



## Neurodiversity and remote-work in times of crisis: Lessons for HR

|                  |  |
|------------------|--|
| Journal:         | <i>Personnel Review</i>  |
| Manuscript ID    | PR-06-2021-0469.R1   |
| Manuscript Type: | Research Article   |
| Keywords:        | Human Resource Management, Neurodiversity, Remote Work, Covid-19 Crisis, Work-Life Balance (WLB) |
| Methodologies:   | Qualitative  |
|                  |  |

## Abstract

**Purpose:** The purpose of the reported research is to understand how **neurominorities** experience remote working in the times of crisis and what the implications of this are for Human Resource (HR) professionals.

**Design/methodology/approach:** The rich qualitative study builds on **eleven** semi-structured interviews with **nine** neurodivergent employees and **two business professionals supportive of neurodiversity** to understand the lived experiences of dealing with crisis in a remote working environment.

**Findings:** Moving to remote work resulted in challenges from the lack of routine, distractions, and working long hours which were difficult for line managers to monitor. Further problems with communication in a virtual environment and lack of understanding by others were found to be particularly burdensome to neurodivergent individuals. On a positive note, remote working in the times of crisis allowed for avoiding sensory overwhelm and was seen as an important step in creating a healthy work-life balance.

**Practical implications:** The findings of this study point HR practitioners' attention towards building a more neurodiversity-friendly post-pandemic workplace and prompt employers to offer working arrangements which better suit employees' health, work life balance, domestic and personal circumstances.

**Originality:** This study addresses the lack of research on the impact of the Covid-19 crisis on **neurominorities**. In doing so it answers recent calls to move away from universal HR as a route to positive employee outcomes and facilitates a more accurate reflection of organisational reality for disadvantaged members of society.

## Introduction

The COVID-19 pandemic ignited a crisis like no other, forcing businesses to test their resilience and adaptability to remain operational. In this situation, Human Resource (HR) departments are at the forefront of ensuring their organisation has an effective strategy in place to manage the immense changes and minimise damage caused by the global pandemic. While the existing research focuses on employee behaviours during times of crisis (e.g., Adkins et al., 2001; Stoker et al., 2019), it is the Covid-19 crisis in particular that amplified the position of HR (Hamouche, 2021) and its central role in responding to this unprecedented crisis in organisations globally (Collings et al., 2021).

Among others, HR departments are preoccupied with the impact of Covid-19 on employees' wellbeing, health and safety, implementing new work arrangements, and upholding engagement. Indeed, recent research discusses how the current crisis forced organizations to move its staff to working from home (Aczel et al., 2021), its effects on family structures (Carnevale and Hatak, 2020), or how HR are handling furloughs and layoffs (Szulc and Smith, 2021). However, the efforts involved in managing employees during the Covid-19 pandemic should not lead us to underestimate the differential impact of HR across different employee groups. For instance, it was argued that there have been significant inequalities in how different groups of workers have experienced the economic dislocation caused by the Covid-19 pandemic (Butterick and Charlwood, 2021) and calls have been made to balance multiple stakeholders needs (Collings et al., 2021) by moving away from universal HR as a route to positive employee outcomes (Cafferkey et al., 2019).

The reported research addresses the above calls by focusing on the impact of the Covid-19 crisis on the wellbeing of the arguably vulnerable population of **neurominority** employees. Neurodiversity refers to the cognitive diversity in all humans (Chapman, 2020) whereas **neurominorities** are an umbrella term for the subset of neurodivergent conditions, such as attention deficit hyperactivity disorder (ADHD), autism, dyspraxia, and dyslexia (see: **Bottema-Beutal et al, 2020; Doyle, 2020; Fung and Doyle, 2021**). While the current crisis brought about many challenges to individual employees, Covid-19 was reported to have a particularly negative impact on **these** specific groups of individuals. Precisely, it was found that it leads to **(increased)** mental health problems and anxiety levels (Davidson et al., 2021; National Autistic Society, 2021) and increases difficulties in managing daily family activities (Colizzi et al., 2020).

1  
2  
3 Since coping with complex changes and unpredictability associated with the current global  
4 pandemic may exacerbate the risk of worsening of the wellbeing and mental health of the  
5 neurodivergent employee (Davidson et al., 2021), our research seeks to understand how this  
6 can be mitigated in the context of remote working. New norms of working have been  
7 established in the current crisis and organizations have been forced to alter work structures by  
8 moving to work from home (WFH). While WFH poses new challenges for the organisations  
9 and employees, there is currently an urgent need to consider the differential impact it may have  
10 across different employee groups. Through in-depth interviews with neurodivergent  
11 individuals and HR practitioners, we provide an answer to the most pressing HR problems  
12 associated with remote working of **neurominority** workforce. In doing so we contribute to the  
13 literature in several ways.

14  
15 First, while we have increasing knowledge on the impact of Covid-19 on working practices  
16 and HR, the debate is accused of offering only generic guidance (Aitken-Fox et al., 2020). This  
17 paper, therefore, explains the differential nature of the perceptions of, and reactions to the  
18 universal HR practices by neurodivergent workforce. In doing so, it addresses the lacuna of  
19 research on the impact of the Covid-19 crisis on the well-being of **neurominorities**. Second, it  
20 further answers recent calls to move away from universal HRM as a route to positive employee  
21 outcomes (Cafferkey et al., 2019) and thus facilitates a more accurate reflection of  
22 organisational reality (see also Kinnie et al., 2005) for disadvantaged members of society  
23 (Szulc et al., 2021). Third, while diversity management is a core competency for HR scholars  
24 (Bierema, 2010), the areas of study are largely limited to age, gender, and race with little  
25 emphasis paid to neurodevelopmental and cognitive disability (Procknow and Rocco, 2016;  
26 Szulc et al., 2021). Our study adds to the existing limited research scrutinizing how to manage  
27 neurodivergent employees for employee satisfaction and increased wellbeing in the times of  
28 crisis. Practically, we discuss critical aspects of HR practice with implications for the  
29 organisational ability to meet business needs through managing its employees in the times of  
30 crisis.

31  
32 In the sections to follow, **the** theoretical rationale and empirical basis for the current study are  
33 outlined. The research design and method are presented and justified. The interview data is  
34 analyzed, and the main findings are discussed considering their theoretical and practical  
35 contributions. The discussion is concluded with directions for future research.

## Literature review

### *The changing role of HR*

Prior to the current crisis associated with the Covid-19 disease, the changing nature of work and employment was widely acknowledged (Park and Park, 2021). The age of technical disruption, changing demographics, and increasing diversity all had significant impact on the way people are managed in the workplace context (Tomczak, 2021) and expanded the role of HR (Kim, 2012). Since the role of HR is to be responsive to new challenges and circumstances, there is a general agreement in the existing literature that the Covid-19 crisis will further shape how HR is conceived and delivered in the coming years (Harney and Collings, 2021). Indeed, as agents of organizational change and experts in uncertainty, HR is strongly positioned to provide leadership suited for the times of crises and assist organizations in implementing agile workforce strategies (see: McGuire et al., 2021).

It is argued, however, that to be equipped to navigate the shifting landscapes that confront the field, HR theory needs to be more receptive to the ongoing changes and contemporary challenges (Harney and Collings, 2021). For instance, Butterick and Charlwood (2021) argued that the Covid-19 crisis revealed that some aspects of HR theory are partly responsible for persistent economic inequalities and contribute to amorality in people management. McGuire et al. (2021: 26) further discussed how the pandemics unmasked 'significant and troubling' inequities and injustices in the treatment of different groups of employees. They further criticised the well-established in HR resource-based view for not recognizing that the employee experience of organizations is heterogeneous. The authors called for promoting a more humanistic and employee-centred approach to HR which should build on shared values of equality that respect human difference and attend to individual needs.

### *The differential impact of crisis on the workforce*

It is important to recognise that distinct categories of employees have different needs and require specific HR practices to contribute to organisational performance (Kinnie et al., 2005). For instance, HR practices may have different effects based on employment modes (Lepak and Snell, 2002), occupational identities (Cafferkey et al., 2020), employee demographic dissimilarity (Jiang et al., 2017), or neurodevelopmental differences (Szulc et al., 2021). Regarding the latter, some neurodivergent workers may experience difficulties with social interaction, stress control and maintenance of interpersonal relationships (Hedley et al., 2018).

1  
2  
3 Such difficulties that neurominorities face may be further exacerbated in the light of the Covid-  
4 19 crisis.  
5  
6

7  
8 More specifically, recent changes to working patterns and new modes of communication may  
9 have a negative impact on job experience (Kelly and Senior, 2021) and may be particularly  
10 difficult to navigate and manage for individuals who experience difficulties with adapting to  
11 change (Annabi et al., 2019). The pandemic also led to the digitization and automation of work  
12 which, on the one hand, allowed employees to work effectively from home (Kulik, 2021). On  
13 the other, it increased loneliness and isolation (Gao and Sai, 2020), thus posing a considerable  
14 risk to mental health and well-being (Carnevale and Hatak, 2020). While most research on the  
15 challenges associated with the Covid-19 crisis is targeted at employees with children (Kelly  
16 and Senior, 2020), or those who **are** single and/or childless (Gao and Sai, 2020), the impact of  
17 the Covid-19 pandemic on neurodivergent workforce remains largely unknown.  
18  
19  
20  
21  
22  
23  
24  
25

### 26 *Remote work and associated challenges*

27  
28

29 The current crisis not only forced organizations to alter work structures but also showcased the  
30 potential for new communication technologies to enable working from home (Kulik, 2021). If  
31 effective, remote working is associated with higher organizational commitment, job  
32 satisfaction and job-related wellbeing (see: Felstead and Henseke, 2017). However, such  
33 benefits may come at the cost of work intensification and inability to switch off (Chawla et al.,  
34 2020).  
35  
36  
37  
38  
39

40 Such inconsistent outcomes associated with remote working may be partly explained through  
41 the lens of boundary theory which captures how boundaries between work and family are  
42 created and maintained (Ashforth et al., 2000). More specifically, the theory suggests that  
43 individuals use different strategies to maintain an optimal level of work-home segmentation.  
44 Such boundaries simplify the environment into domains that dictate one's role, such as being  
45 an employee or a parent (Dumas & Sanchez-Burks, 2015). The demands associated with such  
46 different roles compete for individuals' resources and thus, may be a source of conflict which  
47 leads to blurring the boundaries between work and non-work domains (Eddleston and Mulki,  
48 2017).  
49  
50  
51  
52  
53  
54  
55

56  
57 To better understand the experience of remote working for neurodivergent employees, we  
58 combine the insights provided from boundary theory which focuses on daily role transitions  
59  
60

1  
2  
3 (Ashforth et al., 2000: 472) with border theory which focuses on the ways in which employees  
4 manage and negotiate their work and family spheres in order to achieve work-life balance  
5 (Clark, 2000: 751). Border theorists argue that remote working heightens negative work-home  
6 spill-over resulting in the difficulties associated with switching off at the end of the workday  
7 (Felstead and Henseke, 2017). This may be particularly prevalent when individuals are isolated  
8 from social and emotional interactions present in **their** work environment (Bentein et al., 2017).  
9

10  
11  
12  
13  
14  
15 Whilst both theories proved to be useful frameworks to understand the work-home interface, it  
16 is important to acknowledge that perceptions of, and reactions to the same practices may differ  
17 for employees, and thus we need a more accurate reflection of organizational reality (Kinnie et  
18 al., 2005), particularly for disadvantaged members of the society (Szulc et al., 2021). For  
19 instance, individuals with strong segmentation preferences face challenges crossing  
20 boundaries. In contrast, those with strong integration preferences face challenges in creating  
21 and maintaining boundaries (Field and Chan, 2018). The theories lead us to believe that people  
22 assign different meanings to work and life as well as the difficulty in transitioning between  
23 these roles. The specific research questions guiding this study are, therefore, concerned with  
24 understanding how neurodivergent individuals experience remote working in the times of crisis  
25 and what are the implications of this for HR professionals.  
26  
27  
28  
29  
30  
31  
32  
33

### 34 35 **Methodology**

36  
37 This study is part of a larger research project exploring neurodiversity in the workplace. For  
38 this specific part of the research, a qualitative approach was adopted to provide a  
39 comprehensive exploration of the experience of neurodivergent individuals relating to remote  
40 working in the times of crisis and its implications for HR professionals. Since qualitative  
41 research design allows the researcher to build relationships with research participants and  
42 establish trust to get an insightful understanding of the topic (Bansal and Corley, 2012), it  
43 appeared particularly relevant from the standpoint of the reported research.  
44  
45  
46  
47  
48  
49

50 Specific methods within this study included semi-structured interviews. Respondents were  
51 sampled using purposive and snowball techniques. The choice of data sample was informed  
52 with the selection of information-rich cases that could be studied in-depth. To inductively  
53 explore the research questions guiding this study, a focus was placed on neurodivergent  
54 employees and HR professionals working for organizations employing neurodiversity-friendly  
55 practices. The sample included **eleven** individuals (see Table I).  
56  
57  
58  
59  
60

- Insert Table I about here -

Interviews were conducted online via Teams software and lasted on average 63 min (shortest 32 min; longest 90 min). Prior to interviews, all participants were provided with an information sheet with details about the study and asked to sign a participant consent form. We also shared interview questions ahead of interviews as this is aligned with good practice of conducting research with neurodivergent individuals.

Interview questions were designed to find information on individuals' experiences of remote-working in the times of Covid-19. The interview commenced with more generic questions to find out about the research participants and their employment. We then discussed the concept of neurodiversity in the context of work environment and Covid-19 related changes. After this introductory phase, the questions pertained to the experiences of neurominorities working from home with special emphasis being given to the work-home boundaries and the ways in which they strive to achieve work-life balance. We then covered more specific issues of communication, feedback, autonomy, support, teamwork, and the role of technology when working from home. Although an interview agenda was used to maintain consistency (see Appendix 1), respondents were encouraged to engage in more complex discussions relating to the themes that they perceived to be most important. Each interview was recorded and transcribed verbatim and this process resulted in 569 pages of transcripts.

The formal analysis of the interview material was conducted collaboratively by the three authors using Template Analysis (King, 2012). Transcripts were first inspected for possible mistakes. Second, each member of the research team used a subset of the data to develop a preliminary coding scheme. We then cross-checked the emerged themes to ensure inter-coder-reliability (O'Connor and Joffe, 2020). Third, we applied this coding template to the completed dataset. In a final fourth step, we revised and refined the coding template after careful consideration of each transcript. This process generated a final version of the template, which served as the basis for the interpretation of the dataset. While the third author was assigned primary responsibility for creating, updating, and revising the codes (Guest and MacQueen, 2008), the entire research team engaged in intensive discussions to reach a consensus on the final coding template during documented team meetings to increase the reliability of the study (Saldaña, 2021).

## Findings



Careful examination of participants' perceptions of working during the Covid-19 crisis revealed commonality between participants' views on the positives associated with remote working during the pandemic as well as the related problems. In terms of the positives, we found that moving work environment to home enhanced the working experience of neurominorities through allowing them to create comfortable space where own rituals were followed and sensory overwhelm was effectively avoided. On the other hand, we further found a number of problems that this new way of working raised, i.e., issues related to maintaining a positive work-life balance and communication challenges. Our themes are summarized in the Table II below. We discuss these in more detail in the next sections.

- Insert Table II about here -

### *The positive side of remote-working in the times of Covid-19*

Remote working is often deployed as an effective adjustment for neurominorities (Doyle, 2017). For instance, Doyle and McDowall (2021) recently suggested that, in the context of the ubiquity of remote access technology, practitioners should carefully re-consider if a full-time attendance in a busy and crowded space with additional cognitive burden should be a requirement for neurominority employees. Our findings shed additional light on such a view. Namely, our respondents highlighted how the move to remote working provided "less sensory distractions" and increased their ability to "control heating, lighting and noise" (P2; Male, ADHD, Dyslexia). This appears particularly important since neurodivergent individuals report regularly facing difficulties in processing their environment due to being vulnerable to sensory overload (Tomczak et al., 2021). Avoiding such a sensory overwhelm by the introduction of remote working may be an important step towards the provision of less distraction and an increased scope of productivity for neurodiverse people.

Another closely related advantaged associated with remote work in the times of the Covid-19 crisis was participants' ability to create their own space where they felt comfortable. Participant 10 (female, dyspraxia) explained: "Working from home has been great because it has allowed me to do rituals that otherwise I wouldn't do in an office...I am very lucky I have a great space with lots of screens and a nice big wall planner".

It appears that a move to remote ways of working during the Covid-19 pandemic could have contributed towards more control over one's work environment. Since one's home context is easier to customize than one's office, it may play a fundamental role in helping neurominorities with attention deficits maintaining focus. Importantly, the positives of remote working during

1  
2  
3 the Covid-19 pandemic should be considered in the light of the difficulties that participants  
4 reported. We turn to them now.  
5

### 6 7 *The negative side of working remotely during Covid-19* 8

9  
10 The flexibility of working from a comfortable place has been already found to offer salient  
11 advantages for people with disabilities (Moon et al., 2014). Despite these positive prospects,  
12 accessibility issues in existing remote collaboration tools and ableist organizational norms have  
13 been also highlighted (Tang et al., 2021). Referring to neurominorities in the workplace  
14 specifically, existing research has started to highlight the differential effects of working from  
15 home during the pandemic, on neurodivergent professionals' work practices and routines (Das  
16 et al., 2021). Our findings contribute to this emerging line of research by suggesting that remote  
17 working arrangements can bring both advantages and challenges. Namely, the problems  
18 resulting from working from home were reported with regards to maintaining a healthy work-  
19 life balance and some communication challenges. We discuss these next.  
20  
21  
22  
23  
24  
25  
26

### 27 *Work-Life-Balance* 28

29  
30 Discussion surrounding the challenges associated with remote-working during Covid-19  
31 revealed that it was difficult for participants to create a positive work-life balance (WLB),  
32 otherwise known as a negative spillover between work and home life (Wolfram & Gratton,  
33 2014). More specifically, this challenge proved difficult for neurodiverse individuals who,  
34 prior to the pandemic, had the ability to dedicate extreme hours to their work without  
35 experiencing burnout, “Nothing is impossible...if I've got a project I don't go to bed for a week”  
36 (P1; Male, ASD). Similarly, another extract shows how one participant found herself in a  
37 similar situation:  
38  
39  
40  
41  
42  
43

44 “Late at night I'd often be there after everyone else had gone home, sometimes  
45 because it's that consciousness that I've got to do this, we've been given a  
46 deadline and you're taking it literally” (P3; Female, ADHD).  
47  
48  
49

50 When neurodiverse individuals moved to remote working during the global pandemic, it  
51 became evident that their ability to work past working hours can pose difficulties for managers  
52 who cannot monitor this, nor create boundaries in order to achieve a healthy WLB. As a result,  
53 this can be identified as an important HR issue in that such overworking and lack of boundaries  
54 can create burnout which is detrimental to employees' wellbeing and aligns with the border  
55 theorists' approach (Piker-Binder, 2017; Zheng et al, 2015).  
56  
57  
58  
59  
60

1  
2  
3 WLB was also discussed in terms of lack of routine and distractions which, **for some**, also came  
4 **as** a result of **the introduction of** remote working. One participant highlighted, “*If boredom*  
5 *creeps in that’s when the distraction comes in and the poor time management*” (P3; **Female,**  
6 **ADHD**). This idea demonstrates how the opposite case of WLB can be achieved, i.e., a  
7 disinterest in work in a home environment may be compensated by increased commitment to  
8 family life. Indeed, existing research highlighted how time management can be harder to  
9 achieve when remote working, particularly as the physical environment differs (Wang et al,  
10 2021). Evidently, poorer time management can alter the amount of WLB achieved dependent  
11 on how distracted employees become.

### 12 *Communication Challenges*

13 Participants identified several challenges that arose as a result of remote working **introduced**  
14 **during Covid-19** in terms of communication. Firstly, the use of group calls posed issues as  
15 indicated in the following representative extract:

16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
“With all blank screen and microphones on mute... it can be difficult for autistic  
people to read between the lines where you do not see people’s faces” (P4; **Male,**  
**ASD**).

Problems of this nature may be frustrating for everyone (Wang et al., 2021). However, they are  
particularly burdensome for **neurominorities** (Oomen et al., 2021) and therefore should not be  
overlooked. For instance, **Participant 1 explained how demanding** keeping up with virtual  
meetings **is because for them, it involves writing down every single detail to avoid a possibility**  
**of misunderstanding:** “*I write with far too much detail because I can’t bear to miss anything*  
*out... a possibility of misunderstanding*” (P1; **Male, ASD**). **Similarly, P2 (Male, Dyslexia,**  
**ADHD)** revealed how a neurodivergent intern “*had some issues with communicating and*  
*keeping up to date with the line manager*” in a virtual environment. Indeed, pre-Covid-19 crisis  
research suggests that line managing neurodiversity may be complex, time consuming and  
often emotionally draining (Richards et al., 2019). Our findings suggest that the pandemic has  
made this task even more difficult. Such problems that are specific to the current situation are  
particularly well exemplified in the following quote:

“Misunderstanding can lead to unfortunate action...like disciplinary action and  
investigations because if they perceive comments as disrespectful...this is a  
challenge, especially when you can’t see the person you are talking to” (P4;  
**Male, ASD**).

1  
2  
3 The above example shared by Participant 4 was his personal experience of a disciplinary  
4 hearing which he described as a “*horrible ordeal causing much stress and anxiety*”. This clearly  
5 demonstrates how the challenges with communication associated with remote working can  
6 negatively influence one’s mental health and wellbeing and are thus a challenge for HR  
7 managers that urgently needs to be taken into consideration.  
8  
9

10  
11  
12 Other participants shed light on the different ways they engaged with remote-working and how  
13 some of their variations in communication became challenging for neurotypical people to  
14 understand. For example, one participant highlighted how “eye-contact is something I struggle  
15 with online” (P1; Male, ASD). Another person emphasized how she is commonly  
16 misunderstood by others:  
17  
18  
19

20  
21  
22 “I like to doodle in meetings... people look at me as if I’m not paying attention  
23 (...). But it helps with keeping attention and focus and getting hyperactivity out”  
24 (P3; Female, ADHD)  
25  
26

27  
28 Furthermore, a common pattern identified throughout the interviews was the need for clear  
29 feedback. This became more apparent in a remote-working environment where it was  
30 sometimes harder to find one-on-one time with managers. This is illustrated by Participant 4  
31 (Male, ASD) who suggested “*I need immediate and personal feedback which I cannot always*  
32 *get on group calls*”. Similar responses were shared by others who emphasized the need for  
33 “*clarity with feedback*” (P6; Female, Dyslexia) and feedback that “*needs to be completely*  
34 *honest*” (P1; Male, ASD). Employees generally tend to engage in feedback-seeking behaviors  
35 (Krasman, 2013), however, our findings suggest that remote working during Covid-19  
36 hindered the scale at which feedback was delivered and emphasized the need to do so.  
37  
38  
39  
40  
41  
42

43  
44 The findings indicate that the pandemic has indeed influenced **neurominorities** and their  
45 wellbeing through the changes to remote-working and the challenges which this can bring.  
46 Evidently, there is a common misunderstanding about the coping mechanisms which are useful  
47 for neurodivergent individuals which needs to be tackled by managers whilst also providing  
48 solutions to better wellbeing through improved WLB.  
49  
50  
51

## 52 53 **Discussion**

### 54 55 *Theoretical implications*

56  
57  
58 Our study contributes to the existing line of research where a tendency is to move away from  
59 focusing on privileged workers (Ashley and Empson, 2013) to acknowledge the important role  
60

1  
2  
3 of disabled employees in the workplace context (Luu, 2018; Scholz and Ingold, 2021). Indeed,  
4 research on the implications of neurodiversity for HR has grown significantly in the past years  
5 (e.g., Johnson et al., 2020). However, the work in this area has been criticized for being largely  
6 atheoretical (Szulc et al., 2021) and often relying on the perspectives of ‘experts’ as opposed  
7 to neurodivergent employees themselves (Tomczak et al., 2021). By building largely on the  
8 lived experiences of individuals perceiving themselves to be or being diagnosed as  
9 neurodivergent, we offer a more holistic understanding of the impact of the current crisis and  
10 the associated change to working patterns on their lives through the lens of the border and  
11 boundary theories. In doing so, we also contribute to the limited knowledge about the well-  
12 being of neurodivergent employees beyond studies that show autistic minority groups suffer  
13 disproportionately from social isolation (Hedley et al., 2018) with potentially detrimental  
14 effects on their mental health (Mastroianni and Storberg-Walker, 2014). Finally, we contribute  
15 to the lacuna of research on the impact of the Covid-19 crisis in particular on this vulnerable  
16 group of employees and thus answer recent calls for more research in this important area  
17 (Davidson et al., 2021).

18  
19 We further contribute to the more general stream of research on the benefits and risks of remote  
20 working. Whilst it may be assumed we already have sufficient evidence in this area (e.g., Grant  
21 et al., 2013), existing research on remote working has been accused of lacking contextual  
22 relevance in the current Covid-19 crisis (Wang et al., 2021). We therefore add insights about  
23 the nature of remote work and its associated challenges in the specific context of the Covid-19  
24 pandemic and its own unique demands. In addition, by focusing specifically on the nature of  
25 remote working for neurodivergent employees we further address the calls to move away from  
26 universal HR (Cafferkey et al., 2019) and to provide a more accurate reflection of  
27 organizational reality for disadvantaged members of society (Szulc et al., 2021).

### 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 *Practical implications*

47  
48 It is surprising that an overwhelming majority of HR professionals do not consider  
49 neurodiversity in their practices. For instance, in the context of the UK, only 10% of HR  
50 departments designed actions in an attempt to create a more neurodiversity-friendly  
51 environment (CIPD, 2019). However, our research demonstrates that certain solutions which  
52 can be implemented in organisations are often inexpensive and have potential to create traction  
53 for recognition of the importance of embracing individuals with a disability. The need to  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 control the habited environment is acute for sensory sensitive neurominorities, but also relevant  
4 to those with mental health needs, other disabilities, or introverted personalities.  
5  
6

7 The findings from this research imply that offering remote work opportunities may come with  
8 certain advantages for neurominorities. This perhaps is not surprising given that existing  
9 research starts to outline how this form of work leads to avoidance of sensory overwhelm,  
10 improvement in concentration and reduction in social communication demands (Doyle, 2020:  
11 117). However, the findings from our research further imply that working from home can bring  
12 not only advantages but also challenges. These include difficulties with maintaining a healthy  
13 work-life balance and communication problems.  
14  
15  
16  
17  
18

19 Existing research acknowledged that a lack of appropriate work life balance can have a  
20 detrimental impact on health and undermines improvements in work quality (Felstead and  
21 Henseke, 2017; CIPD, 2019). The risks of overworking, presenteeism, burn out and drop in  
22 productivity are noted as potential concerns. We suggest that these can be redressed with  
23 allocations of time, regular manager check-ins and genuine consideration of flexible working.  
24 Offering working arrangements that better suit employees' domestic and personal  
25 circumstances create many opportunities to engage in non-work activity or caring  
26 responsibility.  
27  
28  
29  
30  
31  
32  
33

34 While offering working from home opportunities will support neurodivergent individuals, we  
35 suggest that care needs to be exercised should this be a partial arrangement and staff are  
36 expected in the office for some of the working week. **Neurominorities** may find hot-desking  
37 distressing through the lack of regular and routine space. Similarly, Morris et al. (2015) noted  
38 issues with open plan offices which are particularly distracting, and suggested a quieter, home  
39 environment or wearing noise-cancelling earphones could be most beneficial.  
40  
41  
42  
43  
44

45 Organisations are getting better at considering mental health and well-being as a result of the  
46 Covid-19 pandemic (Hamouche, 2021), which has rightly pushed this 'front and centre' for  
47 organisations. However, not much is known about managing neurodiversity in times of crisis.  
48 The findings of our research suggest that communications and conversations with  
49 **neurominorities** must be honest and clear. Since communication can take place through many  
50 different channels, HR, managers and the neurodivergent individual should discuss how this is  
51 best approached; it could be formal and structured, informal, face to face, remotely by video  
52 call, verbal, written, wiring diagram or project brief. In addition, it appears beneficial to ensure  
53 that managers are informed and supported. For instance, training on different neurodiversity  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 strands will raise awareness and bolster soft skills to manage their human resources well. Such  
4 a managerial training should not be a ‘one-off’, but something that is reviewed, refreshed, and  
5 has a supervision or support mechanism built into it.  
6  
7

#### 8 9 *Limitations and future research directions*

10 The use of different methodology and analytical processes could complement, compare or  
11 contrast with the findings from this research, adding more to what is known about the  
12 experiences of neurodivergent individuals at work. The reported research recruited a small  
13 number of participants who had personal experience or professional input into the support for  
14 neurodivergent individuals in the world of work. In her blog article, Cara Pelletier (2020)  
15 discusses how more distressing ‘coming out’ as autistic was compared with her coming out as  
16 gay was. This implies that there needs to be an appreciation of the need for a safe, non-  
17 stigmatising culture, but also that participants who are neurodivergent individuals in full time  
18 work may be a hard-to-reach research group. As such, identifying neurodivergent research  
19 participants may be a difficult task. In fact, existing research has been argued to over-rely on  
20 the perspectives of the ‘experts’ as opposed to neurodivergent employees themselves (Tomczak  
21 et al., 2021). We therefore suggest that future research should seek to identify neurominorities  
22 as a research sample to provide a holistic understanding of the lived experiences of this  
23 particular group of individuals. A larger sample would also add depth of discussion and  
24 generate further awareness of structures within organisations that do, or do not, support the  
25 needs of not only neurodivergent individuals, but also neurotypicals in better work. In  
26 analysing the views and experiences of neurodivergent individuals, we are able to contribute  
27 to the body of academic knowledge and to developments in the furtherance of good operational  
28 HR practice, better work and better working lives.  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43

44 Our findings, however, should be carefully interpreted in the light of the difficulty of teasing  
45 out which of the reported effects are related to remote working and which would only be  
46 relevant during the Covid-19 pandemic. The qualitative nature of the study and a small sample  
47 do not enable us to evidence for directionality of causation. Consistently, more research is  
48 needed to understand whether the impact of the pandemic is experienced through the mediator  
49 of remote working or if other factors and relationships come into play.  
50  
51  
52  
53  
54

55 Additionally, further research which reviews the support mechanisms neurodivergent  
56 individuals may find accessible, relevant and supportive would be valuable. The isolation,  
57 communication and lack of managerial support was of concern for participants, and all deemed  
58 it detrimental to health and well-being. Understanding more about the support neurodivergent  
59  
60

1  
2  
3 individuals would appreciate could allow a focused offering within the HR policy which  
4 provides support and is cognisant of the concerns raised in this research. Moreover, all research  
5 which is undertaken directly with those who have lived experiences will broaden academic and  
6 practitioner knowledge and understanding of the perception thus far under explored.  
7  
8  
9

10 Finally, even though our sample consisted of different neurominorities, it is important not to  
11 generalise any advantages and benefits of remote working for neurodivergent professionals.  
12 Neurominorities are individual and even two individuals with the same condition will often  
13 have different preferences and needs (Kirby and Smith, 2021). Consistently, an aspect of  
14 remote working that brings benefits to some may pose challenges for others. Our research  
15 therefore flags some considerations that could be relevant, but which are also very much  
16 context dependent.  
17  
18  
19  
20  
21  
22

### 23 **Conclusions**

24 The adage, treat others as you would wish to be treated, resonates more when working with  
25 neurodivergent individuals, but this should be extended to consider how organisations can  
26 adapt their approach to the individual rather than trying to adapt the individual to fit.  
27  
28  
29  
30

### 31 **References**

- 32  
33  
34 Aczel, B, Kovacs, M., van der Lippe, T. and Szaszi, B. (2021), "Researchers working from  
35 home: Benefits and challenges", *PLoS ONE*, Vol. 16 No. 3.  
36  
37 Adkins, C. L., Werbel, J. D. and Farh, J. L. (2001), "A field study of job insecurity during a  
38 financial crisis", *Group and Organization Management*, Vol. 26, pp.463–483.  
39  
40  
41 Aitken-Fox, E., Coffey, J., Dayaram, K., Fitzgerald, S., Gupta, C., McKenna, S. and Tian, W.  
42 (2020), "The impact of Covid-19 on human resource management: avoiding generalisations",  
43 available at: [https://blogs.lse.ac.uk/businessreview/2020/05/22/the-impact-of-covid-19-on-](https://blogs.lse.ac.uk/businessreview/2020/05/22/the-impact-of-covid-19-on-human-resource-management-avoiding-generalisations/)  
44 [human-resource-management-avoiding-generalisations/](https://blogs.lse.ac.uk/businessreview/2020/05/22/the-impact-of-covid-19-on-human-resource-management-avoiding-generalisations/) (accessed 26 October 2021).  
45  
46  
47  
48  
49 Annabi, H. and Locke, J. (2019), "A theoretical framework for investigating the context for  
50 creating employment success in information technology for individuals with autism", *Journal*  
51 *of Management and Organization*, Vol. 25 No. 4, pp. 499-515.  
52  
53  
54  
55 Ashforth, B. E., Kreiner, G. E. and Fugate, M. (2000), "All in a day's work: Boundaries and  
56 micro role transitions", *Academy of Management Review*, Vol. 25, pp.472–491.  
57  
58  
59  
60



1  
2  
3 Ashley, L. and Empson, L. (2013), "Differentiation and discrimination: understanding social  
4 class and social exclusion in leading law firms", *Human Relations*, Vol. 66 No. 2, pp.219-244.

5  
6  
7 Bansal, P. and Corley, K. (2012), "Publishing in AMJ: What's different about qualitative  
8 research?", *Academy of Management Journal*, Vol. 55 No. 3, pp.509-513.

9  
10  
11 Bentein, K., Garcia, A., Guerrero, S. and Herrbach, O. (2017), "How does social isolation in a  
12 context of dirty work increase emotional exhaustion and inhibit work engagement? A process  
13 model", *Personnel Review*, Vol. 46 No. 8, pp.1620-1634.

14  
15  
16 Bierema, L.L. (2010), "Resisting HRD's resistance to diversity", *Journal of European  
17 Industrial Training*, Vol. 34 No. 6, pp.565-576.

18  
19  
20 Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., Hand, B. N. and Otr, L. (2020).  
21 "Avoiding Ableist Language: Suggestions for Autism Researchers", *Autism in Adulthood*, Vol.  
22 3 No. 1, pp.18-29.

23  
24  
25 Butterick, M. and Charlwood, A. (2021), "HRM and the COVID-19 pandemic: How can we  
26 stop making a bad situation worse?", *Human Resource Management Journal*, pp.1-10.

27  
28  
29 Cafferkey, K., Heffernan, M., Harney, B., Dundon, T. and Townsend, K. (2019), "Perceptions  
30 of HRM system strength and affective commitment: the role of human relations and internal  
31 process climate", *The International Journal of Human Resource Management*, Vol. 30 No. 21,  
32 pp. 3026-3048.

33  
34  
35 Cafferkey, K., Dundon, T., Winterton, J. and Townsend, K. (2020), "Different strokes for  
36 different folks: group variation in employee outcomes to human resource management",  
37 *Journal of Organizational Effectiveness: People and Performance*, Vol. 7 No. 1, pp. 1-19.

38  
39  
40 Carnevale, J. B. and Hatak, I. (2020), "Employee adjustment and wellbeing in the era of  
41 COVID-19: Implications for human resource management". *Journal of Business Research*,  
42 Vol. 116, pp.183-187.

43  
44  
45 Chawla, N., MacGowan, R. L., Gabriel, A. S. and Podsakoff, N. P. (2020), "Unplugging or  
46 staying connected? Examining the nature, antecedents, and consequences of profiles of daily  
47 recovery experiences". *Journal of Applied Psychology*, Vol. 105 No. 1, pp. 19-39.

48  
49  
50 CIPD, (2018), "Neurodiversity at Work" available at [https://www.cipd.co.uk/#  
51 knowledge/fundamentals/relations/diversity/neurodiversity-work#ref](https://www.cipd.co.uk/#knowledge/fundamentals/relations/diversity/neurodiversity-work#ref) (accessed 26 October  
52 2021).

1  
2  
3 CIPD, (2019), “Stress, overwork and poor work-life balance undermine UK job quality”,  
4 available at: <https://www.cipd.co.uk/about/media/press/poor-work-life-balance#gref> (accessed  
5 26 October 2021).  
6  
7

8  
9 Clark, S. C. (2000), “Work/family border theory: A new theory of work/family balance”,  
10 *Human Relations*, Vol. 53, pp.747–770.  
11

12  
13 Chapman, R. (2020), Defining neurodiversity for research and practice. In H. B. Rosqvist, N.  
14 Chown, & A. Stenning (Eds.), *Neurodiversity Studies: A New Critical Paradigm*, Routledge,  
15 London, pp. 218–220.  
16  
17

18  
19 Collings, D.G., McMackin, J., Nyberg, A.J. and Wright, P.M. (2021), “Strategic Human  
20 Resource Management and COVID-19: Emerging Challenges and Research Opportunities”.  
21 *Journal of Management Studies*, Vol. 58, pp.1378-1382.  
22  
23

24  
25 Colizzi, M., Sironi, E., Antonini, F., Ciceri, M. L., Bovo, C. and Zoccante, L. (2020),  
26 “Psychosocial and Behavioral Impact of COVID-19 in Autism Spectrum Disorder: An Online  
27 Parent Survey”. *Brain Sciences*, Vol. 10 No. 6, p.341.  
28  
29

30  
31 Das, M., Tang, J., Ringland, K.E. and Piper, A.M. (2021), “Towards Accessible Remote Work:  
32 Understanding Work-from-Home Practices of Neurodivergent Professionals”, *Proceedings of*  
33 *the ACM on Human-Computer Interaction*, Vol. 183, pp.1-30.  
34  
35

36  
37 Davidson, C.J., Lodge, K. and Kam, A. (2021), "The impact of the COVID-19 pandemic on  
38 autistic adults – a survey", *Advances in Autism*, Vol.7 No. 4, pp.311-321.  
39

40  
41 Doyle, N. (2017), “Psychology At Work: Improving wellbeing and productivity in the  
42 workplace”, *Psychology at Work*, British Psychological Society, London (pp. 44–62).  
43  
44

45  
46 Doyle, N. (2020), “Neurodiversity at Work: a biopsychosocial model and the impact on  
47 working adults”, *British Medical Bulletin*, Vol. 135, pp.1–18.  
48

49  
50 Doyle, N. and McDowall, A. (2021), “Diamond in the rough? An ‘empty review’ of research  
51 into ‘neurodiversity’ and a road map for developing the inclusion agenda”. *Equality, Diversity*  
52 *and Inclusion: An International Journal*, Vol. ahead-of-print No. ahead-of-print.  
53  
54

55  
56 Dumas, T.L. and Sanchez-Burks, J. (2015), “The Professional, the Personal, and the Ideal  
57 Worker: Pressures and Objectives Shaping the Boundary between Life Domains”. *Academy of*  
58 *Management Annals*, Vol. 9, pp. 803–843.  
59  
60

1  
2  
3 Eddleston, K.A. and Mulki J. (2017), "Toward Understanding Remote Workers' Management  
4 of Work–Family Boundaries: The Complexity of Workplace Embeddedness". *Group &*  
5 *Organization Management*, Vol. 42 No.3, pp.346-387.

6  
7  
8  
9 Felstead, A. and Henseke, G. (2017), "Assessing the growth of remote working and its  
10 consequences for effort, well-being and work-life balance". *New Technology, Work and*  
11 *Employment*, Vol.32, pp.195-212.

12  
13  
14  
15 Field, J.C. and Chan, X.W. (2018), "Contemporary Knowledge Workers and the Boundaryless  
16 Work–Life Interface: Implications for the Human Resource Management of the Knowledge  
17 Workforce", *Frontiers in Psychology*, Vol. 9, p.2414.

18  
19  
20  
21 Fitzgerald, M. and Yip, J. (2017), *Autism - Paradigms, Recent Research and Clinical*  
22 *Applications*, InTech, Croatia.

23  
24  
25 Fung, L.K. and Doyle, N. (2021), "Neurodiversity: The New Diversity", in Fung, L.K. (ed.).  
26 *Neurodiversity: From Phenomenology to Neurobiology and Enhancing Technologies.*  
27 *Washington: American Psychiatric Association Publishing*, pp.1-18.

28  
29  
30  
31 Gao, G. and Sai, L. (2020), "Towards a 'virtual' world: Social isolation and struggles during  
32 the COVID-19 pandemic as single women living alone", *Gender Work & Organization*. Vol.  
33 *27*, pp.754– 762.

34  
35  
36  
37 Grant, C.A., Wallace, L.M. and Spurgeon, P.C. (2013), "An exploration of the psychological  
38 factors affecting remote e-worker's job effectiveness, well-being and worklife balance".  
39 *Employee Relations*, Vol. 35 No.5, pp.527–546.

40  
41  
42  
43 Hamouche, S. (2021), "Human resource management and the COVID-19 crisis: Implications,  
44 challenges, opportunities, and future organizational directions", *Journal of Management &*  
45 *Organization*, pp.1-16.

46  
47  
48  
49 Harney, B. and Collings, D.G. (2021), "Navigating the shifting landscapes of HRM", *Human*  
50 *Resource Management Review*, Vol.31, No.4.

51  
52  
53  
54 Hedley, D., Cai, R., Uljarevic, M., Wilmot, M., Spoor, J., Richdale, A. and Dissanayake, C.  
55 (2018), "Transition to work: perspectives from the autism spectrum", *Autism: The*  
56 *international journal of research and practice*, Vol. 22, pp. 528-541.

1  
2  
3 Jiang, K., Hu, J., Liu, S. and Lepak, D.P. (2017), "Understanding employees' perceptions of  
4 human resource practices: effects of demographic dissimilarity to managers and coworkers",  
5 *Human Resource Management*, Vol. 56 No. 1, pp. 69-91.

6  
7  
8  
9 Johnson, K.R., Ennis-Cole, D. and Bonhamgregory, M. (2020), "Workplace success strategies  
10 for employees with autism spectrum disorder: a new frontier for human resource development",  
11 *Human Resource Development Review*, Vol. 19 No. 2, pp. 122-151.

12  
13  
14  
15 Kelly, S. and Senior, A. (2020), "Towards a feminist parental ethics". *Gender Work &*  
16 *Organization*, Vol. 28, pp.807-825.

17  
18  
19 Kim, N. (2012), "Toward the use of Human Resource Development for societal development:  
20 Issues, challenges, and opportunities", *Advances in Developing Human Resources*, Vol. 14  
21 No.3, pp.345-354.

22  
23  
24  
25 King, N. (2012), "Doing template analysis", In: Symon, G. and Cassell, C. eds. *Qualitative*  
26 *Organizational Research*, Sage, London, pp.426-450.

27  
28  
29 Kinnie, N., Hutchinson, S., Purcell, J., Rayton, B. and Swart, J. (2005), "Satisfaction with HR  
30 practices and commitment to the organisation: why one size does not fit all", *Human Resource*  
31 *Management Journal*, Vol.15 No. 4, pp. 9-29.

32  
33  
34  
35 Kirby, A. and Smith, T. (2021), *Neurodiversity at Work: Drive Innovation, Performance and*  
36 *Productivity with a Neurodiverse Workforce*, Kogan Page, London.

37  
38  
39 Krasman, J. (2013), "Putting feedback-seeking into "context": job characteristics and  
40 feedback-seeking behaviour", *Personnel Review*, Vol.42 No.1, pp. 50-66.

41  
42  
43 Kulik, CT. (2021), "We need a hero: HR and the 'next normal' workplace". *Human Resource*  
44 *Management Journal*, pp.1- 16.

45  
46  
47 Lepak, D.P. and Snell, S.A. (2002), "Examining the human resource architecture: the  
48 relationships among human capital, employment, and human resource configurations",  
49 *Journal of Management*, Vol.28 No. 4, pp. 517-543.

50  
51  
52  
53 Lorenz, T. and Heinritz, K. (2014), "Aspergers - Different, Not Less: Occupational Strengths  
54 and Job Interests of Individuals with Asperger's Syndrome", *PLoS ONE*, Vol. 6 No. 9, e100358.

55  
56  
57  
58 Luu, T.T. (2018), "Engaging employees with disabilities in Vietnamese business context",  
59 *Employee Relations*, Vol.40 No. 5, pp. 822-847.

1  
2  
3 Marsh, K. and G. Musson (2008), “Men at Work and at Home: Managing Emotion in  
4 Telework”, *Gender, Work and Organization*, Vol.15 No. 1, pp.31–48.

5  
6  
7 Mastroianni, K. and Storberg-Walker, J. (2014), “Do work relationships matter?  
8 Characteristics of workplace interactions that enhance or detract from employee perceptions of  
9 well-being and health behaviors”, *Health Psychology and Behavioral Medicine*, Vol.2 No.1,  
10 pp. 798-819.

11  
12  
13  
14  
15 McGuire D., Germain M-L. and Reynolds K. (2021), “Reshaping HRD in Light of the COVID-  
16 19 Pandemic: An Ethics of Care Approach”. *Advances in Developing Human Resources*, Vol.  
17 23 No.1, pp.26-40.

18  
19  
20  
21 Moon, N.W., Linden, M.A., Bricout, J.C. and Baker, P.M. (2014), “Telework rationale and  
22 implementation for people with disabilities: Considerations for employer policymaking”. *Work*  
23 Vol. 48, pp.105–115.

24  
25  
26  
27 Morris, M. R., Begel, A. and Wiedermann, B. (2015), “Understanding the Challenges Faced  
28 by Neurodiverse Software Engineering Employees: Towards a More Inclusive and Productive  
29 Technical Workforce”, *ACM*.

30  
31  
32 National Autistic Society, (2021), “Left stranded: The impact of coronavirus on autistic people  
33 and their families in the UK” available at: [https://www.autism.org.uk/what-we-  
34 do/news/coronavirus-report](https://www.autism.org.uk/what-we-do/news/coronavirus-report), (accessed 26 October, 2021).

35  
36  
37  
38 Oomen, D., Nijhof, A.D. and Wiersema, J.R. (2021), “The psychological impact of the  
39 COVID-19 pandemic on adults with autism: a survey study across three countries”. *Molecular  
40 Autism*, Vol.12 No.21

41  
42  
43  
44 Park, S. and Park, S. (2021), “How can employees adapt to change? Clarifying the adaptive  
45 performance concepts”, *Human Resource Development Quarterly*, Vol. 32, pp.1-15.

46  
47  
48 Parr, A. D., Hunter, S. T. and Ligon, G. S. (2013), “Questioning universal applicability of  
49 transformational leadership: Examining employees with autism spectrum disorder”. *The  
50 Leadership Quarterly*, Vol. 24 No.4, pp. 608-622.

51  
52  
53  
54 Pelletier, C. (2020), “How companies can support neurodiverse employees who choose to  
55 ‘come out’. Workplace Evolution, Fast Company” available at:  
56 [https://www.fastcompany.com/90543909/how-companies-can-support-neurodiverse-  
57 employees-who-choose-to-come-out](https://www.fastcompany.com/90543909/how-companies-can-support-neurodiverse-employees-who-choose-to-come-out), (accessed 26 October, 2021).

1  
2  
3 Pirker-Binder, I. (2017), "Mindful prevention of burnout in workplace health management:  
4 Workplace health management, interdisciplinary concepts, biofeedback", Springer  
5 International Publishing, Austria.  
6  
7

8  
9 Procknow, G. and Rocco, T. (2016), "The unheard, unseen, and often forgotten: an examination  
10 of disability in the human resource development literature", *Human Resource Development*  
11 *Review*, Vol. 15 No.4, pp. 379-403.  
12  
13

14  
15 Richards, J., Sang, K., Marks, A. and Gill, S. (2019), "I've found it extremely draining:  
16 Emotional labour and the lived experience of line managing neurodiversity", *Personnel*  
17 *Review*, Vol.48 No. 7, pp. 1903-1923.  
18  
19

20 Saldaña, J. (2021), "The Coding Manual for Qualitative Researchers", Sage, London.  
21

22  
23 Scholz, F. and Ingold, J. (2021), "Activating the 'ideal jobseeker': Experiences of individuals  
24 with mental health conditions on the UK Work Programme", *Human Relations*, Vol. 74 No.10,  
25 pp.1604–1627.  
26  
27

28  
29 Stoker, J. I., Garretsen, H. and Soudis, D. (2019), "Tightening the leash after a threat: a  
30 multilevel event study on leadership behavior following the financial crisis". *Leadership*  
31 *Quarterly*, Vol. 30, pp. 199–214.  
32  
33

34  
35 Szulc, J.M. and Smith, R. (2021), "Abilities, Motivations, and Opportunities of Furloughed  
36 Employees in the Context of Covid-19: Preliminary Evidence From the UK". *Frontiers in*  
37 *Psychology*. 12:635144.  
38  
39

40  
41 Szulc, J.M., Davies, J., Tomczak, M.T. and McGregor, F.-L. (2021), "AMO perspectives on  
42 the well-being of neurodivergent human capital", *Employee Relations*, Vol.43 No.4, pp. 858-  
43 872.  
44  
45

46  
47 Tang, J.C. (2021). "Understanding the Telework Experience of People with Disabilities",  
48 *Proceedings of the ACM on Human-Computer Interaction*, Vol.30, pp.1-27.  
49

50  
51 Tomczak, M.T. (2021), "Employees with autism spectrum disorders in the digitized work  
52 environment: perspectives for the future", *Journal of Disability Policy Studies*, Vol.31 No.4,  
53 pp.195-205.  
54  
55

56  
57 Tomczak, M.T., Szulc, J.M., Szczerska, M. (2021), "Inclusive Communication Model  
58 Supporting the Employment Cycle of Individuals with Autism Spectrum Disorders".  
59 *International Journal of Environmental Research and Public Health*, Vol.18 No. 9, p.4696.  
60

1  
2  
3 Wang, B., Liu, Y., Qian, J. and Parker, S. K. (2021), "Achieving effective remote working  
4 during the COVID-19 pandemic: A work design perspective", *Applied Psychology*, Vol. 70  
5 No. 1, pp.16-59.  
6  
7

8  
9 Wolfram, H. and Gratton, L. (2014), "Spillover between work and home, role importance and  
10 life satisfaction: Spillover between work and home", *British Journal of Management*, Vol.25  
11 No.1, pp.77-90.  
12  
13

14  
15 Zheng, C., Molineux, J., Mirshekary, S. and Scarparo, S. (2015), "Developing individual and  
16 organisational work-life balance strategies to improve employee health and wellbeing".  
17 *Employee Relations*, Vol. 37 No.3, pp.354-379.  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

**Table I:** Sample characteristics

| IDENTIFICATOR | GENDER | POSITION  | CONDITION      | INTERVIEW LENGTH |
|---------------|--------|---|----------------|------------------|
| <b>P1</b>     | Male   | General manager at construction and materials company | Autism         | 60 min           |
| <b>P2</b>     | Male   | Engineer and neurodiversity champion at oil company   | ADHD, Dyslexia | 55 min           |
| <b>P3</b>     | Female | Business owner in project support                     | ADHD           | 90 min           |
| <b>P4</b>     | Male   | Aerospace engineer                                    | Autism         | 60 min           |
| <b>P5</b>     | Female | Life coach  | ADHD, Autism   | 90 min           |
| <b>P6</b>     | Female | Trainee solicitor                                     | Dyslexia       | 45 min           |
| <b>P7</b>     | Female | HR Manager in education                               | n/a            | 32 min           |
| <b>P8</b>     | Male   | Inventor of medical devices                           | ADHD, Autism   | 55 min           |
| <b>P9</b>     | Male   | HR Advisor in healthcare                              | Bipolar        | 50 min           |
| <b>P10</b>    | Female | HR Business Partner                                   | Dyspraxia      | 90 min           |
| <b>P11</b>    | Female | Business partnership advisor & carer                  | n/a            | 90 min           |

Personnel Review



**Table II:** Key themes and sample quotations

| Theme                           | Subtheme                      | Quotation   |
|---------------------------------|-------------------------------|---|
| <b>Positives of remote work</b> | Own space                     | If the heating is too cold, we can turn this up ourselves. It's you know, I think some benefits to working from home (P2; Male, ADHD, Dyslexia)   |
|                                 |                               | I've adjusted well because it's my home environment and because I'm quite structured (P3; Female, ADHD).  |
|                                 |                               | P10: Working from home has been great because it has allowed me to do rituals and routines... I like printing out things and I wasn't allowed to print out and I need to scribble and see things printed (P10; Female, Dyspraxia)   |
|                                 | Sensory overwhelm avoidance   | Speaking to my neurodiverse colleagues... we certainly appreciated maybe being at home in that environment, maybe it's quieter, maybe there's less sensory distractions... we have a lot more control (P2; Male, ADHD, Dyslexia)  |
|                                 |                               | [When working remotely] there are less distractions because I'm not in an open plan office (P6; Female, Dyslexia)   |
|                                 |                               | Remote working would have been better for her [neurodivergent sister] because part of her issues were the stimulants, the stimulation of noise in the office (P11; Female, n/a)   |
| <b>Negatives of remote work</b> | Work-life balance maintenance | Ability to stay on task at the beginning of the day and ability to stay on task at the end of the day - and the best time of a day... for me to cut out all distractions (P5; Female, ADHD, Autism)   |
|                                 |                               | [When working from home] you are missing that social element a little bit, as much as you can have a pub quiz online it's not the same (P6; Female, Dyslexia)   |
|                                 |                               | Some neurodivergent employees struggled with homeworking, they preferred coming into work and I can understand that in terms of blurring the lines between home and work (P8; Male, ADHD, Autism)   |
|                                 | Communication                 | [Speaking of a neurodivergent colleague] has a manager who wants to create a virtual team chat on an App and they cannot use this as they can't understand when different people are all commenting (P3; Female, ADHD)  |
|                                 |                               | Online meetings where my team is people of ten but I don't see them...all black screens and microphones on mute...it can be difficult to read between the lines (P4; Male, Autism)  |
|                                 |                               | [When working from home it's important for managers to remember] the invisible challenges will exist around neurodivergents in terms of organization, preparedness and social connectedness, and the need for clarification of directions and instructions (P5; Female, ADHD, Autism) |
|                                 |                               | One thing I've noticed is a pattern of feedback, there isn't enough clarity and there isn't enough feedback [after moving to remote work] (P11; Female, n/a)  |

1  
2  
3 **Appendix 1: Flexible interview schedule**  
4

|                                      |  |
|--------------------------------------|--|
| <b>Introduction &amp; icebreaker</b> | <p>5 Introduce the research team (who we are, why are we interested in this topic).</p> <p>6 Introduce the research (the aim of this research in general is to understand the experiences of neurominorities at work and in this particular sub-project the experiences of working from home during the global pandemic)</p> <p>7 Explain what the interview would look like and how long it will last.</p> <p>8 Start with a generic, introductory question: Tell me more about your professional role.</p> <p>9 Shall we talk about neurodiversity at work? I'd be interested to find out more about your experiences, especially in the times of a global pandemic.</p>   |
| <b>Main interview</b>                | <p>10 How do you support neurominorities in your job?</p> <p>11 What would you say about the competencies of neurodivergent individuals?</p> <p>12 From your perspective, how has the pandemics changed the way neurominorities experience the workplace?</p> <p>13 How would you describe the experience of working from home?</p> <p>14 What benefits associated with this form of work, if any, do you recognize?</p> <p>15 From your perspective, what are the most pressing problems neurominorities face in the workplace environment during the Covid-19 pandemic?</p> <p>16 What can be done to overcome these problems?</p> <p>17 Having moved to a remote way of work</p> <p>18 - what do you think is the most effective way to hold neurominorities responsible for work-related outcomes?</p> <p>19 - how could work-related results be communicated effectively?</p> <p>20 Do you think technology could help to create a more inclusive work environment? If so, how?</p> <p>21 What else can we do to build an inclusive work environment?</p> |
| <b>Conclusions &amp; a thank you</b> | <p>22 Do you want to add anything? Is there anything else we should know?</p> <p>23 Thank participant for their time and inform about the expected outcomes and ways these will be communicated/disseminated.</p>  |

24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60