

## Chapter 40

# Applying Diversity–Intelligent Organizational Strategies for Competitive Advantage

Claretha Hughes

University of Arkansas, USA

### ABSTRACT

*Competitive advantage is attained through talent development and leadership. Talented employees seek career advancement, change, and success. Organization leaders must integrate all employees into their strategic plans and can no longer exclude talented, diverse individuals. Key diversity improvement themes are revealed in this chapter to help leaders focus on areas within the organization to apply diversity intelligent strategies and eliminate institutional barriers that limit the success of diverse employees. Sustaining competitive advantage requires dedicated efforts of executive leaders in organizations.*

### INTRODUCTION

Extensive research and practical efforts have been dedicated to integrating diversity into organizations. These efforts using diversity management processes and systems within organizations have not been successful (Kalev, Dobbins, & Kelly, 2006). Diversity goals have been measured within teams and individually, but there remains a need for continued focus to achieve organizational diversity goals. It has been suggested that leaders need to develop diversity competencies (i.e. cultural, diversity, sensitivity, etc...) to motivate employees to accept diverse employees within the organization; however, diversity competence development has not previously been promoted using diversity intelligence (DQ). Diversity competencies are needed by all employees to promote diversity initiatives that the organization leadership supports; however, the competencies must first be displayed by the executive leadership of the organization. Executive leaders need DQ to champion diversity initiatives and efforts that they espouse to support.

DOI: 10.4018/978-1-6684-2405-6.ch040

### ***Applying Diversity-Intelligent Organizational Strategies for Competitive Advantage***

Kaye (1997) suggested that a diverse workforce poses both challenges and opportunities for an organization. The main organizational challenge is to develop the knowledge and flexibility of its diverse workforce to each employee's highest potential. She recommended that organization leaders ask the following questions to evaluate diversity development:

1. Are we satisfied with the state of the art of this organization's development opportunities for special needs groups?
2. How will each career development stage make our organization more responsive to diversity needs?
3. Are we using the skill identification information developed at the Profiling Stage, to give us a better picture of needs of any underrepresented groups?
4. Are the goals for developing diversity, set at the Targeting Stage, realistic?
5. Is the organization doing all it can to support these goals? (p. 227)

Organization leaders seek to create workplaces where employees from all backgrounds fully utilize their skills (Hughes, 2018c) and feel personally comfortable (Jackson & Joshi, 2001). Pfeffer (1992) noted that "organizations have career systems in place that tend to reward and encourage activities and skills more generously than others... Therefore, those who rise to positions of influence and who benefit from this career system have a particular set of skills and have engaged in a particular set of activities – those favored by the system" (p. 318). Therefore, upon entry into any organizational system, women and diverse individuals must build relationships and develop an understanding of the culture and career system they have entered (Banks, 2006a, 2006b). Pfeffer (1992) also stated that "It is critical that one be able to diagnose the relative power of various participants and comprehend the patterns of interdependence. One needs to know and understand not only the game, but also the players" (p. 49) and that "[d]eveloping and exercising power requires having both will and skill. It is the will that often seems to be missing" (p. 338). He also noted that "there is a greater sin than making mistakes or influencing others – the sin of doing nothing, of being passive in the face of great challenges and opportunities, and even great problems" (1992, p. 300). Executive leaders must display the will to influence greater diversity efforts within organizations. They cannot be passive observers of failed diversity efforts within organizations and career advancement opportunities of their diverse employees. They also cannot be passive aggressive towards protected class employees, themselves (Hughes & Brown, 2018).

There are many, self-imposed challenges faced by organization leaders as they attempt to apply diversity strategies for competitive advantage within their organizations. There are and have been many initiatives and strategies introduced inside organizations to improve diversity. Yet, those diversity strategies and initiatives have been met with resistance from organization leaders and employees (Hughes & Brown, 2018). Their resistance to diversity strategies and initiatives has been tolerated and continues to create diversity equity and inclusion problems for organizational employee productivity and growth (Dobbin, Kalev, & Kelly, 2007). Hughes (2015b) listed the following challenges that organizations faced in their diversity improvement efforts and those challenges remain today:

- The challenge of getting organization leaders to acknowledge the need for a clear definition of diversity that aligns with the federal government's definition.
- The challenge of establishing a culture of diversity excellence within organizations led by executive leadership.

27 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/applying-diversity-intelligent-organizational-strategies-for-competitive-advantage/287961](http://www.igi-global.com/chapter/applying-diversity-intelligent-organizational-strategies-for-competitive-advantage/287961)

## Related Content

---

### Women's Roles in Building Resilience to Climate Change in Agriculture

Shashi S. Udumann, Nuwandhya S. Dissanayaka and Anjana J. Atapattu (2024). *Impact of Women in Food and Agricultural Development* (pp. 58-78).

[www.irma-international.org/chapter/womens-roles-in-building-resilience-to-climate-change-in-agriculture/353503](http://www.irma-international.org/chapter/womens-roles-in-building-resilience-to-climate-change-in-agriculture/353503)

### EAL in Public Schools in British Columbia: Reconsidering Policies and Practices in Light of Fraser's Social Justice Model

Roumiana Ilieva (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 67-81).

[www.irma-international.org/article/eal-in-public-schools-in-british-columbia/156499](http://www.irma-international.org/article/eal-in-public-schools-in-british-columbia/156499)

### Heritage, Identity, and Learning at Stake: Marginalization in a Diverse Spanish Class

Elizabeth Goulette (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-12).

[www.irma-international.org/article/heritage-identity-and-learning-at-stake/145335](http://www.irma-international.org/article/heritage-identity-and-learning-at-stake/145335)

### University Diversity Challenge: BAME Students and Small Specialist Institutions

Linda Greening (2022). *Handbook of Research on Practices for Advancing Diversity and Inclusion in Higher Education* (pp. 333-353).

[www.irma-international.org/chapter/university-diversity-challenge/300607](http://www.irma-international.org/chapter/university-diversity-challenge/300607)

### Revisiting Intercultural Competence: Small Culture Formation on the Go through Threads of Experience

Adrian Holliday (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-14).

[www.irma-international.org/article/revisiting-intercultural-competence/156494](http://www.irma-international.org/article/revisiting-intercultural-competence/156494)