

AMO model for neuro-inclusive remote workplace

Journal:	<i>Personnel Review</i>
Manuscript ID	PR-02-2022-0085.R2
Manuscript Type:	Review Article
Keywords:	AMO, strength-based approach, Neurodiversity, Remote work, Covid-19
Methodologies:	Critical

SCHOLARONE™
Manuscripts

Postprint of: Szulc J., AMO model for neuro-inclusive remote workplace, *Personnel Review* (2022), DOI: [10.1108/PR-02-2022-0085](https://doi.org/10.1108/PR-02-2022-0085)

This author accepted manuscript is deposited under a Creative Commons Attribution Non-commercial 4.0 International (CC BY-NC) licence. This means that anyone may distribute, adapt, and build upon the work for non-commercial purposes, subject to full attribution. If you wish to use this manuscript for commercial purposes, please contact permissions@emerald.com

AMO model for neuro-inclusive remote workplace

Abstract

Purpose The aim of this article is to extend current debates on organizational equality, diversity and inclusion to a consideration of neurodivergence in the remote workplace context.

Design/methodology/approach Drawing on the ability, motivation, and opportunity (AMO) model and an emerging strength-based approach to neurodiversity, this conceptual paper integrates research on neurodiversity at work and remote working to provide a novel AMO model for a neuro-inclusive remote workplace.

Findings Through a theoretically informed discussion of barriers to effective remote work from the perspective of neurominorities, the AMO model for the neuro-inclusive remote workplace is offered to assist organizations in creating an inclusive remote work environment where both neurominorities and neurotypicals can equally contribute to organizational success. Specific examples of how certain barriers to effective remote work can be mitigated are outlined and explained.

Originality The model of interactions between individual and system factors offered enables a better theoretical understanding of the conditions under which high performance of neurodivergent individuals could be achieved with an associated positive impact on their well-being. The paper contributes to recent calls for more equitable and empathetic approaches to investing in employees with different cognitive profiles and does so in the underexplored context of remote work.

Practical implications The conceptual model presented in this paper can assist HR practitioners in developing a comprehensive approach to skill, motivation, and opportunity-enhancing practices that are tailored to the unique needs of neurominorities in a specific context of remote work to generate mutual gains.

Keywords: AMO, strength-based approach, neurodiversity, remote work, Covid-19

1
2
3 „Neurodiversity is a moral, social, and
4 economic imperative; everybody loses
5 when human potential is squandered”
6
7 (Doyle, 2021, p. 194)

8 **Introduction**

9
10 Against a backdrop of a digital transformation era and the changing way people communicate
11 and work (Vrontis *et al.*, 2021), organizations are becoming more agile and adaptive (Del
12 Giudice *et al.*, 2021) to remain competitive in such dynamic environments (Junni *et al.*, 2013).
13 In the context of increased productivity and economic growth, management practices are often
14 accused of reproducing societal inequalities within organizations (Amis *et al.*, 2020) and
15 creating differential abilities and opportunities to engage in value creation (Bapuji *et al.*, 2020).
16 Unfortunately, whilst societal inequalities within organizations are reinforced, disadvantaged
17 members of society continue to be marginalized (Friedman and Laurison, 2019; United
18 Nations, 2020).

19
20 The focus of this paper is placed on the specific group of employees who are often barred from
21 work opportunities and experience significant levels of employment exclusion, i.e.,
22 neurominorities (Knapp *et al.*, 2009; Krzeminska and Hawse, 2020). Whilst the concept of
23 neurodiversity suggests that all humans vary in terms of our neurocognitive ability, the terms
24 such as neurominority, neurodivergent, or neuroatypical are umbrella terms for the subset of
25 neurodivergent conditions, such as attention deficit hyperactivity disorder (ADHD), autism,
26 dyspraxia, or dyslexia (see: Doyle, 2020; Fung and Doyle, 2021) which imply that one’s
27 cognitive profile is not ‘typical’. Neurodivergent people can find some aspects of their
28 employment very easy whilst others may pose certain difficulties resulting in inconsistent
29 performance (Tomczak *et al.*, 2021).

30
31 **Recent advancements in the use of information and communication technologies (van Laar *et***
32 ***al.*, 2017) and an introduction of flexible ways of working (Kossek *et al.*, 2006) triggered new**
33 **challenges for neurominorities in the workplace context (Das *et al.*, 2021).** For instance, whilst
34 working away from bright lights and background office noise can constitute a sensory break
35 for autistic employees, the associated change in routine can be a very stressful experience.
36 Similarly, for ADHDers the lack of structure associated with a move to remote work can be
37 disorientating and may lead to specific challenges related to the prioritization of tasks and
38 effective time management. If employers are to support and empower neurominorities working
39 from home, a better understanding of their specific needs in such contexts is essential.

1
2
3 Consistently, calls have been made for more research attention in this area as it constitutes one
4 of the most pressing yet still unanswered HR problems (Szulc *et al.*, 2021a).
5
6

7
8 Given the above, in this study, I seek to understand how the varying needs of neurominorities
9 working remotely can be accounted for by tailored HR practices. To do so, I take a conceptual
10 model of neurodivergent abilities-motivation-opportunities for HRM research developed by
11 Szulc *et al.* (2021b) and adapt it to remote-work settings. The new model is based on an
12 extensive literature review and provides a conceptual discussion on the abilities and
13 motivations of neurominorities who work remotely. It further considers what organizational
14 practices can be used to provide opportunities to further enhance the remote work experience
15 for this group of employees. The presented discussion builds on the notions of a strengths-
16 based perspective on mental disorders (Wiklund *et al.*, 2020) and neurodiversity (Wiklund *et*
17 *al.*, 2018) which sees the problems that people face in the workplace as associated with limited
18 opportunities for engagement and growth as opposed to individuals' characteristics (see also:
19 Johnson *et al.*, 2020). Employing such a perspective enabled several contributions to existing
20 literature to be made.
21
22
23
24
25
26
27
28
29

30
31 First, this paper explains how neurominorities may have very specific perceptions of, and
32 reactions to what may only seem like a universal remote-work-focused HR practice. By
33 highlighting that **certain** practices may **constitute** barriers to effective performance and one's
34 well-being, **I address** recent calls to move away from universal Human Resource Management
35 (HRM) as a route to positive employee outcomes (Cafferkey *et al.*, 2020; Szulc *et al.*, 2021b).
36
37 Second, through the lens of the ability-motivation-opportunity (AMO) framework (Purcell *et*
38 *al.*, 2003; Kellner *et al.*, 2019) and the strength-based approach to neurodiversity (Wiklund *et*
39 *al.*, 2018), the discussion presented in this paper expands the existing model of neurodivergent
40 abilities-motivation-opportunities (Szulc *et al.*, 2021b) to the novel context of the remote work
41 environment. The new model ultimately enhances our understanding of workplace well-being
42 from the perspective of neurodivergent minorities and advances existing theory in this area. **It**
43 **also further reinforces** recent calls for more theory-driven research in the context of
44 neurodiversity at work (Doyle and McDowall, 2022; Tomczak *et al.*, 2021). Practically, critical
45 aspects of HR practice are discussed with implications for the organizational ability to meet
46 business needs through managing its employees working remotely.
47
48
49
50
51
52
53
54
55
56
57

58 This article unfolds as follows. First, an approach to the literature review is presented.
59 Following from this, key debates on remote work and neurodiversity in organizational settings
60

1
2
3 are outlined. Building on the dynamic AMO model, the abilities and motivations of
4 neurominorities in a specific context of a remote work environment are investigated and
5 organizational practices that can enhance these are further considered. The paper finishes with
6 a discussion of the implications for future research and practice.
7
8
9

10 **Literature Review Approach**

11
12
13 A comprehensive web-based search of leading peer-reviewed HR and management journals as
14 well as journals in the field of developmental disabilities was conducted looking for the themes
15 covering neurodiversity at work, remote work, virtual work, and work from anywhere. In doing
16 so, the Google Scholar database was used. The search covered the last three decades (1992–
17 2022). A combination of keywords including “Neurodiver*” OR “Autis*” OR “ADHD*” AND
18 “workplace” AND "remote work*" OR "virtual work*" OR "work* from anywhere" OR
19 “telework*” was used to identify the articles of interest. The search yielded 291 results, out of
20 which, only five texts were identified to deal directly with neurodiversity in the remote work
21 context. Grey literature was purposefully excluded. Wider literature on neurodiversity at work
22 in general was further used to support finding the answer to the following question: how can
23 we support neurominorities in a remote work environment? The subsequent analysis resulted
24 in a refinement of the existing conceptual model of neurodivergent abilities-motivation-
25 opportunities for HRM research (Szulc *et al.*, 2021b) to tailor it to the remote work
26 environment. It is essential to mention that the author does not intend to be exhaustive with the
27 model, but the constructs were chosen to illustrate possibilities for neurodiversity research.
28
29
30
31
32
33
34
35
36
37
38
39

40 **Literature Review**

41
42 Remote work involves performing work-related activities outside of an employee’s primary
43 office (Perry *et al.*, 2018). Research thus far suggests that remote work arrangements are
44 beneficial to most organizational members (Bathini and Kandathil, 2019; Wood *et al.*, 2018)
45 as these usually bring increases in work effort and well-being (Rupietta and Beckmann, 2018).
46 However, the emerging stream of work demonstrates that the erasing boundaries between
47 private and professional lives may also foster unhappiness and burnout (see: Wiklund, 2021).
48
49
50
51
52
53

54 Indeed, the dual effects of working from home may be associated with the specific
55 characteristics of employees or the context in which they are placed (e.g., Daneshfar *et al.*,
56 2022; Wang *et al.*, 2021). For instance, there is growing evidence that the remote work
57 associated with the Covid-19 pandemic had a particularly negative impact on female
58
59
60

1
2
3 professionals in comparison to their male colleagues (e.g., Peck, 2021; Utoft, 2020). Much less,
4 however, is known about the specific impact of remote work patterns on neurominorities.
5 Understanding this appears vital since the vast majority of (remote) workplaces are designed
6 for neurotypicals whereas approximately one in seven employees is neurodivergent in some
7 way (CIPD, 2018). While not all neurodivergent individuals are the same, it is generally
8 accepted that there are common characteristics and behaviors for each group. As indicated in
9 Table I, neurominorities will often have thinking styles associated with unique strengths such
10 as fine detail processing, creativity, innovativeness, and more. However, they may also struggle
11 with stress control, active listening, or hyperactivity, among others. Understanding such unique
12 characteristics appears particularly vital and even more challenging in remote work settings
13 where managers or HR practitioners cannot see their employees face-to-face.
14
15
16
17
18
19
20
21
22

23 -insert Table I here-
24
25

26 In their recent research, Das *et al.* (2020) and Szulc *et al.* (2021a) coherently demonstrated that
27 a move to remote work somewhat forced by the COVID-19 pandemic resulted not only in
28 certain opportunities but also specific challenges for this community which, at least partly, are
29 not necessarily experienced in the same way by neurotypical professionals. On a positive note,
30 the research conducted by O2 (Grainger, 2021) shows that approximately a third of
31 neurodivergent employees believe that a move to remote work resulted in fewer distractions
32 from other people and hence it increased their productivity. Indeed, for autistic employees,
33 working at home away from bright lights and background noises may constitute a sensory break
34 (Tomczak, 2021) which could lead to an increased ability to remain focused on their work.
35 Similarly, ADHDers may face fewer problems with concentration and attention (Prevatt and
36 Yelland, 2015) in a quiet home environment if they can work undistracted by co-workers.
37
38
39
40
41
42
43
44
45

46 However, almost a quarter of neurodivergent employees indicate that working from home
47 during the Covid-19 lockdown resulted in some very specific challenges they had to face
48 (Grainger, 2021). Such challenges were triggered by the lack of routine, distractions, and
49 working long hours. For instance, the distortion of structure and routine related to the move to
50 remote work was disorientating for some ADHDers and led to specific challenges associated
51 with task prioritization and effective time management that neurotypicals would most probably
52 not face. Similarly, using e-mails as if it was a synchronous tool resulted in an interruption of
53 thinking time and routine – a situation that could be particularly stressful for autistic individuals
54 (Praslova, 2022). Some autistic people may have also found it difficult to follow virtual calls
55
56
57
58
59
60

1
2
3 due to the difficulties with reading one's body language and tone (Hendricks, 2010). For
4 dyslexics, in turn, engaging in a chatbox discussion during virtual meetings may place greater
5 stress on their writing skills (Bogdanowicz *et al.*, 2014). Finally, for those with ADHD, the
6 distracting nature of background noises or the video itself can result in an inability to remain
7 focused (Bubl *et al.*, 2015).
8
9

10
11
12 The above discussion further supports the argument that it is important to recognize that distinct
13 categories of employees have different needs and require specific HR practices to contribute to
14 organizational performance (Cafferkey *et al.*, 2020; Kinnie *et al.*, 2005). If remote working
15 arrangements become more prominent in the coming years, a greater understanding of
16 neurodiversity in the remote work context is likely to lead to creation of a more inclusive and
17 engaged organization. It is in such a context where the value of neurominority employees is
18 recognized and appreciated. In the following sections, I, therefore, focus on theory to
19 understand how varying needs of neurominorities can be accounted for by tailored HR practices
20 in the specific context of remote work.
21
22
23
24
25
26
27
28

29 *Theoretical framework*

30
31
32 The presented considerations are based on the emerging strength-based approach to mental
33 disorders (Wiklund *et al.*, 2020). It sees the problems experienced by neurominority employees
34 as a direct consequence of the unpreparedness of the modern workplace (Patton, 2019). More
35 specifically, the approach assumes that existing HR practices are often not designed to
36 effectively address the complexity surrounding the employment cycle of neurominorities
37 (Hayward *et al.*, 2019). Similarly, they do not provide sufficient opportunities for engagement
38 or growth (Johnson *et al.*, 2020). It is through the lens of the strength-based approach that Szulc
39 *et al.* (2021b) adapted the AMO model (Kellner *et al.*, 2019) to better understand the needs of
40 neurominorities in the traditional workplace context. However, the model developed by the
41 authors does not account for the specific conditions associated with remote work environment
42 – which became even more prevalent as we observed an involuntary shift to mass homeworking
43 during the Covid-19 pandemic (Kniffin *et al.*, 2020). Engaging in remote work practices can
44 significantly change job demands, autonomy, and relational aspects of work. This, in turn, can
45 have a significant impact on employee outcomes (see Wang *et al.*, 2021). It, therefore, appears
46 essential to provide an updated version of the neurodivergent AMO for HRM research that
47 would be relevant to the remote work environment.
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 The AMO model was initially proposed by Bailey (1993) and later developed by Appelbaum
4 *et al.* (2000). Its acronym stands for the three elements that enhance employee performance.
5 These are individual ability - A, motivation -M, and the opportunity to participate – O (see
6 also: Malik *et al.*, 2020). For this article, and following the practice of Szulc *et al.* (2021b), I
7 use the dynamic version of the AMO model introduced by Kellner *et al.* (2019) in my
8 considerations of the neuro-inclusive remote workplace. This version of the model delineates
9 individual-level ability and motivation, and systems-level practices that enhance or inhibit
10 these variables. It also points our attention to the opportunities that overlap at individual and
11 systems levels. Kellner *et al.* (2019) highlight that all dimensions of the model interact with
12 each other as well as with performance. As suggested by Szulc *et al.* (2021b), the model is
13 useful in the context of neurodiversity as it is based on the assumption that individuals do not
14 blindly conform to HR intentions and thus it emphasizes the role of individual characteristics
15 in meeting organizational goals. Aligned with the strength-based approach to neurodiversity,
16 the model elevates the role of individuals and their specific characteristics and therefore
17 emphasizes the need for diversified HR systems that ultimately facilitate achieving mutual
18 gains from HR.
19
20
21
22
23
24
25
26
27
28
29
30

31
32 Figure 1 illustrates the model adapted from the work of Szulc *et al.* (2021b) which is further
33 based on the literature review concerning neurodiversity at work and remote working. It relates
34 to the abilities and motivation of neurominorities at individual and system levels and includes
35 opportunities designed to create an inclusive remote work environment where both
36 neurominorities but also neurotypicals can equally contribute to organizational success. Each
37 element of the model is discussed in more detail in the following sections.
38
39
40
41
42

43 -insert Figure 1 about here –
44
45

46 *Abilities*

47

48 Abilities relate to individuals' skills, the occupation-relevant knowledge contextualized in
49 work processes, and effectiveness in social interactions. At an individual level, neurominorities
50 are described as having cognitive functioning different from what is seen as typical (Doyle,
51 2020). While not all neurominorities are the same, it is generally accepted that there are
52 common characteristics and behaviors for each group (Tomczak, 2021). For instance,
53 individuals with autism often demonstrate above-average analytical thinking and attention to
54 detail (Annabi and Locke, 2019), dyslexic and dyspraxic individuals tend to think innovatively
55
56
57
58
59
60

1
2
3 (Everatt *et al.*, 1999), whilst individuals with ADHD have become successful entrepreneurs
4 because of their extraordinary ability to multitask and remain calm under pressure (Antshel,
5 2018). At the same time, many individuals representing neurominorities may demonstrate poor
6 listening skills or experience difficulties with social interaction, stress control, or maintenance
7 of interpersonal relationships (Doyle, 2020; Hedley *et al.*, 2018).
8
9

10
11
12 Limited research exploring the experiences of neurominorities of remote working (Das *et al.*,
13 2021; Mellifont, 2022; Szulc *et al.*, 2021a; Tang, 2021; Zolyomi *et al.*, 2019) suggests that,
14 indeed, collaboration with colleagues and superiors in virtual workspaces may result in
15 significant challenges experienced on daily basis. These include having to deal with
16 distractions during remote meetings, having to pay close attention to non-verbal cues such as
17 facial expressions and body language, or being forced to interact without these cues. Further
18 challenges relate to having to deal with background noises and persistent notifications across a
19 variety of applications during remote meetings or coordinating turn-taking as crosstalk could
20 severely impact the conversation and compromise one's understanding (see also: Zolyomi *et*
21 *al.*, 2019). It was further suggested that similarly to stationary meetings, some individuals find
22 it difficult to pay attention during a meeting if they did not receive a meeting agenda in advance.
23 Others suggested they cannot simultaneously take notes while paying attention to the virtual
24 conversation.
25
26
27
28
29
30
31
32
33
34
35

36 One way to facilitate the ability of a neurodivergent professional to communicate and interact
37 more effectively in the remote work environment is, according to Das *et al.* (2021), to routinize
38 and synchronize agendas, transcripts, recordings, and meeting notes. The authors further
39 suggest that the interactive nature of meeting materials may help neurominorities know where
40 to focus their attention if they miss part of the meeting because they became distracted or
41 needed a desensitization break. A distraction could be further avoided by letting participants
42 switch their cameras off. This could enable avoiding sharing the motor tics associated with
43 Tourette's syndrome (Tang, 2021) or could enable reducing anxiety and cognitive load
44 experienced by autistic individuals that are caused by self-presentation-related worries
45 (Zolyomi *et al.*, 2019). It is also suggested that sharing meeting agendas and expectations in
46 advance of remote meetings, following the agenda items during meetings, and sharing
47 transcripts and recordings post-meeting is vital to ensure effective communication (see also:
48 Mellifont, 2022). Such practices should not only be routinized but, most importantly, part of
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 organizational norms deeply embedded in organizational culture if they are to be effective
4 (Austin and Pisano, 2017; Houdek, 2022; Shore *et al.*, 2018).
5
6

7
8 On a more positive note, some unique abilities characterize certain neuroatypical individuals.
9 For instance, those with ADHD could be characterized by the ability to remain hyper-focused
10 whilst some autistic employees have particular skills in innovative thinking and detailed
11 observations (Armstrong, 2010). However, whilst the ability to remain hyper-focused can lead
12 to extreme productivity, it leads to its challenges, too. In some instances, hyper-focus can spin
13 out of control to the extent that physical needs, like eating and sleeping, are not met (Hupfeld
14 *et al.*, 2019). This appears particularly difficult for line managers to monitor in the remote work
15 context. One way to build on this strength and avoid potential challenges is for management
16 and/or HR to decide beforehand how much time each employee can fairly dedicate to certain
17 projects and monitor employees to ensure they stick to agreed plans. Similarly, the ability to
18 think innovatively and engage in detailed observations can be easily disrupted in a remote work
19 context. Specifically, working at home may be associated with certain distractions that make it
20 difficult to find enough time to reflect and focus on new ideas (Szulc *et al.*, 2021a).
21 Consistently, management should provide its employees with a sufficient level of flexibility
22 and freedom so that they can set aside the necessary time to enhance their unique abilities to
23 engage in critical reflections and innovative thinking.
24
25
26
27
28
29
30
31
32
33
34

35 36 *Motivation* 37

38
39 Motivation sheds light on one's willingness to use their abilities productively and proactively
40 (Purcell *et al.*, 2003). Whilst neurominorities generally do not lack motivation at work
41 (Morrison *et al.*, 2020, pp. 2-3), they often struggle to have their needs met (Szulc *et al.*, 2021a,
42 p. 863). This is because their needs are often misunderstood by others (Doyle, 2020) due to a
43 lack of wider awareness about the specifics associated with atypical cognitive profiles (Hewlett
44 *et al.*, 2018). For instance, autistic individuals have specific needs related to having structure
45 and routine in their life (Milton and Sims, 2016) whereas individuals with ADHD may have a
46 strong need for stimulation and can become easily bored with detailed paperwork and routine
47 tasks (Morsink *et al.*, 2017). Interestingly, over 4 in 5 neurodivergent employees reported that
48 their greatest challenge at work is the lack of recognition of such differing needs from other
49 people (Beardon and Edmonds, 2007). This is also aligned with an argument that strategies that
50 are commonly used for motivating neurotypical employees (e.g., O'Donoghue and van der
51 Werff, 2021; Szulc, 2020), may not resonate well with their neurominorities counterparts (Parr
52
53
54
55
56
57
58
59
60

1
2
3 *et al.*, 2013). For instance, in their research Parr *et al.* (2013) concluded that, despite their
4 popularity and perceived universality, ‘inspirational motivation’ and emotion-laden
5 communication tend to be associated with increased anxiety levels and lower job satisfaction
6 for autistic individuals.
7
8
9

10
11 Against the backdrop of the pandemic and an associated massive-scale move to remote work
12 (Kniffin *et al.*, 2020), we observe new challenges for HR and those managing remote workers
13 (Larson *et al.*, 2020). These, however, remain underexplored in the context of neurominorities.
14 Existing limited research in this area suggests that the positives associated with working from
15 home may take the form of being able to manage more accessible and flexible work routines
16 thus positively affecting one’s motivation (see: Das *et al.*, 2021). At the same time, however,
17 working from home typically increases the hours spent on work-related tasks (Bin *et al.*, 2021)
18 and it is not uncommon to work late at night (e.g., Zanhour and Sumpter, 2022). While this is
19 relatively common among employees in general (Shirmohammadi *et al.*, 2022), the lack of a
20 cognitive break from work coupled with working long hours and weekends can have a
21 particularly negative effect on neurominorities’ mental health and it is more likely to result in
22 exhaustion and burnout (Szulc *et al.*, 2021a). For instance, scholars have recently started to
23 investigate the concept of autistic burnout (Raymaker, 2020). It is a long-term mental, physical,
24 and emotional exhaustion experienced by autistic individuals that builds over time, often as a
25 result of either stressful events or transitions (Mantzas *et al.*, 2021, p. 976). This phenomenon
26 further reinforces the argument that the ill-managed transition to remote work may be
27 particularly challenging for autistic employees. One way to combat such a negative experience
28 is to encourage self-care activities in the form of physical exercise (American Occupational
29 Therapy Association, 2020, p. 77) and facilitate line managers in being able to effectively
30 monitor the levels of exhaustion of their neurodivergent employees (Richards *et al.*, 2019).
31 This can be achieved with the use of digitization tools in HR for weekly planning of work such
32 as AI-enabled bots or virtual assistants (Malik *et al.*, 2022) or by using specifically designed
33 accurate stress monitoring systems (Tomczak, 2022).
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50

51 Moreover, it was found that neurominorities often express frustration about the number of
52 remote meetings which are scattered throughout the day and result in the insufficient transition
53 time between the meetings and a lack of blocked time slots for undistracted work (Das *et al.*,
54 2021). This appears to be particularly problematic for individuals with ADHD. One solution to
55 this problem may be to introduce asynchronous modes of communication such as emails or
56
57
58
59
60

1
2
3 pre-recorded videos that can be conveniently accessed in one's own time (Walkowiak, 2021).
4 If work colleagues are aware of neurodivergence, breaks could be introduced during the
5 meetings to allow individuals to desensitize should they need it.
6
7

8 9 *Opportunities*

10
11
12 Neurominorities frequently face obstacles that prevent them from using their skills effectively
13 (Patton, 2019). Hence, it is necessary to build an environment that would allow for the
14 utilization of the possibilities created by diversity both in the context of performance-increasing
15 effects (Roberge and van Dick, 2010) but also in the context of enhanced well-being (Szulc *et*
16 *al.*, 2021b).
17
18

19
20
21 Sensitivities to heat, cold, noise, or glare are common for neurominorities, particularly
22 individuals with autism (Pfeiffer *et al.*, 2017). Whilst a traditional office layout offers limited
23 opportunities for customization (Tomczak *et al.*, 2021), working from home often means that
24 individuals can control sensory stimuli and manage distractions (Szulc *et al.*, 2021a). At the
25 same time, management should carefully consider where its employee's home workspace is set
26 up as such an environment is not free from distractions resulting from family members,
27 roommates, or surroundings (Franken *et al.*, 2021). For instance, not all remote workers can
28 enjoy a dedicated home office or enough space to designate for work. While a typical employee
29 will usually find it easier to juggle professional work and personal responsibilities (Gajendran
30 and Harrison 2007), this task may appear particularly difficult for neurodivergent colleagues
31 who may suffer from difficulties with effective time management, task prioritizing, and
32 organization of work (Tomczak, 2022). Offering flexible work opportunities may be part of a
33 solution to this problem. For instance, Shirmohamdi *et al.* (2022) encourage offering
34 employees accommodations with regard to the type and dynamics of remote work provided.
35 Employees could choose the number of days or hours of work and how these are distributed to
36 accommodate employees' specific work and family needs. In this way, an autistic employee
37 could choose the time when he or she can work undistracted whereas an ADHD employee can
38 either enjoy a flexible schedule that encourages creativity and harnesses the power of
39 hyperfocus or take advantage of structured routines if they struggle with time management and
40 procrastination.
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55

56
57 Another opportunity to overcome what Das *et al.* (2021) refer to as a 'shared sense of struggle'
58 during remote work is to offer support groups as platforms for questions and feedback and as
59
60

1
2
3 a place to share strategies for remote work and negotiations for accommodations. For instance,
4 in their research Zolyomi *et al.* (2019) explored strategies for effective video calls from the
5 perspective of autistic individuals and found that they feel significantly more comfortable when
6 they can talk to people with similar cognitive profiles about common experiences and
7 expectations. Similarly, since successful mentoring and coaching relationships are commonly
8 positively associated with employee development and performance outcomes (Kim *et al.*,
9 2013), further support from job coaches or team buddies (Doyle and McDowall, 2015; 2019)
10 may facilitate building on the neurodivergent talent and skills - especially in the remote work
11 settings.
12
13
14
15
16
17
18

19 **Discussion**

20
21
22 This article aimed to integrate an emerging strength-based approach to neurodiversity with the
23 existing research on neurodiversity at work and remote working. I hope to have extended the
24 current debates on organizational equality, diversity and inclusion to novel contexts. Indeed,
25 the unprecedented outbreak of the COVID-19 pandemic (Khoa *et al.*, 2021) led to remote
26 working becoming the 'new normal' (Carroll and Conboy, 2020). Some have explained the
27 situation as de facto a global experiment of remote working (Kniffin *et al.*, 2020; Wang *et al.*,
28 2021). It is in such a context that Wiklund (2021, p. 1210) argued that 'the whole idea of work
29 design takes on a different meaning when people are scrambling to get their homes set up to
30 allow them to conduct work that to some extent resembles what they usually do in the office'.
31 The previously accumulated evidence base on the risks of remote working (e.g., Grant *et al.*,
32 2013) cannot therefore fully explain the challenges associated with remote work in current
33 times (Wang *et al.*, 2021), even more so for neurominorities. To address this, I introduced the
34 AMO model for a neuro-inclusive remote workplace which offers several propositions to be
35 taken into consideration by managers, HR departments, and employees. These include, for
36 instance, routinization and synchronization of agendas, sharing transcripts and recordings post-
37 meetings, or not pressurizing individuals to turn cameras on. It is further suggested that
38 management should control the amount of time spent on projects and provide autonomy to
39 engage in critical reflection and innovative thinking. Further propositions relate to encouraging
40 self-care activities, using digitization tools for weekly planning of work, and monitoring stress
41 and exhaustion levels. It is also suggested to introduce meeting breaks or asynchronous modes
42 of communication such as emails or pre-recorded videos that can be conveniently accessed in
43 one's own time. Finally, offering flexible hours of work and setting up support groups and
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 coaching as a way to share strategies for remote work and negotiations for accommodations
4 could be particularly useful. Emphasizing the need to incorporate more nuanced approaches in
5 the daily management of neurodivergent remote workers, this article generated several
6 theoretical and practical cues, which I discuss next.
7
8
9

10 11 *Theoretical implications* 12

13 Theoretically, the model introduced in this article contributes to recent calls to consider human-
14 centered design principles in the development of new work design (Wiklund, 2021). In doing
15 so, it contributes to the emerging strength-based approach to mental disorders (Wiklund *et al.*,
16 2020) and neurodiversity (Wiklund *et al.*, 2018; Fung, 2021) where a focus is placed on a
17 person's assets and disabling environmental conditions as opposed to one's weaknesses.
18 Applying the strength-based perspective to the presented conceptual discussion on remote work
19 experience and practice allows for further exploration and elevation of a powerful role of virtual
20 work characteristics in shaping the working experiences of disadvantaged members of society.
21
22
23

24
25
26
27
28 Second, the presented conceptual framework highlights the need for examining the strengths
29 of neurodivergent individuals as well as potential adjustments in a novel context of remote
30 work. The model of interactions between individual and system factors enables a better
31 theoretical understanding of the conditions under which high performance of neurodivergent
32 individuals could be achieved in remote work settings with an associated positive impact on
33 their well-being. It therefore partly contributes to answering the calls for existing mainstream
34 HRM research to stop treating employees as an undifferentiated mass (Jiang *et al.*, 2017) and
35 to acknowledge the importance of differentiated HRM practices that capture the unique needs
36 of different groups of employees (Cafferkey *et al.*, 2020; Szulc and Smith, 2021; Szulc *et al.*,
37 2021b) so that they can be supported in the 'emotionally distraught times' (Malik and Sanders,
38 2021, p. 16).
39
40
41
42
43
44
45
46

47 *Practical implications* 48

49
50 Practically, the conceptual model presented in this paper can assist HR practitioners in
51 developing a comprehensive approach to skill-, motivation-, and opportunity-enhancing
52 practices that are tailored to the specific needs of neurominorities in a unique context of remote
53 work to generate mutual gains. It is reiterated that the traditionally understood systems-level
54 practices may constitute a significant challenge for individuals who vary in terms of their
55 neurocognitive ability in comparison to a typical employee (Doyle, 2020; Krzeminska *et al.*,
56
57
58
59
60

1
2
3 2019). At the same time, it should be noted that the majority of the suggested improvements
4 (such as sharing meeting agendas in advance and following them during the meetings,
5 encouraging self-care activities, or introducing meeting breaks to desensitize) could translate
6 into universal improvements in remote working conditions with positive impact on
7 performance and well-being for all employees, both neurotypical and neuroatypical ones.
8 However, such accommodations need to be combined with inclusive work designs and
9 environments embedded in the entire organization (Obeidat *et al.*, 2016).

10
11
12
13
14
15
16 **Importantly, management spends considerably more effort on considering mental health and**
17 **well-being as a result of the Covid-19 pandemic (Hamouche, 2021). However, we still do not**
18 **have sufficient evidence base relating to managing neurodiversity in the remote work**
19 **environment. What seems to be even more complex, is managing neurodiversity in the remote**
20 **work environment and in times of crisis.** I thus move to the next section where I discuss the
21 limitations of this paper as well as directions for future research.
22
23
24
25

26 27 *Limitations and future research directions*

28
29 This manuscript has some limitations that present avenues for future research. Although the
30 research on neurodiversity at work is gaining increased scholarly attention (e.g., Doyle and
31 McDowall, 2022), the studies exploring the impact of virtual or remote work on
32 neurominorities remain limited in scope. Consistently, the assumptions behind the introduced
33 model need to be taken with caution as these are mainly based on limited research on
34 neurodiversity in remote work environments combined with more generic research on
35 neurominorities. However, as explained earlier, the model is not meant to be exhaustive.
36 Rather, the constructs chosen to be included in the model illustrate possibilities for future
37 neurodiversity research. Scholars interested in this topic should now evaluate the effectiveness
38 of the suggested adjustments. Specifically, they should pay special attention to what particular
39 adjustments work for different individuals and different roles and what their impact is on
40 organizational performance and, above all, on employee well-being (see also: Doyle, 2020;
41 Szulc *et al.*, 2021b). Ultimately, in our research endeavors, we should remember what Dr
42 Shore, an autism advocate who is on the spectrum, once said – ‘If you've met one person with
43 autism, you've met one person with autism’ (see: Flannery and Wisner-Carlson, 2020). This
44 means that individuals diagnosed with autism as well as other neurominorities present with
45 unique strengths as well as difficulties and experience these in different ways. Therefore, HR
46 practitioners, managers, or employers must be prepared with a variety of evidence-based
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 practices and instructional strategies to engage and support neurominorities. There is a need
4 for future research to develop integrated and comprehensive solutions to the persistent
5 problems faced by neurodivergent minorities in light of such uniqueness. Ultimately, such
6 efforts should facilitate obtaining a more complex understanding and acceptance of what may
7 not be seen as ‘typical’. Collaborative research between neurodiversity and organizational
8 researchers may be particularly useful (see: Vogus and Taylor, 2018) to enable neurominorities
9 to fully leverage the greater flexibility and control that remote working provides over their
10 work environments.
11
12
13
14
15
16

17 **Conclusions**

18
19
20 Organizations are urged to adapt their approach to the individual rather than to try to adapt the
21 individual to fit. Interestingly, the accommodations introduced in the presented paper are likely
22 to benefit all employees, no matter their cognitive profile. The onus now lies on companies to
23 create an equal playing field that is inclusive to all. If we are to meet the United Nations
24 Sustainable Development Goals of promoting inclusive economic growth, full and productive
25 employment, and decent work for all, all voices must compose a future narrative together.
26
27
28
29
30
31
32

33 **References**

- 34
35
36 Amis, J.M., Mair, J. and Munir, K.A. (2020), ‘The Organizational Reproduction of
37 Inequality’, *Academy of Management Annals*, Vol. 14 No. 1, pp. 195–230.
38
39 American Occupational Therapy Association (2020), ‘Occupational therapy practice
40 framework: domain and process’. *American Journal of Occupational Therapy*, Vol. 74 No. 2,
41 7412410010.
42
43 Annabi, H. and Locke, J. (2019), ‘A theoretical framework for investigating the context for
44 creating employment success in information technology for individuals with autism’, *Journal*
45 *of Management and Organization*, Vol. 25 No. 4, pp. 499-515.
46
47 Antshel, K.M. (2018), ‘Attention deficit/hyperactivity disorder (ADHD) and
48 entrepreneurship’, *Academy of Management Perspectives*, Vol. 31 No. 2, pp. 243-265.
49
50 Appelbaum, E., Bailey, T., Berg, P. and Kalleberg, A.L. (2000), *Manufacturing advantage:*
51 *why highperformance work systems pay off*, ILR Press, London.
52
53 Armstrong, T. (2010), *Neurodiversity: discovering the extraordinary gifts of autism, ADHD,*
54 *dyslexia, and other brain differences*, Da Capo Press, Cambridge, MA.
55
56 Austin, R.D. and Pisano, G.P. (2017), ‘Neurodiversity as a Competitive Advantage’, *Harvard*
57 *Business Review*, Vol. 95 No. 3, pp. 96–103.
58
59
60

1
2
3 Bailey, T. (1993), *Discretionary effort and the organization of work: Employee participation*
4 *and work reform since Hawthorne, Teachers College and Conservation of Human Resources*,
5 Columbia University.

6
7 Bathini, D.R. and Kandathil, G.M. (2019), ‘An orchestrated negotiated exchange: trading
8 home-based telework for intensified work’, *Journal of Business Ethics*, Vol. 154 No. 2, pp.
9 411-423.

10
11 Bapuji, H., Patel, C., Ertug, G. and Allen, D.G. (2020), ‘Corona Crisis and Inequality: why
12 Management Research Needs a Societal Turn’, *Journal of Management*, Vol. 46 No. 7,
13 1205–1222.

14
15 Beardon, L. and Edmonds, G. (2007), ‘ASpect consultancy report: a national report on the
16 needs of adults with Asperger syndrome’, available at:
17 https://www.sheffield.ac.uk/polopoly_fs/1.34791!/file/ASPECT_Consultancy_report.pdf
18 (accessed 26 July 2022).

19
20 Bin, W., Liu, Y., Qian, J. and Parker, S.K. (2021), ‘Achieving effective remote working
21 during the COVID-19 pandemic: a work design perspective’, *Applied Psychology*, Vol. 70
22 No. 1, pp. 16–59.

23
24 Bogdanowicz, K.M., Łockiewicz, M., Bogdanowicz, B. and Pačalska, M. (2014),
25 ‘Characteristics of cognitive deficits and writing skills of Polish adults with developmental
26 dyslexia’, *International Journal of Psychophysiology*, Vol. 93 No. 1, pp. 78-83.

27
28 Bubl, E., Dörr, M., Riedel, A., Ebert, D., Philipsen, A., Bach, M. and van Elst, L.T. (2015),
29 ‘Elevated background noise in adult attention deficit hyperactivity disorder is associated with
30 inattention’, *PLoS ONE*, Vol. 10 No. 2, e0118271.

31
32 Cafferkey, K., Dundon, T., Winterton, J. and Townsend, K. (2020), ‘Different strokes for
33 different folks: group variation in employee outcomes to human resource management’,
34 *Journal of Organizational Effectiveness: People and Performance*, Vol. 7 No. 1, pp. 1-19.

35
36 Carroll, N. and Conboy, K. (2020), ‘Normalising the “new normal”: changing tech-driven
37 work practices under pandemic time pressure’, *International Journal of Information*
38 *Management*, Vol. 55 No. 1, 02186.

39
40 CIPD (2018), *Neurodiversity at Work*, CIPD, London.

41
42 Daneshfar, Z., Asokan-Ajitha, A., Sharma, P. and Malik, A. (2022), ‘Work-from-home
43 (WFH) during COVID-19 pandemic – a netnographic investigation using Twitter data’,
44 *Information Technology & People*, Vol. ahead-of-print No. ahead-of-print.

45
46 Das, M., Tang, J., Ringland, K.E. and Piper, A.M. (2021), ‘Towards accessible remote work:
47 understanding work-from-home practices of neurodivergent professionals’, *Proceedings of*
48 *the ACM on Human-Computer Interaction*, Vol. 5 No. 1, pp. 1-30.

49
50 Del Giudice, M., Scuotto, V., Papa, A., Tarba, S.Y., Bresciani, S. and Warkentin, M. (2021),
51 ‘A self-tuning model for smart manufacturing SMEs: effects on digital innovation’, *Journal*
52 *of Product Innovation Management*, Vol. 38 No. 1, pp. 68-89

1
2
3 Doyle, N. (2020), 'Neurodiversity at work: a biopsychosocial model and the impact on
4 working adults', *British Medical Bulletin*, Vol. 135 No. 1, pp. 108-125.

5
6 Doyle, N. (2021), 'Neurodiversity in Higher Education: Support for neurodiverse individuals
7 and professionals, Fung, L.K. (Ed.), *Neurodiversity: from phenomenology to neurobiology
8 and enhancing technologies*, American Psychiatric Association, Washington.

9
10 Doyle, N. and McDowall, A. (2015), 'Is coaching an effective adjustment for dyslexic
11 adults?', *Coaching: An International Journal of Theory, Research and Practice*, Vol. 8 No. 2,
12 pp. 154-168.

13
14 Doyle, N. and McDowall, A. (2019), 'Context matters: a systematic review of coaching as a
15 disability accommodation'. *PLoS ONE*, Vol. 14 No. 8, 1–30.

16
17 Doyle, N. and McDowall, A. (2022), 'Diamond in the rough? An 'empty review of research
18 into 'neurodiversity' and a road map for developing the inclusion agenda', *Equality, Diversity
19 and Inclusion: An International Journal*, Vol. 41 No. 3, pp. 352-382.

20
21 Everatt, J., Steffert, B. and Smythe, I. (1999), 'An eye for the unusual: creative thinking in
22 dyslexics', *Dyslexia*, Vol. 5 No. 1, pp. 28-46.

23
24 Flannery, K. A. and Wisner-Carlson, R. (2020), 'Autism and education', *Child and
25 adolescent psychiatric clinics of North America*, Vol. 29 No. 2, pp. 319–343.

26
27 Franken, E., Bentley, T., Shafaei, A., Farr-Wharton, B., Onnis, L. and Omari, M. (2021),
28 'Forced flexibility and remote working: opportunities and challenges in the new normal',
29 *Journal of Management & Organization*, Vol. 27 No. 6, pp. 1131-1149.

30
31 Friedman, S. and Laurison, D. (2019), *The class ceiling: why it pays to be privileged*, Policy
32 Press, Bristol, UK.

33
34 Fung, L.K. (2021), *Neurodiversity: From Phenomenology to Neurobiology and Enhancing
35 Technologies*, American Psychiatric Association Publishing, Washington.

36
37 Fung, L.K. and Doyle, N. (2021), 'Neurodiversity: the new diversity', Fung, L.K. (Ed.),
38 *Neurodiversity: From Phenomenology to Neurobiology and Enhancing Technologies*,
39 American Psychiatric Association Publishing, Washington.

40
41 Gajendran, R.S. and Harrison, D. A. (2007), 'The good, the bad, and the unknown about
42 telecommuting: meta-analysis of psychological mediators and individual consequences',
43 *Journal of Applied Psychology*, Vol. 92 No. 6, pp. 1524–1541.

44
45 Grainger, K. (2021), 'Employers urged to provide support for neurodiverse colleagues as
46 remote working looks set to stay - Virgin Media O2', available at:
47 [https://news.virginmediao2.co.uk/archive/employers-urged-to-provide-support-for-
48 neurodiverse-colleagues/](https://news.virginmediao2.co.uk/archive/employers-urged-to-provide-support-for-neurodiverse-colleagues/) (accessed 26 July 2022).

49
50 Grant, C.A., Wallace, L.M. and Spurgeon, P.C. (2013), 'An exploration of the psychological
51 factors affecting remote e-worker's job effectiveness, well-being and work-life balance,
52 *Employee Relations*, Vol. 35 No. 5, pp. 527-546.

- 1
2
3 Hamouche, S. (2021), 'Human resource management and the COVID-19 crisis: implications,
4 challenges, opportunities, and future organizational directions', *Journal of Management &*
5 *Organization*, pp. 1-16.
6
7 Hayward, S.M., McVilly, K.R. and Stokes, M.A. (2019), 'Autism and employment: what
8 works', *Research in Autism Spectrum Disorders*, Vol. 60 No. 1, pp. 48-58.
9
10 Hedley, D., Cai, R., Uljarevic, M., Wilmot, M., Spoor, J., Richdale, A. and Dissanayake, C.
11 (2018), 'Transition to work: perspectives from the autism spectrum', *Autism*, Vol. 22 No. 5,
12 pp. 528-541.
13
14 Hendricks, D. (2010), 'Employment and adults with autism spectrum disorders: challenges
15 and strategies for success', *Journal of Vocational Rehabilitation*, Vol. 32 No. 2, pp. 125-134.
16
17 Hewlett, K., Cooper, R. and Jameson, M. (2018), *Neurodiverse voices: Opening Doors to*
18 *Employment*. Westminster AchieveAbility Commission for Dyslexia and Neurodivergence,
19 available at: [https://www.achieveability.org.uk/files/1518955206/wac-](https://www.achieveability.org.uk/files/1518955206/wac-report_2017_interactive-2.pdf)
20 [report_2017_interactive-2.pdf](https://www.achieveability.org.uk/files/1518955206/wac-report_2017_interactive-2.pdf) (accessed February 2, 2022).
21
22 Houdek, P. (2022). 'Neurodiversity in (not only) public organizations: an untapped
23 opportunity?', *Administration & Society*, Vol. 54 No. 9, pp. 1848-1871.
24
25 Hupfeld, K. E., Abagis, T. R. and Shah, P. (2019). 'Living "in the zone": hyperfocus in adult
26 ADHD', *Attention deficit and hyperactivity disorders*, Vol. 11 No. 2, pp. 191-208.
27
28 Jiang, K., Hu, J., Liu, S. and Lepak, D.P. (2017), 'Understanding employees' perceptions of
29 human resource practices: effects of demographic dissimilarity to managers and coworkers',
30 *Human Resource Management*, Vol. 56 No. 1, pp. 69-91.
31
32 Johnson, K.R., Ennis-Cole, D. and Bonhamgregory, M. (2020), 'Workplace success
33 strategies for employees with autism spectrum disorder: a new frontier for human resource
34 development', *Human Resource Development Review*, Vol. 19 No. 2, pp. 122-151.
35
36 Junni, P., Sarala, R.M., Taras, V. and Tarba, S.Y. (2013), 'Organizational ambidexterity and
37 performance: a meta-analysis'. *Academy of Management Perspectives*, Vol. 27 No. 4, pp.
38 299-312.
39
40 Kellner, A., Cafferkey, K. and Townsend, K. (2019), 'Ability, motivation and opportunity
41 theory: a formula for employee performance?', Townsend, K., Cafferkey, K., McDermott,
42 A.M. and Dundon, T. (Ed.s.), *Elgar Introduction to Theories of Human Resources and*
43 *Employment Relations*, Edward Elgar Publishing, Cheltenham.
44
45 Kim, S., Egan, T. M., Kim, W. and Kim, J. (2013), 'The impact of managerial coaching
46 behavior on employee work-related reactions', *Journal of Business and Psychology*, Vol. 28
47 No. 3, pp. 315-330.
48
49 Kinnie, N., Hutchinson, S., Purcell, J., Rayton, B. and Swart, J. (2005), 'Satisfaction with HR
50 practices and commitment to the organisation: why one size does not fit all', *Human*
51 *Resource Management Journal*, Vol. 15 No. 4, pp. 9-29.
52
53
54
55
56
57
58
59
60

1
2
3 Khoa, D.T., Wang, C-Y. and Guchait, P. (2021), 'Using regulatory focus to encourage
4 physical distancing in services: when fear helps to deal with Mr. Deadly COVID-19', *The*
5 *Service Industries Journal*, Vol. 41 No.1-2, pp. 32-57.

6
7 Knapp, M., Romeo, R. and Beecham, J. (2009), 'Economic cost of autism in the UK',
8 *Autism*, Vol. 13 No. 3, pp. 317-336.

9
10 Kniffin, K.M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S.P., Bakker, A.B.,
11 Bamberger, P., Bapuji, H., Bhave, D.P., Choi, V.K., Creary, S.J., Demerouti, E., Flynn, F.J.,
12 Gelfand, M.J., Greer, L.L., Johns, G., Klein, P.G., Lee, S.Y. and Vugt, M. van (2020),
13 'COVID-19 and the workplace: Implications, issues, and insights for future research and
14 action', *American Psychologist*, Vol. 76 No. 1, pp. 63–77.

15
16 Kossek, E. E., Lautsch, B. A. and Eaton, S. C. (2006), 'Telecommuting, control, and
17 boundary management: correlates of policy use and practice, job control, and work–family
18 effectiveness', *Journal of Vocational Behavior*, Vol. 68 No. 2, pp. 347–367.

19
20 Krzeminska, A., Austin, R., Bruyere, S. and Hedley, D. (2019), 'The advantages and
21 challenges of neurodiversity employment in organizations', *Journal of Management and*
22 *Organization*, Vol. 25 No. 4, pp. 453-463.

23
24 Krzeminska A. and Hawse S. (2020), 'Mainstreaming neurodiversity for an inclusive and
25 sustainable future workforce: autism-spectrum employees', Wood L., Tan L., Breyer Y. and
26 Hawse S. (Ed.s.), *Industry and higher education*, Springer, Singapore.

27
28 Larson, B.Z., Vroman, S.R. and Makarius, E.E. (2020), 'A guide to managing your (newly)
29 remote workers', *Harvard Business Review*, available at: [https://hbr.org/2020/03/a-guide-to-](https://hbr.org/2020/03/a-guide-to-managing-your-newly-remote-workers)
30 [managing-your-newly-remote-workers](https://hbr.org/2020/03/a-guide-to-managing-your-newly-remote-workers) (accessed 07 October 2022).

31
32 Malik, A. and Sanders, K. (2021), 'Managing human resources during a global crisis: a
33 multilevel perspective', *British Journal of Management*, Vol. 0, pp. 1–19.

34
35 Malik, A., Froese, F.J. and Sharma, P. (2020), 'Role of HRM in knowledge integration:
36 towards a conceptual framework', *Journal of Business Research*, Vol. 109, pp. 524-535.

37
38 Malik, A., Budhwar, P., Patel, C. and Srikanth, N.R. (2022), 'May the bots be with you!
39 delivering HR cost-effectiveness and individualised employee experiences in an MNE', *The*
40 *International Journal of Human Resource Management*, Vol. 33 No. 6, pp. 1148-1178.

41
42 Mantzalas, J., Richdale, A. L. and Dissanayake, C. (2022), 'A conceptual model of risk and
43 protective factors for autistic burnout'. *Autism Research*, Vol. 15 No. 6, pp. 976– 987.

44
45 Mellifont D. (2022), 'COVID-19 related factors affecting the experiences of neurodivergent
46 persons in the workplace: a rapid review', *Work*, Vol. 71 No. 1, pp. 3–12.

47
48 Milton, D. and Sims, T. (2016), 'How is a sense of well-being and belonging constructed in
49 the accounts of autistic adults?', *Disability & Society*, Vol. 31 No. 4, pp. 520-534.

50
51 Morrison, K.E., DeBrabander, K.M., Jones, D.R., Ackerman, R.A. and Sasson, N.J. (2020),
52 'Social cognition, social skill, and social motivation minimally predict social interaction
53 outcomes for autistic and non-autistic adults', *Frontiers in Psychology*, Vol. 11 No. 591100,
54 pp. 1-22.

1
2
3 Morsink, S., Sonuga-Barke, E. and Mies, G. (2017), 'What motivates individuals with
4 ADHD? A qualitative analysis from the adolescent's point of view', *European Child &*
5 *Adolescent Psychiatry*, Vol. 26 No. 8, pp. 923–932.

6
7 National Autistic Society (2021), 'Left stranded: the impact of coronavirus on autistic people
8 and their families in the UK', available at: [https://www.autism.org.uk/what-we-](https://www.autism.org.uk/what-we-do/news/coronavirusreport)
9 [do/news/coronavirusreport](https://www.autism.org.uk/what-we-do/news/coronavirusreport) (accessed 30 December 2021).

10
11
12 Obeidat, S.M., Mitchell, R. and Bray, M. (2016), 'The link between high performance work
13 practices and organizational performance: empirically validating the conceptualization of
14 HPWP according to the AMO model', *Employee Relations*, Vol. 38 No. 4, pp. 578-595.

15
16 O'Donoghue, D. and van der Werff, L. (2021), 'Empowering leadership: balancing self-
17 determination and accountability for motivation', *Personnel Review*, Vol. 51 No. 4, pp. 1205-
18 1220.

19
20
21 Parr, A.D., Hunter, S.T. and Ligon, G.S. (2013), 'Questioning universal applicability of
22 transformational leadership: examining employees with autism spectrum disorder', *The*
23 *Leadership Quarterly*, Vol. 24 No. 4, pp. 608-622.

24
25 Patton, E. (2019), 'Autism, attributions and accommodations: overcoming barriers and
26 integrating a neurodiverse workforce', *Personnel Review*, Vol. 48 No. 4, pp. 915-934.

27
28 Peck, J. A. (2021), 'The disproportionate impact of COVID-19 on women relative to men: a
29 conservation of resources perspective', *Gender, Work & Organization*, Vol. 28 No. 2, pp.
30 484– 497.

31
32
33 Perry, S.J., Rubino, C. and Hunter, E.M. (2018), 'Stress in remote work: two studies testing
34 the demand-control-person model', *European Journal of Work and Organizational*
35 *Psychology*, Vol. 27 No. 5, pp. 577-593.

36
37 Pfeiffer, B., Coster, W., Snethen, G., Derstine, M., Piller, A. and Tucker, C. (2017),
38 'Caregivers' perspectives on the sensory environment and participation in daily activities of
39 children with autism spectrum disorder', *The American journal of occupational therapy:*
40 *official publication of the American Occupational Therapy Association*, Vol. 71 No. 4, pp. 1-
41 9.

42
43
44 Praslova, L.N. (2022), 'Neurodiversity, talent, and the promise of hybrid work', *Psychology*
45 *Today*, available at: [https://www.psychologytoday.com/us/blog/positively-](https://www.psychologytoday.com/us/blog/positively-different/202203/neurodiversity-talent-and-the-promise-hybrid-work)
46 [different/202203/neurodiversity-talent-and-the-promise-hybrid-work](https://www.psychologytoday.com/us/blog/positively-different/202203/neurodiversity-talent-and-the-promise-hybrid-work) (accessed 26 July
47 2022).

48
49
50 Prevatt, F. and Yelland, S. (2015), 'An empirical evaluation of ADHD coaching in college
51 students', *Journal of Attention Disorders*, Vol. 19 No.8, pp. 666–677.

52
53 Purcell, J., Hutchinson, S., Kinnie, N., Rayton, B. and Swart, J. (2003), *Understanding the*
54 *people and performance link: unlocking the black box*, CIPD Publishing, London.

55
56 Raymaker, D. M., Teo, A. R., Steckler, N. A., Lentz, B., Scharer, M., Delos Santos, A.,
57 Kapp, S. K., Hunter, M., Joyce, A. and Nicolaidis, C. (2020), 'Having all of your internal
58 resources exhausted beyond measure and being left with no clean-up crew: defining autistic
59 burnout', *Autism Adulthood*, Vol. 2 No.2, pp. 132-143.

- 1
2
3 Richards, J., Sang, K., Marks, A., and Gill, S. (2019), “‘I’ve found it extremely draining’:
4 emotional labour and the lived experience of line managing neurodiversity’, *Personnel*
5 *Review*, Vol. 48, No. 7, pp. 1903-1923.
6
7 Roberge, M.-E. and van Dick, R. (2010), ‘Recognizing the benefits of diversity: when and
8 how does diversity increase group performance?’, *Human Resource Management Review*,
9 Vol. 20 No. 4, pp. 295-308.
10
11 Rupietta, K., and Beckmann, M. (2018), ‘Working from home’, *Schmalenbach Business*
12 *Review*, Vol. 70 No. 1, pp. 25-55.
13
14 Shirmohammadi, M., Au, W.C. and Beigi, M. (2022), ‘Remote work and work-life balance:
15 lessons learned from the covid-19 pandemic and suggestions for HRD practitioners’, *Human*
16 *Resource Development International*, Vol. 25 No. 2, pp. 163-181.
17
18 Shore, L. M., Cleveland, J. N. and Sanchez, D. (2018), ‘Inclusive workplaces: a review and
19 model’, *Human Resource Management Review*, Vol. 28 No. 2, pp. 176-18.
20
21 Szulc, J.M. (2020), ‘Beyond quid pro quo: good soldiers and characteristics of their helping
22 behaviours’, *Personnel Review*, Vol. 50 No. 2, pp. 560-574.
23
24 Szulc, J.M. and Smith, R. (2021), ‘Abilities, motivations, and opportunities of furloughed
25 employees in the context of Covid-19: preliminary evidence from the UK’, *Frontiers in*
26 *Psychology*, Vol. 12 No. 635144, pp. 1-7.
27
28 Szulc, J.M., McGregor, F.L. and Cakir, E. (2021a), ‘Neurodiversity and remote work in times
29 of crisis: lessons for HR’, *Personnel Review*, Vol. ahead-of-print No. ahead-of-print.
30
31 Szulc, J.M., Davies, J., Tomczak, M.T. and McGregor, F.L. (2021b), ‘AMO perspectives on
32 the well-being of neurodivergent human capital’, *Employee Relations*, Vol. 43 No. 4, pp.
33 858-872.
34
35 Tang, J. (2021), ‘Understanding the telework experience of people with disabilities’.
36 *Proceedings of the ACM on Human-Computer Interaction*, Vol. 5 No. CSCW1, pp. 1-27.
37
38 Tomczak, M.T. (2021), ‘Employees with autism spectrum disorders in the digitized work
39 environment: perspectives for the future’, *Journal of Disability Policy Studies*, Vol. 31 No. 4,
40 pp.195-205.
41
42 Tomczak, M.T., Szulc, J.M. and Szczerska, M. (2021), ‘Inclusive communication model
43 supporting the employment cycle of individuals with autism spectrum disorders’,
44 *International Journal of Environmental Research and Public Health*, Vol. 18 No. 9, pp. 1-12.
45
46 Tomczak, M.T. (2022), ‘How can the work environment be redesigned to enhance the well-
47 being of individuals with autism?’, *Employee Relations*, Vol. ahead-of-print No. ahead-of-
48 print.
49
50 United Nations (2020), *World social report 2020: inequality in a rapidly changing world*,
51 United Nations Department of Economic and Social Affairs. Doi: 10.18356/7f5d0efc-en.
52
53 Utoft, E. H. (2020), ‘All the single ladies’ as the ideal academic during times of
54 COVID-19?’. *Gender, Work & Organization*, Vol. 27 No. 5, pp. 778-787.
55
56
57
58
59
60

1
2
3 Walkowiak, E. (2021), 'Neurodiversity of the workforce and digital transformation: the case
4 of inclusion of autistic workers at the workplace', *Technological Forecasting and Social*
5 *Change*, Vol. 168, 120739.

6
7
8 van Laar, E., van Deursen, A., van Dijk, J. and de Haan, J. (2017), 'The relation between
9 21st-century skills and digital skills: a systematic literature review', *Computers in Human*
10 *Behavior*, Vol. 72, pp. 577-588.

11
12 Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A. and Trichina, E. (2021),
13 'Artificial intelligence, robotics, advanced technologies and human resource management: a
14 systematic review', *International Journal of Human Resource Management*, Vol. 33 No. 6,
15 pp. 1237-1266.

16
17
18 Wang, B., Liu, Y., Qian, J. and Parker, S.K. (2021), 'Achieving effective remote working
19 during the COVID-19 pandemic: a work design perspective', *Applied Psychology*, Vol. 70
20 No. 1, pp. 16-59.

21
22 Wiklund, J., Hatak, I., Patzelt, H. and Shepherd, D.A. (2018), 'Mental disorders in the
23 entrepreneurship context: when being different can be an advantage', *Academy of*
24 *Management Perspectives*, Vol. 32 No. 2, pp. 182-206.

25
26 Wiklund, J., Hatak, I., Lerner, D.A., Verheul, I., Thurik, R. and Antshel, K. (2020),
27 'Entrepreneurship, clinical psychology, and mental health: an exciting and promising new
28 field of research', *Academy of Management Perspectives*, Vol. 34 No. 2, pp. 291-295.

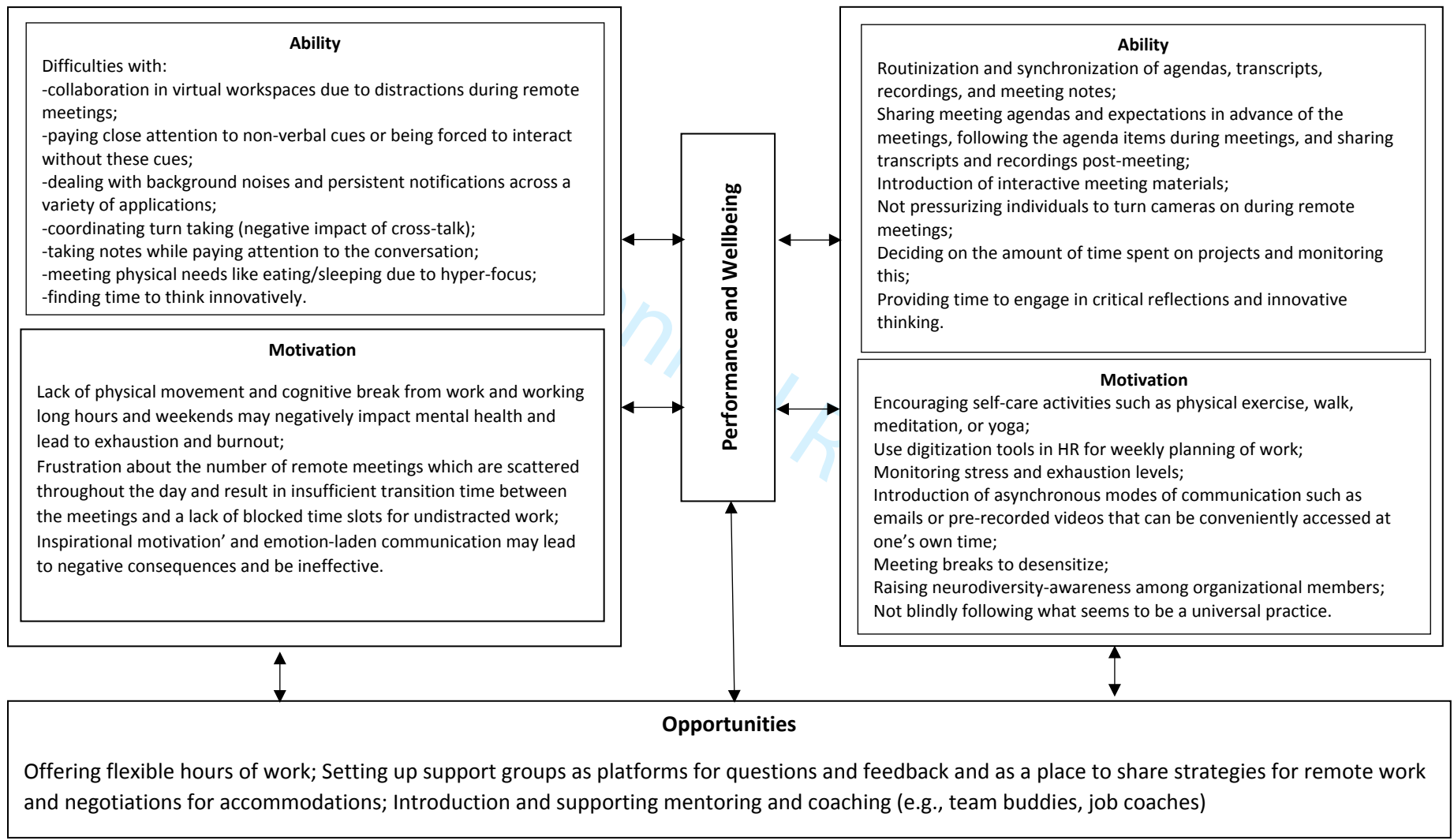
29
30 Wiklund, J. (2021), 'Working in bed—a commentary on "Automation, algorithms, and
31 beyond: why work design matters more than ever in a digital world" by Parker and Grote',
32 *Applied Psychology: An International Review*, Vol. 71 No. 4, pp. 1210-1244.

33
34
35 Wood, S., Daniels, K., and Ogbonnaya, C. (2018), 'Use of work–nonwork supports and
36 employee well-being: the mediating roles of job demands, job control, supportive
37 management and work–nonwork conflict', *The International Journal of Human Resource*
38 *Management*, Vol. 31 No. 14, pp. 1793-1824.

39
40 Zanhour, M. and Sumpter, D.M. (2022), 'The entrenchment of the ideal worker norm during
41 the COVID-19 pandemic: evidence from working mothers in the United States', *Gender,*
42 *Work & Organization*, 1– 19.

43
44
45 Zolyomi, A., Begel, A., Waldern, J.F., Tang, J., Barnett, M., Cutrell, E., McDuff, D., Andrist,
46 S. and Morris, M.R. (2019), 'Managing stress: the needs of autistic adults in video calling',
47 *Proceedings of the ACM on Human-Computer Interaction (PACM HCI)*. Vol. 3 No. CSCW,
48 pp. 1-29.
49
50
51
52
53
54
55
56
57
58
59
60

Figure 1: AMO model for neuro-inclusive remote workplace



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
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

Table I: Neurodiversity and related characteristics

Condition	Common characteristics	
ADHD	Creativity, hyper-focus, energy, passion, entrepreneurialism	Impulsive temper outbursts, hyperactivity, low frustration threshold, poor listening skills, difficulty with maintaining employment, difficulty with team-work
Autism Spectrum Conditions	Concentration, fine detail processing, memory, honesty, sensory awareness	Over- and under-sensitive to light, noise, touch, temperature, difficulty with speech and language, poor listening skills, difficulty with stress control
DCD/Dyspraxia	Verbal skills, empathy, intuition, honesty	Difficulties with planning, movements, coordination, poor spatial awareness, over- and under-sensitive to light, noise, touch, temperature, difficulty with speech and language, poor listening skills
Dyscalculia	Verbal skills, innovative thinking, creativity	Difficulty with number concepts and calculations, poor listening skills
Dyslexia	Visual thinking, creativity, 3D mechanical skills, authenticity, entrepreneurialism	Difficulty with words, reading, writing, spelling, speaking, listening, preference for non-linear thought, distractibility, poor listening skills
Tourette syndrome	Observational skills, cognitive control, creativity, hyper-focus, innovative thinking	Verbal and physical tics, poor listening skills

Sources: Adapted from Doyle (2020) and Szulc et al. (2021b)