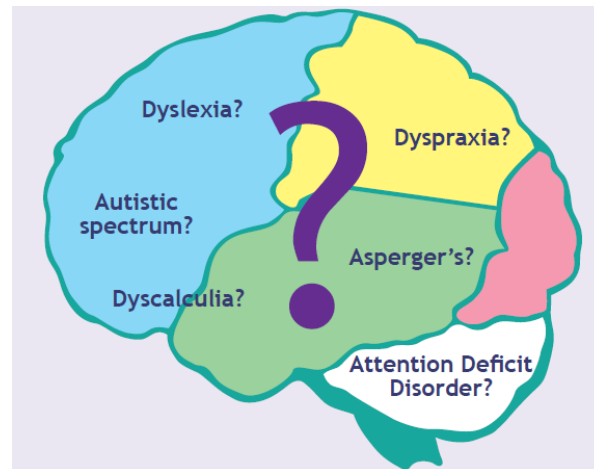


Neurodivergence in Transport and Travel: Line Manager Support and Training

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Aim of research – what did we set out to do?

- Gather, analyse and conclude on key information on the line management of neurodivergent staff, i.e. employees diagnosed with dyslexia, dyspraxia AD(H)D or autism
- Help TSSA develop a bespoke training, toolkit, guidance and advice for line managers who are responsible for managing neurodivergent employees

Methods – how did we do it?

- Focus on facilitators and challenges to good line management of neurodivergent employees
- Literature search
- Secondary analysis of earlier interviews with travel/transport line managers (n=18), e.g. Station Manager, Transport Support Manager, Surveyor Manager
- Interviews with Network Rail line managers (n=10), e.g. Commercial Manager, Route Control Manager, IT Services Manager
- Analyse findings using social model of disability

Results – facilitators for line managers

- Awareness training
- Leadership style
- Assistive technologies
- Minor/informal reasonable adjustments
- Major changes in work routine
- Managing performance
- HRM and OH expertise
- Autonomy to make reasonable adjustments
- Authorisation to purchase assistive technologies
- Disability support/Champions networks
- Maths and English classes
- Work experience programmes
- Diversity/inclusion training
- Information on neurodiverse conditions
- Poster campaigns
- Access to specialist external organisations
- EAPs
- Medical practitioners
- Working with TSSA
- Policies on reasonable adjustments
- Line manager HRM training

Results – challenges for line managers

- Partial or limited disclosure
- Lack of wider support
- Confidence to act
- Time consuming
- Complexity
- Impact on wider role
- Impact on team
- Changing nature of work
- Disclosure
- Transition between line managers
- Uncooperative employee
- Office distractions
- Professional boundaries
- Severe employee problems
- HRM/OH at cross purposes
- Personal issues, e.g. hygiene
- Authorisation of assistive technologies
- Training
- Changing nature of work
- Well-being
- Disclosure
- Employee co-operation
- Senior managers
- Ownership
- Secondary MHCs
- Medical model of disability
- Perceptions of trade union role
- Perceptions of disability
- Awareness of sources of support

Recommendations – what do we recommend?

At the **organisational level**, training should seek to develop new and further skills in the following areas

- Social model of disability
- Equality Act 2010 and how relates to neurodivergent conditions
- How changes to the industry and working practices can impact employees
- Managing and advertising disclosure
- Awareness of wide-range of neurodivergent conditions and most common concomitant conditions
- Where to seek further advice, e.g. external organisations, TU, HR, OH

Recommendations – what do we recommend?

At the **local level**, training should seek to develop new and further skills in the following areas

- How to manage the transition of neurodivergent employee from line manager to line manager
- What reasonable adjustments can be initiated by the line manager
- Managing a team with neurodivergent team member/s
- Ways to determine and understand best learning styles for employees
- Having difficult conversations with neurodivergent employees
- Developing and maintaining clear, professional and healthy boundaries with neurodivergent employees
- Negotiation time and resources to effectively manage neurodiverse employee