



HOKKAIDO UNIVERSITY

Title	The effect of the paradox mindset on individual unlearning and work engagement : A mixed study [an abstract of entire text]
Author(s)	Yin, Jun
Description	この博士論文全文の閲覧方法については、以下のサイトをご参照ください。 https://www.lib.hokudai.ac.jp/dissertations/copy-guides/
Degree Grantor	北海道大学
Degree Name	博士(経営学)
Dissertation Number	甲第14921号
Issue Date	2022-03-24
Doc URL	https://hdl.handle.net/2115/85796
Type	doctoral thesis
File Information	YIN_Jun_summary.pdf



学位論文の要約

氏名 : Yin Jun

学位論文題名

The effect of the paradox mindset on individual unlearning and work engagement: A mixed study
(パラドックスマインドセットが個人のアンラーニングとワークエンゲージメントに及ぼす影響：混合研究)

As the increasing demands and competitions continue to pervade organizations, unlearning is not only a vital strategy for organization change and innovation in the turbulent work environment but also for individual survival. Notably, only limited studies have focused on the psychological, cognitive, and social factors influencing employees' process of unlearning. In particular, regarding the predictors of individual unlearning, the effects of mindset on individual unlearning have not been studied. Furthermore, since engaged employees have a positive attitude towards changes and job demands at work and are willing to go the extra mile to achieve their work goals, employees who show higher levels of work engagement tend to cope with changes and challenging tasks successfully. Thus, the purpose of the thesis is to investigate the effects of paradox mindset on individual unlearning and work engagement in two ways by using a mixed method, aiming to provide a more comprehensive understanding of these relationships. In chapter 1, the importance of research topics and research gaps are described. As individual unlearning facilitates employees to improve their ability to adapt to changes and challenges in the workplace; moreover, it promotes personal growth and development, only few empirical studies have examined the antecedents of individual unlearning. In chapter 2, the literature on individual unlearning and paradox

mindset are reviewed to propose a research question and develop hypotheses for quantitative study. In chapter 3, the methodology of adopting the sequential mixed method including quantitative and qualitative studies are explained. In chapter 4, the results of the quantitative study are described. The results of structural equation modeling with questionnaire survey data (n=358) showed that paradox mindset was found to promote work engagement through individual unlearning directly and indirectly and paradox mindset had a positive effect on seeking challenges. In chapter 5, the results of the qualitative study are described. The results of the grounded theory approach with eighteen participants indicate that two critical processes from paradox mindset to individual unlearning were identified: managing tensions referring to the affective process and reflective thinking referring to the cognitive process. That is, employees' paradox mindset plays a critical role in fostering individuals' positive affective and cognitive process, and then triggers their proactive behaviors: seeking challenges and individual unlearning. In chapter 6, the results of the quantitative and qualitative studies were theoretically and practically discussed.