

## Chapter 82

# Launching Diversity–Intelligent Strategies in Organizations: A Leadership Development Perspective

**Claretha Hughes**

*University of Arkansas, USA*

### **ABSTRACT**

*The purpose of this chapter is to provide diversity intelligent strategies that can be used by leaders to eliminate ineffective diversity efforts, enhance effective diversity efforts, and provide new diversity intelligent strategies in organizations. Integrating DQ alongside emotional, cultural, and intellectual intelligences in the workplace can strengthen the effectiveness of leaders' people management efforts. Most employees enter organizations with the expectation of having positive experiences with their leaders and achieving success towards their career goals. Yet, many are marginalized or limited in their opportunities for advancement for reasons of which they have no control. The eradication of ineffective training and development of diversity must occur for effective change to occur. Credible DQ, ethical and legal issues, and workforce inter-personnel diversity training programs must be launched by HRD professionals and organization leaders so that leaders are developed to provide employees with fair and just treatment and successful career development will ensue.*

### **INTRODUCTION**

After the election of the 44<sup>th</sup> President of the United States of America in 2008, the Honorable Barack Hussein Obama, an American Black man, some individuals in America began to speak of a post-racial America. However, since the 2016 election, many Americans are speaking of the regression of diversity achievements throughout the country. They have begun to accept that it was indeed premature to think that one election could change the hearts of individuals who refuse to accept and embrace diversity changes. The world continues to witness resistance, acceptance, and infinite ways in which non-diverse and diverse individuals in America experience diversity.

DOI: 10.4018/978-1-6684-2405-6.ch082

There is no definitive definition of diversity within society; however, the United States' federal government has provided a definitive definition for organizations. The federal government's definition originated from the 1964 Civil Rights Act legislation, but has evolved through Presidential, Executive Orders to provide protection for individuals who are discriminated against within the workplace. The following list contains the classification by which groups of employees are currently protected within organizations that have federal contracts and are enforced by the Equal Employment Opportunities Commission (EEOC):

1. Age - Age Discrimination in Employment Act of 1967;
2. Disability - Vocational Rehabilitation and Other Rehabilitation Services of 1973 and Americans with Disabilities Act of 1990;
3. National Origin - Civil Rights Act of 1964;
4. Race/Color - Civil Rights Act of 1964;
5. Religion - Civil Rights Act of 1964;
6. Sex - Equal Pay Act of 1963 and Civil Rights Act of 1964; and
7. Sexual orientation – Executive Order 11478. (2014, ¶ 1)

Having federal contracts requires organizations to adhere to federal laws and allows employees to be protected by the EEOC. They are protected from discrimination based on equal pay/compensation (Equal Pay Act of 1963); harassment (Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA); and the Americans with Disabilities Act of 1990, (ADA)); pregnancy (Pregnancy Discrimination Act); retaliation; sexual harassment; genetic information (Genetic Information Nondiscrimination Act of 2008); and veteran status (Vietnam Era Veterans' Readjustment Assistance Act of 1974, and Uniformed Services Employment and Reemployment Rights Act).

This chapter reveals that, across a spectrum of situations and issues, there is a need to clearly delineate the difference between legal, mandated diversity, and diversity of thought. Organization leaders have permitted and perpetuated the mudding of the waters by allowing the word to, in essence, simply represent difference. This choice has benefitted neither the organization nor the individual. It has resulted in over \$8-10 billion spent on ineffective diversity training without evidential, positive change as reflected in the continuous claims, lawsuits, and settlements made through the Equal Employment Opportunities Commission (EEOC) and the United States Department of Labor as a result of discriminatory workplace practices. U.S. EEOC Chair Berrien noted that the EEOC had filed 21 systemic lawsuits in Fiscal Year 2013 securing "a record \$372.1 million in monetary relief for victims of employment discrimination in private sector and state and local government workplaces" (Performance and Accountability Report, 2013, vi).

## **Diversity Intelligence (DQ)**

Hughes (2015b) began introducing diversity intelligence (DQ) as the knowledge to understand protected class employees, the legal mandates, and executive orders that were established for their protection. She suggested that DQ is established when leaders obtain an understanding of the history and reasoning for the existence of the Civil Rights Act of 1964, the EEOC, and other adaptations to protect diverse individuals from discriminatory practices in the workplace. She further suggested the questions and comments in Table 1 for employees and organization leaders to begin to take an active role in integrating

28 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/launching-diversity-intelligent-strategies-in-organizations/288005](http://www.igi-global.com/chapter/launching-diversity-intelligent-strategies-in-organizations/288005)

## Related Content

---

### The Road to and Experiences in Higher Education: The Faculty Senate Leadership Perspective

Lloyd Sain (2023). *The Future of Black Leadership in Higher Education: Firsthand Experiences and Global Impact* (pp. 120-128).

[www.irma-international.org/chapter/the-road-to-and-experiences-in-higher-education/318030](http://www.irma-international.org/chapter/the-road-to-and-experiences-in-higher-education/318030)

### Illuminating the Marginalization of International Students in the United States and the Ways Forward: A Collaborative Autoethnography

Hoda Harati, Catharyn Crane Shelton, Laura E. Sujo-Montes, Chih-Hsiung Tuand Shadow J. W. Armfield (2022). *Handbook of Research on Opening Pathways for Marginalized Individuals in Higher Education* (pp. 192-209).

[www.irma-international.org/chapter/illuminating-the-marginalization-of-international-students-in-the-united-states-and-the-ways-forward/307646](http://www.irma-international.org/chapter/illuminating-the-marginalization-of-international-students-in-the-united-states-and-the-ways-forward/307646)

### Girls' and Women's Rights to Menstrual Health in Nepal

Kay Standing and Sara L. Parker (2018). *Handbook of Research on Women's Issues and Rights in the Developing World* (pp. 156-168).

[www.irma-international.org/chapter/girls-and-womens-rights-to-menstrual-health-in-nepal/188903](http://www.irma-international.org/chapter/girls-and-womens-rights-to-menstrual-health-in-nepal/188903)

### Coming Out, Going Home: Spatial Mobility Among the Gay College Students With Their Supportive Parents in Taiwan

Hong-Chi Shiau (2020). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-17).

[www.irma-international.org/article/coming-out-going-home/258994](http://www.irma-international.org/article/coming-out-going-home/258994)

### Describing Undergraduate Students' Intercultural Learning through Study Abroad in Terms of Their 'Cultural Responsiveness'

Susan Oguro and Angela Giovanangeli (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 29-38).

[www.irma-international.org/article/describing-undergraduate-students-intercultural-learning-through-study-abroad-in-terms-of-their-cultural-responsiveness/156496](http://www.irma-international.org/article/describing-undergraduate-students-intercultural-learning-through-study-abroad-in-terms-of-their-cultural-responsiveness/156496)