The term *diversity* is not new. Yet, there needs to be a new, consistent perspective with regards to how organization leaders view diversity. The term *diversity* cannot continue to be used as a catchall or panacea for all things different within the organization. Using *diversity* as a panacea for all things different has resulted in confusion and disappointment for many employees as they seek to develop, enhance, and advance towards their career goals.

Over the past 50 years, integrating diversity into the workforce of organizations has been a goal with limited success. The need is ever more present today as the diversity of people throughout society continues to expand. Within the United States alone, Caucasians are expected to be a minority of the citizenry by the year 2050. Organizations must prepare to adjust to these changes. This book seeks to provide some details of how diversity has already impacted organizations and career development.

In the past, organizations could rely on simply stating that they are equal opportunity employers who do not discriminate against protected classes of employees, but today, organizations must show, through their actions, that they value diverse employees across all occupational levels and not simply because they are legally mandated to do so. Organizations must show genuine acceptance diverse employees. This acceptance must begin at the top or executive level of the organization. It is no longer acceptable for executive leaders of organizations to say that they value diversity; they must show it through their words and deeds. In 2014, the National Basketball Association’s (NBA’s) executive leader, Adam Silver, provided an example of this in his swift decision to ban the owner of the Los Angeles (LA) Clippers, Donald Sterling, from the league for life because of his disparaging remarks about American Blacks. This decisive, zero tolerance action must become the norm if organizations truly want to send the message that they value diversity and want to enhance the careers of their employees. It was difficult for LA Clippers players to continue doing their jobs effectively after knowing how their owner perceived them.

This same sentiment is true for other diverse employees within organizations where the cultural and contextual environments within organizations where they work are not supportive of their career development and advancement. It is difficult to perform at one’s optimum level when being mistreated. The consequences of having to absorb and endure marginalization on the job are enormous for the individual enduring the treatment. Some of the treatment includes bias, stereotypes, harassment, and retaliation. Organizations must make a concerted effort to change their cultural environments and contexts to repudiate improper behavior and attitudes in regard to diverse employees, and organization leaders must let the employees know of the efforts they are taking to change the culture.

Leveraging diversity is not only a legal concern for organizations but also an ethical dilemma from the perspective that employees must be responsible for their own attitudes, actions, and behaviors towards their co-workers. Organizations can promote diverse individuals to positions with power, and if
the individual does not know that they have power or implement their power effectively to enhance the organizations, it can be seen as a colossal diversity failure. There are some instances where the Peter Principle (Peter & Hull, 1969) is applied to diverse individuals and they end up on the glass cliff (Ryan, & Haslam, 2005; Ryan, Haslam, Hersby, Kulich, & Atkins, 2007) after breaking through the glass ceiling (Davidson & Cooper, 1992) because of ill-conceived, subjective assessments of their competence and promotability in the organization.

Organizations have a monumental task of learning how to embrace diversity within their culture; however, there is hope for this to successfully occur. There just needs to be a will to do so, led by executive leaders within organizations. Galbraith, Downey, and Kates (2002) stated that “organizations have always been created to execute business strategy” (p. 7), yet “learning is essential for organizations that are dynamic and want to be easily reconfigurable” (p. 6). This premise provides hope that organizations can learn as they execute their core business strategies. They can learn to develop diversity, cultural, and emotional intelligences, in addition to the intellectual competencies that they use daily to create a workplace culture that supports fairness and justice for all their employees. This book provides suggestions for how organizations can learn through training and development systems that are designed to continuously integrate and infuse diversity knowledge into organization and career development. A clear definition of diversity must be diffused throughout the organization for the culture to change.

To diffuse diversity throughout the organization, human resource professionals can use an example provided by Trevino and Brown (2004) that was designed to debunk five business ethics myths. There are clearly more than five business myths about diversity within organizations, and debunking all of them would be too time consuming to have a timely effect. Stephens (2011) suggested five statements of support for diversity that organization leaders could use to begin to diffuse a positive message about diversity throughout organizations. The statements are:

1. It is easy to appreciate diversity.
2. Positive reinforcement of diversity is simply the result of “model organizational citizens.”
3. Diversity can be managed through formal leadership support and learning programs.
4. Diversity management is mostly about leader integrity and employee engagement.
5. Diversity is a prominent, strategic element of organizational ethics.

Organizations can strategically use positive diversity language to drive a communication foundation for organizational change and development (Witherspoon & Wohlert, 1996). Communication alone will not provide the desired end result, but it is a start that can be merged with multiple messages and structural and policy changes to create synergies to enhance organizational performance (Witherspoon & Wohlert, 1996).

Anand, Ashforth, and Joshi (2005) also provide a theoretical model of Facilitating Rationalization/Socialization in Organizations (FRSO) that can be used as a practical tool by executive leaders to integrate diversity within the organization. Anand et al. (2005) defined rationalization and socialization as practices that “allow perpetrators of unethical activities to believe that they are moral and ethical individuals, thereby allowing them to continue engaging in these practices without feeling pangs of conscience” (p. 10). However, if adapted for the importance of diversity, the FRSO could serve as a formal training resource. Roberge, Lewicki, Hietaapelto, and Abdyladaeva (2011) defined a socialization program as a process that encourages the acquisition of attitudes, behaviors, knowledge, and familiarity within an organization’s identity. By socializing individuals into the organization, especially one that
believes in diversity as a top priority, organizations are able to help members achieve a recognized level of familiarity with the core values, norms, policies, and procedures (Roberge et al., 2011) like diversity, equal opportunity, and ethics and standards of business conduct. If done upon entry to the organization as suggested by Hughes (in press), all employees will be trained on diversity prior to beginning their job with the organization and updated annually.

“[M]anaging diversity effectively is a complex and delicate process that requires implementation of a combination of diversity practices” and “organizations must engage themselves in a long-term commitment toward embracing diversity through the implementation of multiple diversity practices and supportive activities that will enhance the organizational performance” (Roberge et al., 2011, p. 14). Effective and proper facilitation of diversity reflects solid organizational learning and strategic execution. Marquardt (2002) suggested that “diversity initiatives work best when they are integrated into a larger system of business practices such as total quality management, team building, and employment empowerment . . . all share a common commitment to continuous learning” (p. 71). These functions are also aligned with organization and career development of employees. For diversity to be valued within organizations, it must be integrated into and/or aligned with systems that are already valued by the organization. Hence, the title of this book is *Impact of Diversity on Organization and Career Development*. Without knowing how diversity impacts the organization, organization leaders will not value it.

Trevino and Brown (2004) suggested “people are the products of the context they find themselves in” (p. 72). As noted within this book, many diverse employees find themselves in organizational contexts that do not support their career development. Organization leaders are tasked to acknowledge that the diversity context of their organizations must evolve to be more supportive towards diverse employees. Anand et al. (2005) argued that the “processes of rationalization and socialization support and reinforce each other” (p. 16). From a diversity perspective, the promotion of a solid communication campaign and the exploitation of a pragmatic theoretical model could be used by organization leaders to help foster diversity awareness among organization members, nurture a positive environment that supports diversity in organizations, and strongly encourages top management to be diversity role models (Anand et al., 2005).

Researchers have, historically, interchangeably used *career development* and *career management* to mean the same thing. This must change for either to be effective. This text describes the difference between *career development* and *career management* and suggests ways for organizations to recognize ways to leverage both to enhance employee performance. Changing the communication context through understanding of terms will help organization correctly implement resources to support employee development. Career management systems are one tool that can be used to assist human resource professionals as they attempt to manage employee career development in alignment with organization development goals. For example, career development is the steps that an employee must execute for career management to occur. If an employee wants to manage their career so that they can one day be a supervisor, they must develop a career development plan that would list the things that they need to do to manage the process. They may need supervisory, leadership training, a degree in business administration, a certain number of hours/years of work experience doing different tasks/ jobs. These things would be the items to check off in the career development plan to keep the employee on task to manage her career. If the steps are not completed, the employee would not have successfully managed her career.
THE CHALLENGES

There are many challenges that must be overcome for organizations to successfully determine the impact of diversity on organization and career development. This book is only the beginning of the process and addresses some of the challenges outlined below:

- 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.
- The challenge of establishing diversity change initiatives that benefit all employees as they strive for career advancement.
- The challenge of establishing appropriate diversity training plans that are immersed throughout the organization.
- The challenge of acknowledging the difference between career development and career management.
- The challenge of integrating career development evaluation into the current performance evaluation systems of organizations.
- The challenge of embracing change.

Individuals do not like change, especially if it does not appear to have an immediate benefit for them. We can say organization to dehumanize the fact that diversity efforts have not progressed to the extent they should have over the past 50 years, but the clear problem is that human beings make up the organization. These individuals make decisions in the name of the organization and use the organization as a shield to avoid criticism of their personal actions. It is time for organization leaders to come from behind the organization and accept responsibility for integrating diversity efforts into organization development plans and subsequently the career development needs of their employees. The organization can no longer be the scapegoat. The organization itself is an inanimate object that is controlled by its owners, developers, and strategists. These individuals must begin to embrace their ethical and social justice responsibility to their diverse employees and society as a whole.

Society benefits if its citizens are successful and contribute back to society. It is a continuous cycle. Society does not benefit if its citizens are intentionally marginalized and prevented from achieving success of which they are uniquely qualified and capable of achieving, which can also be an adverse continuous cycle. Diverse employees come to organizations with similar expectations and career aspirations as other employees and expect to encounter a fair and just organization environment; yet in many cases they experience the opposite. It is past time for genuine change efforts that eliminate these concerns for the good of not only the individual employee but also the organization.

It is a failure of executive leadership when not all employees feel welcome within the organization at which they are employed. In many instances, individual employee problems never make it to management. This book provides examples that represent more than one employee who is having a problem being accepted within the organization. There are women in STEM fields who are ostracized by their male peers, and their careers are thus stifled. There are many diversity leadership positions that are filled based on colorism and lookism, and the individuals are sorely prepared to affect change. There is a variety of experiences and needs provided to educate human resource professionals and researchers,
executive leaders of organizations, and students who are seeking careers across a broad spectrum of fields of study. It is counter-productive for organizations to espouse that they are supportive of diversity within their employment communication to the general public, and once a diverse individual is hired, their treatment reflects everything but a supportive, diverse environment.

SEARCHING FOR A SOLUTION

Solutions to the problem of integrating diversity into organization and career development are diverse. Although many researchers have conducted research, and practitioners have provided diversity training, there is a need for a new perspective through which diversity efforts need to be evaluated and examined. The results do not provide evidence that diverse individuals feel that their needs are being addressed through current organization and career development programs and policies within organizations. Establishing a formalized definition of diversity that is respected by all members of the organization (Banks, Collier, & Preyan, 2010) is essential to the beginning of organization members engaging themselves in diversity initiatives. Such a formalized definition may finally provide consistency with regards to diversity across organizations. It may also help resolve ambiguities and misunderstandings within organizations. In the past, diversity policies have been developed after embarrassing lawsuits and settlements with the EEOC and/or US Department of Labor. Organizations cannot wait to be embarrassed to embrace change. They must do it because it is the right thing to do for its competitiveness within the workplace and for the benefit of the employees. If organizations want diversity to be integral to the business environment, focus needs to shift towards creating a diversity standard of excellence within the organization's culture.

ORGANIZATION OF THE BOOK

The book is organized into 11 chapters. A brief description of each of the chapters follows:

Chapter 1 presents a suggested definition of diversity in alignment with the federal government’s definition of diversity that all organizations should use to avoid confusion. It also differentiates career management and career development and suggests that a paradigm shift must occur within the organization for diversity to be properly integrated. Diversity can no longer be believed to be a panacea for all things different within the organization if organization leaders are truly committed to improving diversity for the truly diverse employees within the organization. Employees want to feel valued by their organization and to achieve success in their careers. Diverse individuals' careers can no longer be allowed to be derailed, undernourished, and ignored by organization leaders. A career development paradigm shift has occurred and must be exposed for the diverse individuals to be valued within the workplace.

Chapter 2 presents the case of how diversity management, a widely practiced management philosophy, has emerged from an original focus of equal opportunity and representation to a focus on a strategic and competitive business opportunity for organizations. This chapter suggests that diversity management as an organization-serving philosophy that has failed to uphold a personal, moral, and ethical obligation to the dignity and worth of its socially marginalized workforce. The authors recommend a paradigm shift for diversity management that responds to the social injustices in everyday lived career experiences of employees that can be detrimental to career aspirations.
Chapter 3 presents a review of the effects of demographic diversity (age, sex, and ethnicity) and personality diversity (conscientiousness, openness to experience, extraversion, emotional stability, and agreeableness) in teams in organizations. It provides challenges to today’s diversity management and Human Resource (HR) practices, such as the lack of definite conclusions from research results, the mismatch between team diversity research designs and organizations’ needs, and the lack of research examining simultaneously different aspects of diversity. Results of data from 55 teams of volunteers from Shanghai recommend that HR training and selection take specific team contexts into account and increase attention on functions that support important team processes such as communication and mutual support among team members.

Chapter 4 offers insights about career management and Human Resource Development (HRD) that focus on developing long-term capabilities within the organization that are crucial to building core competencies and competitive advantage in a global, diverse environment. This chapter examined career management and human resource development factors of global, diverse competencies in management and leadership. Recent trends and research indicated that successful career management systems utilize organizational practices, processes, and people with capabilities for proactive decision-making, information sharing, analysis, critical thinking, problem-solving, teamwork, and innovation. Career management in a fast-changing environment must include continuous learning, cross-cultural and social understanding, communication skills, ability to differentiate and integrate information, tolerance for uncertainty and ambiguity, positive attitude, and openness to learning new things. Human resource development in a global, diverse economy should include global understanding and competencies necessary for managing a global, diverse workforce. Trends and best practices for 21st century leadership to develop capabilities for competitive advantage through all diverse employees are discussed.

Chapter 5 presents the concept of lookism and its use as preferential treatment of those considered to be attractive and discrimination against those deemed less physically desirable. Value is attached to certain physical characteristics such as skin tone, height, weight, facial features, and hair color/textures. Two of the phenomena that exist under the umbrella of lookism are colorism and weightism, which are both genderized phenomenon that create social and workplace inequities. There are studies that explore physical appearance discrimination external to and within workplaces in the United States; however, there is little research on the impact of these prejudices on women abroad. This chapter sheds light on women abroad. Today’s global workforce is composed of women from various countries and cultural backgrounds, and their cultural values impact their career aspirations and career opportunities; organizational and career development professionals must understand the implications of both U.S. and international lookism and utilize strategies to address and prevent the related issues for all women.

Chapter 6 describes how workforce diversity careers in organizations continue to increase in the United States, and how little emphasis has been placed on preparing undergraduate and graduate students with specific workforce diversity competencies to pursue diversity leadership career options once they graduate. This chapter sought to: 1) highlight the issues, problems, and controversies associated with educating diversity professionals and leaders, 2) provide examples of workforce diversity career positions and competencies that workforce diversity professionals possess today in a variety of fields, and 3) offer recommendations to institutions of higher education so that these institutions can begin preparing students with specific workforce diversity competencies to enter the career field of workforce diversity.

Chapter 7 provides many aspects of diversity that impact career transitions over the life course. Whereas traditional conceptualizations of career stages emphasize a clear career path for the majority of people, modern career transitions are better characterized by both the multitude and variety of poten-
tial mobility paths. Modern career trajectories have also been linked to early developmental activities, which are similarly related to increases in diversity and other societal changes. This chapter discusses the impact of different forms of diversity on career transitions from both psychological/developmental and sociological life course perspectives, as well from a dynamic perspective where one’s career transitions are dictated by lesser-planned socio-contextual and personal circumstances.

Chapter 8 explains how educators and practitioners are faced with understanding the transitioning and intersection of two diverse disability studies education models, and then the models’ effects on career development. This chapter focuses on how individuals with disabilities were transitioned into diversity and inclusion processes, and then integrated into the career development organization structure. The chapter advocates for the social model and explores two descriptions of disability studies in higher education comparing the two models as they relate to inclusion and the workplace. Survey data is provided so that readers can glean a better understanding of diversity, disability, and inclusion. The question remains, Have we come a long way or are scholars and practitioners floundering in today’s society and lacking understanding about diversity through unclear comprehension regarding disability?

Chapter 9 suggests that the strength of the Science, Technology, Engineering, and Math (STEM) talent pool is a key factor for boosting innovation. The STEM pipeline has been substantially weakened as emerging groups of STEM professionals, particularly white and minority women, have not entered the STEM professions at the same rates as other demographic groups. A key concern is that once women from diverse backgrounds overcome significant hurdles during the educational process, they depart the STEM workplace at alarmingly high rates. Some of the reasons for this circumstance are discussed in this chapter, along with some possible solutions. Additionally, ways to focus on the future needs of the changing demographics of the STEM workforce are reviewed. Ultimately, the goal is to offset STEM shortages in intellectual capital and mitigate brain drain and brain migration circumstances so that the U.S. can fully benefit and leverage the contributions of high-ability women from diverse groups.

Chapter 10 proposes that the intensified globalization and diversity in the contemporary workplace, along with other social and economic changes, have escalated the need for reconsidering and changing traditional approaches to career counseling. This chapter examines common career counseling practices adopted by organizations, introduces a nontraditional approach (the postmodern approach) to career counseling, and explores its effectiveness in meeting the changing organizational needs in the globalized, diverse world. A brief overview of career counseling in organizations is provided along with an examination of current workplace career counseling practices. The authors propose an alternative approach by introducing the postmodern approach to career counseling and discussing the impact of the postmodern approach on the individual and organizational levels and future trends. The chapter concludes with implications for career counseling practices and recommendations for future research and is written to benefit both practitioners and researchers who are interested in career counseling.

Chapter 11 concludes the book and presents an overview of how organization leaders can strive towards leveraging diversity for competitive advantage. This chapter provides key themes that have emerged within the book and ways to leverage diversity using new perspective and ideas and aligning those ideas to organizational development goals. Competitive advantage is attained through talent development and management. Talented employees seek career advancement, change, and success. Organization leaders must integrate organizational and career development into their strategic plans and can no longer exclude diverse individuals with talent nor diversity of thought.

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REFERENCES


