

Chapter 6

Diversity Intelligence[®] and Workforce Inter- Personnel Diversity

ABSTRACT

Chapter six discusses workers' characteristics that influence their location, use, maintenance, modification, and time value. Organization leaders should be able to recognize and leverage each employee's strengths using diversity intelligence[®] (DQ). Once leaders are diversity intelligent, they will then be capable of understanding the organizations' workforce inter-personnel diversity which looks at the differences of each individual employee. They will also be able to use workforce inter-personnel diversity as a talent management strategy tool.

INTRODUCTION

Historically, all individuals in the workplace have not been perceived to be as valuable as others. Organizational leaders are encouraged to acknowledge and understand all employees and use that knowledge to enhance and improve organizational performance (Hughes & Stephens, 2012). However, this does not occur as often as one would like. Some leaders made choices that tended to exclude some employees which led to the creation of Affirmative Action (AA) policies, protected class laws, and the creation of the Equal Employment Opportunity Commission (EEOC).

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No worker is the same and the differences necessitates finding a “fit” between organizational and employee goals ((Becker et al., 2009; Baird & Meshoulam, 1988; Delery, 1998; Wright & McMahan, 1992; Vroom, 1973). Boudreaux (2001) suggested that career development focuses “on the alignment of individual subjective career aspects and the more objective career aspects of the organizations in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles” (p. 806). His statement suggests that leaders should find ways to understand the personal characteristics of workers. Hughes’s (2010) five values is one way that leaders can begin to better understand the personal characteristics of the employees. Both the employees and organization leaders can benefit from understanding the five values. The employees include diverse employees who have not been previously considered mainstream (Avery, 2011).

The objectives of this chapter are to help organization leaders: 1) determine ways that employees’ diversity influences career development; 2) explore the intersection of Hughes’s (2010) five values and workplace inter-personnel diversity; and 3) suggest ways that leaders can understand diversity intelligence™ (DQ) to become diversity intelligent.

BACKGROUND

The power and structure inside organizations influences the organization’s diversity and diversity efforts (Burkhardt & Brass, 1990; Brass & Burkhardt, 1993; Pfeffer, 1994). The valuation an organization places on diversity is connected to the organization’s development of the career development plans for its employees (Pitts, 2006). Organization policies that encourage diversity and career development make the organization desirable for all workers, especially women and minorities, to remain in the organization (Pitts, 2006).

Avery (2011) suggested that “prioritizing diversity throughout organizational human-resource management practices” (p. 251) unlocks diversity’s potential inside the organization. He also noted that

Through their human-resource management policies and procedures, organizations have a considerable impact on the diversity climates they facilitate and the employees they attract and retain. If they wish to encourage employee diversity activism, it is imperative that they take steps to ensure that the climates, supervisors, and coworkers employees routinely encounter convey that diversity is valued and supported. (p. 252)

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