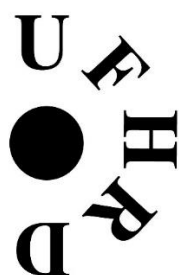


UFHRD 2022 Conference Proceedings



Diversity and Equality Issues in HRD

(Chapter 3 of 5)



MIND THE GAP
Bridging Theory and Practice in a Post-Covid Era
June 2022
Hosted by
Sheffield Hallam University

Editors Dr David Wren, Professor Sarah Fidment, Dr Paul Stokes, Dr Christine O'Leary

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Diversity and equality issues in HRD

This is the Diversity and equality issues in HRD chapter from the UFHRD Conference 2022 proceedings document, published in May 2023.

Introduction

The Diversity and Equality issues in HRD stream provided an invaluable opportunity for researchers to share ideas and work in this area. Insightful research was presented and topical themes including menopause, age discrimination, diversity intelligence, experiences of Indigenous people in boarding schools, and parents of persons with disabilities, were explored.

Each presentation highlighted current diversity and equality issues faced by employees in the workplace. We heard about the intersectionality of factors, such as race and social capital, resulting in the outcome that women experience menopause differently. Further, the impact of menopause affects the working life and practices for women, causing some to retire early. The researcher called for the promotion of a culture of menopause well-being in the workplace. Another piece of research highlighted an issue in America regarding age discrimination. Currently, reasonable accommodation, along with the free use of the BFOQs (bona fide occupational qualification) defence leads managers to overlook the wide variety of abilities that exist in people of any adult age. It is timely for age discrimination statutes in America to include reasonable accommodation so that individualistically oriented approach can apply to such cases. The research presented around Diversity Intelligence emphasised the need to devise a tool for organisations to measure the extent to which corporations and people are aware of daily encounters of diversity. A paradigm shift is needed to move from a standardized organizational response system to customized response system for managing and treating diversity to develop a tailored diversity management tool kit.

A contemporary piece of research investigating the historical traumas Indigenous people at boarding schools in USA and Canada was also presented. A more in-depth analysis into the circumstances and history surrounding the assimilation efforts by both the Canadian and American Governments will provide a more accurate history of what occurred at the schools by staff. It was of interest to note that there are some boarding schools that are still in operation today aimed at implementing indigenous culturally based programs. Further research into the rationale behind the practices of the schools and the impact for the wider Indigenous people is critical in understanding the history. Finally, an under-researched area of experiences of parents of persons with disabilities (PWD) was discussed. Due to extensive caring commitments, such parents experience significant impacts on their professional trajectories and financial and mental health, particularly mothers who often assume significantly more significant portions of the care work. In an HRD context, understanding the working experiences of parents of PWD can shed light on the strategies they employ to integrate work and life domains and how organizations can better support them. The study highlights the need for organizations to effectively support these caregivers.

The presentations in the Diversity and Equality issues in HRD stream were informative and interesting. They highlighted some of the phenomenal work currently being undertaken in this field within organisations. Diversity and Equality research is constantly developing and the stream in this conference enabled us to hear a taste of current research.

Dr Andrea Subryan, Sheffield Hallam University.

What are we going to do about menopause?

DR. KATY MARSH-DAVIES

Sheffield Hallam University

Abstract #7

Rationale: Some high-profile figures are beginning to break the taboo and discuss menopause in the media, notably Davina McCall (Channel 4, 2021) and Meg Mathews (BBC, 2021a). Conversely there have been some disturbing news stories recently, such as the suicide of Linda Salmon (BBC, 2021b), which her husband feels could have been prevented if there had been more awareness of the difficult mental health symptoms that can be associated with menopause.

The impact on organisations and the economy has been expounded. A Government Advisor states that “Almost one million women have retired early because of the menopause” (The Times, 2021). Personnel Today (2021) warn this is creating a pensions shortfall. The Times (2021) advises “Employment tribunals citing menopause have jumped in the past four years, with experts telling companies to update their policies urgently to avoid litigation”.

The social justice case is also clear – lack of adequate accommodation for menopause is a major obstacle to achieving gender equality, especially in leadership positions - and the cycle persists as women’s issues are not represented in policy decisions.

Focus: This working paper is designed to provoke conversations around ‘What are we – as HRD practitioners and scholars – going to do about menopause?’. It will highlight the timely and urgent need to address menopause in the workplace and consider approaches to doing so.

Women experience menopause differently – the physical symptoms are wide ranging and might be influenced by race (everydayhealth.com, 2021). The psychological consequences also vary from person to person, for example people from queer or trans- communities might find this life stage particularly challenging (queermenopause.com, 2021). Social capital can impact how a person experiences menopause, for example spousal support and friendship groups – but finding support, even having informal workplace conversations, can be more challenging during COVID. Whether menopause is talked about openly, support is sought and is available, is dependent on culture – including religious, national and workplace cultures. As HRD specialists it is the latter over which we have some influence.

Case: This paper focuses on the case of education in the UK. Teaching is a female dominated profession and there is a crisis in retaining teachers over the age of 50 – the average onset of menopause in the UK is 51.

The researcher conducted interviews with teachers during COVID. Some enjoyed the freedoms that the imposed flexible ways of working offered during the pandemic and are loathe to return to ‘business as usual’. New working patterns might be helpful for people experiencing challenging menopause symptoms – but they do not come without costs to career and well-being. Additionally, requests for teachers to work flexibly are more likely to be rejected than in the wider workforce, so this should not be seen as the only solution. This session will discuss how HRD can promote a culture of menopause well-being in the workplace, and propose an agenda for research.

Keywords: menopause; gender; education; teaching; well-being

Paper

Not applicable.

Presentation - What are we going to do about menopause?

Included below.

WHAT ARE WE GOING TO DO ABOUT MENOPAUSE?

DR KATY MARSH-DAVIES
SHEFFIELD HALLAM UNIVERSITY

1

MY CAREER/RESEARCH

HR Advisor for Royal Mail

HR degree dissertation – women's career choices

Masters dissertation – experiences of those in gender atypical careers

PhD thesis – differences for men and women working from home

Supervisions – Work-life balance; Female Entrepreneurship in Pakistan; & Gaza; menopause in SMEs
Recently – teachers working from home during COVID

Future – women flourishing during COVID; teachers and menopause bid; PhD supervision on menopause in the workplace

2

MY OUTPUTS

- Publications on home-based work, gender, identity, emotion
- (Publications with colleagues – Performance Management in TUs, critical perspectives on graduate employability)
- Conference papers inc. WES & BAM
- The Conversation article: Ways to make teaching more Women-friendly post-COVID
- Book (at final review stage) for Routledge: Teaching post-COVID
- Blogging as a **CAUTIOUS ADVOCATE** for flexible work
- Schools Week article: 'Managing Menopause is a challenge all Leaders must rise to'

3

WHY MENOPAUSE? WHY NOW?


As you may have seen, some high profile figures are beginning to break the taboo and discuss menopause in the media, notably [Davina McCall](#) and [Meg Mathews](#). Conversely there have been some disturbing news stories recently, such as the [suicide of Linda Salmon](#), which her husband feels could have been prevented if there had been more awareness of the difficult mental health symptoms that can be associated with menopause

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MENOPAUSE, ME & PHYSICAL ACTIVITY

KEY MENOPAUSE FACTS


- ▶ Menopause is a natural process all women experience when their periods stops and their ovaries lose their reproductive function.
- ▶ It typically occurs between the ages of 45-55, the average age being 51 in the UK. **It begins in mid-life rather than in 'old' age.**
- ▶ Around **8 in 10 women experience menopause symptoms** and these can vary in length and severity and last an average of 4 years. Symptoms can have a significant impact on women's lives.
- ▶ **Women have an increased risk of diseases** such as osteoporosis and cardiovascular disease following the onset of menopause, which may be prevented through regular physical activity.



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Image Source for slides 5-7: <https://womeninsport.org/menopause/>

Many experienced symptoms they did not expect, including:

22% unexpected sleeping problems/ insomnia	20% difficulty with memory/ concentration	18% experienced unexpected achy joints
79% of women surveyed experienced hot flushes and		36% women said their menopause symptoms impacted their social life
70% experienced night sweats		

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Image Source for slides 5-7: <https://womeninsport.org/menopause/>



7

Image Source for slides 5-7: <https://womeninsport.org/menopause/>

MENOPAUSE AND WORK

- Menopausal women are the fastest growing demographic in the workforce
- The average age for a woman to go through menopause is 51. It can be earlier than this, naturally or due to surgery, or illness. And symptoms may start years before menopause, during the perimenopause phase
- According to the Faculty of Occupational Medicine (FOM), nearly 8 out of 10 of menopausal women are in work
- 3 out of 4 women experience symptoms, 1 in 4 could experience serious symptoms
- One in three of the workforce will soon be over 50, and retirement ages are now 68
- There have already been successful employment tribunals against employers

From <https://menopauseintheworkplace.co.uk/>

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MY RESEARCH (IN DEVELOPMENT)

- Many teachers enjoyed the flexible work opportunities afforded by the pandemic
- A lot do not wish to return to 'business as usual'
- Teaching has a problem retaining women over 50
- Flexible work requests are less likely to be accepted in teaching than other professions

Find out more: <https://schoolsweek.co.uk/managing-menopause-is-a-challenge-all-leaders-must-rise-to/> Credit to Prof Cathy Burnett & especially Dr Suzanne Brown @ SHU

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MY CONCLUSIONS ON FLEXIBLE WORK

- Flexible work does not come without costs to career and well-being
- Supporting menopause is about understanding individual needs and considering creative and temporary solutions
- It's also about challenging assumptions and changing culture

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MENOPAUSE AT SHU

- Intranet site with information, signposts, podcasts, guidance for managers, 'policy' is just guidance
- Blog by our Chief People Officer
- Staff Support Network – soon to be an EDI network, co-Chaired by myself
- Teams Group & Events e.g. menopause, cake and conversation; mince-pies and menopause
- Researcher network established by myself

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WHAT THE FUTURE HOLDS FOR ME

- Setting up the SHU menopause EDI network, continuing to network with menopause researchers
- Continuing to Blog, Tweet and otherwise have conversations
- Hopefully funded to undertake research with teachers on menopause well-being
- Hopefully running a workshop for British Academy of Management in Sept

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REFERENCES

These are largely embedded

To see my publications: <https://www.shu.ac.uk/about-us/our-people/staff-profiles/katy-marsh-davies/#fourthSection>

Follow me on Twitter: @KatyAcademic

Connect on LinkedIn

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RESOURCES & SUPPORT

BBC Stories

- [What does the menopause do to the body? - BBC News](#)
- [What we wished we'd known about the menopause - BBC News](#)

NHS

- [Menopause - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Menopause Training Company videos

- <https://www.youtube.com/channel/UCeAbRarrjdEbU4fwL-27fZQ>

Menopause and movement

- <https://hayleyleverblog.wordpress.com/2021/11/17/why-does-moving-matter-in-the-menopause/>

Menopause and work

- [Menopause and Employment: How to enable fulfilling working lives | Phoenix Group \(thephoenixgroup.com\)](#)

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- Questions?

- Discussion: **how can HRD promote a culture of menopause well-being in the workplace?**

Reducing Age Discrimination: The Role of Reasonable Accommodation in American Statutes

DR. HINDY SCHACHTER

New Jersey Institute of technology

Abstract #42

This paper analyzes one way to limit age discrimination in hiring and promoting. At present in America each type of discrimination is often handled in different federal and state statutes each with its own remedies. While reasonable accommodation has been an important inclusion tactic in disability and religious practice cases, it is not offered as a solution in age discrimination statutes. This paper argues that such exclusion is a mistake. Reasonable accommodation is an individually oriented concept that forces employers to look at skills and abilities of each individual job applicant. rather than allowing employers to make decisions based on assumptions about the abilities of a whole class of people. For too long age discrimination remedies have been hampered by allowing employers to use a bona fide occupational qualification (BFOQ) defense in a way that is not allowed in other types of discrimination practice. The BFOQ defense is based on a class perspective which assumes each person at a given age has the same diminished ability. The relatively free use of BFOQs along with the unavailability of a reasonable accommodation remedy leads managers to overlook the wide variety of abilities that exist in people fo any adult age. It is time for age discrimination statutes to offer a space where reasonable accommodation 's individualistically oriented approach can apply.

Key words: Age, reasonable accommodation, bona fide occupational qualification, social construction

Paper

Not applicable.

Presentation

Not applicable.

Diversity Intelligence: Towards development of Diversity Intelligence Across Workplaces.

DR. ISHA SHARMA

International Centre for Cross Cultural Research and Human Resource Management, University of Jammu, India

Abstract #92

Internationalization of businesses have infused cultural pluralism across workplaces in terms of people and their varied backgrounds with whom they identify, associate and affiliate. The intersection of differences and the diversity legislature that has gained momentum post affirmative action and policy making with reference to minorities at workplace across American corporate landscape is now an area of investigation. The naive dimension that has added to diversity is that historically it was treated through legislative interventions and now it has become an inclusive part of organizations that operating globally. Internationalization have also accelerated people mobility and the homogenous corporate work settings are getting dismantled and obsolete as corporates are advocating the importance of differences in terms of age, gender, social status, disability, sexual orientation, religion, personality, ethnicity and culture.

The differences reflect upon the need to assess the organizational response to manage differences as diversity is being recognized as a positive organizational attribute with an inbound potential of bringing inclusivity to organizations. Navigating diversity literature, the multiple constructs available to treat such differences include Cultural Intelligence Scale, Emotional Intelligence Scale that to certain extent measures the perspectives of employees from different backgrounds.

An attempt needs to be done to devise Diversity Intelligence (DI) tool/intervention that promises to measure the extent to which corporations and people are aware of diversity that they encounter on daily basis and how organizations operating on global setups can become diversity intelligent. A clear distinction needs to be carved out while defining an organization culturally intelligent or diversity intelligent. Such distinction needs careful exploration into the culture and diversity centric literature so that differences can be explicitly stated and points of convergence can be identified as well.

Looking at diversity as a term, refers to an organizational intentional motive to understand the psychology of heuristics and bias (Hughes, 2016). The pertinent question that emerges is that organizations treatment mechanisms for managing bias and behaviors is more prescriptive and marginally diagnostic. The prescriptive treatment refers to providing trainings, orientation, learning and developing people to address differences, whereas the diagnostic perspective refers to assessing the layers of differences (majoritarian vis-a vie minority) and then devising treatments to address differences. This calls for making a paradigm shift from standardized organizational response system to customized response system for managing and treating diversity.

Further, referring to Cox et. al, (1991), "value in diversity hypothesis", diversity in the workplace context is referred to as number of cross-national headcounts, wherein such kind of statement plagues the term diversity with oversimplification and thus organizations engage in surface level diversity issues.

The present explores and present theorization of diversity intelligence, with strong aim to address the pertinent question that what constitutes diversity intelligence and how it's different from CQ and EQ. The paper intends to explore the dimensions of diversity intelligences so that HRD practitioners

can develop tailored diversity management tool kit/interventions for their respective organizations thereby managing diversity and creating workplaces that are diversity intelligent.

Key words: Diversity Intelligence, Cultural Intelligence and Inclusive Work places.

Paper

Not applicable.

Presentation

Not applicable.

Death by Indoctrination

MS. DELILAH FRIEDLANDER

Purdue University

Abstract #103

Recent media coverage of child graves at indigenous boarding schools in the United States and Canada has prompted more questions than answers concerning what actually occurred at these schools. Indian boarding schools were designed to isolate young children from their families for long periods of time to assist both Canadian and American governments in assimilation efforts (Little, 2018). Purposely inflicting conditions of life that brought about physical destruction to these children resulted from these isolation techniques. Too many indigenous children would become permanent residences at these schools as their lives would be cut short for various and unknown reasons. To date there have been many unmarked graves discovered in Canada for children as young as 3 years old. (Bender, 2021) The Bureau of Indian Education (B.I.E) has taken over some of the boarding schools that are still in operation today and implement indigenous culturally based programs. (Brewer, 2021) There are hundreds to thousands of first-hand accounts that have been published in many media outlets, papers, books, and websites like the The National Native American Boarding School Healing Coalition. Secretary of Interior Deb Halaand announced a federal Indian Boarding School Initiative in June of 2021 to task the department of Interior to review historical records for schools to set the ground work for potential future investigations. (U.S. Department of Interior Press Release, 2021). As an indigenous person of Kootenai, Colville, and Chippewa decent I felt inclined to add to the collection of publications on this matter.

Drastic drops in population numbers may have been attributed by acts of genocide loosely documented and never taught in common history classes. These acts include sterilizations and removal of children from their homes into boarding or day schools. These situations brought serious bodily and mental harm to women forced into sterilization and children forced from their homes into schools hundreds to thousands of miles from their families.

The goal of this paper is to discuss historical traumas indigenous people endured mostly at boarding schools and tie these examples to the definition of genocide, through review of various literature and news interviews. In addition to reviewing literary works, and online publications, first hand experiences gathered from relatives are included. I believe that officially recognizing these acts as genocide is overdue and a starting point for healing for Native American and First Nation people.

Although many Native Americans know and are aware of the grim details surrounding the news reports of mass grave discoveries at these boarding schools, I felt inclined to write this paper to add to the volume of increasing accounts and to curb my own ruminations about these events. At the very least the truth of these crimes against humanity will provide a more accurate history of what occurred in the United State and Canada by staff at these schools.

Keywords: Native American Boarding Schools, Day schools, residential schools, Indigenous, First Nations, genocide

Paper

Not applicable.

Presentation - Death by Indoctrination


Included below.

*Look out
for each other
Love
each other
and you will
go a long way*

-Maklib Frie

Death by Indoctrination


DELILAH FRIEDLANDER
PHD STUDENT: DOCTORATE OF TECHNOLOGY PURDUE
UNIVERSITY
FRIEDLAD@PURDUE.EDU



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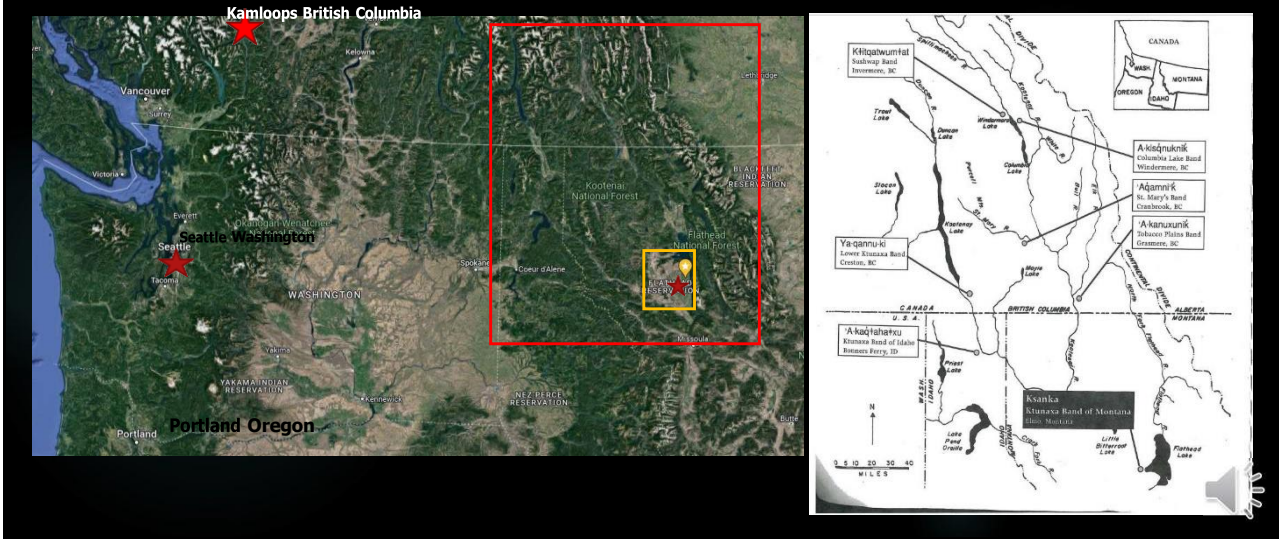
Topic Relevance to HRD

- Shared History (U.S./Canada/Pacific Island)**
- Prevention of similar infractions on other indigenous groups that face globalization**
- Diversity and Inclusion of workforce**
- This piece of history is rarely formally taught in U.S. and Canadian primary school**
- Trauma perpetuated through the generations**
- Empowerment of ethical people**
- Personal covenants to victims**

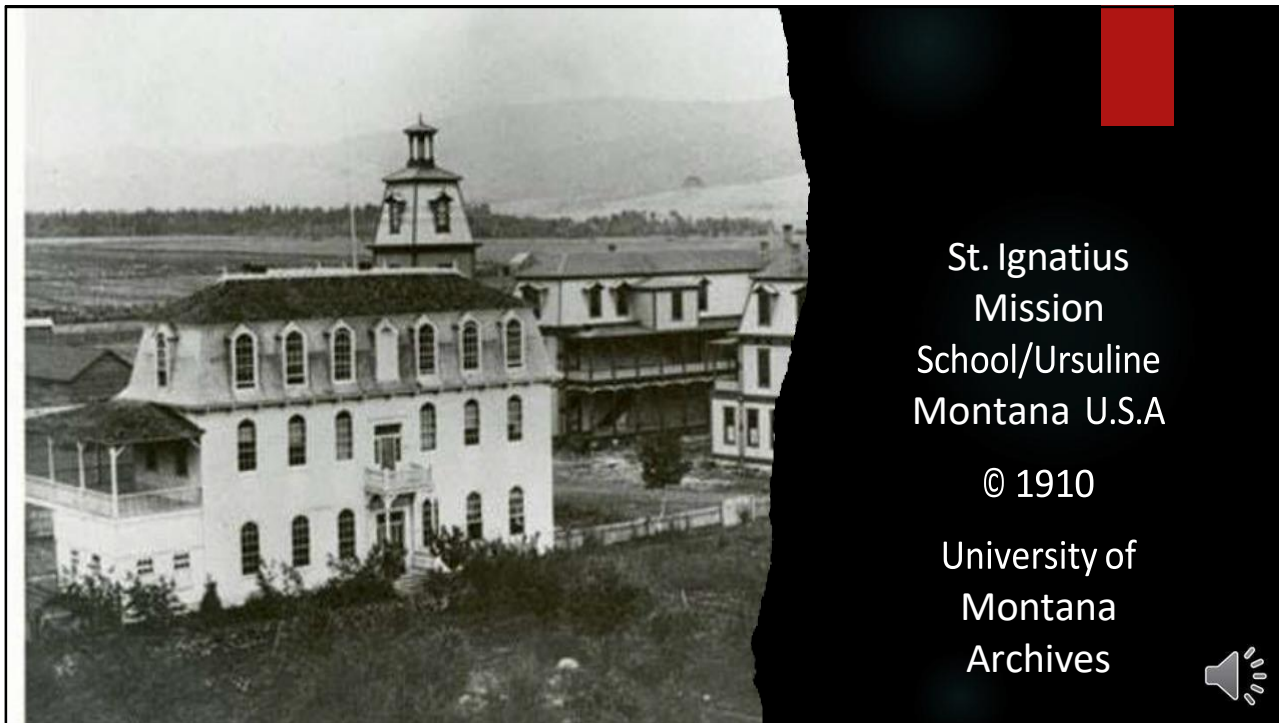


2

Map of Traditional Kootenai Territory



3



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St. Ignatius Catholic Mission Church



5

Native Healing Coalition est. 2011

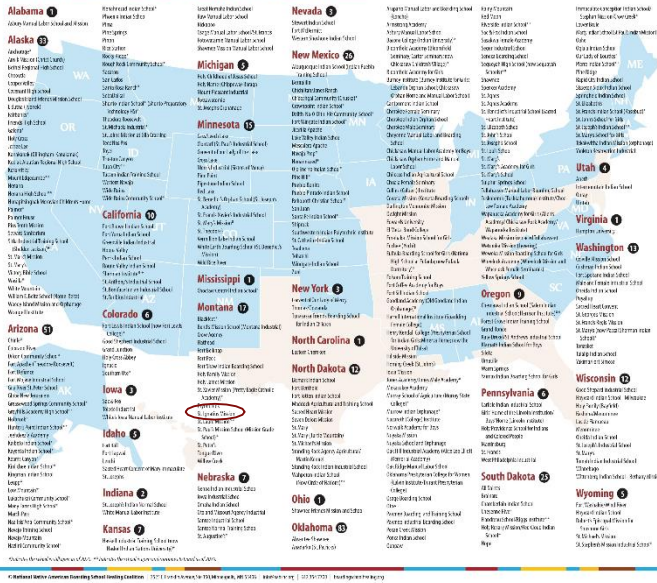
- The truth about the US Indian boarding school policy has largely been written out of the history books, and we still don't know how many students attended. Many have estimated that there were nearly 500 government-funded Indian boarding and day schools across the US in the 19th and 20th centuries, and NABS has identified 357 boarding schools alone. In boarding schools, Indian children were forcibly abducted by government agents, sent to schools hundreds of miles away, and beaten, starved, or otherwise abused when they spoke their native languages.



6

Native coalition on Healing

American Indian Boarding Schools by State



367 Schools
 73 remain open today
 15 still boarding

29 States
 The top five states with the most boarding schools were:

- Oklahoma (83)
- Arizona (51)
- Alaska (33)
- New Mexico (26)
- South Dakota (25)

14 Denominations

- Catholic (80)
- Presbyterian (21)
- Quaker (15)
- Episcopal (9)
- Methodist (12)
- Baptist (4)
- Jesuit (4)
- Dutch Reformed (2)
- Evangelical (2)
- Mennonite (2)
- Protestant (2)
- Anglican (1)
- 7th Day Adventist (1)
- Unitarian (1)

Originally compiled by Dr. Denise Lightfoot for the National Native American Boarding School Healing Coalition (NNBSHC). This list is not complete. For more information, visit www.nnbshc.org.

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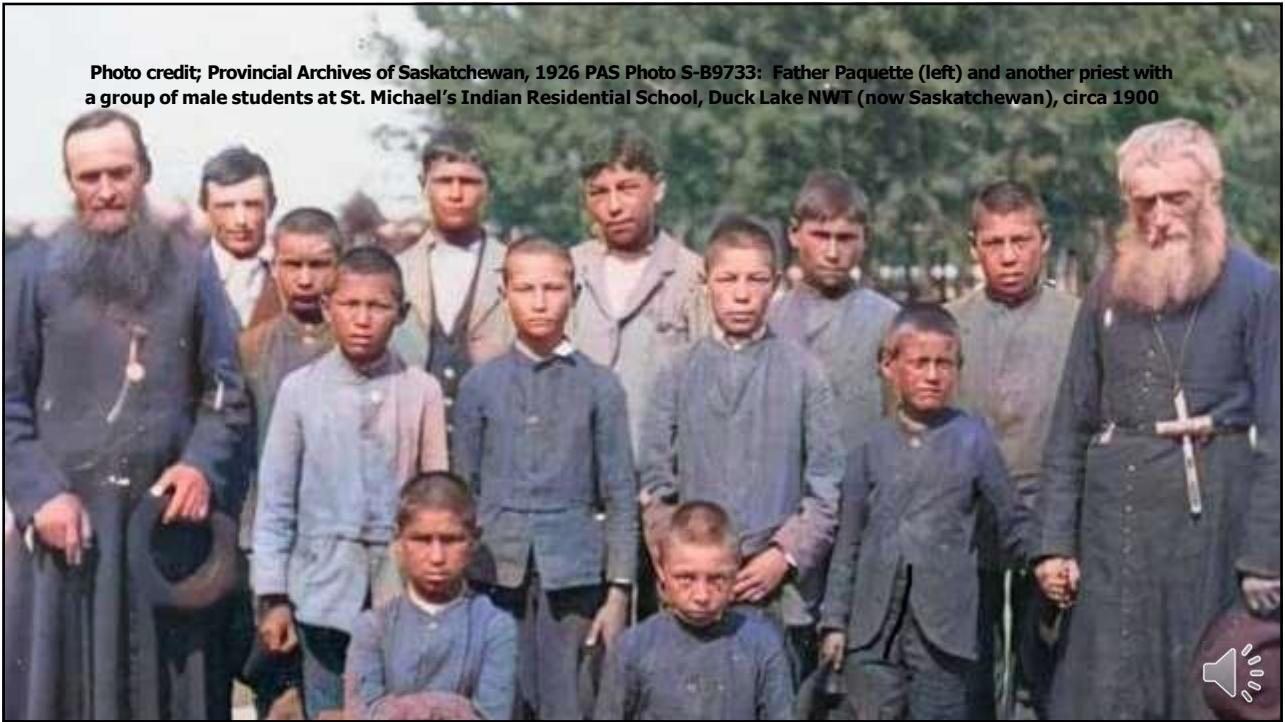


Traditional Care of Kootenai Children Left
 Photo: Madeline Baptiste-Mathias, Agnes Curley-Julian, Tony Mathias © 1924

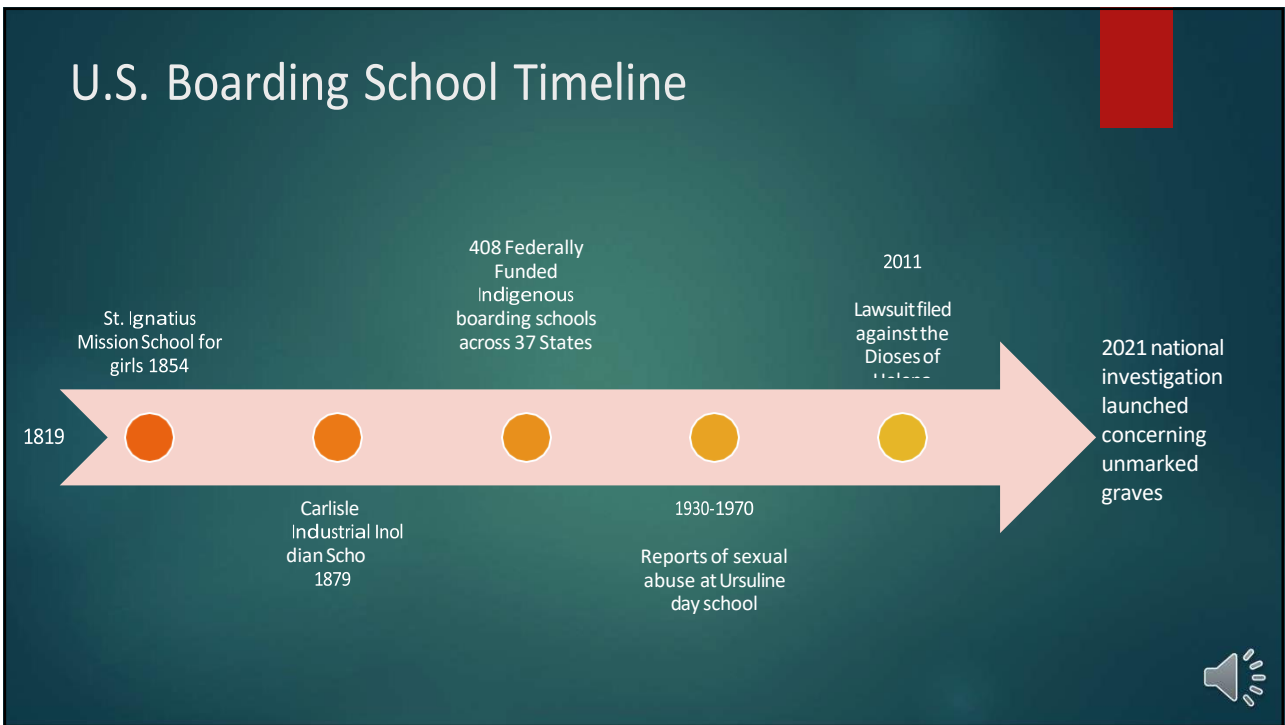
Right Photo: Ellen Kenmille, and nephew Camille Kenmille © 1917 North American Indian Old photos



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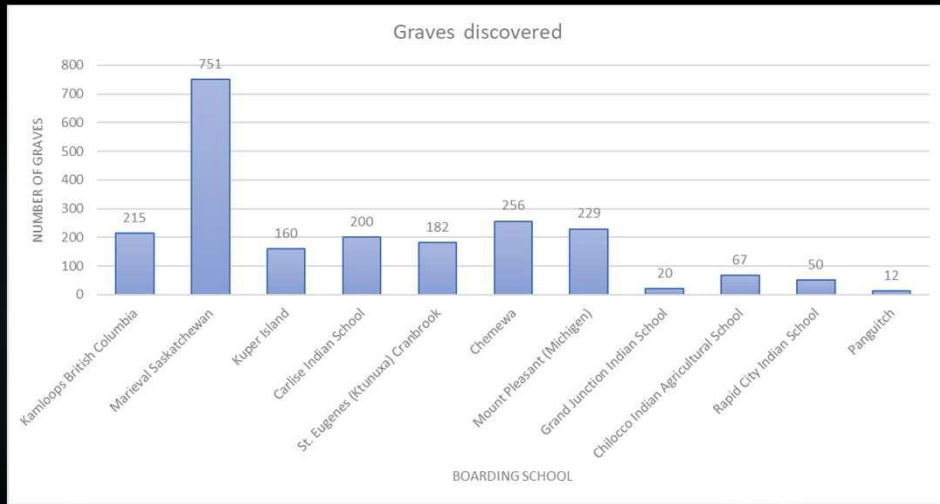


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Reported Grave numbers U.S. and Canada



11

Trauma and abuse endured by Captive children



12

Trauma experienced during adolescence

“When a person is exposed to traumatic events during development, the hypothalamic-pituitary-adrenal (HPA) axis can be altered, which may increase susceptibility to disease, including PTSD and other mood anxiety disorders” (Gillespie, Phifer, Bradley, & Ressler, 2009, p.1)

The children sent to boarding, residential and day schools were at their most impressionable age when daily nurturing was important to their development. The traumatic events they endured likely have contributed to the disparaging difference in mortality numbers as compared to children not exposed to this type of trauma.



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Trauma Perpetuated through the generations

Loss of language and culture

Living Native Americans, First Nation People of Canada, Alaskan Natives, Me'tis people are first, second, or third generation of boarding school survivors.

Abused children become abusive as they get older

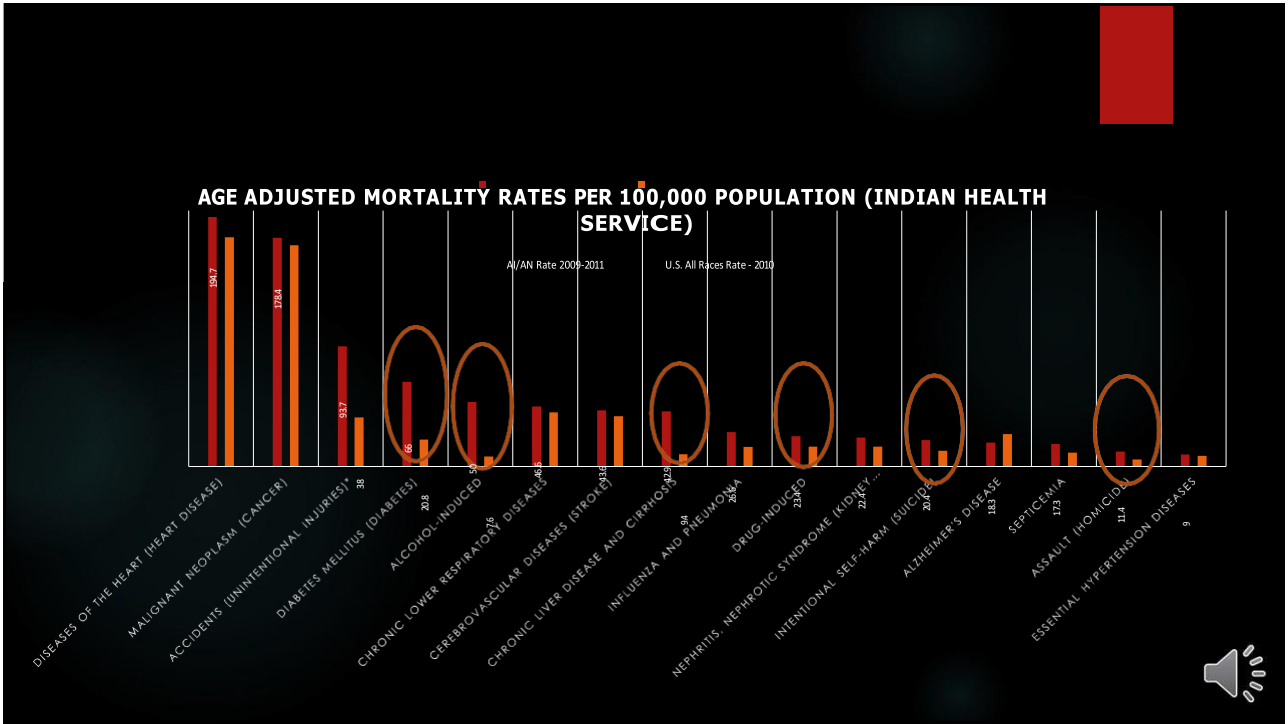
Children that grew up and had kids of their own did not understand or know how to connect with their own children

Dehumanization of native Americans and Native Children laid the ground work for the systemic racism experienced by natives and indigenous people at present. (Viznor)

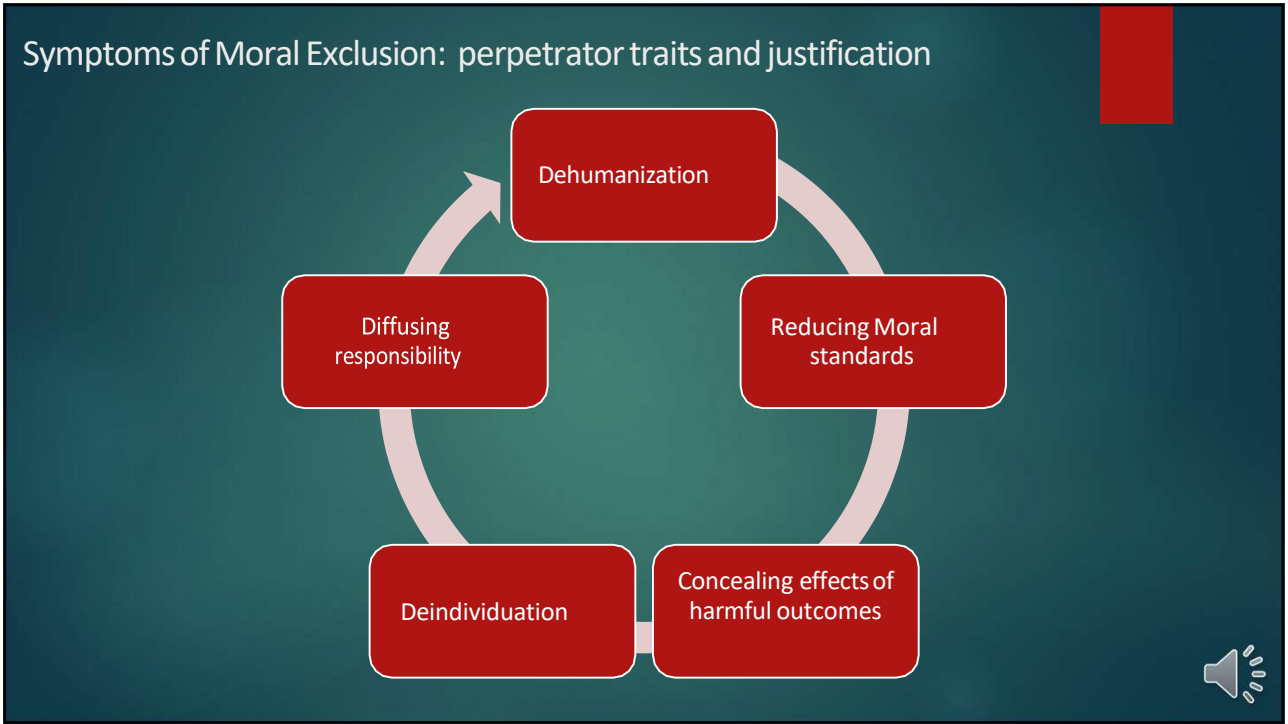
Highschool drop out rates



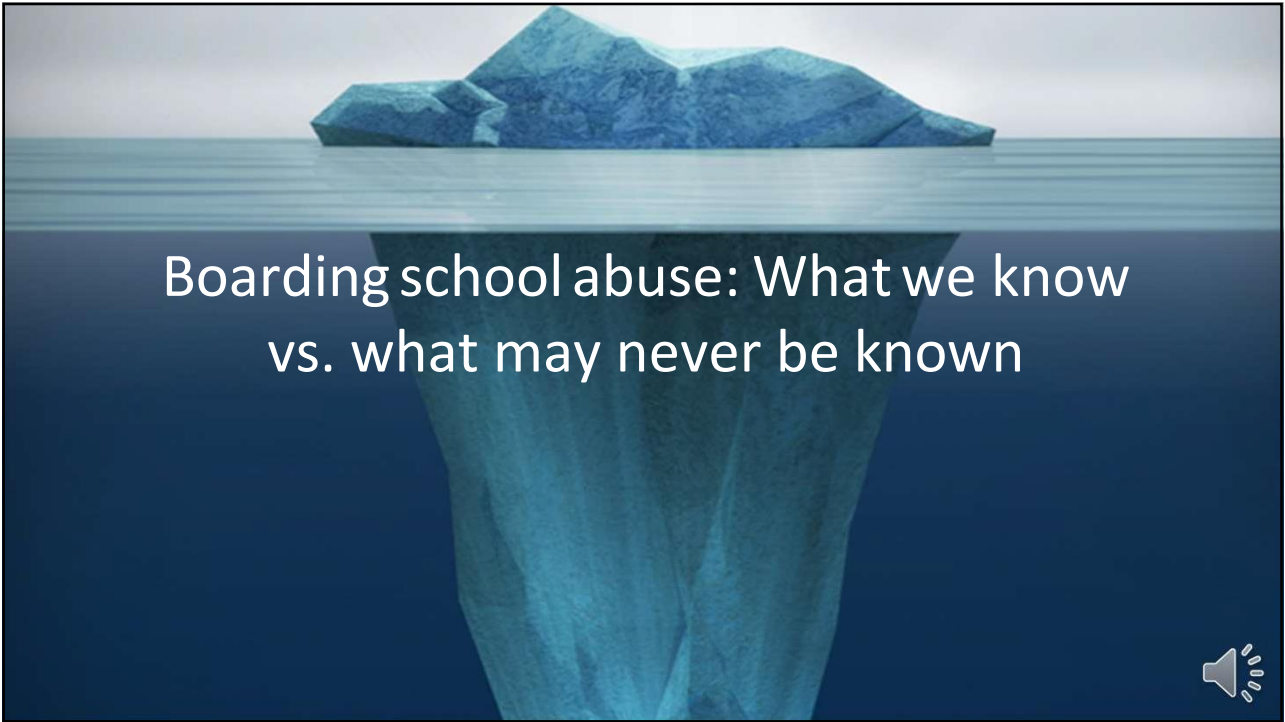
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What Can U.S. and Canada amend?

- Full Autonomy, the ability to arrest and prosecute Non-natives for crimes against natives
- Aboriginal rights, hunting, fishing, berry picking, access to sacred places, deforestation
- Language revitalization
- Access to treatment without criminalization
- Native American and first Nation genocide formally incorporated in pre-collegiate curriculums
- Full implementation of Indian Child Welfare Act
- Reunification/Reconnection of orphaned and or displaced native children
- Sustainable infrastructure without exploitation of resources
- Church taxation



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URLs/Links for web pages and videos

[IDFA 2012 | Trailer | We Were Children - Bing video](#)
Canadian based residential school documentary

[\(4\) Idaho's Forgotten War – YouTube](#)
Documentary about the Kootenai Tribe of Idaho

[The National Native American Boarding School Healing Coalition](#)
Organization created to understanding and addressing ongoing trauma created by boarding schools

<https://youtu.be/XDco44byarA>



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Acknowledgments

All the survivors that have the courage to tell the stories of the victims that did not make it to adulthood.

The University Forum for Human Resource Development Annual Conference 2022

Purdue University

Dr. Russ-Eft Professor Emeritus of Adult and Higher Education



How Parenting a Person with Disability Impacts Parents' Professional Experience: A Literature Review

MS. ANA CAROLINA RODRIGUEZ

University of Minnesota

Abstract #126

Parenting a person with disabilities (PWD) is an experience that transforms one's beliefs, family relationships, social connections, financial stability, and professional trajectory. Unlike parenting a non-disabled child, caregiving for a PWD requires a considerable additional amount of time and caring responsibilities that continue throughout this person's lifetime. Exceptional care – the intense, lifelong, cyclical, crisis-driven care a PWD requires – is often associated with parents' heightened physical, emotional, and financial stress. Not surprisingly, parents of PWD experience significant impacts on their professional trajectories, particularly mothers who usually assume more significant portions of the care work. Nevertheless, employment is critical for these parents' financial and mental health. Understanding the working experiences of parents of PWD can shed light on the strategies they employ to integrate work and life domains and how organisations can better support them. Examining these parents' experiences involves thinking about work-family interactions and gender equality, and disability stigmatisation at the workplace – all relevant topics to Human Resources Development (HRD) as a field concerned with the development of individuals, organisations, and nations. Moreover, with the aging of our society, the population of caregivers has been steadily increasing. Nevertheless, to the best of my knowledge, research exploring the professional experience of parents of PWD is scarce in the HRD scholarship. To start addressing this gap, this literature review analysed 37 studies examining the working experiences of parents of PWD conducted between 2000-2022, aiming to answer two questions 1) how does parenting a PWD shape these parents' professional trajectories? And 2) how do organisations' approaches to addressing work-life conflicts impact the professional experiences of parents of PWD? Work-family interactions and feminist theories of gender social roles and gendered organisations were used as theoretical frameworks. Results show that parents of PWD experience significantly higher levels of work-family conflicts and are more negatively impacted in their career trajectories than typical parents, undergoing reductions in working hours, non-ideal career changes, career interruptions, and job losses. Reviewed articles demonstrated that this impact is disproportionately worst for professionals who identify as women. The studies also showed that having a job helps these parents cope with the care strain by providing distraction and personal fulfilment. Therefore, parents of PWD develop strategies to integrate their professional and personal lives, leveraging both family and community support (e.g., care work distribution, childcare, care services, family, and friends support) and workplace support (e.g., flexible working 30 arrangements, family-supportive policies, supervisory and co-workers support). Nevertheless, work-family integration is often unattainable for these parents, particularly mothers, single parents, less educated, and lower social classes, demonstrating a strong intersectional element still underexplored in the literature. The study highlights the importance of further investigating the experience of these parents from a career development perspective using intersectional approaches. Additionally, there is a need to understand better how organisations can more effectively support these caregivers.

Keywords: Caregivers, people with disabilities, exceptional care, gender inequality, work-family, career development

Paper

Not applicable.

Presentation

Not applicable.

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