

Preface

This preface describes both the need for, and purpose of this book – current work in the field of race, gender and the fight for equality. The book is a carefully selected collection of chapters previously published by IGI Global. All of the chapters have been enhanced in order to produce a current look at the issues and research in the area of equality and diversity. There are however, also a number of new chapters within this handbook: Chapters 8 and 9. The authors of the handbook are based at Universities across the globe, including The United States of America, South Korea, Spain, Turkey, New Zealand, Italy and the United Kingdom. Much of the research included in the chapters has a country specific focus. For example, Chapter 1 looks at equality and diversity policy in Spain whilst Chapter 2 focuses on policy within South Korea. The diversity of the chapters included, in terms of the country specific perspective, makes this handbook significant and inspiring. This is due not only in regard to the diversity of the topics and issues covered within the book, but also due to the consideration of country specific diversity policy and legislation, as well as research, from a global perspective, giving novel insights to current issues.

The guiding message comes from the perspective that developments have, and are being made, however more needs to be done to increase and promote equality and diversity with the selected research in this handbook providing a solid foundation. The book has been organised in a way that will hopefully enable the reader to navigate through with clarity and in a manner which flows well between often quite different focuses. The book has a primary focus on workforce diversity and workforce management (Section 2). However, despite the focus on equality within the workforce, a number of the chapters look at equality and diversity from a technology focused angle as well as from an education perspective, the focus of Section 1. Section 3 provides readers the opportunity to explore research considering a wider range of issues with a central gendered focus.

INTRODUCTION

The global workforce is becoming more diverse. This is attributable to two key factors; legislation and population change. Many countries have ageing populations, greater ethnic diversity and more women seeking employment, changing the workforce landscape globally. Despite legislation, discrimination endures and persists in all avenues of Western society including education and employment. In the UK for example, despite more than 40 years of legislation designed to remove gender inequity in society and the workplace (i.e. in the UK The Sex Discrimination Act, 1975; the Equal Pay Act, 1970), inequalities continue. Indeed in 2014 it was reported that racism within Britain's workplaces has increased in the last decade (Dugan, 2014). Regarding gender inequality, the gender pay gap has been recently highlighted

Table 1. Distinctions between equality and diversity

Equality	Diversity
Externally initiated	Internally initiated
Operational	Strategic
Legally driven – focus on race, gender and disability	Driven by business – focus on a broad range of differences
Quantitative focus	Qualitative focus
Problem focus	Opportunity focus
Difference perceived as a problem	Difference perceived as an asset
Group focused	Individual focused
Reactive	Proactive

(Prescott & Bogg, 2013)

by the press as a continuing issue within Britain and the EU (European Union) (European Commission, 2014). In considering issues of equality and diversity in the employment arena, employers must take account of the legal requirements for their Country (i.e. in the UK, the Equality Act, 2010, in the European Union, European Working Time Directive, 2004). Despite this legislation gender and race remain issues within the workforce in regard to unequal pay and promotion prospects at all levels (i.e. see Sealy et al., 2008; Terjesen & Singh, 2008), hence the need for continued research in the fight for equality.

The Language of Equal and Diversity

Equality and Diversity are words often used interchangeably. However, it should be noted that they reflect distinct concepts. Equality relates to fairness, in terms of developing policies and practices that address inequality, whereas diversity recognizes the importance of equality (Prescott & Bogg, 2013). Table 1 provides a brief summary of some of the key differences between equality and diversity.

Equal opportunities have often become associated with women or ethnic minorities and increasingly, since the Disability Discrimination Act (1995, 2005), people with disabilities. However, equal opportunities emphasize a move away from discrimination, rather than moving towards diversity. Equality tends to be operational, reactive and legally driven, whereas conversely, diversity is strategic and proactive, with differences viewed as an asset. Diversity is about maximizing the potential of the entire workforce as well as valuing individual contribution. It includes everyone, not just those covered by the legislation (Prescott & Bogg, 2013). There are a number of advantages of a diverse workforce, especially in terms of the global economy and consumer base. For instance, as well as developing a business case approach that connects diversity with success in the marketplace, a diverse workforce can offer more innovation and creativity, as well as help to create a culture that values individual differences. This is an opinion I and others (i.e. Haines, 2004; Deuze, Martin, & Allen, 2007; Fullerton, Fron, Pearce, & Morie, 2007) have previously put forward in relation to the male dominated computer games industry. With a more diverse workforce, the computer games industry would greatly benefit, especially in that a more diverse workforce could potentially make more games that attract a more diverse player market and ultimately increase the number of gamers worldwide and games sold.

Use of the word diversity has led to the emergence of a large number of ‘qualifiers’ to indicate the kind of diversity being described. For example, age diversity, cultural diversity, cultural language, diversity of cultures, people and ideas, ethnic diversity, managing diversity, race and diversity, supplier diversity, minority supplier diversity, diverse marketplace, diverse workforce, and the business case for diversity. In turn this has created specific policies aimed at particular groups in a similar way to that of Equal Op-

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portunities policy and practice. However, true diversity should allow for a more inclusive approach that takes equal opportunities beyond specific groups and legislation. It focuses on creating a culture that is accepting of difference while embracing the value differences can bring to organizations and society.

As editor of this handbook, I have previous knowledge and a background researching in the area of gendered occupational segregation, with a focus on the underrepresentation of women in male dominated occupations especially within the STEM (Science, Technology, Engineering and Mathematics) and ICT (Information and Communication Technology) sectors (see Prescott & Bogg, 2013). I have a particular interest in the underrepresentation of women within the computer/video games industry (see Prescott & Bogg, 2013; Prescott & Bogg, 2014; Prescott & McGurran, 2014). Research has found a number of reasons for the underrepresentation of women in the STEM and ICT sectors, reasons that have also been found to exist in the relatively new industry of computer games. In particular the long hours culture, especially around what has been termed as ‘crunch time’ when a game is due for release and the lack of flexible working practices available (Prescott & Bogg, 2010, 2011a, 2011b, 2013; Prescott & McGurran, 2014). Gender inequality persists in the workforce despite legislation, with many jobs and sectors considered male and others considered female. The computer games industry provides a good example of the persistence of gender inequality within the workforce. Despite being a relatively new industry (approximately 30 years) under the umbrella of the STEM and ICT sectors, the computer games industry has become an important and established industry in itself. The impact of computer games has changed the media landscape and will continue to do so. Yet it is an industry where the workforce is predominantly white and male, continuing the divide in what is made and by whom.

The Target Audience

The target audience of this book will be composed of professionals and researchers working in the field of Equality and Diversity. In particular the book has a strong focus on workforce equality in relation to diversity management. Moreover, the book will provide insights and support for those working in leadership or management roles. The book will also provide valuable information to senior management to encourage and implement strategies and policies that increase equal opportunity within the workplace and provide a valuable understanding of diversity in the workplace. Due to the book's focus on gender and race issues as well as an overall focus on equality issues, the book will also appeal to those interested in issues of equality and diversity more generally.

Paramount to the book's appeal is that the research within many of the chapters is not restricted to a Western viewpoint or perspective. The book includes chapters with research participants in Malaysia, China and the United States of America. This global range which the book encompasses will likely broaden its appeal. The book presents an overview of current research, issues and will raise awareness, whilst encouraging the reader to think of future direction, both in research and in practice.

AIMS OF THIS BOOK

My aim is to edit a book that provides a collection of recently updated high-quality empirical studies related to issues of equality. This book will represent a valuable snapshot of the current state of the field with the aim of bringing together a wide range of perspectives in the area, all contributions aimed at sparking more debates and future research questions. This book will provide a valuable contribution as it

will add to the literature on gender, race and equality, with a focus on management and human resource applications as well as education concerns, technology advancements and applications and career issues. The book provides a collection of chapters presenting a global perspective on the issue of equality, covering issues related to gender, race, globalisation and age.

ORGANISATION OF THE BOOK

Due to the nature of the Handbook, its size in terms of the number of chapters included (25) and the variety of topics covered within the chapters, the chapters have been organised around three sections.

Section 1, “Technology and Education” (Chapters 1-9), Section 2, “Managing Diversity” (Chapters 10-21), and Section 3, “A Gendered Focus” (Chapters 22-25). A brief description of each of the chapters within the sections follows.

Section 1: Technology and Education

Section 1 has nine chapters focusing on different aspects of Technology and/or Education related to Equality. Chapters 1 and 2 focus on the digital divide, chapters three and four consider education and technology, whilst new media is the focus for chapters five and six. Chapters seven and eight consider media representation on international student’s perceptions and experience of studying in America. The final chapter (Chapter 9) in the section considers the male domain as an issue for gender.

Chapter 1: Policies and Strategies for Digital Inclusion – Regional Governments in Spain

In the opening chapter, Laura Alcaide Munoz, Manuel Pedro Rodriguez Bolivar and Francisco Jose Alcaraz Quiles investigate the digital divide through a country specific look at the Spanish Government policies and strategies to reduce the digital divide, promote inclusion and digital literacy. Despite having a Spanish focus the chapter firstly considers wider European digital inclusion strategies before narrowing down and looking at regional strategies, providing readers with a good grounding in European and Spanish policies.

Chapter 2: Digital Equity and Policy – Case of Korea

In a similar vein as chapter one, this chapter by author Seang-Tae Kim looks at the case of the Korean government in how it is currently bridging the digital divide and attempting, through policies and legislation, to improve access to information and improve overall digital literacy across the country. This chapter provides readers with a non-Western case study of focus.

Chapter 3: Technodiversity – Lessons Learned from a Diversity Exchange

In this chapter authors Kimberley Fletcher Nettleton and Lesia C Lennex consider how technology, culture and education intersect. The chapter considers technodiversity within a cultural context, in regard to the cultural context in which technology is used and how this can impact distance learning and education.

Chapter 4: Higher Education and Current E-Learning in the MENA Region – Analysis of the Current Challenges and Opportunities for E-Learning in the Middle East and North African (MENA) Region

This chapter by Henry C Alphin Jr, Jennie Lavine, Richard J Croome, Stormy Stark and Adam Hocker takes a look at e-Learning with a focus on the challenges the MENA region has in relation to e-Learning with consideration as to how e-Learning project managers may overcome the challenges and increase uptake through the potential benefits of this form of learning/education in terms of inclusivity and increased diversity.

Chapter 5: Investigating the Moderating Roles of Age and Ethnicity in Mobile Commerce Acceptance

In this chapter, authors Uchenna Eze and Yew Siang Poong take a look at mobile commerce (m-commerce) considering what factors affect users intention to apply m-commerce. The chapter examines the key factors that influence mobile commerce adoption using the underlying framework of the Technology Acceptance Model and looks at the moderating effect of age and ethnicity from a Malaysian sample.

Chapter 6: Leveraging New Media as Social Capital for Diversity Officers – How Equity, Diversity, and Inclusion Professionals Can Use Social Media to Foster Equality

In this chapter, the authors, Kindra Cotton, Denise O’Neil Green, Sarah Beckman, Ali Hussain, Angelo Robb and Matthew D. Green, discuss how social media can be used by equality professionals to promote equality. The chapter provides useful tips, recommendations and examples, as well as a good understanding of social media.

Chapter 7: Racial Spectacle and Campus Climate – Media Representations and Asian International Student Perceptions at American College

In this chapter authors Ken R Roth and Zach S Ritter consider the impact of media representations of America on international students coming to America to study. The chapter discusses two recent independent qualitative studies as to the implications of media representations can have for cross-cultural interactions, as well as the implications these interactions may have for campus climate. Within the chapter the authors identify ways American colleges and universities are addressing campus climate issues, and discuss how these efforts may not be enough, calling for increased diversity training across curricula to promote greater tolerance.

Chapter 8: Channelling Race – Media Representations and International Student Perceptions

In this new, second chapter by authors Ken R Roth and Zach S Ritter, the focus is on international students, in terms of how media representations can enhance cross-cultural interactions and the implications of this on not only the campus climate, but also for the increasingly multicultural workforce.

Chapter 9: “A Girl Move” – Negotiating Gender and Technology in Chess Online and Offline

In this new chapter, author Undrah Buyan Baasanjav looks at gender and technology with a focus on online chess. In the chapter the author discusses results from interviews conducted with women who compete in the male dominated domain of chess. Discussed is the role of computers and the Internet from a gendered perspective.

Section 2: Managing Diversity

Section 2 is the largest section with 12 chapters all of which consider diversity management. The chapters cover issues around Teams (chapters 10 and 11), Leadership and Management (chapters 12, 13, 14, 15 and 16), Legislation (chapters 17 and 18) and Diversity Issues (chapters 19, 20 and 21).

Chapter 10: Which Matters More? Effects of Surface- and Deep-level Diversity on Team Processes and Performance

In this chapter author Mai P Trinh reviews the effects of surface-level diversity (age, sex and ethnicity) and deep-level diversity (personality characteristics). The chapter considers team performance and processes in organisations, with a consideration to the management of different diversity in workplace teams. The chapter also provides some recommendations for Human Resource practice, based on the author’s recent research findings.

Chapter 11: Application of Collaboration Technology to Manage Global Virtual Teams – The ThinkLet-Based CE Approach

Authors Cecilia Santillan and Sujin K. Horwitz discuss the benefits of global virtual teams within organizations in terms of flexibility and transcending constricting boundaries, as well as considering the difficulty in managing teams that are globally dispersed and culturally diverse. The chapter looks at the ThinkLet-based approach to collaboration engineering and how this can be applied to managing global virtual teams.

Chapter 12: Learning Organizations – Connections between Diversity and Innovation

In this chapter Daniel Cochece Davis and Viviane S. Lopuch explore learning organization variables in the context of diversity and leadership in the workplace. The authors argue that in order to convey the learning organization principles, leaders need the ability to take into account diversity and value diversity within the organization.

Chapter 13: Leadership Opportunities for Managing

In this chapter, author Norma Carr-Ruffino looks at key diversity trends including the increase in workplace diversity, the expectations of this diverse workforce, considering jobs and career, selling to diverse market segments, being part of the global market, innovation and multicultural organizations. The chapter looks at the challenges leaders face in leading diverse employees and the benefits of diversity in the workplace.

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Chapter 14: Promoting Diversity Leadership – Strategies and Tools to Improve Equity and Access

In this chapter RaShaunda V. Sterling investigates the difference demographics of community college students and the community college administrators. The chapter posits that many community college students are poor, minority, and female, whereas the vast majority of community college administrators, particularly chief executive officers, are affluent, white, and male. Sterling argues that this inequity may have an impact on how administrators relate to students and the policies these administrators enact, resulting in concerns about equity and access to educational opportunities. The author shares a strategy for increasing diversity at the administrative level in the community college setting. In particular, Kotter's (1996) eight-stage model of change management is presented as a means of altering a college's culture to promote greater diversity leadership.

Chapter 15: Diversity Management – Bringing Equality, Equity, and Inclusion in the Workplace

In this chapter author Rossella Riccò takes a look at diversity management providing a definition and looking at the assessment of diversity management outcomes. The chapter considers McGregor's new human relations framework in order to systematise understanding of diversity management.

Chapter 16: New Trends in Leveraging Workforce Diversity through Human Resource Management Initiatives

Authors Mercedes Sánchez-Apellániz and Rafael Triguero-Sánchez considers diversity management in relation to human resource management, exploring new trends and practices potentially adoptable by human resources that can leverage diversity management within a global economy.

Chapter 17: A History of how U.S. Academics, Laws, and Business have Created the Current Approach to Organizational Diversity – Visual, Innovative, and All-Inclusive Multiculturalism

Author Ben Tran provides readers with an historical look at diversity in terms of definition and usage amongst academics, the law and business. The chapter considers diversity, considering both visual diversity (also known as surface-level) and innovative diversity.

Chapter 18: Increased Workforce Diversity by Race, Gender, and Age, and Equal Employment Opportunity Laws – Implications for Human Resource Development

Author Shani D. Carter investigates American federal Equal Employment Opportunity law and its impact on the workforce in regard to the impact an increased diverse workforce has for Human Resource Development in areas such as training, mentoring and work-life balance.

Chapter 19: Does the Ongoing Global Economic Crisis Put Diversity Gains at Risk? Diversity Management during Hard Times – International Examples from the United States of America, South Africa, and Greece

The authors, Joana Vassilopoulou, Kurt April, Jose Pascal Da Rocha, Olivia Kyriakidou and Mustafa Ozbilgin investigate International diversity management. The chapter looks at the impact of the global economic crisis on diversity through a look at the three specific country examples of the United States of America, South Africa and Greece.

Chapter 20: Workforce Diversity in Volunteerism and the Peace Corps

In this chapter authors Ashwini Esther Joshua-Gojer, Jeff Allen and Tai-Yi Huang look at diversity considering volunteerism using the Peace Corps as an example. The chapter discusses how this organisation incorporates diversity before taking a look at how other non-profit organisations can build diversity.

Chapter 21: Minority-Owned Suppliers – A Growing Global Supply Base

Author Bertie Greer discusses the role of global minority owned businesses who supply to non-minority owned businesses and how successful business relationships can be built. The chapter looks at business relationships and the challenges of building relationships with minority suppliers, minority owned businesses as well as practical implications and recommendations.

Section 3: A Gendered Focus

Section 3 has four chapters; Chapters 22 and 23 focus on women's careers relating to workforce diversity issues, whereas Chapters 24 and 25 focus on female health issues related to diversity policy.

Chapter 22: Career Transitions and Trajectories for a Diverse Workforce – A Special Focus on Women and Older Workers

In this chapter the authors Jenell L. S. Wittmer, Paul M. Werth and Cort W. Rudolph take a lifespan and life course perspective to look at career transitions and trajectories with a specific focus on the careers and specific issues related to women and the careers of older workers.

Chapter 23: Is Gender Equality a Reality after a Change in the Political Agenda? Dynamic Analysis for Higher Management Levels

In this chapter Nuria Calvo, María Bastida and Jacobo Feás focus on female managers in Spain and the inequalities that persist in regard to professional development and barriers to women managers. The chapter proposes a number of recommendations/measures for organizations to implement in order to eradicate any gender bias in management.

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Chapter 24: Social Work with Refugee Women: Narrative and “Empowerment”

Authors Lareen Cooper, Mary Nash and Antoinette Umugwaneza discuss resettlement social work with refugees. The chapter provides readers with a background review of issues specific to female refugees as well as a detailed case study, followed by practical applications for practitioners.

Chapter 25: Geography of Female Suicide – For Suicide Prevention Policy (Case of Turkey, In 2002-2011 Period)

In this chapter, Semra Günay investigates female suicide in Turkey. Due to the high risk of suicide among women in Turkey, the chapter aims to provide readers with a greater understanding of the patterns of female suicide in order for preventative policy related to diversity policy and issues to be understood and sought.

A COMMON GROUND

In editing this book, it is hoped that the chapters within highlight the need for more equality and diversity, taking on a global perspective of current issues, research and developments. As the editor I hope this book will encourage more empirical research within the area of Gender, Race and Equality. The chapter authors have all stimulated much debate and future research directions. I envision this collection of chapters will stimulate both reflection and further action in the fight for equality.

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