

BAM 2023 CONFERENCE



BUSINESS
SCHOOL

Management and Support that Facilitate the Organizational Socialization of People with
ADHD and ASD in Satellite Offices: A Qualitative Study in Japan

Ryuji Honda

Yokohama City University

Takashi Yoshinaga

Yokohama City University

Title:

Management and Support that Facilitate the Organizational Socialization of People with ADHD and ASD in Satellite Offices: A Qualitative Study in Japan

Authors:

Ryuji Honda (Yokohama City University, Kanagawa, Japan)

Takashi Yoshinaga (Yokohama City University, Kanagawa, Japan)

Address:

Ryuji Honda

2-37-14 Sasanodai, Asahi-ku, Yokohama-shi, Kanagawa, Japan

Email: m235111c@yokohama-cu.ac.jp

Title:

Management and Support that Facilitate the Organizational Socialization of People with ADHD and ASD in Satellite Offices: A Qualitative Study in Japan

Summary:

This study clarifies the forms of management and support available for people with attention-deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) from the perspective of organizational socialization through interviews conducted in satellite offices for the employment of disabled people in Japan. To achieve diversity and inclusion, the employment of disabled people is an important topic, and people with ADHD and ASD are expected to be active in the workforce. Therefore, satellite offices for the employment of disabled people have attracted attention in Japan in recent years. This study provides some implications. First, it expands the concept of realistic job preview as experience-based and reducing anxiety. Second, it defines a new concept, 'work anchor', which is a value that represents the underlying source of motivation and positive meaning in work. Third, it points out an assumption that organizational socialization is irreversible, and the possibility of the backlash of organizational socialization.

Track: 10. Human Resource Management

Word count: 6,172 words (excluding tables and references)

Introduction

This study clarifies the management and support available for people with attention-deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) from the perspective of organizational socialization. Interviews were conducted in satellite offices for the employment of disabled people, which have been increasing in Japan in recent years – a field that has seen little research in management studies.

In terms of ADHD and ASD, there has been much research on the relationship between ADHD and entrepreneurship and innovation (Hatak *et al.*, 2021; Vörös and Lukovszki, 2021), and some researchers have pointed to the problem of people with ASD being undervalued as workforce individuals (Grenawalt *et al.*, 2020). Microsoft, SAP, and other companies employ people with ASD continuously and successfully to benefit from their abilities (Erbentraut, 2017; Tyson, 2018). In the case of SAP, the reason for employing people with ASD is that they have ‘remarkable focus and persistence, an aptitude for recognizing patterns, attention to detail, a gifted memory, honesty, and transparency’ (Tully, 2019), and ‘the reasonable accommodation maximize[s] the potential of everyone’ (Loucks, 2022) in the workplace. However, many studies have been conducted by authors specializing in areas such as vocational rehabilitation, social welfare, psychology, and education, and an increase in discussions in management studies is expected.

Furthermore, vocational rehabilitation and social welfare research have focused on ‘doing the job and how to employ’ people with ADHD and ASD. Their presence as part of an organization has been less discussed. As the shift and development are made from diversity to inclusion, how they are present and working in the organization is considered an important theme. Thus, the concept of organizational socialization should attract interest in such situations. This is because the study is about the process of adjustment of newcomers to the organization and the factors that facilitate this process.

While research in this area for the past five years has focused on satellite offices as targets, satellite offices for the employment of disabled people has attracted particular attention in Japan. The Japanese Ministry of Health, Labour, and Welfare (MHLW) has been promoting telecommuting and satellite offices for the employment of disabled people by using information and communication technology (ICT).

Satellite offices constitute one particular style for the employment of disabled people in Japan. Satellite offices are used for diversified work styles, such as temporary use on business trips, and they have also become more popular in Japan in recent years. Moreover, satellite offices for the employment of disabled people are office spaces with a sufficient environment to work (Persol Challenge Co., Ltd., 2019). They are unique in that office-based supporters are specialists in many cases. Satellite offices for the employment of disabled people are often established by organizations that support disabled people and provide services to private companies (Persol Challenge Co., Ltd., 2019). Therefore, these are significant advantages for both the disabled people who work there and the companies that the environment is conducive to meeting the needs of persons with disabilities, including reasonable accommodation and the constant availability of supporters.

The background to the promotion of telecommuting and satellite offices by the MHLW is that the legally required rate at which the employment of disabled people per organization has been gradually raised in Japan: from March 2021, it is now 2.3% in the private sector; in 2017, it was 2.0%. According to a survey by the MHLW, as of 1 June

2022, approximately 48% of private companies had achieved the legally required disabled employment rate (MHLW, 2022). Under this circumstance, satellite offices are expected to be one of the styles to improve the employment rate of disabled people.

This study aims to clarify what management and support facilitates the organizational socialization of people with ADHD and ASD working in satellite offices through interviews with two supporters in satellite offices employing people with ADHD and ASD. The qualitative data from the interviews are analyzed using the ‘steps for coding and theorization’ method (SCAT, Otani, 2011, 2019).

Literature review

Organizational socialization

Organizational socialization is ‘the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role’ (Van Maanen and Schein, 1979, p. 211). Wanous (1992, p. 187) also defined organizational socialization as ‘the way in which newcomers change and adapt to the organization’ and ‘the types of changes are learning new roles, norms, and values’.

Newcomers have been improving job performance (Lapointe *et al.*, 2014); increasing organizational commitment, job satisfaction, and job motivation; and decreasing turnover intentions as they undergo organizational socialization (Bauer *et al.*, 2007; Takeuchi and Takeuchi, 2009). These are indicators of organizational socialization (Bauer *et al.*, 2007; Takeuchi and Takeuchi, 2009).

Several studies on organizational socialization have attempted to build a stage model of the organizational socialization process (Ashforth *et al.*, 2007). Ashforth *et al.* (2007, pp. 9–11) integrated many previous studies and highlighted the following four-stage model:

- Anticipation: the stage before an individual enters an organization.
- Encounter: the stage immediately after an individual enters an organization.
- Adjustment: the stage that continues for a while after entry.
- Stabilization: the stage end of organizational socialization.

In addition to research on socialization stage models, several other approaches exist in organizational socialization research. There are studies that attempt to clarify what newcomers learn and acquire during organizational socialization (e.g. Chao *et al.*, 1994); studies on organizational actions to facilitate individuals’ socialization, including organizational socialization tactics (e.g. Saks *et al.*, 2007); and studies on individual efforts, including proactivity in which newcomers accelerate adapting themselves (e.g. Ashford and Black, 1996).

Socialization stage models

Ashforth *et al.* (2007, pp. 9–11) integrated many previous studies and showed a four-stage model. Wanous (1992) also integrated many previous studies and identified a four-stage model. Table 1 compares the two models. The most important difference is whether the anticipation stage is included. Stages 1, 2, and 3 of Wanous (1992) correspond to the encounter and adjustment stages of Ashforth *et al.* (2007). We mainly focus on Ashforth *et al.*’s (2007) study because it integrates many stage models,

including that of Wanous (1992), and because this study also focuses on management and support in the anticipation stage.

Table 1. Socialization stage models – building on Ashforth *et al.* (2007, pp. 9–11) and Wanous (1992, p. 209)

Ashforth <i>et al.</i> (2007)		Wanous (1992)	
Anticipation	Pre-entry stage into the organization; newcomers undergo anticipatory socialization.		
Encounter	The stage immediately after entry into the organization; newcomers face and overcome reality shock as they learn the realities of the organization and the workplace.	Stage 1	Confronting and accepting organizational reality.
		Stage 2	Learning and defining newcomers' interpersonal roles.
Adjustment	The stage that continues for a while after entry; newcomers try to adapt to the organization.	Stage 3	Locating themselves in the organizational context.
Stabilization	The stage end of organizational socialization; newcomers show signs of successful socialization.	Stage 4	The stage end of organizational socialization; newcomers show signs of successful socialization.

First, during the anticipation stage, newcomers undergo anticipatory socialization (Van Maanen and Schein, 1979). Anticipatory socialization is the shaping of images and expectations of organizations and jobs through previous experiences and job searches (Takeuchi and Takeuchi, 2009; Van Maanen and Schein, 1979). Second, during the encounter stage, the newcomers face the reality of the organization and contend with the gap between their expectations and experiences in the workplace (Wanous, 1992). According to Hall (1976), reality shock is ‘the clash between high expectations and frustrating on-the-job experiences’ (p. 66), which negatively affects newcomers’ attitudes and motivation. Third, in the adjustment stage, the newcomers accept the reality of the organization and adapt to the organization as members (Van Maanen and Schein, 1979; Wanous, 1992). The newcomers acquire knowledge and skills in each dimension of performance proficiency, people, politics, language, organizational goals and values, and history at each job, workplace, and organization level (Chao *et al.*, 1994; Haueter *et al.*, 2003). Finally, in the stabilization stage, the newcomers send a signal when they and the organization accept each other (Wanous, 1992). This signal is confirmed in the form of high commitment and autonomy of newcomers and high satisfaction, involvement, and motivation, which are the results of organizational socialization (Wanous, 1992). Then, the newcomers perceive that they have been able to become members of the organization (Wanous, 1992).

Organizational socialization tactics and onboarding

An important organizational factor in which organizations influence individuals to promote organizational socialization, is the tactics of organizational socialization. Van Maanen and Schein (1979) defined these tactics as the ways in which newcomers experience transitions in their roles as a result of others’ actions in the organization.

The study of organizational socialization tactics has evolved into the study of onboarding (Klein *et al.*, 2015). Onboarding is the effort of organizations and their managers to facilitate the socialization of newcomers to the organization (Klein *et al.*, 2015). Klein and Heuser (2008) showed what kind of ‘onboarding’ facilitates the

organizational socialization and what kind of outcomes this form of learning leads to. Klein and Heuser (2008) also showed that the activities of onboarding include ‘inform’, ‘welcome’, and ‘guide’ (see Table 2).

Table 2. Categories of onboarding activities – building on Klein and Heuser (2008, p. 319)

Category of Activities	Description of Category	Examples of Activities
Inform	Activities that provide information, materials, and experiences	
Inform Communication	Planned efforts to facilitate communication with newcomers. Includes both the provision of one-way messages and opportunities for two-way dialogue	Scheduling a conference call question-and-answer session for new hires
Inform Resources	Making materials or assistance available to new hires. These efforts differ from communication in that the new hire must take the initiative to access them	Having a section of the company website for new hires containing information such as a glossary of company terms and a list of key contacts Having a newcomer hotline
Inform Training	Planned efforts to facilitate the systematic acquisition of skills, behaviours, and knowledge	Formal orientation programmes (on-line or classroom based, company-wide or specific to the work unit)
Welcome	Activities that provide opportunities for new hires to meet and socialize with other organizational members and/or celebrate the arrival of the newcomer	Planned activities to ensure new hires meet their coworkers and other key individuals
Guide	Activities that provide a personal guide for each new hire	A formal ‘buddy’ system A welcome coordinator that oversees all aspects of the orientation process

Organizational socialization of disabled employees

Stone *et al.* (1992) noted that discrimination exists in terms of opportunities for promotion, salary, and career development among disabled employees. Colella (1994) showed that disabled employees may not have enough experience and opportunities that would allow for successful socialization in organizations. It is believed that identifying and defining the problems in disabled employees’ organizational socialization would enable the reduction of unwarranted discrimination (Colella, 1994).

Colella (1994) noted that organizational socialization for newcomers with disabilities is more challenging than for newcomers without disabilities. The following are some identified problems by Colella (1994) that newcomers with disabilities face in the organizational socialization process using Wanous’s (1992) four-stage model. In this study, we use Ashforth *et al.*’s (2007) four-stage model, as shown in Table 1.

First, the expectations of newcomers with disabilities during the anticipation stage differ from those of others. Organizational efforts must be devised to prevent unrealistic

expectations (Colella, 1994). If the expectations these individuals shape in their heads differ, the reality shock they face in the encounter stage and its effects will also differ. Second, managers have low expectations for newcomers with disabilities (Colella, 1994). During the stabilization stage, even if newcomers with disabilities send signals, the lack of positive recognition by managers may not lead to organizational socialization outcomes (Colella, 1994). In addition, there is a risk of holding back disabled employees' promotions, salaries, and career development (Colella, 1994).

Colella (1994) suggested some solutions to these problems. The first is the education of managers and colleagues. This would allow them to have realistic expectations, which leads to assigning appropriate tasks and providing appropriate care and support, thereby promoting organizational socialization (Colella, 1994). Second, the progress of disabled employees should be monitored (Colella, 1994). In particular, managers must address the *glass ceiling* and try to break it. Third, education and training should be provided for disabled employees as these would enable them to act proactively to adapt to their organization (Colella, 1994). Finally, let newcomers with disabilities have realistic expectations (Colella, 1994). Realistic job previews are important to avoid unrealistic expectations during the anticipatory stage of organizational socialization, in which the organization provides realistic information about the job, workplace, and organizational honesty from the hiring stage (Wanous, 1973). According to Colella (1994), realistic job previews are more important for newcomers with disabilities, and information should be not only about the job but also about the forms of support available and the environment.

ADHD and ASD in Japan

In this study, we focus on ADHD and ASD. In fact, there is a generic term in official use in Japan that encompasses ADHD and ASD, which is *developmental disabilities*. In one Japanese law, the Act on Support for Persons with Developmental Disabilities (2004), revised in 2016, developmental disabilities are defined as 'autism, Asperger's syndrome and other pervasive developmental disorder, learning disabilities, attention deficit hyperactivity disorder, and other similar disorders of brain function whose symptoms usually present at an early age'.

Aside from the above, Japanese law is much more complicated: in the Act to Facilitate the Employment of Persons with Disabilities (1960), revised in 2022, persons with developmental disabilities are included in the definition of persons with mental disability. Historically, people with developmental disabilities were not covered by the law, but in 2013, the law was revised to include persons with developmental disabilities in the definition of persons with mental disability.

Symptoms of ADHD and ASD

There are three core symptoms of ADHD: inattention, hyperactivity, and impulsivity (American Psychiatric Association, 2013). The symptoms found in adults with ADHD include motor hyperactivity, attention deficits, emotional over-reactivity, short tempers, affective lability, inability to complete tasks, and impulsivity (Wender *et al.*, 2001).

Meanwhile, ASD has two main characteristics: social communication difficulties, and repetitive behaviours and narrow interests (Baron-Cohen, 2008). Social communication difficulties are manifested by social deficits, such as extreme indifference to others; inappropriate eye contact; lack of reciprocity; difficulty

predicting others' thoughts; and difficulty reading others' emotional expressions from facial expressions, voices, and attitudes, as well as by communication abnormalities, such as understanding words only literally and not in a social context (Baron-Cohen, 2008). Meanwhile, repetitive behaviours and narrow interests are characterized by the collection of specific objects and information, desire for sameness, severe dislike of change, and a high frequency of repetitive behaviours, including physical movements (Baron-Cohen, 2008).

Management and support for employees with ADHD and ASD

The following are examples of reasonable accommodations in the workplace for employees with ASD in the Japanese context (Umenaga, 2017, p. 64):

- Permission for advance review of meeting materials
- Establishment of consultation time
- Written instructions regarding duties and procedures
- Avoiding verbal-only communication
- Permission for taking breaks when stressed
- Permission for using headphones to block out noise
- Understanding difficulties in participating in social activities such as drinking parties outside of work
- Permission for flexible work arrangements
- Using support institutions

Takayama (2017) introduced six specific types of support for employees with ADHD: creating a system that is easy to continue, visual information transfer, reminders, reduction of stimulative things, consideration of physical mobility, and separation of personality and behaviour. In particular, managers' attitudes of not seeking personality as the cause of careless mistakes, which tend to occur frequently, is critical from the viewpoint of job retention when supporting employees with ADHD (Takayama, 2017).

Job coaches play a significant role in supporting the employment of most disabled people in Japan, not only those with ADHD and ASD. A job coach is a supporter with the role of 'entering the workplace where disabled employees work for a certain period, supporting both the person with a disability and the company and adjusting the workplace environment to make it easier for the disabled employees to work' (Ogawa, 2021, p. 14). Ogawa (2021) highlighted six specific roles of job coaches in Japan: recruitment and job matching, conditioning of the workplace environment, support for job performance, creation of natural support, detection and care of stress factors, and employment support and coordination with lifestyle support and medical care. Natural support is an environment in which managers and colleagues replace for the job coach's role of supporting disabled people in the workplace (Ogawa, 2000).

Chida (2017b, pp. 53–55) identified five roles that job coaches are expected to carry out to support employees with ADHD and ASD in Japan:

- Assessment of the characteristics of ADHD and ASD and prediction of their mutual effects in the workplace

- Assessment of the workplace and sharing results of the assessment with the interested people
- Coordination of detailed job matching
- Bridging mutual communication between employees with ADHD and ASD and their managers and colleagues and creating natural support
- Support for work independence

The above are believed to be especially important for employees with ADHD and ASD at the beginning of their working lives. This suggests that job coaches may have an impact on not only employee retention but also organizational socialization.

Limitations of previous research

There are three limitations of previous research. First, there is a lack of research on the organizational socialization of employees with ADHD and ASD. Second, there is little research on the employment of people with ADHD and ASD in the area of human resource management. Third, there is a lack of research with a management orientation that intersects with the area of vocational rehabilitation and social welfare. There is much research on support for the employment and stable working of people with ADHD and ASD in the areas of human health services and vocational rehabilitation. Therefore, they should be referred to in managerial research.

Pilot survey

To acquire practical findings regarding satellite offices and insights for generating hypotheses, we conducted an interview survey in Japanese with three supporters at a satellite office of Kaien Co., Ltd., as a pilot survey. Kaien is a private company, and its main services include support for adults with ADHD, ASD, and other developmental disorders that would allow them to take employment and continue working and support for children with developmental disorders (Kaien Co., Ltd., 2018). We conducted it on 10 June 2022, 9:00 a.m. – 12:30 p.m at the satellite office of Kaien Co., Ltd.

We obtained several important findings from the pilot survey. First, there is a premise that satellite offices exist as a service to companies that employ people with ADHD and ASD and not to employees. Therefore, supporters meet the needs of the companies – in other words, clients in general. Second, supporters are called ‘job coaches’ in the office. In this context, job coaches are defined as supporters with licences based on national policy programmes. Supporters are not licenced and differ from job coaches; however, they are expected to play the role of job coaches. Fourth, the role of supporters is to help people with ADHD and ASD to continue working in their place of employment. This support covers both the work and life aspects of employees with ADHD and ASD. They mainly confirm the employees’ physical conditions through short interviews that last approximately five minutes a day. Fifth, once a month, a meeting is held between the support worker, the employee with ADHD and ASD, and their manager. Sixth, before hiring, companies have practical training and assessment actions, and they employ based on the assessment carefully.

Research question

In this study, we set one major research question (MRQ) and four subsidiary research questions (SRQs). The SRQs are components of the MRQ, and we divided the MRQ into four stages of organizational socialization.

MRQ: What are the forms of management and support that facilitate the organizational socialization of people with ADHD and ASD working in satellite offices?

SRQ1: What are the forms of management and support that facilitate the organizational socialization of people with ADHD and ASD working in satellite offices in the anticipation stage?

SRQ2: What are the forms of management and support that facilitate the organizational socialization of people with ADHD and ASD working in satellite offices in the encounter stage?

SRQ3: What are the forms of management and support that facilitate the organizational socialization of people with ADHD and ASD working in satellite offices in the adjustment stage?

SRQ4: What are the forms of management and support that facilitate the organizational socialization of people with ADHD and ASD working in satellite offices in the stabilization stage?

Methodology

We conducted an interview survey targeting supporters of satellite offices in Tokyo, Japan, where people with ADHD and ASD work. The reasons for targeting satellite offices in Tokyo are that many forms of transition support are available for employment offices in Tokyo. It is believed that the employment processes for people with ADHD and ASD are unlikely to differ significantly, and it is easier to conduct face-to-face interviews. The interviews were conducted in Japanese and transcribed before being translated into English.

Interviewees

Finally, two supporters were interviewed, each of whom worked for a company that pioneered satellite office services for the employment of individuals with ADHD and ASD.

No. 1 interviewee

Affiliation: Startline Co., Ltd.

Affiliation business domains: Satellite offices for the employment of disabled people, consulting and introduction for recruiting disabled people, and some services to support companies.

Position: Manager, human resources (used to be a supporter in the satellite office)

Age: 40s

Date: 15 October 2022, 1:00 p.m. – 2:15 p.m.

No. 2 interviewee

Affiliation: H&G Co., Ltd.

Affiliation business domains: Satellite offices for the employment of disabled people and support services for stable employment

Position: Certified social worker, department of support employment of disabled people

Age: 50s

Date: 27 October 2022, 11:30 a.m. – 12:45 p.m.

Question Items

We conducted semi-structured interviews with interviewees based on the following four questions:

Q1: What do you do before hiring people with ADHD and ASD to reduce the gap that people with ADHD and ASD face between their expectations and images before hiring and the reality of their jobs and workplaces after they join your company?

Q2: What do you do to reduce the psychological burden that people with ADHD and ASD face in the early stages of employment because of the gap between their expectations and images before hiring and the reality of their jobs and workplaces after they join your company?

Q3: What do you do to facilitate stable work in the workplace for people with ADHD and ASD after they enter the company?

Q4: What do you do to facilitate the continued success of people with ADHD and ASD and their capacity to tackle difficult tasks after adjusting to the company?

Analysis by SCAT (Otani, 2011, 2019)

We used the ‘steps for coding and theorization’ (SCAT, Otani, 2011, 2019) for data analysis. SCAT is a method of qualitative data analysis that can be categorized as a derived type of grounded theory approach. It proceeds with coding and creating storylines while keeping a detailed linguistic record to identify a theory (SCAT, Otani, 2011, 2019). We analyzed textual data in Japanese.

First, SCAT involves a four-step coding process in which the qualitative data to be analyzed are segmented and described and then coded in the following order (Otani, 2019, p. 271):

- Step 1: Words of interest in the data
- Step 2: External words to paraphrase the words of Step 1
- Step 3: Extra-textual concepts that explain the words of Step 2
- Step 4: Themes or constructive concepts that emerge from the words of Step 3

Second, it involves writing storylines by linking all the described themes and constructive concepts in Step 4, and third, finding the theoretical description from the storylines (Otani, 2011, 2019). Finally, any further issues that should be addressed through analysis are noted (Otani, 2011, 2019). Roughly, our analysis was conducted following this four-step procedure.

SCAT was developed in response to the fact that qualitative data analysis using grounded theory requires large amounts of data and that generative coding is too challenging for beginner researchers to reach conclusions (Otani, 2011). This method can be applied to the analysis of small-scale data or to an example of open-ended questionnaire responses. The significance of this method is suggested in its explicit process of analysis, the smooth guidance towards the steps of analysis, the enhancement

of the reflective quality of critique and falsifiability, and the integration of theoretical coding and qualitative data analysis (Otani, 2011, 2019).

Results

Results of analysis by SCAT (Otani, 2011, 2019)

This study used SCAT (Otani, 2011, 2019) to analyze the textual data obtained from the interview survey. The themes and concepts obtained from the four coding stages were combined to create storylines. In addition, 41 theoretical descriptions were collected from the storylines. This study presents 20 key theoretical descriptions translated into English after the data analysis.

Table 3 lists 20 key theoretical descriptions from the interviews and analysis by SCAT (Otani, 2011, 2019). We present our ‘question–interviewee–theoretical descriptions’ in the form ‘Q1-1-3’ (meaning, the third theoretical description from interviewee no. 1’s answer to question 1). Underlined texts represent constructive concepts we coded.

Table 3. Key theoretical descriptions – building on the answers and analysis by SCAT (Otani, 2011, 2019)

	No.	Theoretical descriptions
From the answers to Question 1	Q1-1-3	<u>Conducting experience-based realistic job previews, depending on the requests of people with ADHD and ASD who want the opportunity to visit the satellite office.</u>
	Q1-1-4	<u>Reducing uncertainty by providing realistic information in the workplace through experience-based realistic job previews.</u>
	Q1-1-6	Realistic job previews for anxiety reduction realized through <u>collaboration between supporters and enterprises</u> are important.
	Q1-2-2	<u>Conducting experience-based realistic job previews to reduce anxiety through the reduction of uncertainty by providing realistic information in the workplace.</u>
	Q1-2-3	<u>Experience-based realistic job previews can meet the diverse perspectives and needs of people with ADHD and ASD.</u>
	Q1-2-4	<u>Efforts should be made to enable people with ADHD and ASD to hold expectations and a positive image of themselves through anxiety reduction.</u>
	Q1-2-5	There is <u>the unexpected presence of interpersonal mismatches.</u>
From the answers to Question 2	Q2-1-1	People with ADHD and ASD are more likely to feel the impact of interpersonal mismatches, and the need for communication bridging exists.
	Q2-1-3	During the practical training period, <u>finding checkpoints in advance to look for signs of the effects of mental strain</u> and to anticipate possible problems.
	Q2-1-8	<u>To support the development of mental health self-care skills through psychological training to deal with possible depression.</u>
	Q2-2-2	<u>Supporting detailed job matching and bridging communication to create work environments with reasonable accommodation.</u>
From the answers to Question 3	Q3-1-1	The need for forming relative natural support is manifested when the supporter leaves the company workplace at the end of the training period.

	Q3-1-2	People with ADHD and ASD face <u>the need for self-management and independence in their work.</u>
	Q3-2-1	<u>Independence at work, including adaptation to changes in the environment,</u> is required, and supporters <u>help to improve hard and soft skills to achieve this.</u>
	Q3-2-4	The hearings look at work and <u>daily life, keeping stable working</u> and provide feedback to increase self-esteem and self-efficacy and detect signs of disordered Ness.
From the answers to Question 4	Q4-1-2	<u>Clarifying work anchors and positive narratives about work</u> promotes positive behaviours.
	Q4-1-3	If <u>feelings of depression or reduced self-efficacy or self-esteem</u> occur, the supporters encourage the <u>reconfirmation of the work anchor.</u>
	Q4-1-4	<u>Decision-making based on reconfirmation of the work anchor</u> can lead to <u>appropriate confrontations with one's own cognitive distortions and one's own disability characteristics</u> and can lead to <u>escape from stuckness.</u>
	Q4-2-2	Encouraging managers to <u>evaluate their performance leads to rewards and promotions.</u>
	Q4-2-4	<u>Continued support for people with ADHD and ASD, considering and assuming the possibility of a backlash of adjustment to the job and workplace, and always coordinating the intensity of support.</u>

Discussion for SRQ1

The theoretical descriptions obtained from the analysis using the SCAT (Otani, 2011, 2019) revealed that experience-based realistic job previews were designed to reduce anxiety by providing realistic information about the job, workplace, and organization to newcomers with ADHD and ASD before starting to work with the organization. Experience-based realistic job previews involve transferring people with ADHD or ASD to a satellite office to provide experimental information. Below is a quote from Interviewee No. 2:

In satellite offices, job seekers can observe actual employees and their work. In addition to observing the work, they can ask questions and obtain answers from the people who work there. We also gave them the opportunity to communicate and feel the atmosphere during the visit so that they can reduce the gap between the workplace and their own experience. ... People with disabilities experience high mental anxiety, which affects their motivation to move. If the sense of anxiety can be reduced as much as possible during the visit, I think we can make the environment more challenging.

Originally, realistic job previews were intended to provide newcomers with honest information about their job, workplace, and organization from the recruitment stage to avoid unrealistic expectations during anticipatory socialization (Wanous, 1992). For people with ADHD and ASD, the experience-based method is better than briefings or documents alone because they have unique needs. Experience-based methods can address unconscious needs.

Discussion for SRQ2

The theoretical descriptions obtained from the SCAT (Otani, 2011, 2019) highlight unexpected interpersonal mismatches. It needs to bridge communication gaps (Chida, 2017b) to resolve these interpersonal mismatches.

Furthermore, in the satellite office of Startline Co. Ltd., supporters perform constructive management using a Japanese program. Below is a quote from interviewee No. 1.

In solving challenging problems in the MWS program [designed for training], employees with ADHD and ASD experience stress and fatigue. We, the supporters, observe how they behave when stress and fatigue are added and guess what behaviours and challenges are likely to occur in their real work. For example, when stress or fatigue is added to their work, they may be unable to take a break and become tired, resulting in lower work performance the following day. Through the MWS, we assessed the impact of stress and fatigue on the performance of their real jobs.

Supporters understand how the mental stress experienced by employees with ADHD and ASD during training affects their behaviour before starting their actual tasks. This assessment action makes it possible to detect the effects of mental stress and anticipate possible problems.

Discussion for SRQ3

From the theoretical description, it is clear that supporters help improve the self-management of people with ADHD and ASD. They also help them achieve work independence. Self-management skills and abilities promote the growth of people with ADHD and ASD during the adjustment stage of organizational socialization. The answers of the Interviewee No. 1 are below.

Regular interviews are essential for supporting employment retention. From the fourth month of employment, the supporter meets the employee once a week for a minimum of 30 minutes to hear about their work, physical condition, communication, and mental health. In addition, employees used the health log function of Enable360 [app made by Startline Co., Ltd.] to enter their physical and emotional conditions daily. The supporter checks this daily to detect employment problems at an early stage.

In the satellite office of Startline Co., Ltd., supporters accompany employees with ADHD and ASD for self-management. The original application was used to facilitate self-management. It is suggested that designed IT tools, such as this app, are helpful for both supporters and employees with ADHD and ASD.

Discussion for SRQ4

Theoretical descriptions obtained through the SCAT (Otani, 2011, 2019) reveal that company managers are expected to evaluate people with ADHD and ASD appropriately. Supporters encourage managers to evaluate ways to incorporate rewards and promotions. There is the need for support to address the problem of companies not

receiving positive signals from employees with disabilities during the stabilization stage (Colella, 1994).

In the theoretical descriptions of Q4-1-2, Q4-1-3, and Q4-1-4, we show the concept of the 'work anchor', which we conceptualized as 'the values that represent the underlying source of motivation and positive meaningfulness in work', based on the results of our interviews. The answers of Interviewee No. 1 are below.

Through interviews, the 'value of work' is clarified. The value of work represents the direction and guideline for one's daily actions, and it is important to choose and carry out specific actions towards the value. Anyone values working, regardless of their employment status. This is different for every individual, and life is enriched when there is even one more action towards the value of the work determined by the person in question. Through their work, the concerned person can be in various states of mind and body, some days stable and some days falling. To maintain a stable state of work performance in such a situation and to improve results, it is important to verbalize the 'value of work', be flexible in thinking, and increase the number of actions towards the value of work while making room in the mind and heart. ...For example, suppose an employee considers that the value of their work is to make someone smile. Then, when something bad or painful happens, "Is taking tomorrow off work an action that is in line with the value of work for you?" the supporter asks. Supporters will engage with employees with ADHD and ASD so that they can choose one more action that is in line with the value of work.

Similar concepts include 'work value' (e.g., Ros *et al.*, 1999) and 'career anchors' (Schein, 1978). These concepts relate to career choice, job satisfaction, and work engagement (Abessolo *et al.*, 2017; Busque-Carrier *et al.*, 2022; Schein, 1978) to better match individuals' jobs and careers. The work anchor is different because it is more fundamental, affecting the decision to work rather than the interest in the work itself. Using the concept of work anchors, as discussed for SRQ4, supporters help people with ADHD and ASD clarify their work anchors. They help them escape situations by encouraging commitment to their work anchors in situations where negative thinking causes them to become stuck. Recognizing and verbalizing the work anchor as they face their work will help them appropriately address their disability characteristics, encourage positive behaviours, and encourage them to continue working.

It is also clear that even when people with ADHD and ASD work well, they may suddenly return to their normal state before they continue to work stably. We quote the answers of Interviewee No. 2 below:

It also depends on the person, but there are cases that an employee who was seen to be working well may suddenly go back to the way they were before. Some people continue to work for several years, while others may return to the way they worked before. I think it is important that the support does not end when something is achieved but that there is a continuous link. Therefore, it is important to provide support on the premise that this occurs.

Coding via SCAT (Otani, 2011, 2019) resulted in the constructive concept of ‘the possibility of the backlash of adjustment to the organization of employees with ADHD and ASD’. The existence of overadjustment in the workplace (Chida, 2017a) is a possible reason, and it has been clarified that supporters prevent depression and other psychological effects caused by overadjustment in the workplace. Therefore, supporters in the satellite office continue to facilitate organizational socialization even during the stabilization stage.

Conclusion

Answers for research question

The major research question for this study is ‘what are the management and support that promote organizational socialization of people with ADHD and ASD working in satellite offices?’ The following are answers to the research question resulting from the above discussions and new findings.

Management that facilitates the organizational socialization of people with ADHD and ASD working in satellite offices is, first, by providing people with ADHD and ASD with realistic information about the job, workplace, and organization through visits and interviews at the satellite offices before they enter the organization. This support helps people with ADHD and ASD relieve their anxieties. Second, by recognizing that there are some situations during the training term that lead to mental strains on newcomers with ADHD and ASD, grasping the signs of effects on work and daily life and possible problems that may occur can be identified and used for future management.

Support that facilitates the organizational socialization of people with ADHD and ASD working in satellite offices is, first, helping people with ADHD and ASD improve their self-management and independence at work during the phase when they are adapting to the organization. Second, during the stabilization stage, encouraging company managers to focus on strengths and actual achievements rather than difficulties caused by the symptoms or characteristics of people with ADHD and ASD and give them the recognition that leads to rewards and promotions. Third, during the stabilization stage, to keep supporting to facilitate the organizational socialization of people with ADHD and ASD.

Theoretical implications

The theoretical implications of the present study are as follows: First, the experience-based realistic job preview for reducing anxiety, as defined in this study, is an extension of the methods and objectives of existing realistic job previews. Realistic job previews mean that realistic information about the job is given honestly from the recruitment stage to avoid unrealistic expectations that could create a reality shock in newcomers (Wanous, 1973, 1992). In comparison, this is an extension of the previous concept in terms of the method and object.

The second is the support to encourage company managers to focus on the strengths and actual achievements of employees with ADHD and ASD rather than the difficulties caused by their symptoms and to reward them with the recognition that leads to rewards and promotion. This may support Colella’s (1994) point about the need to reduce the glass ceiling’s impact on these individuals’ careers. Colella (1994) noted that managers have low expectations for newcomers with disabilities. Therefore, focusing on strengths

and actual achievements, rather than difficulties, allows managers to have realistic expectations and evaluations.

Third, the concept we defined in this study, 'work anchor', is new and differs from some existing concepts. A work anchor is a value that represents the underlying source of motivation and positive meaningfulness of work. This new concept differs from other concepts such as 'work value' (e.g. Ros *et al.*, 1999) and 'career anchors' (Schein, 1978).

Fourth, this study points to the possibility that existing studies have viewed organizational socialization as irreversible. Many studies on organizational socialization have attempted to create a stage model of the process of organizational socialization (Ashforth *et al.*, 2007), and the four-stage model was also used in this study. The knowledge and skills that are considered adaptive tasks in organizational socialization are acquired, and this expression may be based on the assumption that once something is acquired, it is never given up. Meanwhile, support for facilitating the organizational socialization of people with ADHD and ASD is a continuous process that is based on the possibility of the backlash of organizational socialization.

Practical implications

This study is aimed at satellite offices for the employment of persons with disabilities, which is still a new form of employment for persons with disabilities and where there are only a small number of establishments in the Tokyo metropolitan area. In addition, there are difficulties in the employment retention of persons with disabilities, including those with ADHD and ASD. It is believed that the new findings of this study on organizational socialization, which is how newcomers adapt to an organization, and the management and support for people with ADHD and ASD working in satellite offices, will be used in satellite offices and are expected to increase in the future.

Furthermore, although this study is based on human resource management, it actively incorporates concepts that have been studied in more practical vocational rehabilitation. For those working in the field of employment placement support, this study may provide an opportunity to utilize knowledge in human resource management.

Research limitations and further research

This study has some limitations. From the perspective of theoretical saturation, this study has two limitations. The first is managerial. The study attempts to answer the research question from a broad perspective by interviewing supporters stationed at satellite offices without clarifying the difference between support and management. However, interviews with company managers were not conducted because companies are clients of organizations that operate satellite offices and companies that use satellite offices are largely undisclosed. Therefore, there is a concern that the answers to the research questions may be biased towards the support perspective. The second limitation is related to the people with ADHD and ASD. If the organizational socialization of people with ADHD and ASD had been clarified, it would have been possible to formulate more detailed hypotheses concerning the characteristics of ADHD and ASD and clarify more specific support and management. In particular, research should consider the possibility of people with ADHD and ASD swinging back to organizational socialization, which was also suggested in this study.

This study clarified the forms of management and support for people with ADHD and ASD from the perspective of organizational socialization. As shown in the theoretical implications, we have proposed some conceptual extensions and concepts, and we will work towards generalizing them in further research. We believe that they can be applied not only to ADHD and ASD but also to the employment of people with disabilities, gender diversity, and age diversity. We would like this study to be an essential part of research towards diversity and inclusion.

Acknowledgements

We are grateful to Startline Co., Ltd., H&G Co., Ltd., and Kaiken Co., Ltd., for their assistance and cooperation during the interviews. We would also like to thank Editage (www.editage.com) for the English language editing.

References

- Abessolo, M., Rossier, J. and Hirschi, A. (2017). 'Basic values, career orientations, and career anchors: Empirical investigation of relationships', *Frontiers in Psychology*, **8**, pp. 1–11.
- Act to Facilitate the Employment of Persons with Disabilities 1960 (Japan).
- Act on Support for Persons with Developmental Disabilities 2004 (Japan).
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*. 5th edn. Washington, DC: American Psychiatric Publishing.
- Ashford, S. J. and Black, J. S. (1996). 'Proactivity during organizational entry: The role of desire for control', *Journal of Applied Psychology*, **81**, pp. 199–214.
- Ashforth, B. E., Sluss, D. M. and Harrison, S. P. (2007). 'Socialization in organizational contexts'. In: G. P. Hodgkinson and J. K. Ford (eds.), *International Review of Industrial and Organizational Psychology*, Vol. **22**, pp. 1–69. New Jersey: John Wiley & Sons.
- Baron-Cohen, S. (2008). *Autism and Asperger Syndrome: The Facts*. Oxford: Oxford University Press.
- Busque-Carrier, M., Ratelle, C. F. and Corff, Y. L. (2022). 'Linking work values profiles to basic psychological need satisfaction and frustration', *Psychological Reports*, **125**, pp. 3183–3208.
- Bauer, T. N., Erdogan, B., Bodner, T., Truxillo, D. M. and Tucker, J. S. (2007). 'Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods', *Journal of Applied Psychology*, **92**, pp. 707–721.
- Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J. and Gardner, P. D. (1994). 'Organizational socialization: Its content and consequence', *Journal of Applied Psychology*, **79**, pp. 730–743.
- Chida, W. (2017a). 'Hattatsushougai no shuroushien [Employment support for developmental disabilities]', *Shounika Shinryou*, **7**, pp. 869–873.
- Chida, W. (2017b). 'Hattatsushougai sha he no jobuko-chi shien [Job coach support for people with developmental disabilities.]', *Kokoro No Kagaku*, **195**, pp. 52–56.
- Colella, A. (1994). 'Organizational socialization of employees with disabilities: Critical issues and implications for workplace interventions', *Journal of Occupational Rehabilitation*, **4**, pp. 87–106.

- Erbenraut, J. (2017). 'How these 4 major companies are tackling the autism unemployment rate', *HUFFPOST*, 6 December 2017. Available at: https://www.huffpost.com/entry/autism-employment_n_7216310 (Accessed: 23 February 2023).
- Grenawalt, T. A., Brinck, E. A., Kesselmayr, F. R., Phillips, B. N., Geslak, D., Strauser, D. R., Chan, F. and Tansey, T. N. (2020). 'Autism in the workforce: A case study', *Journal of Management & Organization*, First view, pp. 1–16.
- Hall, D. T. (1976). *Careers in Organizations*. California: Goodyear Publishing.
- Hatak, I., Chang, M., Harms, R. and Wiklund, J. (2021). 'ADHD symptoms, entrepreneurial passion, and entrepreneurial performance', *Small Business Economics*, **57**, pp. 1693–1713.
- Haueter, J. A., Macan, T. H. and Winter, J. (2003). 'Measurement of newcomer socialization: Construct validation of a multidimensional scale', *Journal of Vocational Behavior*, **63**, pp. 20–39.
- Kaien Co., Ltd. (2018). *Kaisha Jouhou* [Information of Kaien]. Available at: <https://corp.kaien-lab.com/company/philosophy-business> (Accessed: 23 February 2023).
- Klein, H. J. and Heuser, A. E. (2008). 'The learning of socialization content: A framework for researching orientating practices', *Research in Personnel and Human Resources Management*, **27**, pp. 279–336.
- Klein, H. J., Polin, B. and Sutton, K. L. (2015). 'Specific onboarding practices for the socialization of new employees', *International Journal of Selection and Assessment*, **23**, pp. 263–283.
- Lapointe, É., Vandenberghe, C. and Boudrias, J. S. (2014). 'Organizational socialization tactics and newcomer adjustment: The mediating role of role clarity and affect-based trust relationship', *Journal of Occupational and Organizational Psychology*, **87**, pp. 599–624.
- Loucks, S. (2022). 'Making new norms: Autism in the workplace', *SAP Community*, 17 November 2022. Available at: <https://blogs.sap.com/2022/11/17/making-new-norms-autism-in-the-workplace/> (Accessed: 23 February 2023).
- Ministry of Health, Labour and Welfare (2022). *Shougaishakoyou Joukyou no Shukei Kekka 2022* [Aggregate Results on Employment of Disabled People in 2022], 23 December 2022. Available at: <https://www.mhlw.go.jp/content/11704000/001027391.pdf> (Accessed: 18 February 2023).
- Ogawa, H. (2000). 'Jobuko-chi to nachuraru sapo-to [Job coach and natural support]', *Shokugyou rihabirite-shon*, **13**, pp. 25–31.
- Ogawa, H. (2021). 'Shougaisha koyou ni okeru jobuko-chi no yakuwari [The role of job coaches in the employment of persons with disabilities]', *Sangyouhoken To Kango*, **13**, pp. 14–18.
- Otani, T. (2011). 'SCAT: Steps for Coding and Theorization: Meijiteki tetsuduki de chakushu shiyasuku shokibo de-ta ni tekiyou kanou na shitsuteki de-ta bunseki shuhou [SCAT: Steps for Coding and Theorization: Qualitative data analysis methods are easy to initiate with explicit procedures and apply to small-scale data]', *Kansei Kougaku*, **10**, pp. 155–160.

- Otani, T. (2019). *Shitsutekikenkyu No Kangae Kata: Kenkyu Houhouron kara SCAT ni Yoru Bunseki Made* [The concept of qualitative research: From research methodology to analysis by SCAT]. Aichi, Japan: The University of Nagoya Press.
- Persol Challenge Co., Ltd. (2019). *Shogaisha No Sateraito Ofisu: Koyou Suishin Manyaru* [Satellite office for employment of disabled people: Manual for employment promotion]. Available at: <https://telework.mhlw.go.jp/info/pdf/000503563.pdf> (Accessed: 18 February 2023).
- Ros, M., Schwartz, S. H. and Surkiss, S. (1999). 'Basic individual values, work values, and the meaning of work'. *Applied Psychology: An International Review*, **48**, pp. 49–71.
- Saks, A. M., Uggerslev, K. L. and Fassina, N. E. (2007). 'Socialization tactics and newcomer adjustment: A meta-analytic review and test of a model', *Journal of Vocational Behavior*, **70**, pp. 413–446.
- Schein, E. H. (1978). *Career Dynamics: Matching Individual and Organizational Needs*. Boston: Addison-Wesley.
- Stone, E. F., Stone, D. L. and Dipboye, R. L. (1992). 'Stigmas in organizations: Race, handicaps, and physical unattractiveness', In: K. Kelly (ed.), *Issues, Theory, and Research in Industrial and Organizational Psychology*, pp. 385–457. Elsevier Science Publishers.
- Takayama, K. (2017). 'ADHD wo motte hataraku to iukoto: Toujisha no tachiba kara [Working with ADHD: a person with ADHD's perspective]' *Kokoro No Kagaku*, **195**, pp. 73–77.
- Takeuchi, N. and Takeuchi, T. (2009). 'A longitudinal investigation on the factors affecting newcomers' adjustment: Evidence from Japanese organizations', *The International Journal of Human Resource Management*, **20**, pp. 928–952.
- Tully, A. (2019). 'SAP and Dell create a path to success for people on the autism spectrum', *SAP News Center*, 5 September 2019. Available at: <https://news.sap.com/2019/09/sap-and-dell-success-autism-spectrum/> (Accessed: 23 February 2023).
- Tyson, O. (2018). 'Autism inclusive-hiring spotlight: Microsoft', *Stairway to STEM*, 11 July 2018. Available at: <https://www.stairwaytostem.org/autism-inclusive-hiring-spotlight-microsoft/> (Accessed: 23 February 2023).
- Umenaga, Y. (2017). 'Hattatsushougai no shurou jou no konnansei to gutaiteki taisaku: ASD sha wo chushin ni [Employment difficulties and specific actions for people with developmental disabilities: with a focus on people with ASD]', *Nihon Roudou Kenkyu Zasshi*, **684**, pp. 57–68.
- Van Maanen, J. V. and Schein, E. H. (1979). 'Toward a theory of organizational socialization', In: B. M. Staw (ed.), *Research in Organizational Behavior*, Vol. **1**, pp. 209–266. New York: JAI Press.
- Vörös, Z. and Lukovszki, L. (2021). 'The effects of subclinical ADHD symptomatology on the subjective financial, physical, and mental well-being of entrepreneurs and employees', *Journal of Business Venturing Insights*, **15**. doi: <https://doi.org/10.1016/j.jbvi.2021.e00240>.
- Wanous, J. P. (1973). 'Effects of a realistic job preview on job acceptance, job attitudes, and job survival', *Journal of Applied Psychology*, **58**, pp. 327–332.
- Wanous, J. P. (1992). *Organizational Entry: Recruitment, Selection, Orientation, and Socialization of Newcomers*. 2nd edn. Boston: Addison-Wesley.

Wender, P. H., Wolf, L. E. and Wasserstein, J. (2001). 'Adults with ADHD: An overview', In: Wasserstein, J., Wolf, L. E. and LeFever, F. F. (eds.), *Adult Attention Deficit Disorder: Brain Mechanisms and Life Outcomes*, pp. 1–16. New York: New York Academy of Sciences.