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Ethical Management in the Hotel Sector: Creating an Authentic Work Experience for Workers with Intellectual Disabilities

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Abstract The study examines the employment experience of workers with intellectual disability (WWID) in the hotel sector in Australia. Through a qualitative case study, we interviewed managers and WWID, and held focus groups with supervisors and colleagues at three hotels. We have used the theoretical framework of corporate social responsibility to investigate HR practices that create an ethical climate which promote authentic work experiences for WWID. The study found that participative work practices provide evidence of how WWID fit in at the workplace. When workers are confronted with work-related anxieties, the pragmatic nature of existential authenticity becomes a reality. Our findings reveal that managing workers ethically can lead to more authentic work experiences. In turn, this may promote social inclusion of WWID and improve their reported well-being.

Keywords Intellectual disability · CSR · Ethics · Workers · Authenticity · Social inclusion · Well-being

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Introduction

There are approximately one billion people across the world with some form of disability, representing over 15% of the world's population (World Health Organization 2016). The World Report on Disability (World Health Organization 2011) documents the prevalence of disability is increasing with over 110 million people experiencing acute difficulties in functioning. In Australia, only 1 million of the 2.2 million working aged adults with disabilities are employed, representing 10% of all Australian workers (Australian Bureau of Statistics 2012). The Australian Institute of Health and Welfare (AIHW) (2008) explains intellectual disability as difficulty learning, applying knowledge and making decisions, with individuals having difficulty adjusting to a change and interacting with unfamiliar people. This article will focus on WWIDs as they are underrepresented, often misunderstood at the workplace (Houtenville and Kalargyrou 2012b; Salkever et al. 2007) and under-researched from an ethical and management perspective (Amado et al. 2013; Cavanagh et al. 2016).

Many organisations focus their management practices related to WWIDs around compulsory legislative requirements (Barclay and Markel 2009; Jackson et al. 2000). Recent articles in the Journal of Business Ethics report that many organisations tend to centre their approach on hierarchical edicts and social contracts (Baïada-Hirèche et al. 2011), often managing through embedded practices, cultural norms and negotiated management/employee relationships (Balmer et al. 2007). Hart (2010) argues that CSR practices often neglect social obligations towards people with disabilities. Most of the research on WWIDs focuses on management perspectives and accommodations, rather than giving voice to the lived experiences of WWIDs. Through applying CSR theory, this paper argues that CSR

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initiatives can better enable organisations to meet their social obligations (Dibben et al. 2002; Hart 2010; Ståhl et al. 2014). CSR initiatives may be described as 'external' or creating a socially responsible image for customers and investors. Research is also beginning to focus on CSR initiatives that influence 'internal' stakeholders, such as employees (Kim et al. 2010). We use CSR theory to underpin our examination of the ethical management of WWID. Management can create an ethical climate, defined as 'the shared perceptions of what is ethically correct behaviour and how ethical issues should be handled' (Victor and Cullen 1987). The literature suggests a positive association between employee's perception of an ethical climate and employee attitudes (Mulki et al. 2008; Tsai and Huang 2008).

Recruitment trends indicate that WWIDs are underrepresented within the work force (Australian Bureau of Statistics 2013; Salkever et al. 2007). However, the literature suggests that management recruitment processes and attitudes are evolving to be more inclusive (Gilbride et al. 2003; Gouvier et al. 2003). Factors relating to the increased employment of people with intellectual disabilities include employer's opinions, job content, workplace culture and support from job coaches (Ellenkamp et al. 2015). The promotion of benefits to employing a WWID is also highlighted by the literature (Luecking 2011; Morgan and Alexander 2005). The vast majority of employment opportunities for WWID do not provide an authentic work experience as many of them are in subsidised programmes and unpaid work experience. An authentic experience for WWID is one where they have full participation in mainstream employment, and are free of detrimental outside influences (such parents or the government) (Reisinger and Steiner 2006; Wang 1999). Our rationale for conducting this study is to examine ethical management practices and WWID and colleague perspectives about the work practices of WWID, to give voice to workers about their employment experiences. We apply Heidegger's (1996) model of *existential authenticity* as the theoretical framework to investigate the employment of WWID. Specifically, existential authenticity is important because it illuminates an individual's level of engagement and fulfilment in work and helps us understand the experiences of WWID, and how they adapt to the broader environment (Reisinger and Steiner 2006; Wang 1999).

Case study is the most appropriate methodological approach to examine the ways in which social experiences are created through everyday activities (Denzin and Lincoln 2000). Based on an interpretation of the social settings of three hotels, we explore how managers, supervisors and work colleagues support WWID and how this might affect their everyday work experiences. Our study draws on the practical experiences of work, how WWIDs confront social

experiences and the outcomes of participation in work for these individuals. We argue that a CSR approach to manage WWID informs HR practices that promote an ethical climate to create authentic work experiences. Such practices should culminate in the social inclusion and enhanced well-being of WWID. No studies to date have examined the role of authentic work as part of a CSR approach to support the ethical management of WWID. Our study aims to fill part of this gap and guided by the following research question: 'How does management create authentic employment experiences for WWID that result in positive and ethical outcomes?'

Our contribution to the literature is to extend Heidegger's (1996) model of *existential authenticity* by utilising CSR theory to understand how organisations create an ethical workplace climate and connect authentic work experiences with social inclusion and well-being. Our paper will contribute to the dearth of the literature on ethical employment practices of people with a disability. The article commences with a literature review, followed by a justification of the methodology, and analysis and discussion of the findings. The article concludes with a summary of the contributions of the study and recommendations for future research.

Literature Review

Different types of disabilities are reported to impact on workers in various ways; people with a *physical disability* have impediments such as loss of a limb, musculoskeletal disorders (arthritis) and sensory disorders (multiple sclerosis) that impact on their everyday life (AIHW 2014). According to Fuller et al. (2000), a *mental health disability* affects 'a person's cognitive, emotional or social abilities' (p. 149), with the most severe symptoms being diagnosed as a mental/psychiatric illness, such as schizophrenia. An *intellectual disability* 'is characterised by significant limitations both in intellectual functioning and adaptive behaviour as expressed in conceptual, social, and practical adaptive skills' (Schalock et al. 2007, p. 118). This study is focused on WWIDs, as there is limited practitioner knowledge of the hardships, these employees experience in the workplace, as well as a dearth of academic literature in this area. WWID often has higher reported statistics of unemployment and exclusion from work (Doctor et al. 2005; Lerner et al. 2004).
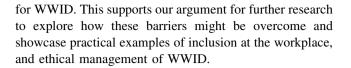
Management policies and practices rarely ensure effective processes are in place to take into account the needs of WWIDs (Lysaght et al. 2012; Scheid 2005). Price and Gerber (2001) argue that WWID receives the least management support compared to other forms of disability. WWID often lacks confidence when they apply for jobs

(Alston et al. 2002) and many employers are only willing to support WWID by offering customised work assignments that have a direct benefit to the organisation (Luecking 2008). Organisational benefits may include government funding, such as wage subsidy schemes for the employment of workers with a disability in Australia (Department of Employment 2016) and promoting CSR initiatives to attract talent and develop existing and potential markets. From the workers' perspectives, experiences are likely to be negative if managers have had no previous experience managing an employee with an intellectual disability (Cunningham et al. 2004).

In Australia, The Disability Discrimination Act 1992 (Cth) requires employers not to discriminate directly or indirectly by less favourable treatment; to make reasonable adjustments if required and to avoid and prevent harassment on the basis of disability. Unfortunately, international evidence suggests that employer knowledge of legal obligations is limited (Foster 2007; Jones et al. 2006; Niehaus and Bernhard 2006; Price and Gerber 2001). Schur et al. (2005) suggest attention must be afforded to 'the ways in which corporate culture creates or reinforces obstacles to employees with disabilities and how these obstacles can be removed or overcome' (p. 3). Cunningham et al. (2004) analysed four case studies across two public sector and two private sector organisations, interviewing 12 managers and 28 WWID. The study found that HR responsibilities vary across organisations and ad hoc approaches do not provide effective support for workers with intellectual disabilities. This is the case even after the introduction of legislation in many Western countries outlawing discrimination in the workplace. Many employers avoid the recruitment of workers with an intellectual disability and ignore the support offered by agencies charged with improving accessibility. This highlights a lack of understanding and unwillingness of managers to understand the needs of workers with intellectual disabilities.

However, human resource management (HRM) practices can have a positive impact on the employment rates of people with disabilities through facilitating reasonable work adjustments and the creation of a more inclusive workplace environment (Bruyere et al. 2004; Cavanagh et al. 2016; Gates 2000; Yang and Konrad 2011). Existing research on employing workers with a disability within hospitality tends to address disability generally (Gröschl 2013; Houtenville and Kalargyrou 2012a) rather than studying specific examples such as a physical or intellectual disability. Allan's (2005) concept of *inclusion as an ethical project* advocates individuals with a disability need support to engage in decision-making in order to build personal desires of inclusion. More research is needed to understand how work can provide important sources of financial, social and emotional support (Lewis et al. 2011)

for WWID. This supports our argument for further research to explore how these barriers might be overcome and showcase practical examples of inclusion at the workplace, and ethical management of WWID.

Authenticity in the Workplace

Authenticity is a well-established concept in the social sciences and has now started to be examined in the context of the workplace. Tourism and hospitality literature has identified different forms of authenticity. *Intrinsic* or *objective authenticity* concerns itself with the authenticity of original objects, such as a statue in a museum, or an authentic experience derived from the original object (Wang 1999) where the authenticity can be established or measured by an expert (Ebster and Guist 2005). *Constructive authenticity* refers to the legitimacy of phenomena, such as paintings, buildings or ethnic food (Cohen 1988; Ebster and Guist 2005; Wang 1999). *Existential authenticity* informs us about the ways in which an individual engages in activities such as work and how they interpret their experiences (Reisinger and Steiner 2006; Wang 1999). *Authentic leadership* is about the transparency of leader behaviour that is consistent with their moral intentions and values (Zhu et al. 2004). Thus, ethical behaviour on its own is not enough and it needs to be seen as congruent with the leader's own moral values. Much of the work to date in tourism and hospitality has considered authenticity from the standpoint of the tourist or guest. Our study is novel in that it examines authenticity from the *manager* and *employee* perspective in relation to the workplace experiences that create social inclusion and workers' well-being within the tourism and hospitality sector through an ethical management approach.

Theoretical Framework

As previously discussed, the theoretical framework of corporate social responsibility has been used to investigate HR practices within three hotels. The framework supports the notion that an ethical climate will promote authentic work experiences for WWID.

Corporate Social Responsibility within an Ethical Workplace

Corporate social responsibility literature suggests that corporations have three general responsibilities to society: legal, economic and ethical (Carroll 1979; Schwartz and Carroll 2003). Organisations should consider responsibilities towards stakeholders, such as employees, customers

and shareholders with the goal of integrating legal, economic and ethical concerns into business and HR strategies and management systems (Russo and Perrini 2010). Legal responsibilities may be fulfilled by adhering to national legislation; economic responsibilities may be met by increasing profits and creating new jobs (Schwartz and Carroll 2003); and ethical responsibilities may be realised by adhering to ethical codes and portraying the organisation as moral and just (Jamali 2008).

Following CSR initiatives, managers and organisations can create an ethical workplace climate through utilising HR practices that foster an authentic workplace experience for WWIDs (Dibben et al. 2002; Jamali 2008; Russo and Perrini 2010). For example, ethical climate perceptions may be seen to fulfil legal responsibilities thorough utilising HR practices that respond to employment legislation. To fulfil the organisation's ethical responsibilities, perceptions of an ethical climate can be interwoven through supporting a diverse workforce. For WWID, this can be through creating an authentic work experience such as training, team work and performance reviews (Stewart et al. 2011).

Existential Authenticity

E*xistential authenticity* occurs when certain activities in the workplace motivate a state of belonging, where an individual feels that they are being their 'true self' (Reisinger and Steiner 2006; Wang 1999). The framework to understand existential authenticity in practice in the hotel sector is found in Heidegger's (1996) model. The conceptual framework comprises three elements: (1) connecting with practical experience makes authentic individuals, (2) courage to confront anxiety related to inclusion within a workplace setting and (3) activities wherein an individual is actively participating (Wang 1999). Active participation in workplace activities to facilitate social inclusion is an important factor to achieve an existential authentic experience. Our research explores the intended authentic reflection of workplace community in the context of the three hotels. We acknowledge that this research needs to be extended to include the guest experience, and in our concluding statements, we make this a recommendation for future research. Workplaces, such as the hotel sector, are often characterised by an intra-personal form of *existential authenticity* (Heidegger 1996). Heidegger suggests that intra-personal existential authenticity encourages people to 'leap in' and help others in situations where they may otherwise have failed. An example would occur in a situation where a colleague helps a WWID complete their quota of hotel rooms to clean and avoid disciplinary action from a supervisor.

CSR theory will be used to investigate how HR practices support an ethical workplace to create authentic work experiences for WWIDs, in turn promoting positive employee perceptions of work. Ethical HR practices such as 'buddy' systems, teamwork and training allow the authentic work experience to be achieved (Heidegger 1996; Luecking 2011). Perceptions of an ethical workplace climate may have a positive impact on employee job participation (Hicks-Clarke and Iles 2000) and performance (McKay et al. 2008). Positive perceptions of a workplace climate, fostered through inclusive HR practices such as training and performance reviews, can increase organisational commitment amongst employees, thereby increasing job participation and performance (Dibben et al. 2002).

Methodology

This research is based on a case study approach, using data collected through participant interviews and focus groups. A case study approach is most appropriate because it focuses on the socially constructed nature of reality to understand social phenomena in context (Denzin and Lincoln 2000). The three research sites are internationally branded hotel chains in Australia, two located in Melbourne and one in Sydney. The research sites employ between 150 and 450 individuals. Hotel 1 is rated a 5-star deluxe hotel and employs 8 WWID, Hotel 2 is a 3-star hotel and employs 6 WWID, and Hotel 3 is rated 5 star and employs 5 WWIDs. The majority of WWID was found back of house (17) with only 2 employed front of house. At Hotel 1, one WWID was employed in the restaurant, while at Hotel 3 one WWID was employed in the front office department. There were no WWIDs found front of house at Hotel 2.
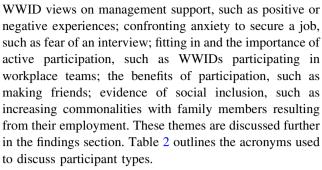
The ethics approval process took three months. Ethics approval at 'above low risk' level was granted for this research due to people with intellectual disabilities participating in the study and the fact they would be interviewed. As detailed in the National Statement on Ethical Conduct in Human Research, if the project involves people with an intellectual disability who are in a dependent relationship requiring permission from a parent or guardian, a justification is required as to why the participants are included. It was imperative that WWID was included in the research to provide a holistic understanding of workplace support for people with intellectual disability. To support this justification, the manager of each of the organisations determined the capacity of a WWID to consent to the research proposal. Guidelines from the National Statement on Ethical Conduct in Human Research were provided to the HR managers for them to determine the capacity of workers to participate in the study. To reduce risk to participants with

intellectual disabilities, HR managers advised the researcher on the selection of those participants with intellectual disabilities that were suitable. All participants, including WWID, were over the age of 18 and employed within mainstream employment. Also, to reduce risk in relation to participants with intellectual disabilities, we organised for a nominated support person to be present at each interview.

Hotel participants were selected through their involvement with WWID, such as being a colleague from the same department, or the worker's direct supervisor. The HR department liaised with the researcher on participant selection. For all participants, a recruitment letter was sent, through internal mail, to all possible participants addressing the reasons for the research, why they were selected, and who to contact to participate in the study. WWID was identified by the HR manager; the researcher then discussed their participation directly with the WWID. These participants were then asked whether they had any concerns that may have resulted in consequences of their involvement. The participant information statement was provided to them by the researcher to read and discuss with their family two weeks before the proposed interview date. WWID was also offered the option to bring a support person (parent/guardian/friend/colleague) into the interview with them. All WWID nominated a support person independent of their employer, including family members and friends. Due to this, no demand characteristics, such as wanting to please, occurred.

Data Collection

Three hotel case study sites were purposefully sampled because an adequate number of WWID were employed across these sites. Data were collected through interviews and focus groups. Focus groups were conducted before the interviews to identify areas for discussion in interviews. Data collection type is indicated in Table 1.

Interviews were carried out with HR managers and Department managers and workers with intellectual disabilities. *Interviews* provided an increased opportunity for an exchange with each participant, where the researcher was able to more fully understand their beliefs, perceptions and motivations (Hennink et al. 2011). Individual interviews provided a foundation of data (Lambert and Loiselle 2008; Sandelowski 2002) that helped to reflect each participant's personal reality (Macdonald 2006). Interviews were conducted with 3 HR managers and 3 Department managers (one from each hotel site), 16 supervisors and 19 WWIDs. Interviews were conducted for up to 1 h with HR managers and Department managers and 30–45 min for WWID. Themes that arose from interviews included,

WWID views on management support, such as positive or negative experiences; confronting anxiety to secure a job, such as fear of an interview; fitting in and the importance of active participation, such as WWIDs participating in workplace teams; the benefits of participation, such as making friends; evidence of social inclusion, such as increasing commonalities with family members resulting from their employment. These themes are discussed further in the findings section. Table 2 outlines the acronyms used to discuss participant types.

Focus groups were organised with supervisors and colleagues of workers with disabilities. Focus groups are seen as low cost and flexible in exploring attitudes and experiences of participants on a particular topic (Bloor 2001; Krueger and Casey 2009). Focus groups consisted of between six and ten participants and lasted between 30 and 45 min each. Focus groups allowed the researcher/s to gather a number of participants for a group view on the topic. This then allowed the researcher/s to measure multiple perspectives about the topic in an interactive way (Gibbs 2012). Themes that arose from focus groups included: management and supervisor support for the authentic work experience; fitting in and the importance of active participation, such as WWIDs participating in workplace teams; the benefits of participation, such as making friends. These themes are discussed further in the findings section.

The following table provides acronyms assigned to the participants:

Data Analysis

The analysis of this study was activated at the research settings, carried out through interviews and focus groups, to determine emergent theories (Glaser 1992, 1998; Glaser and Strauss 1967). During the course of the study, open coding was sourced and we established a foundation of analysis through the raw data, which was then integrated with a second-stage process to conceptualise the data into categories (Glaser 1998). Any mix of data was then systematically analysed to generate inductive theory about each theme (Glaser 1992). A sensitivity to the interconnections between the data and theoretical underpinnings was essential to allow concepts and categories to emerge, and illuminate the categories, their properties and the resulting correlations between them.

Findings

The findings are categorised and discussed below based on the themes that emerged from the data. The main themes relate to management support to provide practical

Table 1 Data collection type

Employee type	Number of participants	Data collection method
Hotel 1		
WWID	8	Interview
HR manager	1	Interview
Department manager	1	Interview
Supervisor	6	Focus group
Colleague	8	Focus group
Hotel 2		
WWID	6	Interview
HR manager	1	Interview
Department manager	1	Interview
Supervisor	4	Focus group
Colleague	6	Focus group
Hotel 3		
WWID	5	Interview
HR manager	1	Interview
Department manager	1	Interview
Supervisor	6	Focus group
Colleague	10	Focus group

Table 2 Participant acronyms

Participants	Acronym
Workers with an intellectual disability	WWID
Human resource managers	HRM
Department managers	DM
Supervisors	S
Colleagues	C

experiences for WWID, WWIDs confronting anxieties to secure a job, WWID participation within workplace teams and benefits of workplace participation. The themes have been related back to the elements of existential authenticity identified by Heidegger (1996) and used as our conceptual framework for this study.

Management and Supervisor Support for the Authentic Work Experience

Management support for creating an authentic experience for WWID was exercised with integrity, and sometimes this meant the workers were assessed differently from their colleagues. In an interview with Janet (DM—Hotel 2), she explained the ways she matches WWIDs to jobs at the interview stage and is lenient in assessing their potential for performance: *'We job match as best we can at interview stage. We are lenient on their productivity but nothing that*

makes them stand out' (Janet, DM—Hotel 2). In one of the focus groups, it was evident that giving supervisors and colleagues some leeway with their behaviour helps them in the workplace: "Even the kitchen hand, he may be strange and shout about things but because he works in the canteen everyone knows him. He's very popular and everyone says hello to him and thanks him for the food" (Alec, S5—Hotel 1). The researchers observed that Department managers and supervisors were careful not to address WWIDs as 'different' and were quick to point out that WWIDs were treated fairly and not managed differently compared to other employees. Managers appeared to be frustrated about having to be more patient with WWID, but they resolved such issues through time management and deliberately task matching to the WWID skills. This was evidenced when managers allocated tasks in accordance with WWID skills and not expecting them to approach tasks they could not achieve. This level of special attention demonstrates and cements the authentic work experience for WWID so that they are not expected to completed tasks that are out of the range of their capabilities.

In the focus groups, colleagues focused on what they could do to help WWIDs: "It's not as if they interfere with our work. We only offer help if they ask or we can see that they are struggling" (Tiffany, C5—Hotel 3). As Rose (C1—Hotel 2) explained: "Sometimes you can tell they are tired because they have done all checkouts. Sometimes we swap our rooms with them to help them out, I feel sorry for them when it looks like they are struggling". These examples are suggestive of intra-personal existential authenticity (Heidegger 1996). We observed that colleagues were eager to help WWIDs. Even when colleagues were unsure of how to interact with WWIDs, for example, as noted by Alec, (S5—Hotel 1), the generosity of colleagues to assist WWIDs was clearly apparent.

Creating an authentic experience for WWID was also found through supportive HR practices and the training and development integrated with their everyday work activities. There was a conscious effort on the part of management to support and offer training throughout the research sites. Training, along with HR support, was integrated into the work experience to ensure an authentic experience for WWIDs. The support and training offered throughout the research sites were observed at all employment levels. Angie (S1—Hotel 1) referred to the importance of supervisor training for dealing with the employment of WWIDs: 'There is a good training system for supervisors here … with a year-long program on all areas of supervising'.

Employing a 'buddy' system at Hotels 1 and 3 gives WWIDs a perception of an authentic work experience as soon as they begin their employment.

Yes I had a buddy in the laundry so I could ask about my job. The supervisor and my buddy helped me learn what to do in my new job (Bobby, WD3—Hotel 1)

Once I had done my training I had a buddy for 2 weeks to practice. She showed me what to do and helped me when I got stuck. Everyone in the department does that. (William, WD5—Hotel 3)
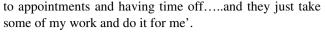
This buddy system ensures integration with colleagues from day one and helps WWIDs settle into their working environment.

Providing potential solutions was sometimes expressed by supervisors in terms of WWIDs receiving further training: 'I think they could offer training for workers with disabilities for say English or comprehension and writing skills so that they can communicate. That would help both them and us' (Erin, S4—Hotel 3). For example, supervisors indicated that some WWIDs struggled with communication, especially written communication when handing over a shift, where guest details and requests may get lost if not communicated effectively. Therefore, providing additional training and supervision for communication-based tasks would be beneficial for not only WWIDs but supervisors and colleagues.

A few employees complained during the focus groups that some WWIDs are slower and do not always complete their job tasks, which could negatively impact on other work colleagues and of course the management of these workers. Frustrations were noted from colleagues and supervisors; however, participants were aware of the limitations on WWIDs due to their disability. The majority of frustrations were directed at management and HR for not providing a supportive enough environment for WWIDs. For Jenn (C2—Hotel 2), there were equity issues: 'I think if they have been employed to do the same job then they should do it, it's not fair on us otherwise. The supervisors just tell us to get on with our jobs but we can't because they take so long it means we can't do ours'. Micky (S4—Hotel 2) also expressed his frustration: 'The laundry attendants can be difficult, they do their jobs when they want to but when they don't it can be a struggle to get them [WWID] to do it'. James (S1—Hotel 2) observed: 'The laundry attendants are quite slow so they probably do less work than everyone else but again you have to accommodate them. The other laundry attendants get a bit annoyed as they feel they are carrying them a bit but there is nowhere else to put them' (James, S1—Hotel 2).

WWID Views on Management Support

Bethany (WWID7—Hotel 1) noted that her employers were 'very supportive and have given me so much flexibility going to appointments and having time off…..and they just take some of my work and do it for me'.

Alex (WD5—Hotel 2) illustrates a negative perception at Hotel 2, as he prefers to ask colleagues if he needs help.

The supervisor just showed me things once and said I would pick it up when I was working, which I sort of did but the other attendants helped me out for a while before I got used to it. I don't ask help from the supervisors, they just ask someone else to help me so I go to people I know will help me (Alex, WD5—Hotel 2)

Holly (WD2—Hotel 3) suggests that the managers and supervisors at Hotel 3 are not only supportive but inclusive also, giving a perception of an authentic work experience.

They helped me learn what I had to so after my training and helped me get used to it. I can talk to them about my job and they tell me how to do things. They are nice people and ask me about my home and what I like to do on my days off (Holly, WD2—Hotel 3)

It was observed that WWIDs throughout the research sites were reluctant to give negative views on their managers; however, due to the rapport built between the researcher and WWIDs, the participants were able to give true accounts of their work experiences.

Confronting Anxiety to Secure a Job

At each of the hotels, there was deliberate emphasis on making WWIDs feel at ease when applying for positions and talking them through the process, so that they could feel relaxed before interviews. All three HR managers at the hotel sites indicated that WWIDs had been sourced through a range of avenues, these included independently applying, using a disability support service to support WWIDs through the job application process and through careers advisors within the school system. In the interview with Jack (WWID3—Hotel 2), we found this approach to be very helpful and was more relaxed when the time came for an interview:

They told me about the job and I said I would like to do something like that. They were friendly and asked me questions I had practiced so I wasn't too nervous, but a little at the start. They told me it would be better in my interview.

Karen (WWID6—Hotel 3) referred to her experience securing employment:

Getting the job was scary…..people with disabilities get stuck because people think they can't do things. I can do whatever I want I just do it in my own way.

Peter (WWID1—Hotel 1) spoke about the induction process that helped him overcome his discomfort to feel respected and valued as a member of the hotel staff: 'The department manager and HR ….. explained how the job worked and what changes they would make to make me comfortable. From day one the department manager and HR reassured me that they were committed to my career here'.

Olivia (WWID2—Hotel 3) overcame being nervous once she was comfortable with what she initially perceived as difficult job tasks:

> I like coming to work every day. I like not liking something because then I do it and learn it and then I like it. I didn't used to like delivering newspapers because you have to ticket which rooms they have been given to and I would get confused and go wrong but now I have done it a lot so I like it.

As part of the authentic workplace experience WWIDs distinguished how they overcame their anxiety and identified with colleagues to make friends at work. Emma (WWID—Hotel 3) provided an example of the importance of the friendships developed: "I was worried at the start I would be segregated because of my disability but it didn't make any difference. We are a good team in work and good friends out of work". Emma built friendships through the medium of the workplace, which transferred into spending time with these friends outside of the workplace. Emma was able to overcome the anticipated anxiety of being *'segregated'* due to her disability to form authentic friendships established within the workplace. It was observed that WWIDs displayed excitement and were proud after confronting the initial anxiety before finding a job. Through this kind of achievement, WWID is motivated to continue confronting anxiety within the workplace and within the community.

Fitting in and the Importance of Active Participation

The study shows that WWIDs have been integrated well within the social environment at each of the three hotels, suggesting that inclusion is supported by management: "Luckily all our workers with disabilities have been here a long time, they are very much ingrained in the fabric of the hotel, and everyone just includes them" (Jane, HRM—Hotel 1). However, there was a divergence in terms of whether to single WWID out for special attention. As Janet (DM—Hotel 2) explained: "The housekeepers are really good, they [WWID] have fitted in well and their colleagues include them. The moment we highlight them [WWID] is the moment they get excluded'. Oscar (C5—Hotel 1) told us: 'Our food and beverage attendant is a bit of a celebrity,

he's like the godfather—he's always in the middle of things" (Oscar, C5—Hotel 1). Alice (DM—Hotel 3) noted that "colleagues are often protective of workers with disabilities….it sets a high standard for teamwork….we have not had any issues with disability discrimination", yet argued seemingly to the contrary that "everyone is treated the same, no one gets treated differently". This suggests that this is a difficult issue, where managers wanted to treat people equally, yet realise in some circumstances, this is not always possible or desirable.

Feeling appreciated was also important to WWIDs: 'The other housekeepers all say thanks when I help out and they tell me I do a good job' (Jack, WWID3—Hotel 2). Again, this appears to be linked to notions of active participation in friendship and a sense of identity connected to doing the right thing and carrying out one's job correctly, which are additional elements of existential authenticity (Heidegger 1996).

James (S1—Hotel 2) expressed his views on work and how he felt WWID should be included: "I think inclusion is a two way process, they have to make an effort to include themselves [in work activities] too". For Alice (DM—Hotel 3), 'It's all about the mindset of all employees…..it's important and morale within teams is very high, everyone is seen as part of the team'. As Karen (WWID6—Hotel 3) noted: "Everyone is supportive…..we all help each other but the way they have helped me the most is by treating me the same and letting me do my job". The researcher observed that a number of WWID participants felt the need to reciprocate support for colleagues, giving a sense and perception of inclusion. Karen's reference to 'help' suggests that she is experiencing intra-personal existential authenticity (Heidegger 1996), where her colleagues are helping each other to solve problems. In this way, she does not feel she is treated any differently to any other employee.

The Benefits of Participation

When discussing the benefits of work, it was agreed by most WWIDs that benefits were personal and different for each individual. As Peter (WWID1—Hotel 1), it was a matter of personal satisfaction: "I'm happy with my job, I'm happy looking after the café. I'm pleased to do what I'm doing and get satisfaction and comments from my colleagues'. Paul (WWID5—Hotel 2) explained how work makes him happy: 'I'm never going to have lots of cars and live in a big house but that doesn't mean I'm not successful. Being able to not rely on my parents and my boyfriend's parents is good enough for me". For Sean (WWID4—Hotel 2), work represents independence, but also the opportunity to help others, and thus participate fully in the workplace: 'I am always changing my goals to

become more successful. Success is being independent and impacting other's lives for the better. That's why I would like to teach. I always do my best and push for better'.

Peter (WWID1—Hotel 1) talked about the induction process that helped him to feel respected and valued as a member of the hotel staff: "The department manager and HR ….. explained how the job worked and what changes they would make to make me comfortable. From day one the department manager and HR reassured me that they were committed to my career here'. Others described specific work-related goals they set for themselves". Jim (WWID5—Hotel 1) looked ahead to promotion:

> I would like to work in the finance department as a finance office. I want to learn the beverage inventory system that is good for my career. I want to develop new skills and develop my potential further. I am doing a lot more things with more responsibility … deciding that you want to do something and achieving it.

Examples of improved self-esteem were articulated by a number of participants. For example, Laura (WWID3—Hotel 1) noted:

> I like having a job. I like talking to people and I get to do that more here than at home. It gives me freedom because I make my way here and home on the bus. I'm more confident and mum says I'm happier and don't argue with her as much anymore.

Sean (WWID4—Hotel 2) spoke of his connection with work and the enriched meaning it adds to his life:

> It's fun to come to work and see everyone. It's probably not what I want to do all my life but I certainly enjoy it. I feel like I have a purpose in life. It has given me freedom and goals to achieve. I feel more like me every day, I would never have thought about a teaching degree 6 years ago.

It was observed that WWIDs were proud of their achievements through gaining work, which in turn reinforced the authentic work experience.

Beyond the Workplace—Evidence of Family Inclusion

Participants reported feeling more a part of their family and feeling less of a burden on them, and this inclusion within the home extends a gratification towards employment:

> I like to have a job, my brothers used to come home and tell me about their jobs and I didn't have one but now I do I can tell them about mine. It makes me feel more part of my family, I used to be very quiet

before. I like my job, I like fitting in with my friends and at home with my brothers (Stewart, WWID7—Hotel 2).

Another illustration of this phenomenon came from Laura (WW1D3—Hotel 3):

> I just wanted a job so I didn't mind what it was. It's good to get ….. away from my parents. Because they don't let me do anything myself. I can do things myself here [at work], I feel more of a proper person. I like having things to do and talking to people and getting out of the house.

Stewart (ED7—Hotel 2) noted that he now '*fits in*' with his brothers because he has a job just as they do. This suggests that having a job has intensified their identity with their family. This finding provides an added layer to help in dealing with their disability and another way of achieving existential authenticity, not only in employment but possibly within other social settings. The researchers observed that when talking about family inclusion, WWIDs were enthusiastic and excited about 'fitting in' with their family which shows that it is an important aspect of WWIDs when benefitting from employment.

Discussion

This study contributes to understandings of CSR and the ethical management practices which support the social inclusion of WWID through practical work experiences that create *existential authenticity* (Heidegger 1996). We contribute to the extant literature and demonstrate how existential authentic experiences enhance the social inclusion of WWID and their overall well-being. When managers engage in ethical job matching suitable candidates, assess their accommodation needs and provide additional training (Appelbaum 2000; Zacharatos et al. 2005), they effectively set the scene for authentic work experiences for WWID. Employment provides them with the opportunity to confront anxieties about being interviewed and in accomplishing their work-related goals, and facing anxiety is an element of existential authenticity (Heidegger 1996). Four major findings emerged from our study: utility and relevance of the framework of existential authenticity for ethical employment and sustainable management of WWID (Heidegger 1996); the importance of ethical HRM practices for the day-to-day work experiences of WWID; the critical role of CSR and HRM practices to give voice to WWID; and the views of WWID regarding their work experiences and overcoming discrimination.

First, the study found that the framework of existential authenticity supports WWID when they confront anxieties,

engage with practical experiences, and have full workplace participation (Wang 1999). Connecting with practical experiences makes *authentic individuals*, which enables them to engage in work (Wang 1999) such as the laundry, restaurant and front office. Through a holistic CSR approach to HR practices, WWID is provided with the opportunities to achieve the best work experiences possible. They are then able to achieve existential authenticity. When WWID *confronts work-related anxieties*, the pragmatic nature of existential authenticity becomes a reality and happens through the very act of securing employment for the WWID (Jahoda et al. 2009). A number of participants expressed their desire to attempt different job tasks, work in new departments, or even promotion. For instance, Sean (WWID) articulated that the support from HR and his immediate supervisor at H2 gave him the confidence to think about a future career. When a WWID is engaged in *active participation*, there is interconnectedness between existential authenticity, social inclusion and the well-being of the worker. Responsibilities for ensuring there was inclusion were seen by participants as reciprocal, further reinforcing notions of existential authenticity, where all employees must interact equally to make the workplace enjoyable for all. Employment gratification can manifest in feeling a sense of purpose within an ethical work environment and having the regularity of work may help them cope with their intellectual disability.

Second, at the core of ethical HRM practices for WWID is supporting them to secure and retain their job (Lengnick-Hall et al. 2008; Nafukho et al. 2010). Even though securing a job can be challenging, our study has highlighted outcomes that may assist these workers when they seek employment. Benefits were identified through the concerted efforts of management to *put WWID at ease* when they applied for positions at each of the three hotels. WWID found it particularly helpful when management explained the interview process, alleviating the mystery of what to expect and assisting them to feel more relaxed at interview. Effectively, management used a preventative strategy to alleviate anxiety, an element of existential authenticity (Heidegger 1996).

Third, for WWID this study has highlighted their workplace experiences and the importance of giving them voice at the workplace. Our results support that WWID generally had positive experiences at their workplace and held supportive views of HRM practices and their immediate supervisors. We found that WWID in the three hotels was content in their jobs because employment gave them more confidence, a sense of being important and needed, and overall meaning in their lives. Therefore, employment seems to be having a positive effect on their social inclusion, attitudes, behaviours and well-being that contributes to an overall authentic outcome for their employment.

WWID talked about a sense of *belonging* when they felt accepted and supported by other work colleagues in the workplace. They also expressed how being *self-sufficient* and *independent* were attributed to their authentic work experience, which links to an existential authentic 'life' experience (Wang 1999). Reinforcing behaviours of self-sufficiency and independence were also found to be congruent with family behaviours. WWID indicated that securing a job and receiving the appropriate remuneration increased their *existential authenticity* because having a job helped them feel more *part of their family and social circles*.

Fourth, to enhance ethical practices we suggest the broader areas of HRM could apply the principles of existential authenticity as a strategy to overcome workplace discrimination, particularly related to WWIDs. Tailoring management styles to suit the characteristics of individual WWIDs along with established HR programs may better support the success of WWID (Luecking 2011). Communicating individual performance successes could also promote self-development and the existential-self and create a degree of authenticity (Heidegger 1996). The authentic work experience could be hindered in circumstances where managers try too hard to make employment for WWIDs an authentic experience. In these situations, there may be the potential to alienate other work colleagues who are resentful of the extra help afforded WWID. A consequential effect could exacerbate the concerns of WWID and lead to HR issues (Cavanagh et al. 2016).

The implications for management highlight the need for enhanced practice and further research based on the findings of this study. First, managers need to be more aware of the practical nature of supporting WWID from the point of orientation and continuing through their term of employment. Second, there are implication for policy and procedures that ensure WWID is included in work activities relevant to their capabilities. Third, using examples of authentic experiences in training and development may improve the work experiences for WWID. We recommend further research that unpacks the meaning and impact of work on the lives of broader groups of people with disability, such as mental health and other vulnerable groups of people. In future, researchers may wish to look at intervention studies that examine pre- and post-effects of training and employment programs with people with disability.

We demonstrate that the employment and support of WWID are an ethical issue at the workplace rather than just an issue of legal compliance. The full participation of WWID through creating existential authentic experiences is critical to the ethical management for this cohort of employees. Our contribution highlights that CSR and ethical work practices have a role to play in the manager's approach to innovative and creative work activities for

WWID. Despite the valuable contribution of this research to understanding the complexities of managing WWIDs, the research does have some limitations. One of the key limitations is that the study is specific to WWIDs and industry specific, and may not be representative of other forms of employment or industries. Another limitation is the nature of qualitative research and the limited number of participants.

Conclusion

In sum, CSR and ethical HR practices promote authentic work experiences for WWID. Employees who reported existential authentic work experiences perceived positive inclusion at work. We argue that organisations can develop authentic experiences for WWID through ethical HR policies and practices in action. These HR management practices support the social inclusion of WWID through their full participation. This may mean changing the way some managers perceive WWID and shifting their mind-sets from physical workplace accommodations to focus on ethical HRM practices. Ethical management underpinned by a CSR approach is critical in enabling WWID to reach their full potential not only in work but within the community.

Compliance with Ethical Standards

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