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Exploring Spiritual Intelligence and Career Success Among People of Color Working in Nonprofit Educational Institutions

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Walden University

College of Social and Behavioral Sciences

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Janelle C. Hall

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Walden University
2020

Abstract

Exploring Spiritual Intelligence and Career Success Among People of Color Working in

Nonprofit Educational Institutions

by

Janelle C. Hall

MPA, Fairleigh Dickerson University, 2013

BA, William Paterson University, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration

Walden University

June 2020

Abstract

Performance management frameworks in public educational institutions have not dealt with some of the challenges in creating an environment that reflects organizational commitment, sustainability, productivity, and retention among academic staff. The purpose of this qualitative study was to explore the experiences of people of color regarding the challenges they face involving the use of spiritual intelligence in the workplace. Garner's multiple intelligence theory served as the foundation for this study. The key research question focused on the perceptions of people of color working in nonprofit educational institutions regarding the role that spiritual intelligence played in their workplaces and career successes. This study collected data via face-to-face interviews with 10 participants older than 18 years old. Interview transcripts were coded and analyzed using in vivo coding to draw on the participant perspectives on spiritual intelligence in the workplace. Two findings emerged from the themes. First, spiritual intelligence was viewed by participants as an indirect tool used for career success. Second, participants believed that there are opportunities for human resources to promote spiritual intelligence to create a sustainable work environment to increase performance. The positive social change implications from this study may include recommendations for human resource management to implement programs for their employees to understand and apply their spiritual intelligence in the workplace environment. In addition, employees may become more invested towards work-related goals and potentially protect those goals.

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Dedication

I dedicate this work to my four children, Joshua, Taniya, Taylor, and Jonathan. Throughout this incredible doctoral journey I reminded myself this degree was important for my children to see me obtain and set the bar for their continued educational success. To my parents, who came to this country to create a better future for my siblings and me by instilling the qualities of strong work ethic, determination, and the ability to persevere into us. Unbeknownst, to my dear parents, they prepared me for this task.

In honor of my father, the Late Renard Samuel Hall (passed May 25, 2019)

Prayer for Serenity

God, grant me the serenity
to accept the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference.

Living one day at a time,
enjoying one moment at a time;
accepting hardship as a pathway to peace;
if I surrender to Your will;
so that I may be reasonable happy in this life
and supremely happy with You forever in the next.

Amen.

Reinhold Niebuhr

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To Dr. Anne J. Hacker, my mentor and committee chair, I have admired you from the moment I met you at my first residency in Tampa, Florida. You have supported, guided, and provided inspirational wisdom to me throughout this journey. Dr. Tanya Settles, my committee member, thank you for stepping in and your assistance in reaching this monumental moment in my academic career. Dr. Michael Brewer, my URR, thank you for your final touch to ensure my study is ready to share with the world. Thank you to my Heavenly Father who has kept me through this thing we call life.

Table of Contents

List of Tables	v
Chapter 1: Introduction to the Study.....	1
Background.....	2
Statement of the Problem	3
Purpose of the Study.....	5
Research Question.....	5
Theoretical Framework	5
Nature of Study	6
Functional Definitions of Terms.....	7
Assumptions.....	8
Scope and Delimitations.....	9
Limitations	10
Significance of the Study.....	10
Chapter 2: Literature Review.....	13
Introduction.....	13
Literature Search Strategy	13
Theoretical Foundation.....	14
Spiritual Intelligence and Organizational Culture.....	18
Spiritual Intelligence and Organization Commitment.....	24
Spiritual Intelligence and Job Satisfaction	26
Spiritual Intelligence and Human Resources Development	27

Methodological Review.....	32
Summary.....	33
Chapter 3: Research Method	34
Introduction.....	34
Research Question.....	35
The Researcher.....	35
Research Design and Rationale.....	35
Setting and Sample.....	36
Sampling Frame	37
Sampling Procedure	38
Data Collection	40
Data Analysis	41
Trustworthiness.....	44
Ethical Considerations.....	45
Summary.....	47
Chapter 4: Results	48
Introduction.....	48
Purpose of the Study.....	48
Demographics	48
Data Collection	49
Data Analysis	51
Research Question.....	53

Identification of Themes.....	54
Theme 1: Morals (<i>f</i> = 107).....	54
Theme 2: Regulate One’s Behavior (<i>f</i> = 69).....	56
Theme 3: Relationship/Interpersonal (<i>f</i> = 61).....	57
Theme 4: Ethical/Strive (<i>f</i> = 39).....	59
Theme 5: Values (<i>f</i> = 37).....	62
Theme 6: Problem Solving (<i>f</i> = 25).....	63
Theme 7: Emotions (<i>f</i> = 16).....	66
Summary.....	67
Chapter 5: Discussion, Conclusions, and Recommendations	69
Introduction.....	69
Purpose of the Study.....	69
Interpretation of the Findings.....	70
Limitations of the Study	75
Recommendations	76
Implications for Social Change.....	76
Conclusion	78
References	82
Appendix A Invitation for Agency Participation.....	100
Appendix B: Recruitment Flyer.....	101
Appendix C: Demographic Survey.....	102
Appendix D: Consent Form.....	103

Appendix E: Interview Guide.....	105
Appendix F: Query Matrix.....	106

List of Tables

Table 1. Precoding Analysis.....	43
Table 2. Summary of Themes.....	52

Chapter 1: Introduction to the Study

Organizations have dissatisfied and unmotivated employees, which causes the organizations to suffer. Human resource management and public policy fail to address how exposure to spiritual intelligence in the workplace can create an organization where employees feel they can perform to their full potential. This qualitative research study examined the influence of spiritual intelligence (SQ) on career success with people of color (POC), the work outcomes of SQ, and how SQ leads to career success. This research study focused on the SQ and career success among POC working in nonprofit educational institutions, and it enhances prior research on the influence of SQ in the workplace. This research addresses a gap in knowledge by focusing on SQ among POC in educational organizations.

Human resources and managers need to spend time on keeping their employees satisfied. Employees make up organizations, and if the employees do not have the organization's commitment and incentives to excel, their existence will not extend within the organization. Benefiel, Fry, and Geigle (2014) argued that spirituality and religion in the workplace receive attention for a number of reasons starting with distrust in the workplace, unhappiness, connection, and individuality. Chapter 1 includes these sections: background, problem statement, purpose statement, the purpose of study, research question, theoretical foundation, nature of study, definitions, assumptions, scopes, delimitations, limitations, and significance.

Background

Research has shown that SQ in the workplace is a coping strategy. Durand, Mayfield, and Tombaugh (2011) found that workplace spirituality supports a relationship between spiritually rich organizational environments and important personal and organizational outcomes. Kumar (2016) explained that when employees bring the spiritual side of themselves to work, they become more creative, which leads to more satisfaction. This literature implied that problems such as productivity, retention, organizational environment, and organizational culture are challenges for well-being, job satisfaction, and career success.

Employees are looking for innovative ways to express their spiritual core in the workplace. Employees with SQ find it useful in the workplace, and SQ is something employees can increase through various techniques over time (Vaughan, 2002). Human resource management could assess whether SQ relates to the development of their employees' well-being, work outcomes, job satisfaction, and career success. Humans are psychologically complicated and shaped by different life experiences (Ellison, 1983). Organizations must foster a workplace that supports employees exercising their spiritual essence (Ellison, 1983) because it adds to the organization's success and long-term sustainability (Mitroff & Denton, 1999a).

SQ offers a great deal in terms of providing individuals with focus, whether in the workplace or in their personal lives. Wigglesworth (2011) asserted that SQ is the ability to behave with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances. SQ gives employees a peace of mind, positive working

relationships, and less job stress (Ahmadian, Hakimzadeh, & Kordestani, 2013). The relationships between the integration of beliefs and values into daily life also could be an essential aspect of spirituality (Reed & Neville, 2013).

As the researcher, I examined the potential link between SQ, career success, and work outcomes among POC in nonprofit educational institutions. The findings may add to existing research on SQ in the workplace. Subsequently, the findings may strengthen human resource management efforts with the development of SQ concepts used to support job satisfaction, individual employees, and organizational success.

Statement of the Problem

The problem this study addressed is that little is known about SQ and the influence on POC with their career success, well-being, and overall job performance in the educational public sector. However, there is scholarly literature that suggests that employees are increasingly searching for ways to bring a sense of purpose into their work-life (Benefiel et al., 2014). Spiritual well-being positively influences job satisfaction and organizational performance (Mitroff & Denton, 1999a; Tejada, 2015). Organizations that fail to incorporate workplace spirituality could find poor enthusiasm, motivation, and meaning among staff (Benefiel et al, 2014). Organizations could introduce SQ into the workplace through special-interest group discussions, human resources, and wellness workshops. This perspective requires that organizations institute new systems to successfully embrace the changes, which are attainable by introducing spirituality to the workplace (Van der Walt & de Klerk 2014).

In exploring the experiences of SQ, educational organizations could align their mission and vision with a higher purpose and stronger commitment to service their customer base and employees. Fundamental changes require consideration regarding the organization's philosophy, vision, purpose, and mission, and the embedding of spiritual values in the organization (Van der Walt & de Klerk, 2014). SQ inherently lies within the employees, who might be considered to carry out the organizational purpose, mission, and the embedding of spiritual values in the organization. Everyone is spiritual in some capacity, whether it is connected to religion or outside of religion (Eksi & Kardas, 2017). Employees attempt to integrate their needs and values into everyday work-life, wherein spirituality influences their thoughts and directs or guides their actions (Durand et al., 2011).

There is a gap in knowledge about the experiences of SQ among POC in the nonprofit sector in educational institutions (Houston & Cartwright, 2007). According to Everett, Hall, and Mason (2010), prior researchers of SQ in the workplace did not seek diverse sample population to represent Latina, Middle Eastern, biracial, and multiracial groups of people and highlight the experiences of all POC inclusively. Interest and literature on SQ in the workplace continues to grow, and most of the research to date focused on its influence in the private sector (Garcia-Zamor, 2003; Gockel, 2004; Mitroff & Denton, 1999b). This research study contributes to the growing research about the understanding regarding the influence of SQ among POC in the nonprofit sector, and how they cope with job performance, work outcomes, and career success.

Purpose of the Study

The purpose of this qualitative study was to explore the perceived influence that POC's SQ had on their career success within the workplace. I sampled a population of nonprofit educational institutions employees based in New Jersey. I hope that the results of this study will contribute to the existing literature on SQ in the workplace, particularly in the public sector field of education and human resources.

Research Question

The following research question guided this study: What are the perceptions of POC working in nonprofit educational institutions as it relates to the role SQ plays in workplace and career success?

Theoretical Framework

I employed Gardner's (1983) SQ theory for this study. SQ has grown in popularity through the 21st century because people believe it helps to increase personal growth and improve organizational performance (Esmaili, Zareh, & Golverdi, 2014). SQ as defined by McCollum (2014) is the ability to access higher meanings, values, and purposes in living a richer and more creative life. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals (Aishah, Elias, Hosseini, & Krauss, 2010). Employees are important to an organization (Shkoler & Kimura, 2020). Previous research has positively linked SQ and job satisfaction (Nodehi & Nehardami, 2013; Sadeghi, Zamani, & Mamasani, 2015). There may be an indirect link between SQ, work

outcomes, organizational commitment, job performance, organizational culture, and possibly career success.

Through this research, I explored the perceptions of participants to discover how SQ relates to job satisfaction and motivation of POC. Due to the nature of this study, I incorporated experiences of POC and explored how SQ could shape educational environments to support the well-being of a diverse body. I examined how SQ and POC with spiritually intelligent practices can influence positive employee work outcomes. This framework attempted to act as a guide for this study, which explored the experiences of SQ among POC to create an inclusive educational environment that nurtures the well-being of all employees.

Nature of Study

The nature of this study was qualitative. It explored the perceptions of POC and the influence of SQ on job performance, career success, and well-being while working in nonprofit educational institutions. Qualitative research produces information or data difficult or impossible to convert into numbers (Rudestam & Newton, 2015). Selecting and asking at least 20 POC to provide their experiences through in-depth interviews was necessary to conduct this study. Qualitative research is a type of research that relies on the views of participants by asking broad, general questions; collecting data consisting mainly of words from participants. Qualitative research describes and analyzes these words or codes for themes and conducts the inquiry in a subjective manner (Creswell, 2008).

The qualitative design fits this study because of its means to explore the experiences of individuals. The qualitative approach was the methodology because it is suitable for obtaining in-depth detailed information to fill in the details surrounding the planned topic. The study was related to cultural, SQ, and personal perspectives of the human experience. By using this approach, I looked for common exchanges, perceptions, beliefs, or interfaces that occurred during human action.

Functional Definitions of Terms

Definitions are important to a research study. The readers often need some type of guide for the keywords that are used throughout a particular study; therefore, definitions provide insight into the study and subject matter. For this study, these definitions of essential terms will occur throughout this study:

Organizational commitment: Represents something beyond mere passive loyalty to an organization; it involves an active relationship with the organization, such as individuals being willing to give something of themselves to contribute to the organization's well-being (Mowday, Porter, & Steers, 1982).

Organizational culture: Consists of shared values and beliefs that guide a person to adopt specific behavior (McShane & Von Glinow, 2008).

People of color (also man of color and woman of color): The term person of color was first recorded at the end of the 18th century. It was revived in the 1990s as the recommended term to use in some official contexts, especially in United States English, to refer to a person who is not White. The term has become increasingly common in the United States, but it still may not be familiar to all audiences; terms such as nonwhite

may be used as an alternative (“Person Of Color: Definition of Person Of Color by Lexico,” n.d.).

Religion: One who believes in God or higher being and possibly practices a certain faith. Religion is a person’s focus on a ritual, a task, or a set of laws governed by a specific belief system that must be followed to gain fulfillment (Höllinger, 2015; Miller-Perrin & Krumrei Mancuso, 2015)

Spiritual intelligence: Develops longing and capacity for meaning, vision, and value, allowing people to dream and to strive. SQ underholds the things in which people believe, and the role beliefs and values play in actions taken, and the way lives are shaped (Zohar & Marshall, 2000).

Spiritual intelligence in the workplace: When work becomes a calling rather than a job, or as an opportunity to serve God, work-related strivings take on new significance and meaning (Giacalone & Jurkiewicz, 2010).

Spirituality: Is not a religion; however, an individual expression of the internal divine journey that connects people to their outer world in a purposeful manner. Individuals believe in a higher power and call on that higher power to help with life’s experiences while creating fulfillment; such individuals connect to themselves, others, and the universe. Spirituality equates to having an inner experience that one feels and can be expressed through their behavior (Paloutzian & Park, 2014).

Assumptions

Assumptions are important because, without them, the researcher cannot have a research question (Leedy & Ormrod, 2014). Assumptions are potential limitations that

may affect the study that are out of the researcher's control (Simon, 2011). The assumptions for this study were:

1. All participants met the criteria of being a person of color working in a nonprofit educational institution.
2. All participants were willing to interview one-on-one and answer interview questions voluntarily and honestly.
3. The interview process successfully captured the constructs proposed in this study.
4. The findings of this study may assist with a better comprehension of the SQ and career success of POC working in nonprofit educational institution and may impact on their workplace satisfaction and performance.

I designed this study to maximize the objectivity of the research process and to minimize bias that could occur throughout the data collection, analysis, and written presentation of the findings.

Scope and Delimitations

Delimitations are characteristics that can limit the scope and define the boundaries of the research study; however, unlike limitations, they are in the control of the researcher (Simon, 2011). The scope and primary delimitations of the study were:

1. The sample came from a population of a nonprofit educational organization in New Jersey.
2. To obtain a sufficient sample size for this study, all employees of the sample organizations had the opportunity to participate in the study.

3. The study participants interviewed were employees of the nonprofit educational organization, as described in Chapter 3.
4. The study design helped maximize the objectivity of the research process and to minimize biases that could occur throughout the data collection, analysis, and written presentation of findings.
5. The design for the study was appropriate for exploring SQ at the workplace associated with POC related to career success.

Limitations

Limitations are potential factors and weaknesses in the study that may negatively affect the study and are out of the researcher's control (Simon, 2011). The primary limitations of the study were:

1. Limited geographical area to research. Findings may not be represented in all regions or of the world. Generalization is not an expectation in those areas.
2. Selection of a limited sample size for expeditious data collection from individuals employed at participating nonprofit educational institutions.
3. Researcher bracketed herself accordingly when analyzing the to not generate bias.

Significance of the Study

The significance of the study is a critical part of any study. The study will be beneficial to individuals, who are spiritual, especially in the workplace. The purpose of this qualitative study was to explore the perceived influence that POC's SQ had on their

career success within the workplace by helping to find possible resolutions to implement specific sustainable policies and programs, increase retention of employees, or improve practices that nurture SQ inside organizations through investigative research.

Organizational scholars examined the dynamics of action in organizations that lead to developing human strength, fostering resiliency in employees, and producing extraordinary performance (Giacalone & Jurkiewicz, 2010). Organizations can benefit from obtaining information about SQ that may adopt policies and strategies to reduce turnover of employees, increase organizational profitability, and career success. SQ also allows employees to embrace their human spirit while remaining true to spiritual values. Using SQ theory as a guide, the focus of this study was on ascertaining how SQ applies to career success and providing a spiritual path for addressing wellness problems in the workplace. Giacalone and Jurkiewicz (2010) argued that well-being both feeds and flows from the attainment of goals consistent with one's spiritual values or strivings and that mediation of the inclination towards such attainment is through a process within the human mind that can be called SQ. According to Marques, Dhiman, and King (2009), spiritual organizations encourage creative thinking and the cooperation of organization units to establish and accomplish mutually agreed-upon mission statements and objectives for the organization.

The findings from this research contribute to the existing research on SQ in the workplace phenomenon. The findings will further aide developments of human resource management that supports employee's career success increase retention of employees, and organizational success. This study influenced human resources management to

motivate and lead employees to better ways to improve organizational processes and practices to be more transcendent.

In Chapter 2, I will present the findings and conclusions from researchers that focused on SQ in the workplace phenomenon using qualitative and quantitative approaches. The findings fostered an understanding of SQ, individual employees' success, organizational behavioral concepts, and organizational success.

Chapter 2: Literature Review

Introduction

The purpose of this qualitative study was to explore the perceived influence that POC's SQ had on their career success within the workplace. This chapter contains the findings of the literature review and consists of five sections. In the first section, an overview of nonprofit educational institutions will be presented, followed by perspectives on SQ and career success in organizations. The third section contains the exploration of concepts of SQ and its connection to overall career success. The fourth section is composed of an examination of job satisfaction, job performance, organizational commitment, organizational culture, human resources, and SQ. The final section will provide a description of SQ and career success as an integrated model with an examination of its advantages and disadvantages in the context of organizational life. This research focused on the most relevant and current published work available.

Literature Search Strategy

I conducted a computerized search for peer-reviewed literature from databases using keywords including *spiritual intelligence*, *organizational commitment*, *organizational culture*, *educational institutions*, *education*, *job satisfaction*, *job performance*, and *human resources*. The electronic databases that I used for the search included ProQuest Central, SAGE, and Google Scholar. While identifying relevant articles, a snowballing technique helped me focus on the references identified in those articles to find additional relevant or supportive materials for the subject. SQ is a topic gaining significant scholarly attention. However, the results revealed a shortage of peer-

reviewed articles published during the past 5 years related to a nonprofit educational environment, supporting the proposition of the limited research and the intent of this study. The literature review revealed little research specifically on the influence of SQ on career success in the United States. However, interest is continuing to grow, and organizational leaders are considering SQ as a viable part of the corporate culture.

Theoretical Foundation

SQ can be a way of using and controlling emotions in a positive way. As a possible enhancement to workplace productivity, SQ is gaining the interest of scholars and practitioners (Mamman & Zakaria, 2016; Munawar & Tariq, 2017). To understand SQ, there needs to be an understanding of all types of intelligence. Human intelligence (IQ) is the root of history of life. It is the kind of intelligence that enables us to do rational, logical, and rule-bound thinking. Emotional intelligence (EQ) allows us to do our associative, habit-bound, pattern-recognizing, and emotive thinking. The third kind of intelligence allows us to address and solve problems, by being insightful, adhering to rule making, and avoiding rule-breaking thinking. It is the intelligence with which we reframe and transform our previous thinking. This gives us SQ (Zohar & Marshall, 2000). SQ is the necessary foundation for the effective functioning of both IQ and EQ (Zohar & Marshall, 2000). Gardner (1999) argued that multiple intelligences help people understand that intelligence is more than one property of the human mind. According to Gardner, the nine types of intelligences include (a) natural, (b) linguistic, (c) musical, (d) physical, (e) emotional, (f) logical, (g) interpersonal, (h) existential, and (i) spatial. Gardner's theory of multiple intelligences (1999) did not include SQ but instead used

existential intelligence. Gardner (2000) later believed existential intelligence gives one the ability to reason with deep existential questions of life and meaning. Masheshwari (2015) argued that SQ is hard to measure because it is based on an individual's way of dealing with life and how one makes sense of everything.

SQ exists in work and life environments. SQ was recently discovered, and there has not yet been little clinical research on the human qualities with which it can be associated (Zohar, 2016). Zohar and Marshall (2000) defined SQ as what people use to develop longing and capacity for meaning, vision, and value. It allows people to dream and to strive. It underlies the things people believe, and the role beliefs and values play in the actions that people take and the way people shape their lives. Spirituality in work refers to making work a part of spiritual life, finding opportunities for self-expression, and bringing ethical values to the working environment. Ethical beliefs form a sense of right and wrong and develop the feeling that life is sacred. These beliefs concentrate on the tendency to be the best in workplace, in helping others, and in sensing the connection with work and coworkers. With these ideas into action, individuals gain a sense of holiness in their deeds and world (Zohar & Marshall, 2000). SQ is a conscious complex adaptive system, and thus its qualities will have a uniquely conscious expression (Zohar, 2016).

SQ is the central and most fundamental of all intelligence because it becomes the source of guidance for the others (Covey, 2004). According to Jain and Sharma (2016), SQ is a form of organic wisdom, or an innate quality of knowing. It is the wise self that resides within us all, connecting us with the enigma of our existence. Mircea (2015)

indicated that SQ is an essential component of both personal and professional development.

SQ is used to address and solve problems of meaning and value, and it is the intelligence with which a person can place actions and lives in a broader, richer, meaning-giving context (Zohar & Marshall, 2000). SQ allows a person to assess that one's course of action or one life-path is more meaningful than another (Zohar & Marshall, 2000). According to Wigglesworth (2012), SQ is used to access the voice of the noblest self, a higher self that lets a person drive her or his life. Personal and spiritual growth can no longer be a private journey. There is a connection between personal and professional behavior. These changes also determine the leading style in an organization (Wigglesworth, 2012).

In reality, people often become confused when defining SQ, often confusing it with religion. In fact, SQ is not about being religious as it has no necessary connection to religion nor does it depend on religion (Zohar & Marshall, 2000). Most people seeking some spiritual fulfillment see no relation between their longing for this fulfillment and formal religion. SQ is ultimately the intelligence that reconceptualizes experience and changes the understanding of them (Zohar & Marshall, 2000).

SQ is the most underused resource for engaging creatively with the natural flow of well-being. Emmons (2000) stated that SQ is a framework for identifying and organizing required skills and capabilities so that the individual compatibility increases by using spirituality. Emmons (2000) proposed there are five components of SQ: (a) the ability to employ spiritual assets that can be used to solve problems, (b) the power to

reach a higher state of mind, (c) the ability to dedicate time to daily undertakings and relationships with sacred implications, (d) the competence for physical and material stand out, and (e) the ability to become honorable. These five components were vital during the data collection. I will further explain the methodology and analysis for this study in Chapter 3. SQ leads to deep, continuous growth, enhancing personality, EQ, and general well-being (Jain & Sharma, 2016).

According to Bavarsad, Ahmadi, Rahimi, and Zamani (2014), SQ goes beyond the physical and cognitive relationships of individuals with their environment and enters the intuitive and transcendental dimension of their view of life. The same issues help clear up the answers to questions regarding personal identity, reason for existence, and what is the most important in life. Providing answers to those questions help individuals to ultimately help themselves and others by discovering the hidden sources of love and joy, which somehow are lost in stressful and agitated daily life. Spiritually intelligent people are passionate about what they do, and this passion drives them to work hard and produce; they are aware of their values system, and how to use it; and they have an awareness and admiration for their cultural heritage (Korazija, Sarotar, & Mumel, 2016).

SQ enables people to live with the greater meaning and depth and to look for a purpose beyond the physical needs and a low-level life in their business. Zohar and Marshall (2000) stated that SQ allows a person to gain a deep insight into events of life, avoid the fear of hardships in life, confront them with patience, and find rational and humane solutions. SQ is a set of activities beside gentleness and flexibility in behavior that cause individual consciousness and deep insights toward life and its purpose, so

goals are traceable beyond the material world. SQ will also assist workers in achieving their happiness and satisfaction with their current jobs. Eventually, SQ will help the organizations to achieve business objectives and allow the employees to flourish within the organization (Tehubijuluw, 2014). SQ can be objects, places, relationships, and roles. It is the flexible and adaptive use of spiritual information applied to solve real-life problems and thus has relevance for understanding manifestations of spirituality in workplace settings (Giacalone & Jurkiewicz., 2010).

SQ and Organizational Culture

Organizational culture plays a vital role in performance when established properly. A growing number of companies such as Chick-Fil-A fast food chain are using spiritual lessons in their management and leadership strategies (Conlin, 1999; Fry & Slocum, 2008; Mitroff & Denton, 1999; Saylor, 2005). Incorporating those lessons has been referred to as a spiritual awakening in the American workplace (Garcia-Zamor, 2003). Chick-Fil-A's operation is consistent with the literature on SQ at work that can be beneficial to the organization. Chick-Fil-A continues to rank in customer service, employee satisfaction, profits, job security, and performance then others in the industry (Peters, Benjumea, Garner, & Turner (2013).

From a nonprofit perspective, Habitat for Humanity International (HFHI) was founded in 1976, on Koinonia Farm, a community farm outside of Americus, Georgia. HFHI was founded on the conviction that every man, woman, and child should have a simple, durable place to live in dignity and safety, and that decent shelter in decent communities should be a matter of conscience and action for all. To do that, the

organization upholds the following values in every country, branch, community, and project that include (a) spiritual principles, (b) inclusion, (c) community self-help, and (d) professionalism. The first value refers to the organization's spiritual views to serve others. The second value, inclusion, means welcoming people of all faiths to work together to serve one another.

Third, community self-help indicates the belief that all communities have the capacity to improve and solve housing issues by developing leadership, management, and practical skills through volunteerism. Fourth, professionalism promotes integrity, respect, and efficiency in every part of Habitat for Humanity's operations, from home construction to fundraising ("Why Partner with Habitat, 2018). In addition to these values being central to the organization, there are five principles every employee or volunteer of the organization must uphold that include (a) demonstrate the spiritual lessons, (b) focus on shelter, (c) advocate for affordable housing, (d) promote dignity and hope, and (e) support sustainable and transformative development ("Why Partner with Habitat," 2018).

From an education perspective, Palmer (1998), introduced his vision for a saner society. Palmer discussed with receptive audiences the integration of soul and role. The idea of vocation as the unification of who we are with what we do and how we project that inner identity out into the world. This is a choice that Palmer has helped people to see is theirs to make. Palmer (1998) deftly extended ideas that originated in the Quaker tradition, his own spiritual quest, and infused them with a universal secular appeal. In Palmer's (2000) seminal work presented the idea that leaders by virtue of their positions

can project darkness or light on the people around them. People have a special obligation to hone into the dark and light forces within themselves.

Malik and Tariq (2016) pointed out that organizational culture is a collection of minds, values, and behaviors which can differentiate one organization from another. Cultural differences can cause relevant diversity in thinking, behaviors, and actions of people to occur, and it reveals the unique mind, attitude, and behavior of a person. Culture can manage the atmosphere of an organization; the key is building a high-performance culture. Marques et al. (2009) posited when there is a lack of alignment between the values of the culture of the organization and the personal values of associates, the result is low performance, which can further result in low levels of staff engagement and poor quality of services. However, when the values of the organization align with the aspirational values of employees, the result is high performance. There is a high level of staff engagement and pursuing excellence regarding the quality of services.

The culture of any institution is the principal source of its effectiveness and quality of services (Marques et al., 2009). The values and behaviors of leaders drive culture. Culture drives employee fulfillment, with the organization's mission assurance driving customer satisfaction. When the organization has different or competing cultures, individuals have different perceptions and interpretation of changes which involves employees in the organization.

Organizational culture is the hidden and dynamic layers of assumptions, values, and behaviors, which are kept by individuals or social groups in an organization (Ogbonna & Harris, 2006). Organizational culture gives the employees of an organization

a common criterion for judging the change (Veisoh & Abdollahi, 2014). Society needs moral organizational culture and leadership including values and virtues (Katilienè & Malinauskass, 2011).

Culture consists not only material but also of spiritual values. Culture following higher incentives, values, and ideals can inspire people, as individuals, to raise their behavior and attitudes in the next level (Katilienè & Malinauskass, 2011). According to Zohar and Marshall (2016), if culture is negative, its changes are vital for human well-being. Culture strongly affects organizational objectives, strategies, tasks, performance, employee engagement, job satisfaction, and many other organizational aspects (Sherafati, Mohammadi, & Ismail, 2015). Managers must make great efforts to maintain the processes that support the organization's strategy and control. Strategies have value and are effective when clearly understood. There is a need to create an organization where people can see the meaning of faith to identify with (Katilienè & Malinauskass, 2011). Consequently, the growth of organizational culture based on spirituality in working environment will have significant value for managers because of its positive applications on organizational performance (Hajializadeh, Delavaryan, Meharbifar, & Taherifar, 2015).

According to Katilienè and Malinauskass (2011), organizations where people work and spend most of their active time gradually become a place of self-realization and expression. Organizations are systems made up of humans who have not only thoughts but also have purpose, motives, values, and biases (Zohar, 2016). The values of the organization's employees must be close to the values of the organization's culture.

Brophy (2014) argued there are three reasons organizations want employees to incorporate their spiritual values. First, it enhances, rather than running counter to the freedom and consent of its participants. Second, the character of a business should represent, rather than defy or distort, the deeply held values of its constituent. Finally, a collective activity, such as a business, that alienates constituents from their deeply held values is morally objectionable, especially if leaders practically incorporate these values into the activity without violating the freedom or consent of any of the constituents.

Striving, defined as a drive toward perfection, dedication, and the need to serve are bound up with SQ. Zohar (1997) suggested just as vision is inseparable from SQ, the capacity to handle ambiguity, uncertainty, and complexity is bound up with EQ is the ability to work on teams. These are the human qualities which organizations must make room and nurture if they want to unleash the full potential of human creativity and productivity.

The human self has three levels that consists of the mental, the emotional, and the spiritual. The spiritual level is the deep layer of the self from which people are in touch with questions of meaning and values. When a person speaks about values, that person is talking about deeply held principles, ideals, or beliefs that people hold or adhere to when making decisions (Marques et al., 2009). An organization must nurture IQ, EQ, and SQ (Zohar, 1997).

Zohar (2016) stated that IQ is steady throughout life, barring any brain illness or damage; EQ can be learned, nurtured, and improved. Humans are essentially creatures who seek and use meaning, all humans are born with a potential for high SQ. Like EQ,

SQ requires nurturing, but one must first learn and then continue to improve SQ. To do so, a person must look for those qualities of a person's being and behavior that signify the presence of SQ at work.

Culture involves a desire to do purposeful work that serves others, and it is part of a principled society. Katilienė and Malinauskass (2011) explained culture consists of a yearning for connectedness and wholeness that can only manifest when one can integrate his or her inner life with one's professional role in the service of the greater good. There has been a shift in the workplace and many view workplace spirituality as the opportunity to create change within the organization (Milliman, Gatling, & Bradley-Geist 2017).

Per Zohar (1997), the most innovative of the so-called corporate change processes requires restructuring and reengineering. Both are merely surface solutions. They shift the furniture (employees) about in the room (the organization), sometimes they throw some of the furniture away, but they keep the same old room (culture). They have no more lasting consequence than political revolutions that put a new party in power but maintain all the old structures. Society itself does not change. Nor does the re-engineered corporation. All that remains is the trauma and pollution of human waste in the wake of downsized organizations.

Real change and fundamental transformation requires that a person changes the underlying patterns of thought and emotion that created the old structure in the first place. It means that a person has to redesign the room. It may mean that a person must tear the old room apart and start anew (Zohar, 1997).

Transformation requires change linked to meaning, that is those who would make change understand what is wrong and why it needs changing. Change and meaning are the two dominant themes in the broader culture (Zohar, 1997). Change must issue from a human who is in touch with meaning and value (Zohar, 1997).

SQ provides employees with a sense of interconnectedness and community. Bavarsad et al. (2014) suggested the introduction of SQ to an organization enables the employees to achieve a more integrated perspective and thereby link their professional and personal lives with their spiritual. Based on a study by Emmons (2000), results concluded that SQ enables employees to develop the valuable outcome at the workplace. Workplaces are where people spend most of their lives, develop friendships, create value, and make their most meaningful contributions to society (Fairholm & Fairholm, 2000). Employees who have SQ, despite their religiosity, complement the organization's spiritual sources (Katilienė & Malinauskass, 2011).

SQ and Organization Commitment

In studies, SQ can be effective in the promotion of different variables such as individual preferences, diversity, and effective work performance. The best performance and the greatest happiness of workers occur when they believe in what they are doing and when they feel committed rather than compelled in doing the activity (Giacalone & Jurkiewicz, 2010). Organizational commitment is an individual's identification and involvement with a particular organization. It is defined by a belief in and acceptance of the organization's goal and values, a willingness to exert effort on behalf of the organization, and a desire to maintain membership in the organization (Bano, Chaddha,

& Hussain, 2015). One such variable is organizational commitment which may have potentially serious effects on an organization's function and can be a significant influence on its effectiveness (Kalantarkousheh, Sharghi, Solemani, & Ramezani, 2014).

SQ is the mental capacity of each individual according to unsubstantial and spiritual aspects of life. SQ can impact and promote different variables. One of the variables examined was organizational commitment. Organizational commitment is the employment of an individual in an organization and the convergence of that organization's purpose and values upon that individual (Kalantarkousheh et al., 2014). Mitroff and Denton (1999a) posited that employees who are less fearful of their organization show more commitment and creativity at work.

The positive effects of SQ in the promotion of an organization's effectiveness and the individual growth of employees require consideration. A meaningful relationship has been shown to exist between SQ and organizational commitment of an organization's employees. When an individual's SQ increases, the organizational commitment also increases (Kalantarkousheh et al., 2014). Organizational commitment is an important means of workers' job satisfaction (Ayranci & Ayranci, 2017). Organizational commitment is a valuable reaction toward the entire organization (Awais, Malik, & Qaisar, 2015). In fact, the promotion of spiritual values in the organization certainly enhances employee's organizational commitment, performance, morality, and job satisfaction (Brophy, 2014; Van der Walt & de Klerk, 2014).

SQ and Job Satisfaction

SQ enables people to live with greater meaning and depth and to look for a meaning beyond the physical needs and a low-level life in their business. SQ will also assist the workers in achieving their happiness and satisfaction with their current jobs. Eventually, SQ will help the organizations to achieve business objectives and allow the employees to flourish within the organization (Tehubijuluw, 2014).

Most experts are of the same belief that job satisfaction is associated with mental and social factors. If a job secures the individual with the desired joy, then they will be satisfied with their job. Job satisfaction is one of the significant factors in job success. Spirituality in the workplace can increase job satisfaction and workers' productivity (Hassan, Bin Nadeem, & Akhter, 2016). It is a factor that causes efficiency and personal satisfaction (Hajializadeh et al., 2015). Mróz and Kaleta (2016) argued that job satisfaction gives meaning and quality to job duties. A fixed combination of different factors taken from internal to external causes the individual to be satisfied with his or her job. The level of job satisfaction affects the effective implementation of individuals' work. Job satisfaction plays a role in individuals' mental and physical health, and the absence of it is associated with stress and tiredness (Hajializadeh et al., 2015). Tehubijuluw (2014) suggested the increase of SQ will increase job satisfaction. The values and culture of organizations are significantly important in establishing motivation and inspiration and among employees and reducing employees stress.

SQ plays a vital role in organizations. Hajializadeh et al. (2015) reported findings from a phenomenological study of 79 teachers. They suggested that SQ predicts and

explains job satisfaction of teachers. Based on these results, organizations hold workshops related to increasing spirituality in the working environment and enriches responsive libraries with related books to increase job satisfaction of teachers. SQ helps people assess their job. Happiness and positive morality have good effects for individuals to increase patience with people, raises the quality of communication, people will be altruist and help to others, have better job performance, work better, and can better solve the problem (Tehubijuluw, 2014).

Spiritually intelligent people can establish a better relationship with customers, colleagues, supervisors, and other people within the organization. According to Sisk and Torrence (2001), SQ can deepen an individual's relationship with oneself, others, or the world in everyday activities. Individuals who possess SQ can complete their tasks with high accuracy, integrity, work ethic, and with the expectation they deal with customers more effectively. Zohar and Marshall (2000) stated that when SQ is high, people appear to be intellectual and have proper behavior. Individuals with high SQ demonstrate higher measures of satisfaction and performance.

SQ and Human Resources Development

According to Walton (1999), human resource development is a set of formal organizational and individual practices designed to enhance the potential contribution of human resources to the organization. The field of human resource development developed into the field of human resource management (McGoldrick, Stewart, & Watson, 2003). Both professions share similar backgrounds in psychology in the organizations (Hassan et al., 2016). Human resource development is a field of study and

practice that will ensure sustainable innovation via the continuous and efficient utilization of resources, creative and dedicated people, technology, structure, and conducive working culture which will lead to greater organizational performance and productivity (Watkins & Marsick, 2014). Stokes, Baker, and Lichy (2016) discovered that development initiatives reflect a growing approach to human resource development.

Organizations are agile and dynamic; to excel and attain sustained growth, human resource development becomes a key driver (Griffin, Phillips, & Gully, 2016). Human resource development is a field of study and practice that will ensure sustainable innovation via the continuous and efficient utilization of human assets as resources (Watkins & Marsick, 2014). Human resource development plays a key role in developing organizations in an era of rapid and continuous change (Griffin et al., 2016). There is a need for human resource development professionals to accept that human resource development itself is a continuously evolving and adaptive concept, and they need to embrace change and thinking ambiguity (Ahmed, Arshad, Mahmood, & Akhtar, 2016a).

Implementation of human resource development programs became part of the annual training calendar of the organization, helping maintain an efficient and competent environment in the organizations for employees' effectiveness. In a highly competitive and rapidly changing environment, a human resource development program is developed and practiced in certain organizations to enhance employees' effectiveness (Werner & Desimone, 2011), allowing the employees to display their skills and abilities in their work. Human resource development programs become categories representing employees' development, organizational development, career development, and

performance support (Brycz, Różycka-Tran, & Szczepanik, 2015). A human resource development program helps employees to develop their personal and organizational skills, knowledge, and abilities (Ahmed et al., 2016b). Employers perceive employees as the most valuable assets in the organization with unlimited capability to learn, grow, and improve effectiveness in organizations (Nafukho & Muyia, 2014).

Organizations are trending to fail to have a holistic approach to human resource development. Werner and Desimone (2011) presented a model of employee behavior and identified the basic factors that shape individual behavior in internal and environmental forces. Their model depicts employee-related forces as motivation, attitudes, knowledge, skills, abilities. Likewise, environmental factors are supervisors, the organization, and colleagues.

Spiritual organizations encourage creative thinking and cooperation of organizational units to establish and accomplish mutually agreed-upon mission statements and objectives for the organization. According to Marques et al.(2009), spiritual organizations are likely to have a greater openness to change. Their belief in abundant resources leads to greater interconnectedness and cooperation between organization units and empowerment of workers at all levels of the organizations. Rather than believing in the preservation of self at all costs, these organizations can be more concerned with existing in harmony with their environment.

Brophy (2014) stated there are three reasons organizations should want staff to incorporate their spiritual values:

(a) The character of a business should represent, rather than defy or distort, the deeply held values of its constituent; (b) a collective activity, such as a business, that alienates constituents from their deeply held values is morally objectionable, especially if these values can be practically incorporated into the activity without violating the freedom or consent of any of the constituents; and (c) it enhances, rather than running counter to, the freedom and consent of its participants (provides that these values are shared). (p. 779)

Miller-Perrin and Krumrei Mancuso (2015) suggested research establishes surprising findings that substantiate the notion that religion and spirituality have a substantial connection with optimal existence and human well-being believed in providing a proper function of meaningful life. Spirituality is a central element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals (Taghizadeh Yazdi, 2015). SQ has been established as a viable intelligence, and this acknowledgment manifests vigorously in the business world (Sisk & Torrence, 2001). The holistic human resources development model should incorporate the elements of SQ as part of the contents in enhancing the quality and worthy of the employees in the organization (Ahmed et al., 2016a).

In corporate language, the spiritual level is the company's basic vision. Vision does not mean plans for the next five years or how goals will be achieved. A company's vision is its overall and often unconscious sense of identity, its aspirations, its sense of itself in the larger world, its deeper, motivating core values and long-term strategies (Zohar, 1997).

Wigglesworth (2011) explained that a person with SQ could behave with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances. Spirituality encompasses the way an individual lives out his or her sense of interconnectedness with the world through an ability to tap into deep resources comprised of truth, service, wholeness reflecting self-awareness, and unity (Ahmed et al., 2016b). Karakas (2009) suggested that incorporating spirituality at work increases employees' well-being by boosting their morale, commitment, and productivity, and it decreases employees' stress, burnout, and work holism in the workplace.

Guillén, Ferrero, and Hoffman (2014) claimed there is interest regarding employee morale and spiritual motives that help managers develop human resources, decision-making, be in the right direction, to gain valuable organizational outcome, and improve holistic human resource development. The holistic development of employees and building learning communities where the organization exploits spiritual needs of people is a new initiative in human development process (Ahmed et al., 2016a). The holistic human resource development program will enhance the quality of employees where they come not only to work with their bodies and minds but also with hearts, souls, creativity, and divine spirit (Karakas, 2009). As described by Ahmed et al. (2016b), this phenomenon is a spiritual movement where organizations follow or adopt the spiritual environment with meaning, purpose, and sense of community that makes employees become vested, feel connected, and that feeling lead employees to satisfaction and commitment.

A company, like an individual, must always be able to access its spiritual core. According to Zohar (1997), all fundamental transformation is ultimately spiritual transformation. Spiritual involves a level of reflection, meaning, and value which is true for individuals and organizations. Creative thinking emerges from this spiritual level, whether it is thinking about widgets, thinking about organizational structures, or thinking about long-term strategies and purposes.

Organizations want genuine transformation programs, and they must start at that level. They must get to the core thinking and being that can reach and shift to that level. They must maintain suitable leadership and infrastructures and have a capacity to tap freshly into that level of vision whenever necessary.

Ahmed, Arshad, Mahmood, Akhtar, and Khan (2017) explained the existence of SQ in the organization would develop self-awareness, behavior, judgment of self-control, decision power, flexibility, adaptability, vision, consciousness, value, sense, and intuition of the employee. Including SQ in the organization's human resource development model will promote humanization among employees as well as enhances commercial benefits to the organization (Ahmed et al., 2016b).

Methodological Review

The literature review for this section of this research disclosed that SQ at work and its impact on employees and organizations has been explored through qualitative, quantitative, and mixed methods approaches. However, the predominant methodology was quantitative having typically used corporate for-profit sectors. All research strategies seem reliable and valid; thus, considering all methods, the best approach for this study

was qualitative. There is a lack of research, as this phenomenon relates to employees who are POC. Efforts to encapsulate the data needed for this qualitative study occurred through reflective interviews.

Summary

This chapter presented results, conclusions, and studies charting the evolution and impact of SQ, and career success among POC in the workplace. The focus was on the examination of factors including job satisfaction, organizational commitment, organizational culture, human resource development, and SQ. Emerging themes presented indicated that employees have an interest in spiritual well-being and are actively looking for an opportunity to utilize their SQ in an inclusive organization. There is an opportunity for both the employees and organization to experience satisfaction and benefits. Organizations must have an imminent plan of action and strategy in place.

Generally, the literature review provides recommendations, results, and support of the research topic, in an attempt to define the relationship that bonds job satisfaction, organizational commitment, organization culture, motivation, SQ, job context, and human resource development. The literature was used to confirm the research's legitimacy. Chapter 3 will include an explanation of the study's research methods and research design.

Chapter 3: Research Method

Introduction

I used SQ theory to focus the investigation and better understand career success among POC in the nonprofit educational sector. SQ theory and a qualitative methodological approach allowed the conceptualization of each participant's experience, facilitated understanding the terms built through coding data from interviews, and supported the interpretation of the participants' experiences. This chapter is a presentation of the design for this study, including the research question, the corresponding sample population, data collection, and analysis method. Ethical considerations and participant treatment also will be presented in this chapter. The chapter ends with a summary of the methodology.

Chapter 2 was a review of the research literature regarding SQ, organizational culture, organizational commitment, job satisfaction, and human resource development. The purpose of this study was to conduct an investigation of overall SQ and career success that determined the strength and support the relationship between the two variables. Research on this topic is sparse (Kumar, 2016). Only a few scholars have investigated the different perception between male and female employees regarding SQ and its outcomes.

This chapter includes a description of the instrument used for this study. A qualitative study can help explore the effectiveness of the use of SQ practices. It is by entering into their field of perception that SQ as the participants saw it was understood.

Research Question

Research questions are statements that researchers seek to answer concerning a study. As it relates to this research, the following research question that guided: What are the perceptions of POC working in nonprofit educational institutions as it relates to the role SQ plays in workplace and career success?

The Researcher

I have worked in higher education for more than 6 years and currently hold a bachelor of arts in sociology with a minor in social science and master's in public administration. A researcher can bring an abundance of knowledge to a qualitative study (Corbin & Strauss, 2008). My interest in organizational leadership and human resources management has led me to research SQ and how can it be implemented in the workplace. No participant had any direct relationship with me as that imparted bias in the research study. I had the necessary skills to conduct the designed study accordingly. My skill set includes listening skills as part of a leadership training, a rich understanding of the research setting in relation to higher education, and advanced training in qualitative research methods courses taken at Walden University.

Research Design and Rationale

The purpose of this study was to understand the perceptions of 20 individuals who use SQ practices in their workplace. Of particular interest was how SQ may or may not have influenced career success. A qualitative research approach was appropriate to fulfill the purpose of the study, as described in Chapter 1. A qualitative approach allows a researcher to explore the phenomena with a group of individuals, and data collection

includes interviews (Creswell, 2013). Because the purpose of this study was to examine the perceptions of POC working in nonprofit, educational institutions, a qualitative approach was the most appropriate choice.

Spiritual organizations will have flatter, organic organizational structures, and a greater openness to change (Marques et al., 2009). Belief in abundant resources can lead to greater interconnectedness and cooperation between organizational units and empowerment of workers at all levels of the organization (Marques et al., 2009). However, this sense of presence, diversity, transparency, and understanding must be approached with awareness to differentiate between what SQ is and is not. To achieve this goal of transparency and understanding, some researchers and observers of the phenomenon have advocated for additional empirical research to strengthen and support the theoretical underpinning of the phenomenon (de Klerk, 2005; Rudin & Harshman, 2004). In Chapter 4, I will present the analyzed data and themes that emerged.

Setting and Sample

The research population consisted of non-Caucasian employees working in nonprofit educational institutions based in New Jersey. According to Guidestar, there were 327 private nonprofit, educational institutions in this area. Individual employees working in nonprofit educational institutions were asked to participate in the study by invitation. All participants had to be a person of color, ages 18 years and older, and employed for at least 1 calendar year. The minimum sampling size was 20.

Sampling Frame

The sampling frame inclusion for this study were POC, ages 18 years and older, full-time, permanent, private nonprofit educational institution employees, with at least 1 year of experience in the organization. To identify a sampling population that was accessible to the researcher, nonprofit education institutions were drawn from the Guidestar database listing (www.guidestar.org). This sampling frame included POC, men, women, age groups ages 18 years and older, and people of various income demographics.

I made preliminary contact with community partners to present an overview of the study and emailed the attached invitation to the contact person for each community partner. The community partners forwarded flyers to employees on my behalf after obtaining IRB approval. I sent potential participants a consent form to save and/or download. I asked potential participants to complete a demographic survey via email to further ensure their eligibility in the study. Potential participants replied to the email with the words 'I Consent' along with the completed demographic survey, if they understood and chose to participate with the study. The anticipated participation in this study was at least 20 participants or until data saturation occurred; however, data saturation occurred with the first 10 participants.

Sampling Procedure

Approval from Walden University's Institutional Review Board (IRB) was necessary and required. After IRB approval, I contacted nonprofit organizations via phone and email to present an overview of the study. Upon verbal agreement, I emailed a letter of invitation (Appendix A). A designated individual from the participating organization sent via email a recruitment flyer (Appendix B) to employees. The sampling frame for this study comprised a sample recruited from the Guidestar database.

A purposive sample occurred after the identification and total population sampling. A purposive sample is a nonprobability sample that is selected based on characteristics of a population and the objective of the study (Guetterman, 2015). This type of sampling can be very useful in situations when the researcher needs to reach a targeted sample quickly. I implored the total population sampling for this study. Total population sampling occurs when the researcher examines the entire population that has one or more shared characteristics. The kind of purposive sampling technique is commonly used to generate reviews of events or experiences, which is to say, it is common to studies of particular groups within larger populations (Guetterman, 2015).

Upon site authorization, an individual from the organization sent out recruitment flyer to employees (Appendix B). The first 10 respondents made up the sample for the study. I used a demographic survey (Appendix C) to further ensure the participants met the selection criteria and to schedule interview via online scheduling platform. Participants reviewed the electronic informed consent form (Appendix D), which outlined the participant criteria and explanation of the study. Prior to the interview, the

participants emailed and signed the consent form. Participants had the option to save or download the informed consent form. No interviews began without a signed informed consent form. The expectation was that each interview would require one session and would take approximately 1 hour. The conducted interviews occurred in person. A digital audio recorder captured the conversation that occurred during each interview.

I transcribed each interview by using a computer software program. I reviewed the transcribed interviews, and I sent the transcripts to the participants electronically for participant checking. Participants had the opportunity to make any additions or deletions upon review of the content of their transcribed interview. The participants were not involved with writing the analysis or evaluating the findings. Participants did not have access to other participants' interviews.

Interviews continued until saturation was achieved. According to Glaser and Strauss (1967), saturation occurs when the researcher realizes that for a given subject, no new categories emerge from the coding; therefore, nothing more can be added to the emerging theories. Yin (2014) stated the size of the sample should be large enough for the researcher to achieve an excess of responses or saturation. Saturation occurred during the interview process conducted as part of this qualitative study. As a novice researcher, I reviewed the participants' responses until no new information emerged from the interviews. Once saturation occurs, the phenomenon is said to be grounded in the data (Charmaz, 2006; Urquhart, 2013).

As the researcher, I wrote summaries of major findings, comments, and reflections on particular aspects of my evaluation. Memos allowed me to think about any

additional data that would be helpful for this research. Memos can be thoughts, concerns, and thoughts of emerging codes. Memo writing happened regularly throughout the study. Memos reminded me of my thoughts and help separate thoughts I might have imposed on the theory, versus theory that emerged from data. Both memo writing and constant comparative analysis help minimize bias because both activities are reflective, which aided objectively throughout the study.

Data Collection

The interviewing method was the instrument that I used to gather data (Appendix E). The interview questions helped to collect data regarding how SQ contributes to career success among POC working in nonprofit educational institutions. The interviews began with open-ended questions about the participants, followed by more probing questions, and concluded with open-ended questions framed to gather more data on career success and SQ. The interviews took place in person in a single session. Birks and Mills (2011) posited that the researcher should increase attention to verbal communication to overcome the impact of missing nonverbal cues. Mitroff and Denton (1999b) noted that conducting interviews in person received a higher rate of cooperation and return.

Interviews took place in person in a single session lasting approximately 60 minutes. I conducted interviews in a secure room at local library using a digital voice recorder and note taking. The following measures were in place to provide participants with reasonable protection. Before the interview, shared communication invited the participant to the study highlights that provided the purpose of this study. In addition, the consent form explained the voluntary nature of the study and that the participant could

withdraw from the study at any time. During the interview, I listened for answers that suggested they may want to reach out for counseling or utilize their employee assistance program for further advice on how to handle any situation. The participants were reminded that their participation was voluntary, and they did not have to answer any question that makes them uncomfortable. I used a digital software program to convert the audio files for participants to review and to conduct the coding.

There were minimal psychological risks associated with this study. During the interview, participants described situations or occurrences that caused them to recall and reflect on instances when their organization did not properly address their professional needs; thus, impeding their career success. This recall may have contributed toward psychological distress. There were no legal risks associated with this study. There were no economic/professional risks presented in this study that would harm the participants of this study. There were no physical risks for participants. There were no interpersonal relationship risks between the researcher and participants.

I sent the transcribed interviews to participants electronically to perform member checking. Participants had an opportunity to make any additions or deletions upon review of content from their interview. Participants had an opportunity to review transcripts within 5 days of notification.

Data Analysis

The swift action of the researcher in the data collection and analysis process are important and necessary to ensure that meanings, tones, and physical descriptors are not forgotten or wrongly transcribed during the research process (Charmaz, 2006). I read the

data several times to decipher content and intent. Coding of transcripts happened in the order of the interviews. The coding process allowed me to reflect as theories begin to emerge. Codes are created during the research process, based on the data, to analyze the data (Urquhart, 2013). Coding utilized qualitative data analysis computer software. The data analysis process included a preliminary coding framework (Table 1) linking the interview guide (Appendix E) with the theoretical framework and research question. Trede and Higgs (2009) reviewed how the research question should harmonize with ontological, epistemological, and other stances. Research questions embed the values, world views, and direction of an inquiry and also were influential in determining what type of knowledge the interview process generated.

Coding helped to prevent me from overemphasizing the importance of any specific aspect of the data collection process early in the study and helped ensure a thorough analysis of the interviews in their entirety. The SQ theory was instrumental in understanding the interview analysis on the experience of the participants in an orderly manner. The following characteristics of SQ theory are (a) SQROB: SQ regulate one's behavior; (b) SQMEV: SQ morals/ethical/values; (c) SQSA: SQ self-awareness; (d) SQR: SQ relationships; (e) SQS: SQ strive; (f) SQE: SQ emotions; (g) SQI: SQ interpersonal; and (h) SQPS: SQ problem solving. Value codes could be determined a priori (beforehand) as provisional codes or constructed during coding of the data (Saldana, 2016).

Coding helped to break down transcribed interviews into manageable amounts of data. Values coding allowed the researcher to explore cultural values and belief systems,

identity, interpersonal, and interpersonal participant experiences and actions in this qualitative study. The type of value codes were distinguished using SQ.

Table 1

Precoding Analysis

Spiritual intelligence	Code
Regulate one's behavior	SQROB
Morals/ ethics/ values	SQMEV
Relationships	SQR
Strive	SQS
Emotions	SQE
Interpersonal	SQI
Problem solving	SQPS

During the coding process, I reviewed data from the previous interviews to ensure there connections were made and noted if saturation occurred. The process of analyzing and comparing new data to existing data is known as constant comparison (Birks & Mills, 2011). Coding terminology used for this study came from Saldana (2016), who termed the two cycles of coding as first- and second-cycle coding methods.

First-cycle coding is the initial way of summarizing segments of data. First-cycle methods are those processes that happen during the initial coding of data which are divided into seven subcategories that include (a) grammatical, (b) elemental, (c) affective, (d) literary Language, (e) exploratory, (f) procedural, and (g) theming the data. Each subcategory has significant characteristics. Most first-cycle methods are relatively direct. First-cycle codes and their associated coded data are reorganized and reconfigured to eventually develop a smaller and more select list of broader categories, themes, concepts, and/or assertions (Saldana, 2016).

Pattern coding, as a second-cycle method, is a way of grouping those summaries into a smaller number of categories, themes, or concepts. Second-cycle methods, if needed, are advanced ways of reorganizing and reanalyzing data coded through first-cycle methods. Pattern codes are explanatory or inferential codes, ones that identify an emergent theme, configuration, or explanation. They pull together a lot of material from first-cycle coding into more meaningful and parsimonious units of analysis (Saldana, 2016). The primary goal during second-cycle coding is to develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of first-cycle codes.

Qualitative data analysis software was helpful during the data management and analysis process. The software was helpful for comparing manual coded categories and themes. The research process was led by me and not by supporting software.

Trustworthiness

Qualitative research depends on what the researcher sees and hears through trustworthiness and validity. Lincoln and Guba (1985) stated that credibility, transferability, dependability, and confirmability are important in establishing trustworthiness. I established confirmability by ensuring that no bias existed within the study. I interpreted the data in an unbiased way by transcribing all interviews and manually coding them to understand interview content and participant intent. One of the ways to ensure credibility and transferability is to ensure that those interviewed have the experience to discuss the phenomenon the researcher seeks to explore (Lincoln & Guba, 1985).

Although data analysis is an iterative process, studies ultimately must end (Carl & Ravitch, 2016). Demonstrating saturation is a factor to ensure the data gathered includes data sufficient to provide credibility to the theory claimed (Charmaz, 2006).

Transferability is limited with this research as I sought to explore a unique topic.

I maintained consistency by conducting all interviews in the same manner.

Vignettes from the interviews will help illustrate key themes for this study, which also served as support for the results of the study (Leedy & Ormrod, 2013). A critical step for me was to interpret what the data indicated in an unbiased way.

All transcripts, recordings, and data will be accessible for five years following the study, then destroyed after that time. The research must be accessible to the researcher to aid trustworthiness (Yin, 2011). There will be potential limitation of the data from this study in the future due to its lack of availability after five years.

Minimizing the introduction of bias that emerges from this study was essential. I set clear and concise boundaries to ensure following the rules. Use of a digital audio recorder helped to capture the interviews which prevented me from excluding or adding any data to the participants' interviews. Memos helped to facilitate accountability to the theory that emerged by aiding reflection and helping during the research process.

Ethical Considerations

Walden University's Institutional Review Board committee received notice of my intent to perform the study and provided approval to continue with the data collection process. My Walden University approval number for this study was 01-31-20-0565181, and it expires on January 30, 2021. Researchers should verify that they disclose aspects

of a qualitative research study to the study participants (Yin, 2012). I contacted participants via telephone and provide an explanation of the study and participation criteria.

I invited participants to ask questions to assist them with deciding to participate in the study. The informed consent form included the following: (a) purpose of the study, (b) procedure of the study, (c) voluntary nature of participation, (d) risks and benefits, (e) privacy statement, and (f) contact information. I informed the participants to keep all correspondence confidential. Data are kept secured by password protection, storing names separately from the data, and discarding real names for facetious names. I will not share participants' responses with their employer or supervisor. If participants disclosed criminal activity or elder/child abuse, I was obligated to inform the proper authorities. All participants were over the age 18 years of age.

Participants' interviews were conducted to ensure discretion and comfort. Recorded materials will be erased after five years, minimizing any potential risk to confidentiality. In the event the sample included vulnerable adults without the researcher's knowledge, their responses would still contribute to the research questions within the study. If the participants met the inclusion criteria, their inclusion in the study was justified. Any exclusions from participating in the study were justified, handled respectfully, and without stigma. Exclusion only occurred if potential participants did not meet the established criteria in the demographic survey. The researcher did not assume a therapeutic or counseling role.

Summary

The purpose of this chapter was to outline the research method selected to address the research question. I discussed the procedure, participants, data collection, and how the study was conducted. All participants contributed to this theory by sharing their experiences with SQ and their perspective on how SQ helped them with career success. The purpose of Chapter 4 was to provide study findings and demonstrate following the procedure outlined in Chapter 3. An interpretation of the findings, implications, and recommendations for future research will be presented in Chapter 5.

Chapter 4: Results

Introduction

In this chapter, I will present the emerging themes and results obtained from the data analysis. I will also present the data collection process, data analysis, and study findings. I analyzed each transcribed interview from the 10 participants. Themes emerged and were uncovered. Chapter 4 concludes with the analysis of the data and the six themes that emerged, including (a) morals, (b) regulate one's behavior, (c) values, (d) ethical/strive, (e) problem solving, (f) relationship/interpersonal, and (g) emotions. Included in the chapter are extracts from individual interviews used to emphasize themes and the theory.

Purpose of the Study

The purpose of this qualitative study was to explore the influence that an employee's SQ may have on their career success within the workplace. I sampled a population of nonprofit educational institutions employees based in New Jersey. I hope that the results of this study contributes to the existing literature on SQ in the workplace, particularly in the public sector field of education and human resources.

Demographics

I recovered the selection criteria through a demographic survey, which also served to confirm the participant's eligibility for the study. The sampled population captured through the demographic survey included gender, age, racial/ethnic, job category, and years of employment working in a nonprofit educational institution. The ethnic background of participants was African American (8), Latino (1), and Caribbean/other

(1). The age ranges of the participants were 25 to 34 years (1), 35 to 44 years (6), and 45 to 54 years (3). The sample population included more female participants (7) than male (3). Four of the participants had been employed in the field for 1 to 5 years, and six participants for 5 to 10 years.

Data Collection

The data collection process began by obtaining the target population for this study from a sampling frame of nonprofit educational institutions listed on the Guidestar database (<https://www.guidestar.org/>). The letter of invitation provided an overview of the study and requested permission to seek participants from institutions after receipt of IRB approval. The criterion for selecting participants were to be POC, 18 years or older, with at least 1 year of employment, and working in a nonprofit educational institution.

Upon receiving IRB approval from Walden University (IRB number 01-31-200565181), contact occurred via email with each community partner contact person by sending the recruitment flyer (Appendix B). The contact person emailed the recruitment flyer to employees. The flyer provided a brief overview of the study. Contact with 25 nonprofit educational institutions happened, and 12 agreed to participate. Potential participants voluntarily responded via email. The potential participants were sent a demographic survey (Appendix C) to complete by email to further ensure their eligibility in the study. An informed consent form (Appendix D) was also sent in the email to save and/or download. Potential participants replied to the email with the words 'I Consent' along with the completed demographic survey, if they understood and chose to participate with the study. I distributed 17 demographic surveys, and I received 13

completed demographic surveys from potential participants. Participants who met the established criteria obtained a face-to-face explanation about the interview, the study's purpose, and confidentiality guidelines.

In responding to the interview questions, participants were encouraged to provide their experiences about SQ and career success among POC working in nonprofit educational institutions. I gathered and analyzed participants' responses to six interview questions. I collected participants' responses face to face using a speech recognition software. I used a digital software program to transcribe and convert audio files for participant review and coding purposes for each interview. The confidentiality of participants was protected by replacing the participants name with pseudonyms.

The 10 participants were POC currently employed in nonprofit educational institutions and served as primary source of research data. Saturation was reached by the 10th interview. I initially thought I needed the minimum of 20 interviews to reach saturation. However, after the 10th interview, it became apparent that the responses were similar. The concept of saturation is where the researcher realizes that for a given subject, no new categories emerge from coding; therefore, nothing more can be added to the body of knowledge or learned (Glaser & Strauss, 1967). Yin (2014) discussed the size of the sample should be large enough for the researcher to achieve an excess of responses or saturation. Saturation occurred during the interview process conducted as part of this qualitative study. A reviewed the participants' responses transpired until no new information emerged from the interviews. Once saturation occurs, the phenomenon is said to be grounded in the data (Charmaz, 2006; Urquhart, 2013).

Data Analysis

The intent of this qualitative study was to explore SQ and career success among POC working in nonprofit educational institutions. Data analysis began with attempting to understand core themes and develop association between data. The data analysis process included a preliminary coding framework linking the interview protocol with the theoretical framework and research question. Trede and Higgs (2009) reviewed how the framing of the research question should harmonize with ontological, epistemological, and other stances with the study. The preliminary coding framework linked the interview protocol with the theoretical framework and research question. The characteristics that made up the theory were the primary codes. The preliminary framework allowed the focus to be on the theory to align the data collection protocol with the data analysis. Accomplishing the preliminary classification for data organization involved entering the data into NVivo12 and then organizing it by using Microsoft Word. The concluding stage of analysis emphasized combined experiences of individuals and provided insight into SQ and career success. I compiled and organized data for consistency; seven themes were relevant to the research questions developed from the data (Table 2).

Table 2

Summary of Themes

Themes	Aggregate coding frequency (<i>f</i>)
Morals	107
Regulate one's behavior	69
Relationship/interpersonal	61
Ethical/strive	39
Values	37
Problem solving	25
Emotions	16

The query matrix (Appendix F) represents the themes and individual codes. After reviewing each participants' response, a link formed to a theme and code. The query matrix consists of rows and columns of themes and codes. I color coded the table cells to quickly identify where the most coding occurred. The columns contained the themes such as morals, values, and relationships. The rows contain the codes such as know, team, change, well, and environment. The cells displayed the frequency of codes referenced in each theme at the intersection of a row and column. Any codes with a frequency of less than 10 were not included in the thematic analysis.

Evidence of Trustworthiness

The validation process took place during the interview process. I spoke with each participant to schedule an interview and to discuss any questions and/or concerns to build trust with the participants. In addition, I recorded interviews to ensure for accuracy and understanding. Member checking was also used as a method of validation during the study. Member checking allowed the participants to provide feedback on their transcribed interview. The participants were given an opportunity to review transcribed interviews.

Although data analysis is an iterative process, studies ultimately must end (Carl & Ravitch, 2016). Demonstrating saturation was a factor in ensuring that the data gathered included data sufficient to provide credibility to the theory claimed (Charmaz, 2006). All interviews maintained consistency by being conducted in the same manner. Excerpts from the interviews helped illustrate key themes for this study, which also served as support for the results of the study. A critical step for the researcher was to interpret what the data indicated in an unbiased way. Transferability is limited with this research due to the exploration of a unique topic.

All transcripts, recordings, and data will be accessible for 5 years following the study, then destroyed after that time. The research must be accessible to the researcher to aid trustworthiness (Yin, 2011). There will be potential limitation of the data from this study in the future due to its lack of availability after 5 years.

Minimizing the introduction of bias that emerges from this study was essential. I set clear and concise boundaries and ensured the following of predetermined rules. Use of a digital audio recorder to capture the interviews, prevented excluding or adding any data to the participants' interviews. Memos helped with accountability with the theory that emerged by aiding reflection and helping during the research process.

Research Question

The following research question guided this study: What are the perceptions of POC working in nonprofit educational institutions as it relates to the role SQ plays in the workplace and career success? This research question embedded the values, world views, and direction for the inquiry. The research question gathered information about research

participants' experiences with SQ and career success. Additionally, the research question collected information about processes used to effectively communicate, manage, and handle conflict issues with colleagues. This research question also collected information about behavioral management and personal discernment.

Results

Identification of Themes

At the core of qualitative data analysis is the task of discovering themes. Themes are facets of research participants' accounts characterizing perceptions and/or experiences that the researcher sees as relevant to the research question. Themes include analyzing the characteristics associated with research question. Research participants experiences and perceptions were taken from direct quotes from responses to each interview.

Theme 1: Morals ($f = 107$)

The theme *morals* refers to one's own principles regarding right and wrong. Zohar and Marshal (2000) indicated that SQ is the soul's intelligence. It is the intelligence that makes people whole, which allows them to integrate the many fragments of their lives, activities, and being. Participants interviewed employed their SQ when understanding how to accept disruptions in moral personal patterns. Participants discussed social dynamics that helped shaped them into who they are today. Many of the participants interviewed cited a sense of balance, ability to remind themselves to keep a positive disposition, and complete any task as a result of their SQ. The codes included with this theme were know ($f = 31$), right ($f = 10$), feel ($f = 12$), understand ($f = 10$), and

listen ($f = 16$). Participants were asked about the type of work environment they felt allowed them to bring out the best and worst in their performance. This question permitted research participants to provide their experiences concerning the impact on performance based on types of work environments, both good and bad. Work environments also focused on moral, collaboration, and organizational citizenship behavior that can improve the quality and quantity of employee performance.

Positive comments. Participant P1 stated, “I tapped into their strength...I got to know them...It was family...I got to know them on a personal level.... make the workplace more family oriented you get more results.” Participant P2 noted, “Autonomy ...I’m a part of a team and work effectively together. Participant P3 indicated, “I’m surrounded by colleagues ...that are positive and motivated...allows my natural freedom...cohesive unit where everyone is working together...same goal in mind. Participant P4 noted, “I’m being heard and respected. Participant P5 stated, “A workplace where morals are high.... where it’s a team...when people are enjoying coming to work. Participant P6 indicated, “When you are a valued commodity... having a supervisor who’s understanding and empathetic but still fair. Participant P7 noted, “A collective work environment...supportive working environment...where I feel appreciated, needed. Participant P8 stated, “Allow me to be independent...creative...not micromanaged...participative leadership. Participant P9 stated, “Where I can voice my opinion without bias...comradery/support between colleagues...support from administration. Participant P10 stated, “Having a support system.

Negative comments. Participant P2 stated, “ There’s a lot of negativity...someone is not a listener doesn’t care about the people.” When you are micromanaged...not having integrity...being self- centered.” Participants stated that the work environment becomes challenging when “everybody is complaining,” when there are “practices that go against my moral compass that take advantage and don’t value people,” when there is a lack of “understanding,” when coworkers are “brown nosers” or there is “nepotism,” or when there are “coworkers who do not believe in teamwork”.

Theme 2: Regulate Ones Behavior ($f = 69$)

The common thread of this theme is that participants exhibited a preference to contemplative thought and reflection about the impact of regulating one’s behavior when choosing to reflect and taking a step-back. Participants expressed facing personal challenges while navigating through their career. SQ engages in virtuous behavior by showing forgiveness and displaying compassion and wisdom. According to Wigglesworth (2002), SQ is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation. Virtuous behavior implies human strength that enables employee to work ethically in their organization (Giacalone & Jurkiewicz, 2003). The codes most frequently associated with this theme were know ($f = 45$), think ($f = 20$), professional ($f = 15$), and recognize ($f = 10$).

When asked whether they have ever had to change their behavior at work and how and why this change occurred, participants responded by providing their experiences concerning the impact of their behavior in the workplace. Organizational citizenship

behaviors represent positive workplace behaviors and social responsibility for employees and organizations alike. Moral reflectiveness and conscientiousness were associated with the voluntary workplace behavior of leaders and individual employees. Employees positive work behavior advances the understanding of career success and goal setting within the organization. There are a variety of positive behavioral consequences such as high productivity, achieving performance goals, and developing proactive helping behaviors. Personal conduct of employees and leaders allows followers to behave ethically and morally. A consensus among participants was that they adopted a mechanism for interacting with colleagues by being adaptive to the work load by choosing how to respond. The type of interaction dictates how the participants present themselves. If they interact with leadership, their presentation is that they are reserved and professional.

Theme 3: Relationship/Interpersonal ($f = 61$)

The theme relationship/interpersonal was communication among the participants. The codes included with this theme were know ($f = 18$), think ($f = 10$), well ($f = 8$), conversation ($f = 7$), respond ($f = 6$), and support ($f = 4$). The workplace constitutes people. With people, there is a need for relationships. Employees with good interpersonal skills should be seen as a valuable asset in the workplace. SQ increases an individual's capacity to understand others at a higher level. SQ understanding allows an individual to discern both the 'true cause' of behavior without judgment and serve the 'true needs' of others. SQ increases workplace relationships and the individual's capacity to understand others at a higher level. SQ also aids in the development of a stable sense of identity

among individuals especially in the context of workplace relationships. According to the American Society for Training and Development (ASTD, 1999), good interpersonal relationships in the organization improve the climate.

Participants were asked about how would they resolve a dispute between two colleagues. This question permitted research participants to provide their experiences concerning conflict resolution strategies used with colleagues. Conflict resolution is considered an important aspect of organizations and human lives. This is encountered when individuals and/or groups oppose one another's interests, beliefs, goals, and needs. It is quite evident that conflicts occur in organizations as a result of competition for supremacy, leadership style, scarcity of common resources, etcetera which reduces staff job satisfaction, productivity, or service rendered (Omisore & Abiodun, 2014).

Bao, Zhu, and Hu (2016) confirmed that conflict is inevitable; it is negative when it leads to violence, undermines the communication relationship between the parties involved in the conflict, stimulates people to become uncooperative, or prevents the parties from addressing real issues or problems. Conflict resolution can be positive. Conflict resolution can increase communication, solve problems, and improve workplace relationships. Conflict can be the change needed to improve work environments. The positive and negative implication of conflicts to organizations such as decline in productivity and absence of employee retention capacity among others and that the adverse effects of conflicts could be averted through improved working condition and the ability to properly disseminate information (Isa, 2015).

Participant P1 stated, “I tend to be a listener...listening for intent...listening for the heart behind the misunderstanding...ask clarifying questions... I’m acting as that mediator.” P2 indicated, “I think you have to focus on conflict resolution and mediation.... let’s start thinking about possible solutions...brainstorming...for the good to get the job done.” Participant P3 stated, “I put ownership in their shoes ...to hear both sides...figure out the overlap draw up some solutions to find some type of middle ground. Put the ownership in their court to draw up a solution.” Participant P4 noted, “I utilize my active listening skills intentionally...take time to debrief.” Participant P5 stated, “I am going to choose the side I feel is right...trusting me as an impartial person...being a mediator...keep an open mind...have a listening ear.”

Participant P6 indicated, “See their point of view and I will use restorative practices approach...add a social emotional component ...we still need to restore the relationship.” Participant P7 stated, “Go to each person individually and give my feedback/advice.” Participant P8 noted, “I would listen to both sides...be the mediator...let’s come up with a compromise...find a solution that benefits both parties.” Participant P9 mentioned, “I would remain neutral...get both sides of the story...find a common ground ...in an adult manner.” Participant P10 stated, “Hear both sides...find some common ground/ understanding...don’t take sides...explain both sides.”

Theme 4: Ethical/Strive (*f*=39)

The theme ethical/strive involved when one referred to rules from an external source and make great efforts to achieve or obtain something. Codes most frequently occurring in the data representing this theme were know (*f*=6), think (*f*=5), well (*f*=8),

facts ($f=4$), and motivated ($f=8$). Ethics promotes teamwork among colleagues and builds confidence and honesty. The ethical values are based on justice, honesty, and human virtues. These are logical and ethical principles which employees are required to observe (Esfahani & Najafi, 2015). Ethical issues typically occur because of conflicts between an employee's personal and moral beliefs and values and the core values of the organization's internal environment. Conflict starts when an employee attempts to fulfill their own goals instead of organizational goals (Ferrell, & Fraedrich, 2014).

During the last decade, many organizations collapsed and experienced loss due to their lack of organizational sustainability. One of the main reasons affecting organizational sustainability is unethical behavior in the organization. SQ is a solution to the unethical behavior of employees, and it can contribute to organizational sustainability. SQ is the ultimate intelligence with which people address and solve the problems associated with meaning and value (Zohar, 2000). It is the intelligence that has the ability to help people use their actions and lives in a wider, richer, and meaning-giving context. Promoting the ethical values, most of the organizations focus on ethics training programs aimed at increasing employees' ethical behavior in an organization. Thus, research suggests that employees' unethical behavior in an organization can be solved through SQ and ethical values in organization (Akhtar, bin Arshad, Mahmood, & Ahmed, 2015). As ethical values are concerned, it plays an important role in organizational sustainability (Ferrell & Fraedrich, 2014).

Participants were asked about how would they respond when a co-worker challenges them. This question permitted research participants to provide their

experiences concerning how employees incorporate problem solving and effective communication skills to restore workplace relationships. (See Table 9). Solving workplace problems ought to meet the needs of 21st century employment. Employee problem solving performance gives them the ability to solve open-ended, complex, collaborative workplace problems. Problem solving and communication skills are paramount in the workplace. Problem solving and communication skills are key to succeed in the new world of work, as they can be applied to multiple contexts (Bessen, 2015). These skills highlight the importance and innovation in the workplace. Today's workplace requires potential employers to solve problems in collaboration with others.

Participant P1 stated, "You got to learn to deal with people for how they are... walking away ...getting another perspective on the situation...come up with boundaries...communication...don't personalize the situation...don't stay focus on the issue." Participant P2 noted, "We can have a conversation...set rules of engagement...Ask myself, is it really me...Learn not to take it personal." Participant P3 indicated, "Listen to see differences...see where I'm wrong...Listen to them...Discuss it." Participant P4 stated, "I'm respectful...remain professional."

Participant P5 stated, "Listen...be accountable for the wrong or right I did...State my why." Participant P6 indicated, "Reflect on everything...be a peacemaker...be flexible...be willing to compromise...understand people." Participant P7 stated, "Not to take it personal...step back and figure out...Put myself in their shoes...communicate." Participant P8 mentioned, "Be very professional...arbitration...listening." Participant P9

stated, “Remain calm, cool, and, collected...keep it professional... speak intelligently...show evidence/policy.”

Theme 5: Values (f=37)

The theme value focused on when ones believes things that are important in the way they live and work. The codes included with this theme were know (f=26), think (f=7), well (f=8), right (f=6), and feel (f=7). Stead and Stead (2014) indicated that people look for meaning and value in what they do as people are driven by questions about why we exist and what is the meaning of our lives. People have a longing to feel a part of the larger reason, something in the direction of which people can aspire. SQ helps employees with aligning personal values with a clear sense of purpose that demonstrates their integrity level high in the organization (Chin, Anantharaman, & Tong, 2011). SQ is the ultimate intelligence which allows people to see the larger context in which actions take place, and it gives to the lives of individuals an overarching canopy of meaning and value (Zohar & Marshal, 2000).

Participants were asked about when they felt demotivated and what did they did to overcome. This question permitted research participants to provide their experiences concerning the impact of motivation in the workplace. A possible explanation why employees felt demotivated is that high performing employees seek feedback as opposed to low performing employees. High performing employees seek feedback to learn from it. High performing employees see the beneficial effect of good, bad, or indifferent feedback in a formative way. Employees with self-determination possibly will lead to motivation for the purpose of self- regulated learning.

Positive comments. Participant P1 stated, “I gotta do something different...Ready for change...Don’t personalize it...there’s a bigger picture. Participant P2 noted, “I’ve gotten extremely overwhelmed ...outgrown the job... figure out new ways of doing things...step back and reflect...become my own cheerleader.” Participant P4 indicated, “Caused by everyday routine of life...on autopilot...trying to get out ...too tired to push...I remind myself it’s going to be okay.” Participant P5 stated, “When I make mistakes...being inadequate motivate myself create a strategy.”

Negative comments. Participant P6 noted, “Not motivated to go extra ...not to do more...Don’t feel value...not allowing my job to determine my value...allow people to take advantage of you...Know when it’s time to move on.” Participant P7 mentioned, “I felt unsupported...micromanaging... Supervisor being condescending...dig down and be my own motivation...support myself.... being my biggest cheerleader...change my mindset. Participant P8 noted, “I wasn’t premier player...I wasn’t going anywhere.... Understand your reality...plot the next move...turn a negative into a positive...promote yourself.” Participant P9 stated, “Lack of resources.... lack of administrative support.... what motivates me is to continue doing what I’m doing.”

Theme 6: Problem Solving (f=25)

The theme problem solving encompassed the process of finding solutions to difficult or complex issues. The codes included with this theme were know (f=12), listen (f=12), think (f=10), solution (f=10), and right (f=8). According to Zohar and Marshal (2012), SQ is the ultimate intelligence which people use to address and solve the problems associated with meaning and value. It is the intelligence that has the force to

help people use their actions and lives in a wider, richer and meaning-giving context. In addition, employee use SQ to deal with existential problems like feeling personally stuck, trapped by the past problems regarding illness and grief. SQ enables them to solve these problems and find peace about them. Emmons (2000) defined SQ as the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. SQ gives people potential to assess and understand that one course of action or one way of life is more meaningful than the other (King, 2009).

Participants were asked about a time they faced a dilemma at work. How did they deal with it and what was the result? This question permitted research participants to share their experiences regarding their critical thinking skills. Understanding critical thinking skills is used to evaluate a situation and/or issue. Critical thinking helps one make decisions that can be used to help cope with everyday problems. The use of critical thinking skills is a challenge in the 21st century organization. Organizations identify the need for critical thinking to impact the success of the employees and organizations. Executive administrators realize that employees with critical thinking skills have the ability to use the information to see all aspects of a situation, and are able to make outstanding decisions (Reed, 2018).

Critical thinking and problem solving in the workplace give employees the ability to take charge, solve problems, make decisions, communicate, and take the appropriate actions (Morrison, 2017). Teamwork, collaborative thinking, and productivity increases in organizations that incorporate critical thinking. It is through critical thinking we look at all angles of a situation and the different ways to answer (Reed, 2018). According to

Wang and Zheng (2016), there are two components of critical thinking: (a) a set of belief and information processing skills and (b) the habit of using the set of belief and information processing skills to guide our thinking in the workplace.

Participant P1 noted,

I got to remain low and calm because energy can't match energy in those moments. So I have to be the one to shift it, and it's hard as it is at times to be the shifter. I just know that for me, my favorite word in those moments is okay. As I'm saying okay, I am really processing and recollecting my thoughts and my ideas.

Participant P2 stated,

I think I had to take a step back and really do a critical analysis of what needs to get done and I had to take a step back and come up with a real plan of how to get everything done and do what needed to get done.

Participant P3 indicated,

But now that we've seen what the issues were, and we've seen these a lot of things that's outside their control. you know hurt them when they are trying, and they are just things that they cannot do.... we were able to kind of identify all these issues.

Participant P4 stated, "You should assess the situation and proceed."

Participant P5 indicated,

I think it was best to remain calm. In any situation when they are upset...I find it best for me to remain calm in the situation and sometimes say a little joke or

something to break the ice....it is always good to show a positive before you go to the negative.

Participant P6 noted, “Don’t worry about it...I knew I was good. I ended up in a better situation in the long run.”

Participant P7 stated,

I feel like the best way to go about it is to have that conversation in a respectful and a professional manner, can meet halfway, and at least acknowledge certain things.....the best way to handle those types of situation is communication.

Participant P8 indicated, “I was able to understand and through leadership my qualities to delegate to individuals. I was able to leverage resources to get the job done.”

Participant P9 stated, “I use a lot of what I learned.” Participant P10 noted, “It’s not just black and white. There’s some gray areas that we have to kind of take into consideration...to make those little decisions that can be hard.”

Theme 7: Emotions ($f=16$)

The theme emotion involved an intuitive feeling as distinguished from reasoning or knowledge. The codes included with this theme were know ($f=9$), think ($f=8$), well ($f=8$), conversation ($f=7$), listen ($f=4$), and moment ($f=2$). According Mahmoodi, Sadeghi, Omid (2017), SQ can play an important role in making more efficient cognitive emotion regulation strategies, and the students with stronger SQ were able to regulate their emotions more effectively.

Summary

Chapter 4 summarized the results of the data analysis, connected the analysis to the research question, and demonstrated the consistency of the data analysis with SQ. Ten eligible participants were interviewed face to face for this study. All participants were POC with a minimum of 1 year of experience in a nonprofit educational institution. After coding and data analysis, the themes explained in this chapter emerged. The ability to maneuver between the emergent themes and data collection, supported the findings of this presumption. The ideas support the theory that SQ plays a inimitable and indirect role in career success. SQ acted as a necessary indirect tool for handling external, internal issues, and supporting positive career choices.

Participants also employed their spiritual beliefs when adjusting to disruptions in personal patterns. Participant P4 stated, “I journal, I pray, and I talk out loud to God.” Although SQ uses the word spiritual it does not mean that SQ is related to religion or religion is needed in order to have it (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012). Participants still have to strive toward career success since “prayer” alone would not keep them from career enhancement. Research participants still had to refrain from unfavorable situations regardless of religion.

As it pertains to the data collected in this study, SQ had an indirect impact on the participants to continue to career success. According to B. Dent and Bozeman(2014), certain characteristics such as wonder, listening with the heart, and calmness can help build SQ within individuals. The seven themes resulting from this study and contributed factors that influence SQ and career success while working in nonprofit educational

institutions involve morals, regulate one's own behavior, and relationship/interpersonal, ethical/striving, problem solving, values, and emotions. Chapter 5 will present an understanding of the findings, implications, social change impact, and recommendations for future research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this chapter, I discuss the conclusions and recommendations based on the findings as presented in the previous chapter. This chapter is divided into four sections: (a) interpretation of the findings, (b) implications, (c) recommendations, and (d) the conclusions. This study focused on SQ as an influence on the career success of POC. I discovered that SQ had a distinct yet indirect influence on POC's career success.

The data collection from this research study led me to the conclusion that participants in this study infused their SQ beliefs into problem solving, workplace relationships, interpersonal relationships, coping, knowledge cultivation, and personal transformation. Chapter 5 serves as an explanation of the final conclusion as it relates to this research study. In the first section, I will reiterate the purpose of this study and the reintroduction of the research question guiding this study. In the second section, I will present a discussion of the findings in the context of existing literature. In the third section, I will discuss the importance of SQ and how a person of color's relationship with SQ can help influence career success. In the fourth section, I will describe the study's limitations, and in the fifth section, I will discuss recommendations for future research as it pertains to SQ, career success, and the workplace.

Purpose of the Study

The purpose of this qualitative study was to explore the perceived influence POC's SQ had on their career success within the workplace. A population of nonprofit educational institutions employees based in New Jersey were sampled. Additionally, I

explored SQ as perceived by the participants. I hope that the results of this study will contribute to existing literature on SQ in the workplace, particularly in the public sector field of education and human resources.

The study and findings addressed the gap in research that SQ is slow to be expanded upon. The structure of SQ is one of the new and controversial concepts that has been developed due to the attention and interest of researchers, especially psychologists, in the field of religion and spirituality (Gardner, 1999). However, this study extends previous research involving SQ by exploring the phenomenon in the nonprofit educational institutions. The study was based on the following research question: What are the perceptions of POC working in nonprofit educational institutions as it relates to the role SQ plays in the workplace and career success? This research study established a foundation for future research.

Interpretation of the Findings

Based upon the literature, Gardner's theory of multiple intelligences (1999) proposes that individuals have multiple intelligences rather than a general intelligence that underlies performance in all tasks. Gardner's theory of multiple intelligences (1999) did not include SQ instead used existential intelligence. Gardner (2000) later believed existential intelligence gives one the ability to reason with deep existential questions of life and meaning. There are three levels of SQ that attribute to individuals. The first level of SQ is based on the existential issues within the sphere of individuality. The second level of SQ is spirituality. Spirituality, as a state of being achievement, represents the psychological state. Last, the last level of SQ is social aspect. Social aspects coincide

with the term *charisma*. Therefore, it is important to convey the wishes of others toward their life's fulfillment. The findings from this study are in alignment with this theory that participants make decisions based on their purpose in life, adjusting to work environments, regulating their own behavior, and their moral/ethical/values.

SQ was an important yet indirect factor for each research participant. Although each participant may not have a clear understanding of SQ, many of them recognized and understood that their personal discernment helped them better control their inner thoughts that create observable behavior and played an important part in their career success. For example, when participants were faced with dilemmas that arose from various situations involving conflicting values or beliefs SQ served as a refiner of character for the participant to be able to exhibit self-control. SQ liberated the participant from being too emotional and allowed them to evaluate all situations in a calm and self-controlled manner that steered participants to make better decisions and outcomes.

Study findings highlighted the role of SQ and the positive or negative outcome of SQ. For example, how to implement the theory and how it could fit with traditional beliefs and values. SQ cannot be confined to one expression. Rather, SQ can be seen in a holistic way, expressed through various areas or actions. Findings showed participants used SQ to reflect and pay attention to the differences of others worldview and attitude. SQ is improvable, it can be taught continually to all employees. In the most positive sense, SQ is the capacity to allow the participants to thrive in the face of challenges.

Additionally, research participants provided the data which informed the findings to evaluate the overall effectiveness of SQ as it relates to career success. For example, SQ

can improve employees efficiency and reduce illogical confrontations. From the study findings, it is clear that SQ is critical to increasing resilience of employees. Resilience is how one copes with stressful situations. Through resilience, employees were able to recover, adapt, cope, and handle situations from adversity. Another reason to focus on SQ is employees having better problem solving strategies. While the research participants in the study realized SQ had the potential to present solutions in the workplace, it was illustrated that the research participants did not know how SQ could impact their career success. Moreover, the findings from this study yield it would be helpful for all employees to enhance their SQ.

Research participants conducted face-to-face interviews after they received an email confirming their eligibility for the study. Prior to obtaining information from the interview questions, demographic information about the research participants was collected. Ten participants answered six interview questions. Information from the interview questions were collected and analyzed. Questions permitted information that ranged from organizational solutions and personal discernment. Seven themes developed from the research question.

Exploring the research participants' perceptions and experiences about SQ and career success might allow organizations to present and determine the effectiveness for increasing organizational commitment. Data compiled from interviews were individual experiences. This primary classification was achieved for data organization and entered into NVivo12. The concluding stage of the data analysis emphasized the combined experiences of research participants and provided insight about SQ and career success.

The data analyzed from conducting this study resulted in seven themes: (a) morals, (b) regulate one's behavior, (c) values, (d) ethical/strive, (e) relationship, (f) problem solving, relationship/interpersonal, and (g) emotions.

Implications to Practice

Based on research findings from the previous literature review and research participants, it is important for organizations to develop strategies to ensure employees are not only introduced to SQ but have a comprehensive understanding of the concept. Additionally, it may be important for organizations to create comprehensive strategies to address diverse aspects of SQ such as spending time to reflect on their purpose of life, gaining familiarity with SQ, and making a commitment to SQ. This would allow organizations to offer guidance to support a culture of creativity and reasoning/logic. SQ sensitizes a person to transcendental reality and offers the possibility of searching for unity to realize her highest potential (Emmons, 1999). This would also allow organizations to develop SQ management tools to enhance or promote better decision making, sustainability, and organizational communication. Efforts are needed to improve employee performance so that organizational success can be guaranteed. In addition to external factors such as management attitudes, work tools, and coworkers, internal factors of employees such as SQ also influence the level that of employee performance can impact competitive advantage that help organizations to win the globalization competition (Yuniawan & Wiratno, 2017).

I believe this particular study is contribution to the existing literature based on its findings on SQ as it relates to career success. The current findings also indicated that

research participants tend to be more engaged with SQ when they are working under certain work pressures. This study will further contribute to assisting HRM and employees to focus on the importance of SQ and career success based on the current study findings and reviewing literature.

To support employees, organizations need to provide a sense of importance to the spirit of the employees. This is possible when organizations have a vision, mission, a sense of hope, care, and concern for their employees. This study emphasizes the influence of SQ from employees in the workplace. For example, SQ creates self-consciousness and wisdom among employees. SQ is the ability to behave with wisdom and clemency as long as internal and external peace is maintained taking into consideration the conditions (Wiggleworth, 2006).

To sustain the career success of employees, an organization that practices the SQ concept can play an important role. SQ was found to be effective in dealing with everyday problem solving, goal attainment, and expressing values. The findings of this study present a comprehensive insight into the understanding of SQ in educational institutions. Emmons (2000) argued that SQ protects a person's life against non-desirable and non-adaptive behaviors like acting in destructive ways either socially or personally.

To have a sustainable supportive organization in today's society, where workplace demands cannot be compromised, organizations need to have SQ resources available. Organizations may need to consider the SQ concept while promoting employees toward career success. They can also offer a training program in a workshop method or use a training protocol for enhancing the ability of SQ in employees, which

employees can process, adapt SQ with workplace demands, and help them become effective employee.

Limitations of the Study

In this study, I aimed to explore the influence of SQ on career success. The first limitation of this study was use of a qualitative method versus a mixed methods design. The qualitative method could have utilized a survey to allow the participants to provide more detail on SQ and career success. I could have conducted a scaled survey, interviews with follow-up questions, and administered it to a boarder range of people. According to Creswell (2009), a mixed methods approach involves combining quantitative and qualitative methods. The mixed methods approach would have increased the scope of the study.

Another limitation of this study was focused on POC within the New Jersey area, which limited the results of SQ and career success. Due to the limited geographical area of the research, the results may not represent other cities or regions of the world which limits generalization. However, thousands of POC work in nonprofit educational institutions across the region. This study that comprised the entire population may have yielded different results or perhaps a deeper insight of the phenomenon. Another limitation of this study focused on a selection of a limited sample size for expeditions data collection from individuals employed at participating nonprofit educational institutions. The last limitation is that the researcher bracketed herself accordingly when analyzing the to not generate bias.

Recommendations

The first recommendation is for this research study to be repeated with a larger sampling size that includes POC outside of the New Jersey area. The research study provided information about SQ and career success among a sample of POC working in nonprofit educational institutions in one state. This study did indicate that POC are practicing SQ inadvertently. These findings could be useful to human resource management (HRM) looking for innovative ways to implement SQ or the characteristics of SQ in the workplace. SQ could assist with improving career success among all employees.

Another recommendation is for HRM from other organizations to conduct studies on SQ in the workplaces with low and high performance outcomes. By the organizations conducting its own internal study, a greater amount of data could be generated from employees other than POC about SQ and career success. A greater understanding can be gained about how SQ could prove to be beneficial in both public and private sectors.

Another recommendation is for HRM to take the steps to improve workplace relationships. Positive workplace relationships could help with increased morale, employee engagement, and tackling unacceptable employee behaviors. A study surrounding this topic could be useful in establishing a climate for flourishing of the employees to deal with difficult problems of today's world.

Implications for Social Change

Exploring the influence of SQ on POC as it pertains to career success, afforded the researcher the opportunity to offer substantiated suggestions to understand SQ as a

plausible tool to provide an inviting work environment that could be used to attract potential employees, incorporate SQ to influence career success, impact retention and marketability of the institution. This study found that POC employed their SQ when combating factors shown to influence their career success, decision making, morals, values, ethical, and workplace relationships making it imperative to incorporate SQ into the workplace.

Additionally, HRM showing interest in supporting SQ as an important tool in career success might sustain organizational progressions by promoting an actively supportive and inviting environment to all employees. Incorporating SQ language into HRM discussions means creating an environment that allows employees to manifest their SQ. HRM could publicize positive impact of SQ within the organization by creating a spiritually intelligent infused climate that adopts spiritual intelligent manifestations on an everyday basis.

HRMs could also utilize SQ to support employees' career success. This study found that personal transformation was indirectly influenced by POC's SQ encounters. This comes from HRMs supporting the practice of SQ in organizations and informing employees of the benefits associated with maintaining their SQ. This research study will be applicable for human resource personnel to develop policies and procedures that are needed to improve the holistic strategies of leading not only in public university but also throughout all the other higher educational institutions. This study will assist HRM practitioners to understand the issues related to leadership practice in the current era. The information in this study could be used to aid in advocating employee training programs

and formulating HRM intervention remedial programs' input for designing and facilitating intervention for professional academic leaders, academicians, and change agents to understand and analyze the characteristics of personal and organizational situation in order to contribute to the long run survival of the higher educational learning institutions.

Conclusion

Organizations face overwhelming challenges to manage a positive working environment. Working environments are how employees feel about working in a particular climate. It incorporates all characteristics of the environment that directly affect the employee's ability to perform. Working environments have a tangible effect on employees' motivation. Sustaining a good working environment will allow high performance, enhance employee morale, productivity, and overall career success. It is a business imperative to focus on enhancing employee performance. Both the employer and employees are expected to have a certain positive organizational climate that influences the motivation and employee performance (Madhukar & Sharma, 2017).

When looking at the broader scale of what indirectly influences career success, this research study found that SQ plays an important, yet indirect role in POC's career success. POC rely on their SQ to understand their work environments, workplace relationships, decision making, and overall career success. The data analysis associated with this research study highlighted the unique influence that SQ has with the aforementioned components and how this influence plays into career success

progressions. Although SQ had an indirect role on POC's career success, it remains important in their lives.

There is a lack of information about the influence of SQ and career success among POC working in nonprofit educational institutions. Now that the study has concluded, it is the researcher's hope that public and private HRM will use this new found knowledge, reflect on this new management paradigm, that can shape the development of SQ, and build upon this research study to improve the problem that little is known about SQ and the influence on POC with their career success, well-being, and overall job performance in the educational public sector. Human resources are the main factor in determining the success of an organization. Human resources become an important aspect and even becomes an asset that needs to be properly maintained and developed when determining organizational performance (Batarlienė, Čižiūnienė, Vaičiūtė, Šapalaitė, & Jarašūnienė, 2017). The goal of this study was that HRM will create holistic human resource development programs to enhance the quality of the employee. It is the researcher's goal that this study will serve as a catalyst for continued research about the influence of SQ and career success within the different work environments.

In 2020, SQ is a missing linkage in the existing theoretical and applied application base of HRM model and its applications. HRM is facing the challenge of creating a positive workplace environment. Human resources have a focal challenge to implement organizational sustainability (Samul, 2019). Many HRM often focus on counterproductive work behaviors such as disengagement, poor decision making, and

stress rather than the root causes. HRM needs to deepen its focus on a sustainable approach to improve employees' organizational performance, career success, well-being, organizational commitment, and workplace relationships.

According to this research, HRM should consider supporting the integration of SQ within the organization. This can be possible by increasing the awareness of SQ to employees and developing positive attitudes toward SQ. Organizations need to find new, sustainable practices to HRM to support engagement for every employee in achieving organizational sustainability (Samul, 2019). Appropriate organization behavior can be demonstrated by expression of sustainability. Organizations need sustainable human resources. A sustainable workplace should be created by employment practices, procedures, and policies that link employees' work-life balance and well-being, enabling them to thrive in their personal and professional lives and perform well (Kossek et al., 2014). Introduction to SQ may help create a sustainable workplace and motivate employees to work with integrity that goes beyond doing business. Being an employee or employer of an organization has become more than just doing work for pay or running a business to generate profit, but it is now a conscious act of authentic contribution in developing the employee (Rana, Anwar, & Hasan, 2017).

In this study, SQ is understood as being a positive influence in the workplace that has an indirect contribution to improving employees' well-being, developing an awareness of being a part of the organizational community, innately involved in taking care of other employees, and ethical/social decision making. Many researchers have argued that SQ is a necessary resource to create a sustainable organization that supports

ethical attitudes of employees, career success, employee productivity, career success, organizational performance, and commitment. There is a rising interest regarding employee morale and spiritual motives that also helps managers to develop human resources, formulate decision-making, being in the right direction, gain valuable organizational outcome, and improve esprit de corps for better consideration of employee work (Gullen et al., 2014).

Consequently, evolving conception of SQ and its multi proportions like spiritual quotient, emotional quotient, and intelligence quotient must be cohesive in contemporary HRM in order to have all-inclusive sustainable machinery (Ahmed et al., 2016b). Enhancing SQ will assist organizational leadership with motivating their own self confidence and morale which would help the overall team growth with positive outlook towards the achievement of organization goals. The inclusion of SQ in the organization's human resource development model can also support reclaiming humanization among employee's behavior, their coordination in achieving goals and enhancing commercial benefits of the organization. Also, human resource development programs can be redesigned and consider employees' entire being (mind, body, and spirit) to create a climate for holistic flourishing of the employees Rana et al., 2017).

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Appendix A: Invitation for Agency Participation

(Invitation letter to agency for participation)

To Whom It May Concern:

My name is Janelle Giles. I am a doctoral student at Walden University conducting research on spiritual intelligence and career success among people of color working in nonprofit educational institutions.

I am requesting permission to include associates from your organization to participate in this research. I am asking that you send out the Invitation to Participate in the study to your associates. This can be done by email. I do not wish to know who you sent invitations to, but would also ask that you be willing to send a reminder after 10 days. I will provide both of these documents for you.

As the researcher, I will not list your organization's name within the study. The organization will be known only to myself as the researcher. All participant responses will be confidential and kept in a secure password protected location. This study will not be conducted to disrupt the organizations day to day operations. Participants will meet off site to participate with this study, however, not during scheduled shift hours.

Research and literature on spiritual intelligence has an influence on career success with people of color. Spiritual intelligence may prove to be pivotal for the career success, job performance, organizational commitment, and the well-being of people of color. Very few studies have examined spiritual intelligence and the possible relationship to people of color career success. Of those studies, many were done in third world countries (Iran, India, etc.), only with women, or focused from a spirituality perspective not through the lens of spiritual intelligence.

Please consider this request as part of evolving your organizational culture, employee well-being, employee career success, and employee commitment to the organizations mission.

Please feel free to contact me. I look forward hearing your favorable response.

Best regards,

Janelle Giles

Volunteers Needed for Research Study on Spiritual Intelligence and Career Success in the Workplace.

You May Qualify If You

- Are 18 years or older
- Are a person of color (male or female and non-Caucasian)
- Worked in a nonprofit educational institution for one year

Potential Benefits

The benefits of the study will provide a new perspective on how people of color use spiritual intelligence in the workplace.

Participation Involves

- Completing and returning a 5 minute electronic demographic survey
- Single session 60 minute face to face interview
- Participation in a recorded interview
- A single review of the transcribed interview for any additions or deletions within 5 days of notification for about 30 minutes

Remember participation is voluntary!

FOR MORE INFORMATION:

Please contact Janelle Giles. This study is a partial fulfillment for the researcher's doctoral degree at Walden University.

Appendix C: Demographic Survey

Instructions: Please answer the following questions and return completed survey to researcher via email. Please note: all responses are confidential.

Name: _____

Email Address: _____

Phone Number: _____

Racial/Ethnic Background:

Asian _____

African American _____

Hispanic/Latino _____

Native Hawaii/Other Pacific Islander _____

White/Caucasian _____

Other _____

Age: _____

Sex: Male _____ Female _____

Job Category:

CEO/President _____

Mid Manager _____

Administrative/Professional _____

Support Staff _____

Maintenance/ Building and Grounds _____

Other _____

Number of years in position: _____

Appendix D: Consent Form

You are invited to take part in a research study about spiritual intelligence and career success among people of color working in non-profit educational institutions. The researcher is inviting men and women of color working in non-profit educational institutions over the age 18 and employed for at least a year to participate in this study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Janelle Giles, who is a doctoral student at Walden University.

Background Information:

The workplace environment keeps on changing, indicating its dynamic nature as well as unpredictability. Organizations require its employees to be more committed as well as to have a cohesive working interrelationships. Spiritual intelligence is the set of abilities that individuals could be used to apply, manifest, embody values and qualities in ways that enhance their daily functioning and well-being. With spiritual intelligences happening in the workplace, the environment could be more conducive. The purpose of this qualitative study is to explore the impact of spiritual intelligence and career success within the workplace among people of color. It is hoped that the results of this study contributed to the existing literature on spiritual intelligence in the workplace, particular in the public sector field of education and human resources.

Procedures:

If you agree to be in this study, you will be asked to:

- Complete and return a demographic survey electronically. This will take about 5 minutes
- Participate in a single session face to face interview for about 60 minutes
- Allow the interview to be recorded using a digital voice recorder
- Review the transcribed interview for any additions or deletions with 5 days of receipt.

This will take approximately 30 minutes. Here are some sample questions:

- When have you felt demotivated and what did you do to overcome this?
- Have you ever had to change your behavior at work, if so, why did you have to change and how did you change?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. Your current employer will not know that you are participating with the study and should not treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You can decline to answer any question. You may stop at any time. The researcher will follow up with all volunteers to let them know whether or not they were not selected for the study.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as becoming upset. Being in this study would not pose risk to your safety or well-being. There are no potential conflicts of interest involved with this study. The minimal psychological risk associated with this study is that during the interview participants may describe situations or occurrences that would cause a recall and reflection on times when their organization may not have properly addressed their professional needs; thus impeding their career success. This recall may contribute towards psychological distress. The benefits of the study will provide a new perspective on how people of color use spiritual intelligence in the workplace.

Payment:

There will be no compensation, monetary, or otherwise for participation with this study.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by password protection, storing names separately from the data, and discarding real names for facetious names. I will not share your responses with your employer or supervisors. Data will be kept for a period of at least 5 years, as required by the university. If you disclose criminal activity or child/elder abuse. I am obligated to inform the proper authorities.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university. Walden University's approval number for this study is **01-31-20-0565181** and it expires on **January 30, 2021**.

You can print or save a copy of this form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about participating, please indicate your consent via email with the words "I Consent" with the completed demographic survey.

Appendix E: Interview Guide

Research Question: What are the perceptions of people of color working in nonprofit educational institutions as it relates to the role spiritual intelligence plays in the workplace and career success?

Introduction to Interviewee: My dissertation research is to explore spiritual intelligence in relation to the career success among people of color in nonprofit educational institutions. I will conduct interviews to allow the participants to reflect and provide feedback based on real time experiences.

I will begin the interview by asking you a few questions. You should feel free to answer the questions to your best of your ability. If anytime during the interview something is unclear to you, ask for clarification. Now, do you have any questions before we begin?

Interview Questions

- Tell me about a time you faced a dilemma at work. How did you deal with it and what was the result?
- How would you resolve a dispute between two colleagues?
- What type of working environment brings out your best performance? Your worst?
- When have you felt demotivated and what did you do to overcome this?
- Have you ever had to change your behavior at work, if so, why did you have to change and how did you change?
- How do you respond when a co-worker challenges you?
- Have you ever had to change your behavior at work, if so, why did you have to change and how did you change?

Thank you for your participation!

Do you have any questions for me?

It is my hope you were able to take away from this experience.

Appendix F: Query Matrix

Codes	Morals	Regulate Ones Behavior	Values	Relationships	Ethical/Strive	Problem Solving	Relationship/ Interpersonal	Emotions
Know	31	45	26	10	6	12	18	9
Think	9	20	7	1	5	10	10	8
Right	10	11	6	2	2	8	3	(3)
Change	1	6	1	0	1	1	0	1
Feel	12	6	7	0	2	2	3	2
Need	7	(15)	13	4	4	2	(9)	1
Well	7	8	5	0	8	(7)	0	1
Behavior	0	11	0	0	0	1	0	2
Environment	7	9	(8)	2	0	0	4	0
Talk	4	(15)	2	0	2	3	4	1
Understand	10	9	4	0	1	2	3	1
Colleagues	8	3	(9)	0	1	0	4	0
Motivated	0	10	0	0	8	0	1	0
Listen	16	2	5	0	0	12	4	4
Professional	4	15	3	1	1	2	2	2
Education	2	2	0	1	1	1	1	0
Show	1	3	0	0	1	4	(8)	0
Experience	1	0	1	0	4	1	0	0
Handle	2	7	3	1	5	5	2	(3)
Moment	2	7	1	1	2	1	0	2
Performance	2	1	2	1	0	1	2	0
Overcome	0	3	0	1	1	1	2	0
Team	2	9	1	3	1	1	5	1
Support	2	5	3	1	0	3	4	0
Challenged	4	3	4	1	2	4	1	0
Conversation	2	7	5	1	0	(6)	7	7
Participation	0	0	0	0	0	0	0	0
Respond	1	7	4	0	0	1	0	0
Together	3	5	2	1	1	5	6	0
Career	0	3	1	0	1	2	0	1
Positive	3	8	2	0	0	0	2	0
Relationship	8	5	3	2	0	0	0	0
Example	1	2	0	0	(3)	2	2	0
Feedback	3	3	1	0	0	0	1	0
Goal	1	2	6	0	1	2	(6)	0
Individuals	5	3	3	1	1	2	2	(3)
Knew	0	7	3	2	1	2	0	0
Recognize	1	10	1	0	0	0	0	0
Resolve	2	0	1	0	0	0	0	0
Solution	2	1	0	0	0	10	2	0
Success	0	2	0	0	0	0	0	0
Conduct	0	2	2	1	0	1	0	0
Leadership	1	3	0	0	3	1	0	0
Calm	0	6	1	0	0	0	1	1
Decisions	(7)	0	0	0	0	0	0	0
Focus	3	0	2	0	2	3	1	0
Within	0	3	1	1	0	2	2	0
Learned	0	6	0	1	1	0	5	0
Love	0	0	6	0	0	0	2	2
Reflect	0	2	0	0	0	0	0	0
Clarification	0	0	0	0	0	0	0	0
Helps	0	1	0	1	0	0	0	0

Hope	0	0	0	0	1	0	0	0
Remain	1	7	0	0	0	0	0	0
Stop	2	2	0	1	2	0	0	0
Explore	0	0	0	0	0	0	0	0
Facts	4	0	0	0	4	0	0	0
Strategy	1	3	0	0	0	1	0	0
Thought	1	4	0	0	2	1	0	0
