	-1.2371	.2171	-4.6646	1.0647
	Dismissing	1.1794	0.3268	3.6091	.0004	0.5360	1.8228
	Mindfulness	1.0163	0.3181	3.1944	.0016	0.3899	1.6427
	Interaction	-0.1734	0.0729	-2.3788	.0181	-0.3169	-0.0299
RAQ: Coworkers	Constant	-0.6674	1.3717	-0.4865	.6270	-3.3681	2.0334
	Dismissing	0.9427	0.3081	3.0596	.0024	0.3360	1.5493
	Mindfulness	0.8304	0.2999	2.7685	.0060	0.2398	1.4210
	Interaction	-0.1422	0.0687	-2.0685	.0396	-0.2775	-0.0068
RAQ: Supervisor	Constant	1.4329	1.8300	0.7830	.4343	-2.1701	5.0360
	Secure	0.5800	0.4782	1.2128	.2263	-0.3616	1.5215
	Mindfulness	0.4434	0.4216	1.0517	.2939	-0.3867	1.2735
	Interaction	-0.0781	0.1096	-0.7126	.4767	-0.2939	0.1377
RAQ: Coworkers	Constant	3.8439	1.7061	2.2531	.0251	0.4848	7.2029
	Secure	-0.0564	0.4458	-0.1264	.8995	-0.9342	0.8214
	Mindfulness	-0.0432	0.3930	-0.1098	.9127	-0.8170	0.7307
	Interaction	0.0460	0.1022	0.4500	.6531	-0.1552	0.2471

Note. ^a Bootstrap sample size = 5,000. ^b 95% confidence intervals. ^c Interaction: Attachment Style (Dismissing / Secure) X Mindfulness. ^d RAQ: The Relationship's Affective Quality.

According to the analysis, in the context of the secure attachment style, only the emotional quality of the relationship with the supervisor has a partial mediating effect. In other words, while a positive internal working model and positive external working model exist, the emotional quality of the relationship with coworkers does not create a mediating effect. This may indicate that securely attached individuals perceive supervisors more as representatives of the organization. Given the positive external working model, it may be explained that the relationship with the coworkers does not affect, assuming that the relationship of the securely attached individuals with the coworkers was already satisfactory. From these results, it may be concluded that the emotional level of the relationship with the supervisors may be sufficient to be higher than those of the coworkers because of no power imbalance with coworkers (Basford & Offermann, 2012; Tan & Lim, 2009). Besides, a similar difference was seen for the dismissing attachment style, which indicated that the

relationship with the supervisor was more powerful than the relationship with coworkers.

Since mindful individuals are more aware of their emotions, they become more aware of the emotions in their interpersonal relationships and this may improve the quality of the emotional bond. Therefore, we predicted that workplace relationships of employees with high mindfulness might be stronger with a positive internal working model. Thus mindfulness could have a moderation effect. The analysis supported this prediction in the context of the dismissing attachment style, but not in the secure attachment context. In other words, the emotional quality of workplace relationships of individuals with negative external working model increased as their mindfulness increased. As mindfulness increases, these individuals may develop an awareness of other people's feelings and obtain emotional well-being (Falkenström, 2010; Orzech et al., 2009). Thus, the emotional quality of their relationship may be strengthened. However, the absence of such a change in people with a

positive external working model may indicate that the emotional side of their relationship was already of sufficient quality. Thus, mindfulness here may have the role of filling the deficiency rather than a developer. The negative correlation between dismissing style and mindfulness may also support this conclusion.

Emotions affect behavior (Burghardt, 2019). When considered in the context of organizational behavior, emotions show predominant characteristics in terms of many variables (George & Dane, 2016). In other words, emotions are the factors that may affect the individual, the workplace relationships of the individual and the relationship with the organization in general. When the common emotional components of organizational variables are understood, the quality of life of the employee and organizational outcomes may be positively improved. In this study, it was supported that the quality of the emotional aspect of workplace relationships was important for AC, and workplace relationships may be developed via mindfulness, especially when there are a positive internal working model and negative external working model (for dismissing style). In particular, since the talent management process may focus on fewer employees; adult attachment style may be determined. Then, methods and training may be applied to improve workplace relationships to increase the affective commitment of those who have a dismissing style. Mindfulness training may have the potential to be one of these methods. Considering the sample of this study, some limitations may exist. First of all, it may be problematic to assume that the effect of organizational differences is similar in the context of workplace relationships since respondents were not from the same organization. Similarly, even respondents' occupations and the industry they work in may also affect this process. For example, working in an open office environment and working in the field may affect workplace relationships in different ways. It should also be measured how often individuals in the workplace have to communicate with each other. For example, the way individuals working in teams are exposed to workplace relationships may differ from those who are not. This may be reflected in the quality of their workplace relationships.

If behavioral experts working in the organization want to increase organizational commitment, they should support training and personal development projects that may contribute to the development of workplace relationships. When focusing on workplace relationships, the focus should be on not only relationships between coworkers, but also relationships between managers and subordinates.

5. CONCLUSION

Since adult attachment styles affect individuals' relationships with each other, workplace relationships are also affected by these styles. To develop interpersonal relationships at the workplace, both the negative impact of their antecedents may be reduced and the possible organizational outcomes affected by these relationships may be developed. In this study, adult attachment styles as antecedents and affective commitment as a consequence of workplace relationships were examined. As the main contribution of this study, it has been found out that workplace relationships had a partial mediating effect between dismissing attachment style and affective commitment, and the mindfulness of these individuals has the potential to improve workplace relationships. For these individuals, interventions with mindfulness training may be executed. Through these interventions, workplace relationships may be improved and their affective commitments may be increased. Studies focusing on employees with the negative external working model are needed.

ETHICS DECLARATIONS

Funding: No grant funding was obtained or utilized for the completion of this study.

Conflict of interest: The author states that there is no conflict of interest.

Ethical Approval: All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Declaration of Helsinki and its later amendments or comparable ethical standards.

Consent to Participate: Informed consent (online) was obtained from each respondent.

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