

At the Cutting Edge
**Supporting Neurodivergent
Clients: Insights for Career
Professionals**

March 2026

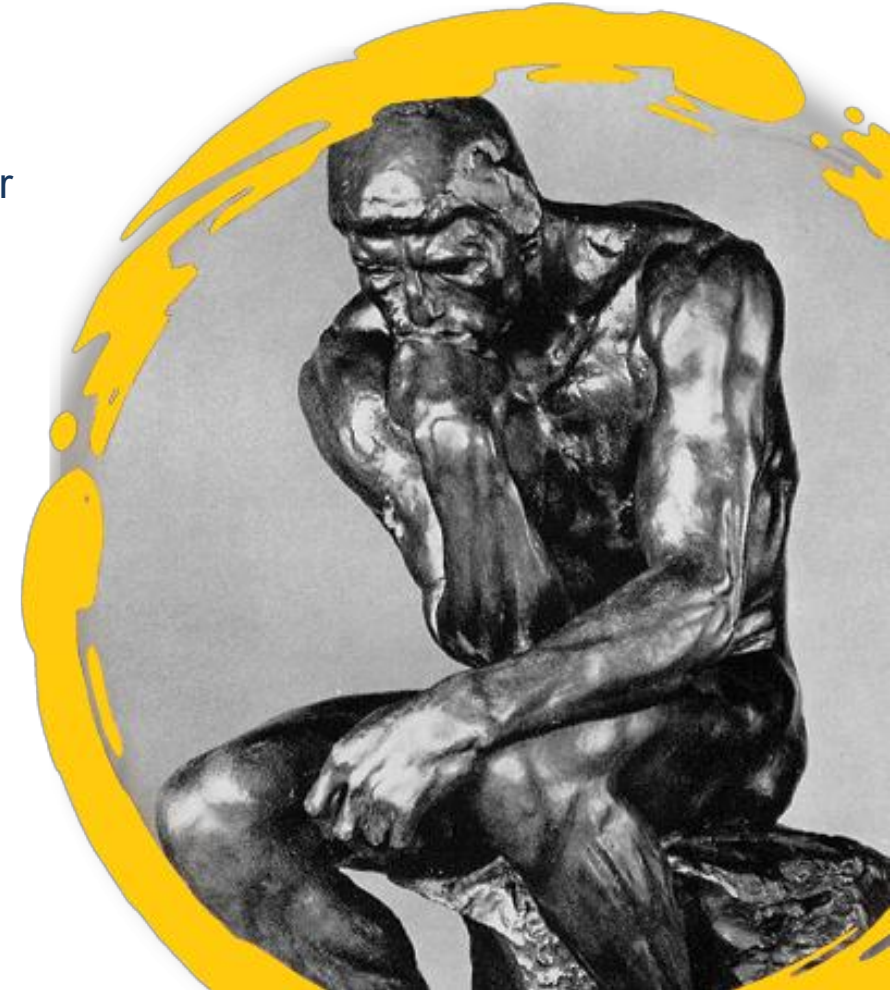


At the Cutting Edge - Research into Practice

NICEC

- Founded in 1975
- NICEC is a learned society for reflective practitioners in career education, career guidance/counselling, and career development.
- Not a professional body, run by the Fellows
- Join as a Member
- Regular events & Bill Law Award
- NICEC Journal
- Partnership with the CDI
- NICEC International conference

<https://www.nicec.org/>



Supporting Neurodivergent Clients: Insights for Career Professionals

Agenda

2.00pm Welcome and Introductions– Kate Mansfield & Cathy Brown

2.05pm CDI Welcome - David Morgan, Chief Executive

Structural barriers: How learning wounds may impact neurodivergent individuals- Dr Tania Lyden

Designing Career Development Practices for Neurodivergent Inclusion – Aretha Rutherford

Break Out Room Discussion & Plenary Discussion

3.00pm Break

3.05pm **Creating inclusive careers provision: how to successfully collaborate with neurodivergent individuals to enhance support** – Keren Coney

Supporting neurodivergent clients with career decision-making – Tamsin Crook

Break Out Room Discussion & Plenary Discussion

4pm Bringing to A Close – Kate Mansfield, Cathy Brown and Gilly Freedman

Breakout Room 1

Question

What are one or two insights from Tania and Aretha's input that challenged or expanded your thinking?

Breakout Room 2 Questions

- 1. What resonates?**
 - 2. Initial ideas for adapting our practice?**
-

Forthcoming activities and events

NICEC Seminars:

How do we learn to be career professionals?

18th March 2026: 2:00pm

Reflections on Careers: What have we learnt from working on careers and career development?

19th May: 5.00pm

Autumn At the Cutting Edge:

Thriving not just surviving - fulfilment across the whole lifespan

8th October 2026: 2pm-4pm

Click QR to reserve your place:





NICEC: The Cutting Edge

Learning Wounds and Neurodivergence

Dr Tania Lyden, Associate Professor
Career and Coaching Studies, Centre for
Lifelong Learning, SELCS

**UNIVERSITY
OF WARWICK**



Learning wounds and neurodivergence

What is neurodivergence?

What are learning wounds?

Gaining insights by using systems theory framework

What are the potential consequences – work/study?

What can we do as practitioners – Social Cognitive Career Theory and self-efficacy?

Learning wounds and neurodivergence

What is neurodivergence?

- An umbrella term to describe natural differences in how individuals' brains' think and process information.
- Common presentations of neurodivergence: Autism, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, Hyperlexia, Tourette Syndrome or Tic disorders, Menopause, intellectual disabilities, Foetal Alcohol Spectrum disorder, Developmental Language Disorder and Epilepsy.
- The word disorder - not positive – focus on strengths.
- Around 15% of the population have neurodivergence.

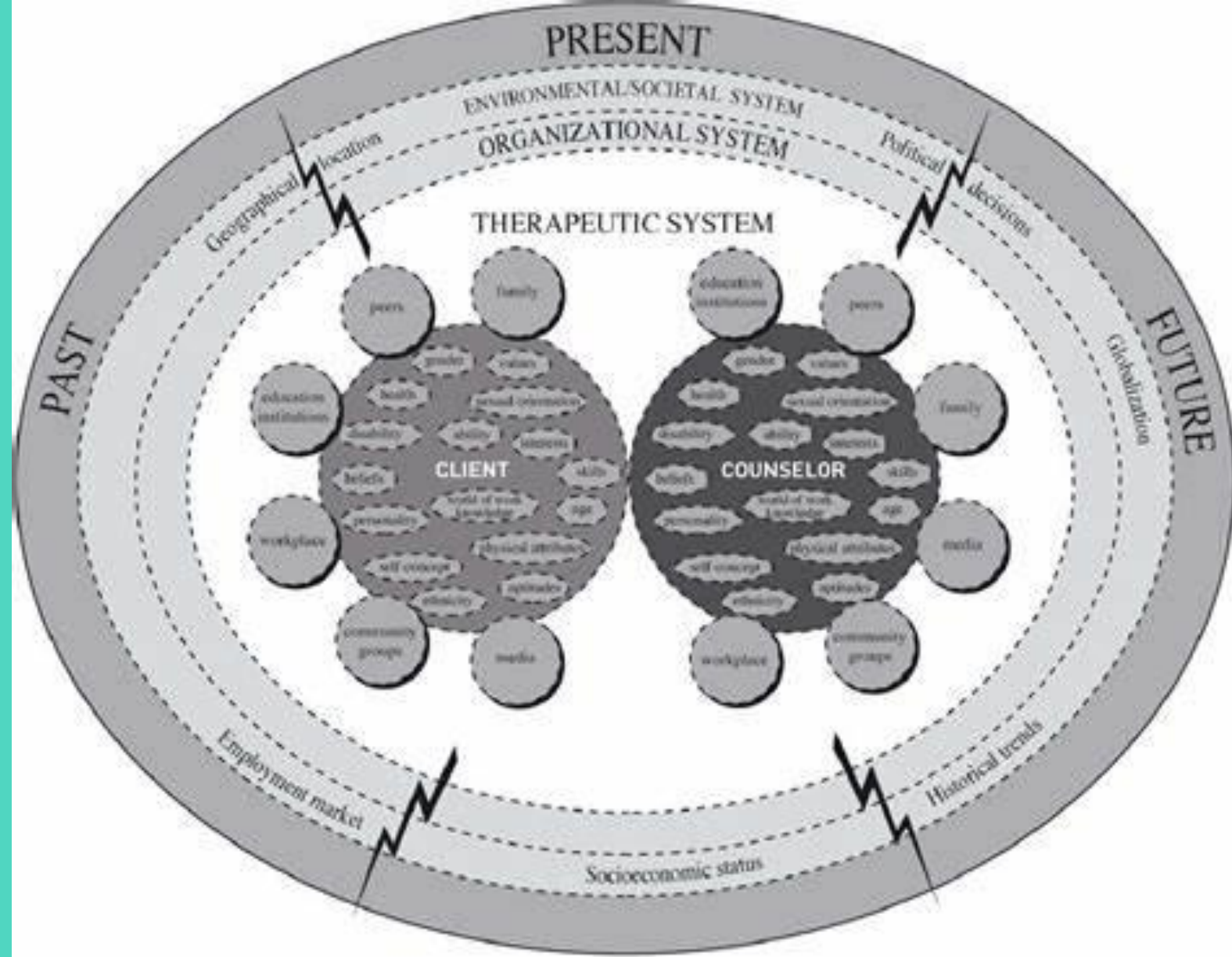
Learning wounds and neurodivergence

What are learning wounds?

Learning wounds are forms of harm that may manifest in educational settings and are perpetuated, often covertly. They are not necessarily caused by one perpetrator e.g. a teacher or student but are formed through the multi-faceted social system within which the student operates.

Systems Theory Framework – a way of viewing learning wounds

- Ugly, weird, cry baby
- Disappointing
- Stupid
- Lazy



--- recursiveness

● change over time

⚡ chance

Learning wounds and neurodivergence

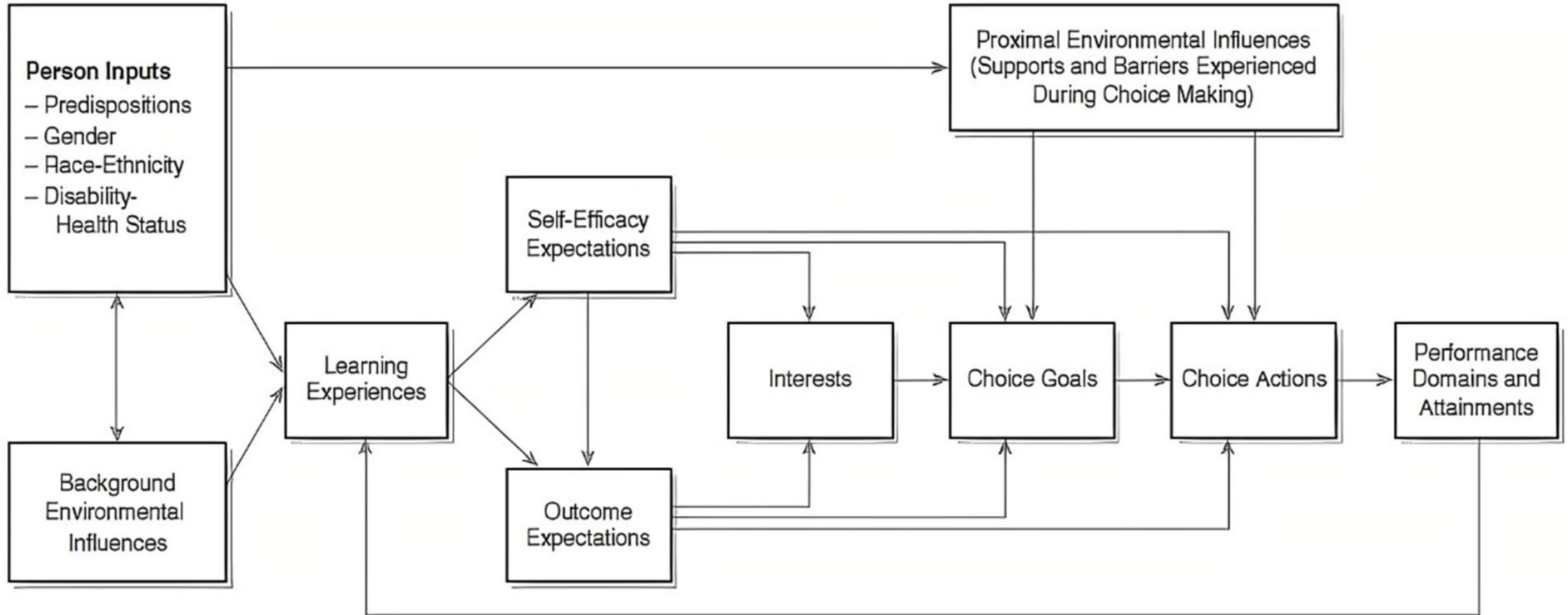
Potential consequences for study and work

- Self belief
- Feelings of not being good enough
- Trust
- Burnout and trauma
- Managing emotions

- Progress and attainment
- Career choice
- Applying for jobs
- Performance discussions at work

Learning wounds and neurodivergence

What can practitioners do – ideas using social cognitive career theory and self efficacy theory



Learning wounds and neurodivergence

So, what can we, as career practitioners, do?

- Make the systems around career coaching work for them.
- Hear their story and be someone they *can* trust and show unconditional positive regard
- Bring systems into focus – encourage new perspective taking
- Examine schema and self efficacy
- Boost performance mastery to adjust schema:
 - reassurance,
 - promote vicarious learning via similar role models,
 - provide opportunities to gain experience,
 - refer for support to improve emotion management.
- Reflect on success and contrary evidence.
- Apply critical pedagogy
- Support clients as they challenge stakeholders

Thank you for listening

Patton, W. & McMahon, M. (1999). *Career development and systems theory: A new relationship*

Bandura, A. (1997) *Self Efficacy: the exercise of control*.

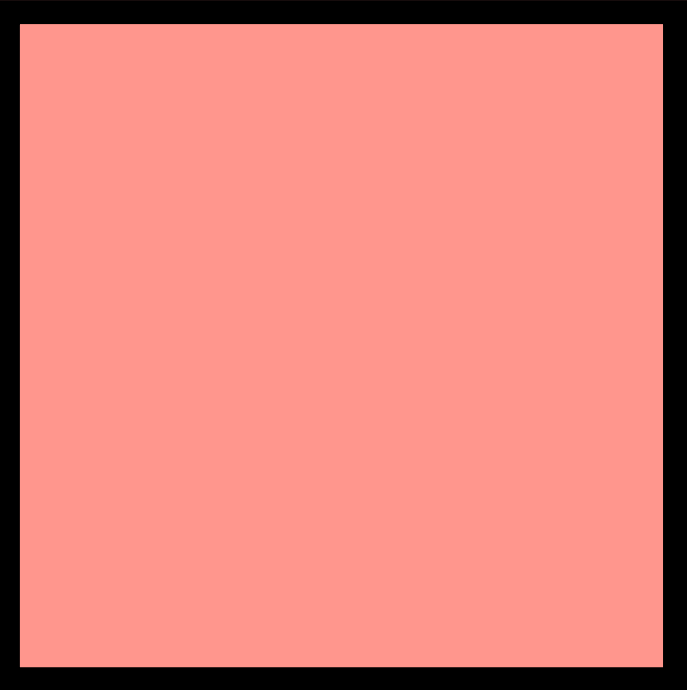
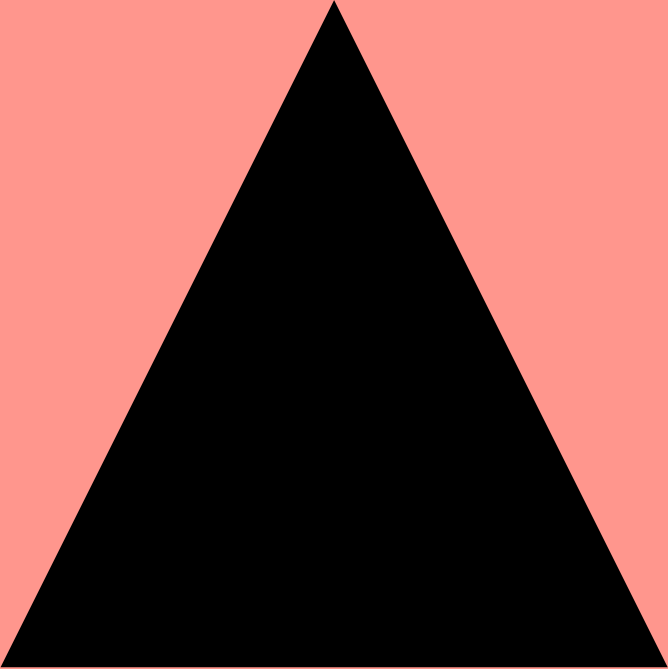
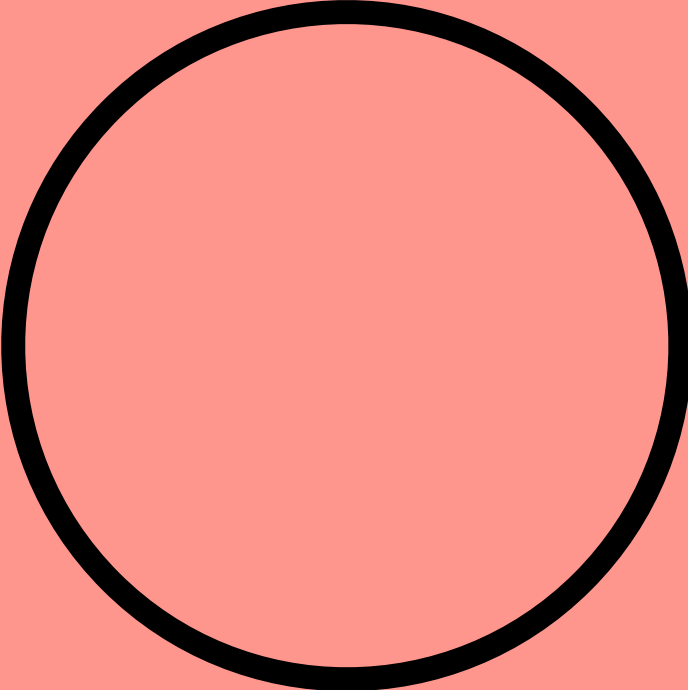
Hacket, G, Brown, S.D. and Lent, R. W. (1984) *Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice and Performance*.

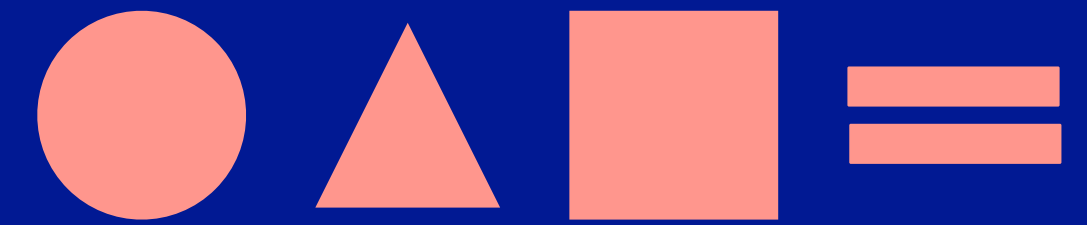
Merton, R. K. (1964). *Social Theory and Social Structure*.

Down, B. (2018). *Rethinking mis/behaviour in schools: From “youth as problem” to the “relational school”*.



**Designing Career Development
Practices for Neurodivergent Inclusion
Aretha Rutherford**

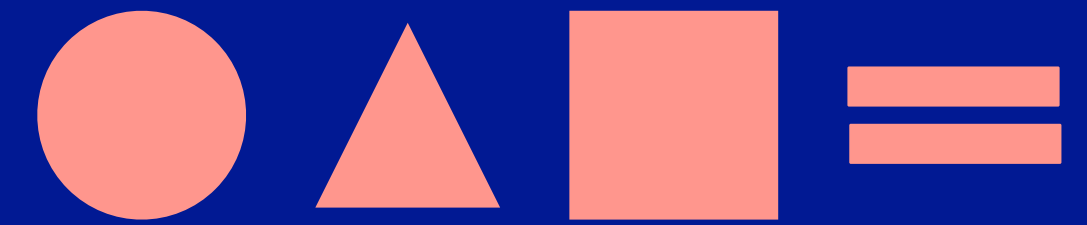




Career development practice can often reinforce norms. *Blaney & Hannell (2025)*

What if it questioned them instead?

Our Practice, Power and Positionality



Reinforcing Barriers

1. **Locates the problem within the person,** *treating the environment as fixed and reproducing deficit narratives.*
2. **Prescribes neurotypical performance,** *defaulting to "fitting in" as the primary goal of the intervention.*
3. **Creates "Two Jobs" for the client:** *the work of career development plus the invisible labor of performing the "expected" client.*

Reducing Barriers

1. **Locates friction at the interface,** *questioning the system design and advocating for environmental change.*
2. **Validates neurodivergent processing,** *allowing the client to lead with their own conceptual and linguistic landscape.*
3. **Removes "Invisible Labor",** *lowering the cognitive and emotional cost before the first meaningful question is even asked.*

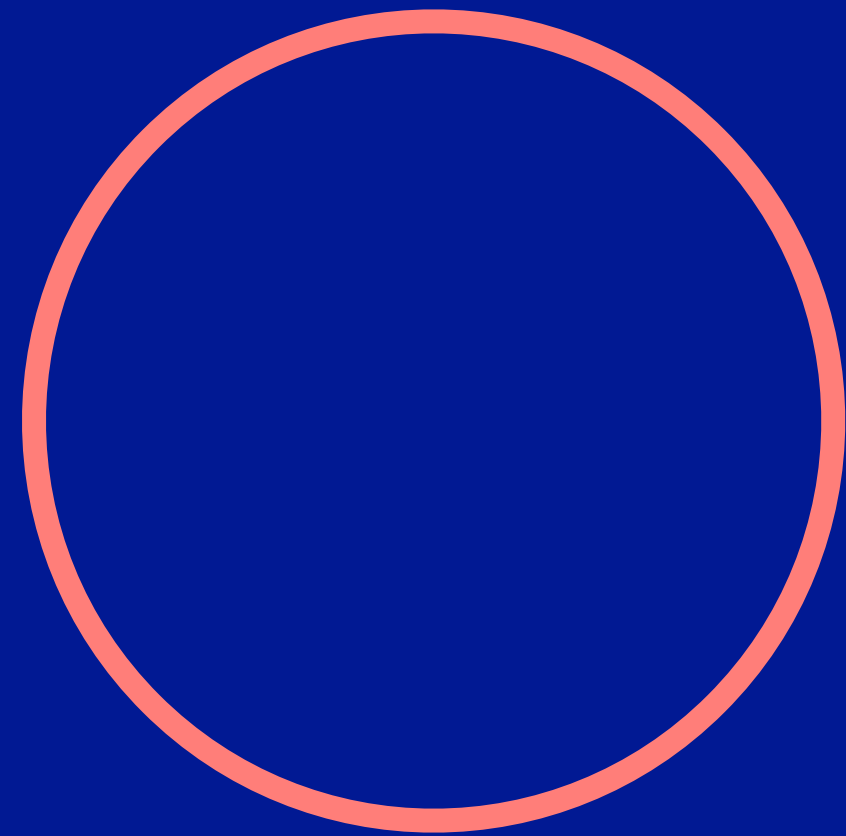
Our practice design either reinforces barriers or reduces them.

The Working Alliance | Goals, Tasks and Bonds

When bond, tasks, and goals are structured around one neurotype, the working alliance becomes a site of neurotypical norming.

- The client carries two jobs: the actual work of career development, and the invisible labour of performing the kind of client the practitioner expects.
- That second job costs cognitive and emotional energy before a single meaningful question has been asked.
- Who decides what success looks like? Do we default to neurotypical norms?
- Are we inadvertently prescribing neurotypical performance?

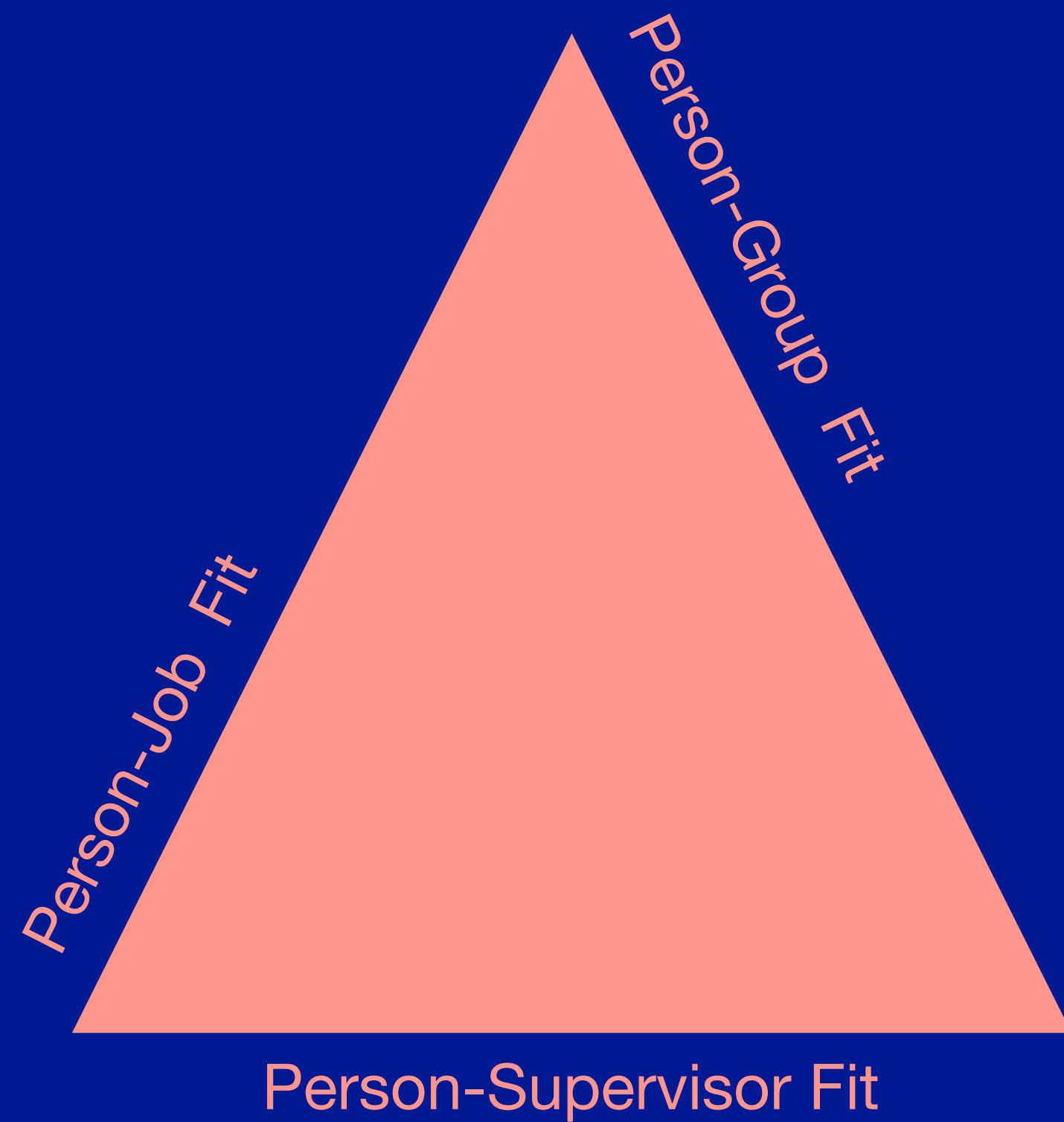
Social Model | Disabled by Design



- The Social Model of Disability holds that people are not disabled by their impairments but by design.
- ***“Humans with unusual neurological profiles have been disabled by the industrial revolution norms of literacy, numeracy, fine motor control, sitting still for hours in busy, overstimulating environments.” Doyle, N. (2023). Neurodiversity at Work***
- Practitioner support that only sees the client as the site of change can inadvertently be problematising the individual.

Person Environment Fit | Three Points of Friction

Kristof-Brown et al. (2005)



Friction is the cognitive, sensory, social, and emotional resistance that occurs at the interface of a person's neurotype and an environment that encodes a different neurological profile as its default.

Career progression and wellbeing depend on fit across three dimensions all of which can be sites of friction for neurodivergent professionals. Research shows, neurodivergent people experience lower fit across all three not because of capability, but because of systemic barriers to inclusion. *Crompton et al., 2020 and Kirkwood et al., 2025*

Person Environment Fit | Three Points of Friction

Kristof-Brown et al. (2005)

Person - Job Fit

*Can they work in ways
that work for them?*

**Role demands constant
context-switching for someone
who needs deep-focus
blocks**

Person - Group Fit

*Can they belong
without masking?*

**Communication norms are
implicit; group culture assumes
one interaction style**

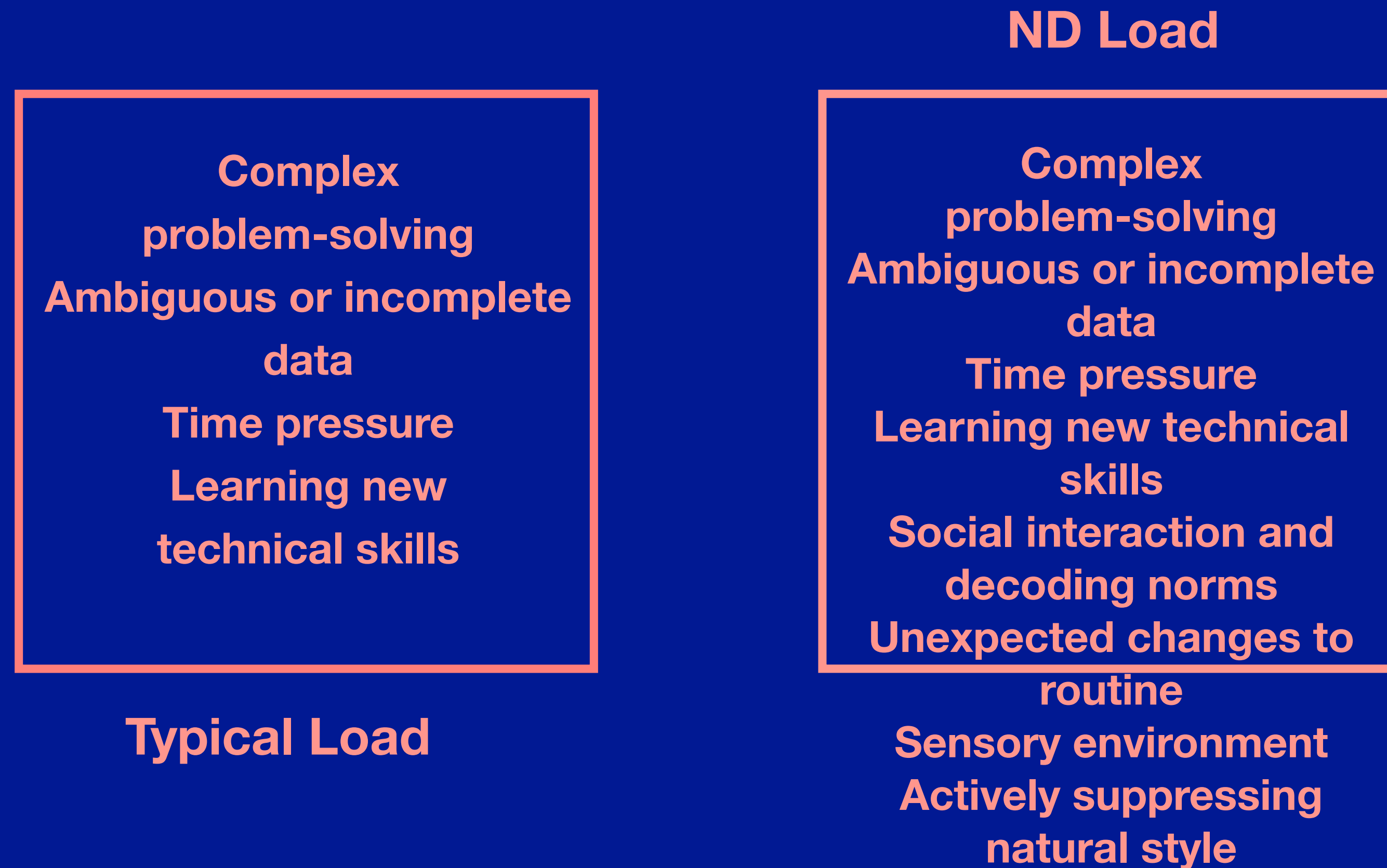
Person - Supervisor Fit

*Can they belong
without masking?*

**Manager interprets difference as lack
of effort or capability**

Cognitive Load Theory | Finite capacity

Mohiyeddini et al. (2022)



Double Empathy Problem | Bidirectional Gap

Crompton et al., (2020)

SHARED SOCIAL CUES



ADHD

ADHD



FLOWS NATURALLY

The Double Empathy Problem (DEP) is a universal framework for understanding communication between different neurotypes (such as an ADHD manager and a neurotypical employee). It argues that social breakdowns are bidirectional: the "problem" isn't a deficit inside one person, but a mutual mismatch between two different ways of processing the world.

Double empathy is “a ‘disjuncture in reciprocity’ (Milton, 2012) or ‘breakdown in mutual understanding’ (Ezerins et al., 2024) between two individuals with different attentional and communication processes.” Kirkwood et al. (2025)

Double Empathy Problem | Bidirectional Gap

Crompton et al., (2020)

SHARED SOCIAL CUES



AUTISM

AUTISM

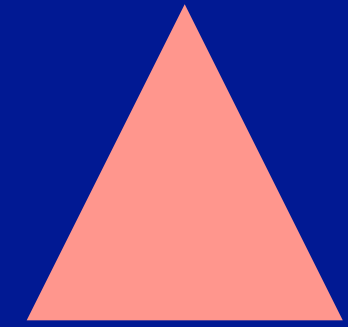
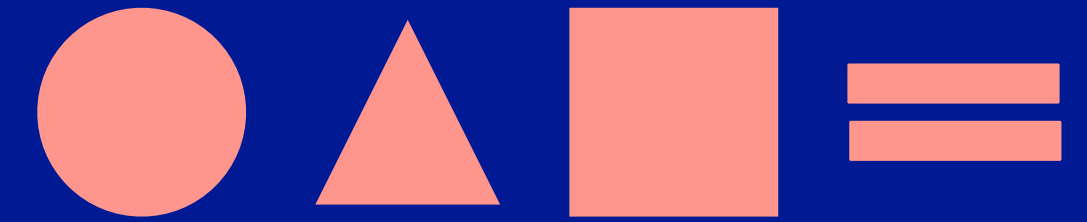


FLOWS NATURALLY

- **Redesigning the Problem** | Reframes neurodivergence from deficit to relational mismatch, recasting "failures" as environmental misalignments rather than personal impairments.
- **Redesigning the Power Dynamic** | Shifts the power dynamic from expert/novice to genuine partnership, creating safety for the client to unmask.
- **Redesigning Advocacy** | Equips practitioners to reframe workplace conflict as a mismatch of salience, enabling more effective employer advocacy.
- **Redesigning the Practitioner** | When the practitioner's communication style becomes the invisible standard, the working alliance itself becomes a site of neurotypical norming.

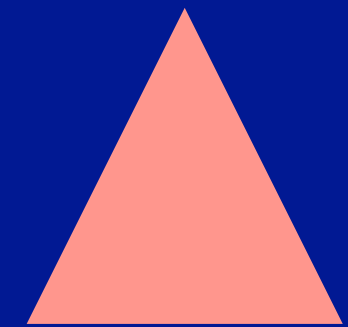
Case Study | Sarah

Sarah | Friction points



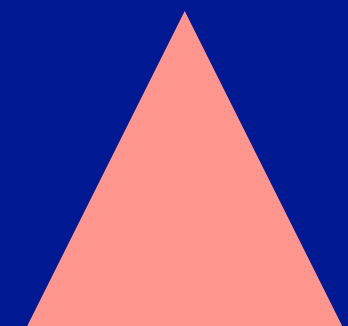
Sensory overload

Lighting and background noise in virtual meetings — PE Fit (person–job) breaking down



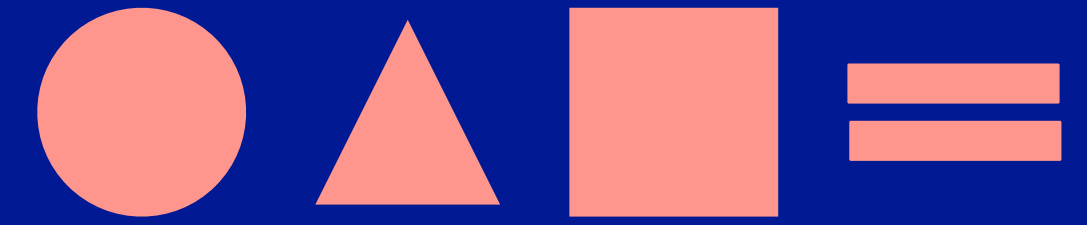
Cognitive load

Constant meeting demands with no protected time for deep focus — load exceeds capacity



Temporal friction

No space in the schedule for concentration-required work — structural mismatch, not personal failing



Navigate (individual)

- Optimised home workspace for sensory control
- Structured schedule around energy patterns
- Chose when and how to appear on camera

Advocate (systemic)

- Coaching report recommending to employer
- Protected focus blocks in shared calendar
- Outcome-based not time-based evaluation

Redesigning Practice | Shifting the Interface

The Default

Standardised Dialogue (Relying on verbal reflection and metaphors)

Hypothetical Interview Prep (Practicing for a high-stress social "performance")

"Professionalism" Training (Coaching toward neurotypical norms and social masking)

The Redesign

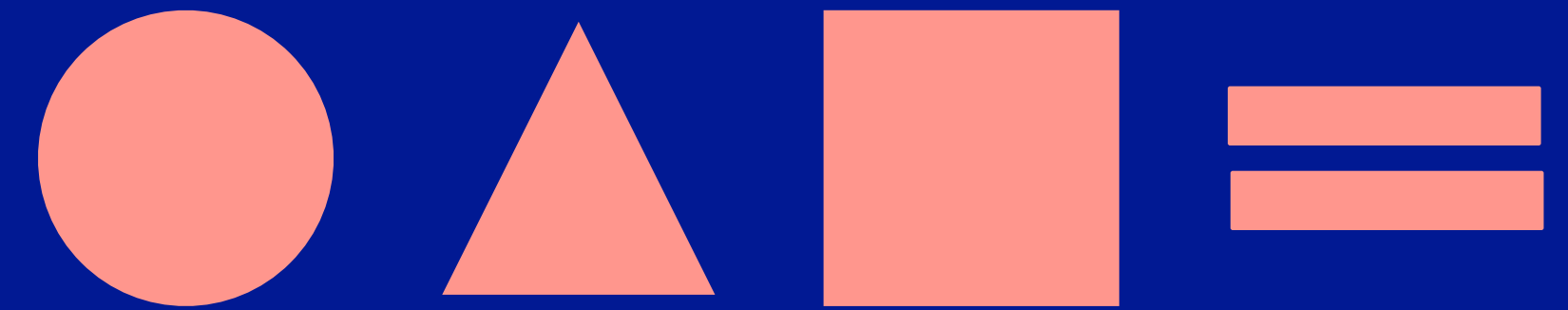
Conceptual Scaffolding: Use the client's own words, and visual or symbolic alternatives to spoken reflection.

Competency-Based Evidence: Shift to work sampling, feedforward interviews, and explicit decoding of the workplace "hidden curriculum".

Interface Advocacy: Audit your own communication defaults, questioning whose style is being centered in the room.

Reflective Practice | Three Questions

- **What assumptions am I carrying into this room about what a "credible" or "capable" professional looks like, and where did those assumptions come from?**
- **Does my 'Working Alliance' require the client to leave their natural language at the door?**
- **Am I comfortable with silence, ambiguity, and non-linear conversation, or does my discomfort with those things quietly shape what I ask and how quickly I move on?**



Career development practice can often reinforce norms. *Blaney & Hannell (2025)*

What if it questioned them instead?

**Designing Career Development
Practices for Neurodivergent Inclusion**



Aretha Rutherford
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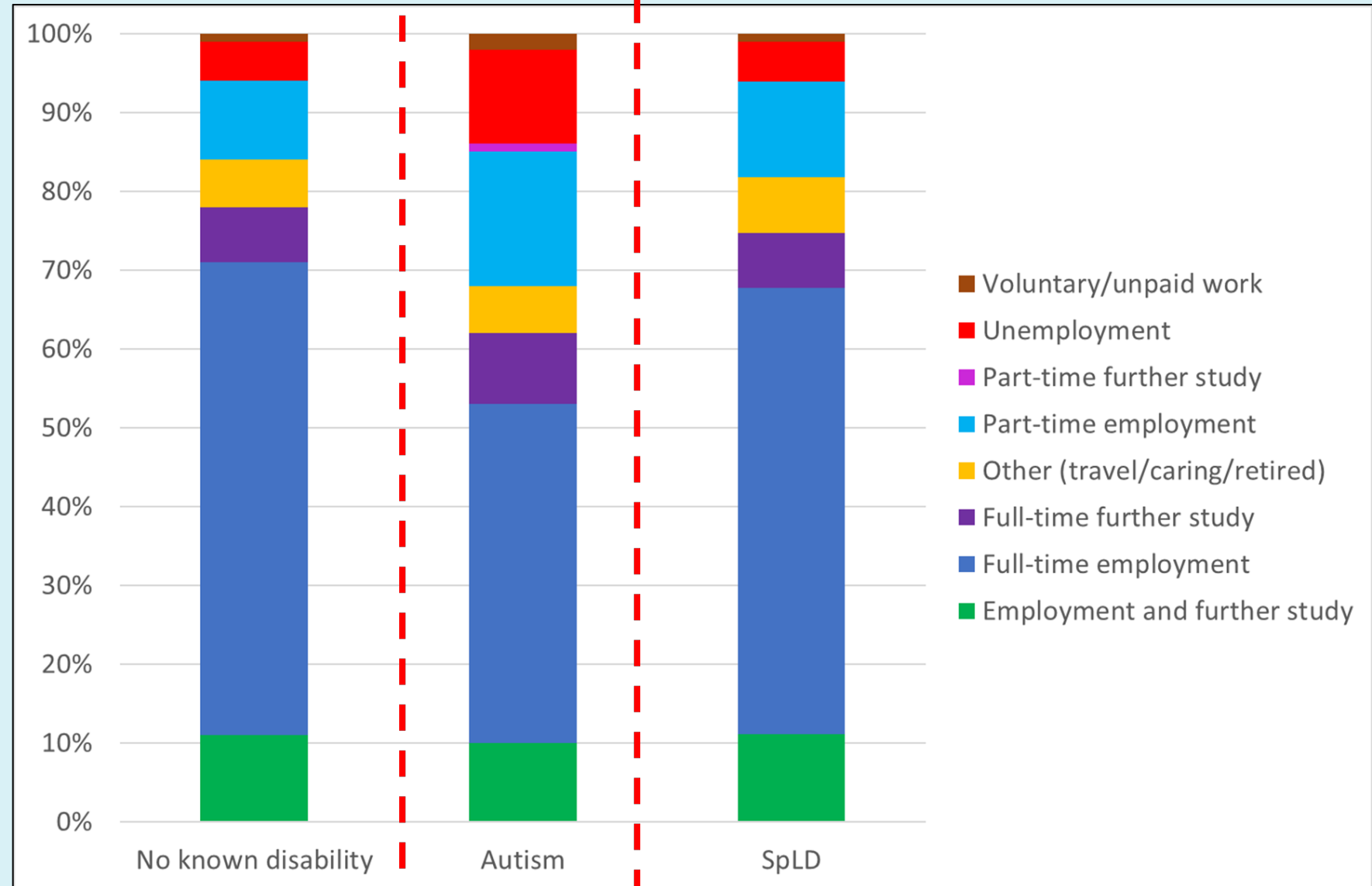
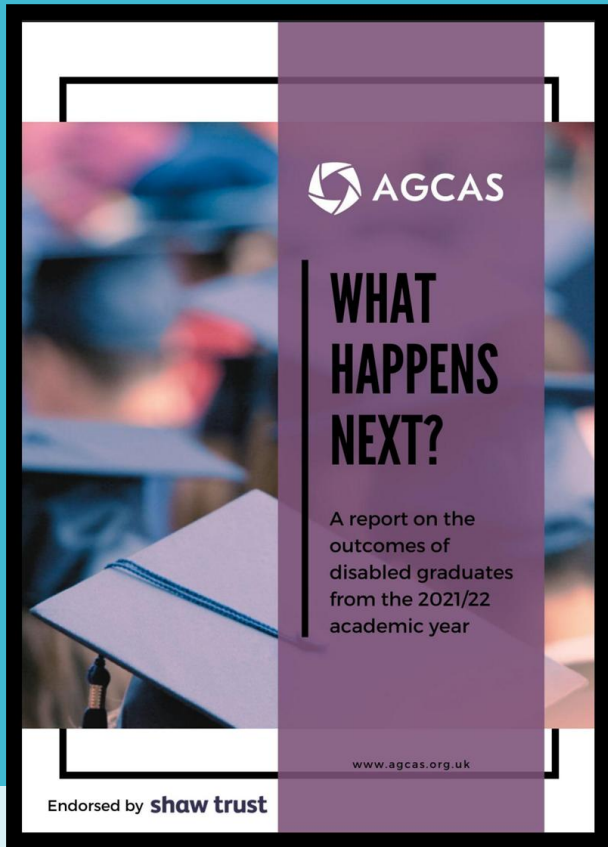
Co-creating Careers provision: how to successfully collaborate with neurodivergent students to enhance your practice

Keren Coney

Lecturer in Career Development

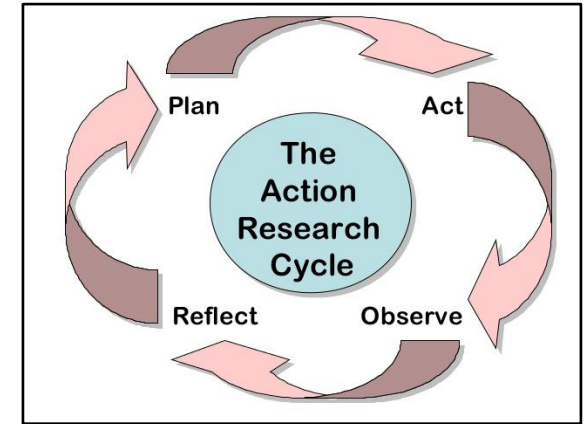
International Centre for Guidance Studies (iCeGS),
University of Derby

What Happens Next? 2025



Methodology

- Action Research as a methodological approach
- An emancipatory paradigm
- Emancipatory perspective resonates with a social justice approach to career guidance (Hooley *et al.* 2021)
- Participatory Action Research





First cycle: Co-designing support with autistic students

- Participatory action research project
- Initial survey of all autistic students
- Recruitment of autistic student consultants
- Series of workshops
- Inclusive elements suggested by the Consultants

Subsequent cycle: Further collaboration and co-creation of resources with autistic students

- Multi-pronged approach:
 1. Webinars
 2. One-to-one appointments
 3. Webpages & online employability course
- Co-creation internships

What happened in later cycles?

Broadened out to neurodivergent students

- Suggested inclusive elements for jobs fairs
- Developed employer miniguide
- Created social media content
- Students shared lived experience at staff event

Five signposts of socially just careers guidance:

1. Build critical consciousness
2. Name oppression
3. Question what is normal
4. Encourage people to work together
5. Work at a range of levels

Hooley et al. (2021)

Discover more



Glossary - common terminology explained



Identifying inclusive and disability-friendly employers



Sharing information about your disability or health condition with an employer



Support and funding when starting a new job



Sources of employment support and advice



Targeted opportunities for disabled individuals



Self-employment - support and grants



Your rights as a disabled jobseeker or employee



Information for autistic students and graduates

Impact of the project

For my colleague:

- Deeper understanding and appreciation
- Confidence in our practice
- Sharing learning with other practitioners
- Enjoyment!

For the University and beyond:

- Recognition of the value of co-creation
- Inclusion in Access & Participation Plan
- Collaboration across teams
- Recognition of our expertise
- Glimpses of a cultural shift

For the interns:

- Their voices being heard
- Being seen as experts
- The opportunity to collaborate
- Networking opportunities
- Empowerment

Aims of participatory action research:

- To produce understanding
- To promote change
- To empower people through the process of constructing knowledge

(Cohen, Manion & Morrison 2018; O'Brien 2001; Reason 1994)



CO-CREATION WORK WITH STUDENTS FROM UNDERREPRESENTED BACKGROUNDS

This is a short guide to help you as you consider collaborating with students in order to gain understanding of their perspectives and to co-develop tailored careers & employability provision. The first part of this guide outlines our thinking on the approach, whilst the second section offers practical suggestions on recruitment and support of Co-Creation interns. We hope that this guidance will support you in your work as you partner with students.

1. APPROACHING CO-CREATION

Why Co-Create with students from underrepresented backgrounds?

- To gain in-depth understanding of their perspectives, fears, challenges and experiences
- To develop careers and employability provision that is aligned to their needs and wants
- To go beyond tokenism and to truly collaborate to develop tailored resources
- To provide opportunities for these students to recognise their expertise and to fully realise their potential
- To challenge current internal and external structural barriers which may exist and in doing so, to seek to empower disadvantaged students.

What should be included in a Co-Creation approach?

- It is important that students are paid for their time collaborating with you – this is a way that you can communicate the value of their perspectives and contributions
- Seek to be clear about the purpose of the Co-Creation role: unlike other roles within the university, this will require them to be honest about their perspectives and they will be involved with leading the work
- From the start, aim to remove (or at least, reduce) the power imbalance that exists (due to the nature of your different roles as university staff and students). This can be a challenge – but true collaboration does require a move away from the usual roles, to viewing each other as partners, each with different contributions to make
- The power imbalance can be lessened by approaching the collaboration with no set agenda. Instead, come with questions: What do they see as their needs, relating to career and employability development? What are their perceived challenges? What tailored support might

be helpful? Are there ways in which the careers and employability service could advocate on their behalf?

- Once there has been some in-depth consideration of the above questions, identify the next steps together, this is likely to involve further research (perhaps involving exploration of good practice, perhaps including focus groups of other disadvantaged students facilitated by the Co-Creation students, to obtain a broader understanding of challenges, needs and possible solutions)
- Seek opportunities to empower the Co-Creation students, for example by inviting them to share their perspectives at staff training days, to co-present with you at conferences or to join institutional action groups where their voices will be heard.

Some thoughts to consider...

- A potential issue is the discomfort people may feel as a result of seeking to remove the power imbalance and providing everyone with equal control. For the students, this can be unnerving and feel quite unstructured and 'vague'. For careers practitioners, this experience can feel nerve-wracking, as entering into a partnership with no defined plan is an unusual approach. However, this discomfort is usually a short-lived experience, because this freedom tends to allow the students to develop a confidence and enthusiasm that leads to a positive and successful co-creation project
- Being treated as equals may be a new experience for the students, so some may be daunted at first. You may find that they need regular reassurance, and reminders that you view their perspectives as valuable
- Whilst freedom to develop ideas and co-create resources is the essence of this approach, we have found that some structure is important, to avoid students working on ideas which are beyond the scope of what is possible to achieve within the project. Regular (e.g. weekly) check-ins are helpful in achieving this.

2. PRACTICAL TIPS FOR CO CREATION INTERNSHIP RECRUITMENT AND SUPPORT

Recruitment Process

- In your advertisement for the role, use clear language and highlight that lived experience and willingness to share their views on all matters related to careers and employability are the most important qualities. If possible, do not ask for other skills or experience (these students may have experienced barriers to employment and so you may unwittingly screen out ideal candidates if you add other requirements)
- Ensure all elements are clear from the beginning; including duration of the internship (if possible, allow flexibility in length of internship, as some Co-Creation students may only be able to work a certain number of hours per day/week). Similarly, offer clarity and detail about the stages of the recruitment process
- Anticipate possible challenges in the recruitment process and offer alternatives (e.g. ask for a statement of interest instead of a CV, or if your recruitment systems requires a CV offer support beforehand with this). Provide contact details in case an applicant wishes to discuss adjustments
- Consider ways you can promote your opportunity that will reach the students you are keen to recruit (e.g. promoting via your institution's care experienced students lead, the disability team, in addition to your usual promotion channels)
- When shortlisting candidates, use a scoring grid aligned to job description ([example of disability Co-Creation interns scoring grid](#))
- If you are interviewing, provide full questions in writing beforehand ([example of disability Co-Creation interview questions](#)). We previously tried giving an overview of what the questions might entail, but this was too vague and made it more difficult for some candidates. To ensure accessibility, offer interviews in several formats (in-person and online)
- Recent Co-Creation students identified that it can often be overwhelming to attend unfamiliar buildings for interview and suggested that it would be useful to include a video link, to assist them in getting there; we have now created

these videos to use when inviting candidates to interview

- If possible, include a diverse panel of interviewers and seek to assess candidates not only for their current abilities but also for their potential for growth.

Onboarding and Support

- If not already covered during pre-start communications, it is important to remove any potential anxiety by dealing first with the practical elements: working days/times, what to do if ill, etc.
- As described overleaf, from the beginning seek genuine collaboration and ways to remove the power imbalance by coming with questions rather than a plan. After discussing ideas, jointly identify next steps.
- Encourage open communication and regular check-ins. You may want to offer a regular team meeting on the same day/time as well as individual meetings. Seek to build a supportive atmosphere where Co-Creation students feel comfortable seeking assistance and asking questions.
- Identify the best way to share information and resources (we created a new Teams channel for Co-Creation students to communicate and upload things they had been working on)
- If they feel comfortable, encourage the Co-Creation students to lead on projects, whilst you provide support if needed. This is something that is likely to occur in the later stages of the collaboration, once confidence has grown.

At the end of the project

- Arrange a final meeting to celebrate achievements and have a conversation about their next steps.
- See if they would like employability-related further support – e.g. we have found that Co-Creation students value support with articulating what they have done on their CVs.
- Ask if they would be willing to participate in any upcoming events, staff meetings or conferences to share their experiences and what has been achieved through the collaboration.
- Seek feedback from the Co-Creation students, so you can learn from their experiences of working with you.



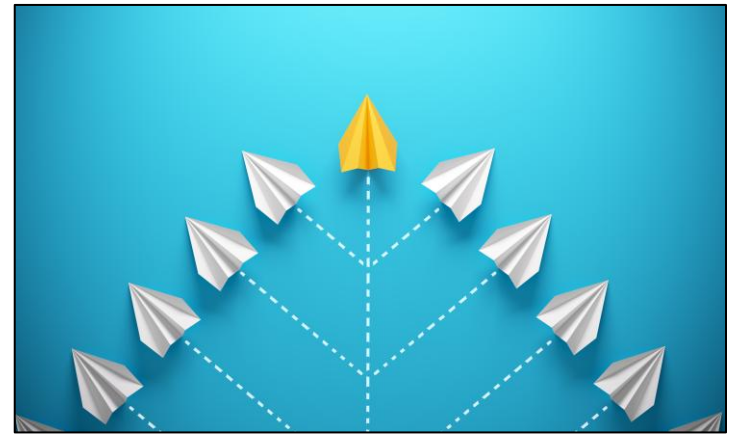
If you have any questions, please do not hesitate to contact us!
Keren (k.a.coney@ljmu.ac.uk) & Jennie (J.L.Tannett@ljmu.ac.uk)

What have I learned about working with neurodivergent students as partners?



- It is definitely worthwhile!
- It takes more time and effort
- Relationships with students are key
- Re-contract at every stage
- Considers ways to recognise students' time
- Seek ways to diminish the power imbalance
- Be open to the 'ripple effect'

Summary



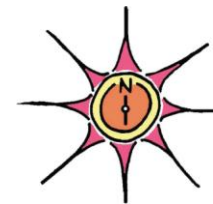
- Cocreation can be an effective tool
- Issues with bringing about change...
- Critical success factors:
 - Seek the student voice when planning support
 - Find like-minded colleagues to work with
 - Adopt a resilient and curious approach

References

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Supporting neurodivergent clients with career decision-making

Tamsin Crook
(Pre-published work...)

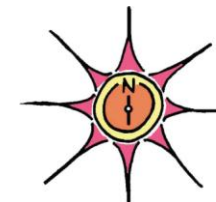


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Career Decisions

“Choices that individuals make about occupations, education, training, and employment” (Sampson, 2004)

- What opportunities to pursue
- What opportunities to reject
- Smaller decisions related to
 - Career development
 - Profile raising
 - Attainment of future opportunities
- Career decision-making as an **on-going process**



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ADHD decision-making difficulties

- Ascertaining options
- Working memory to retain in mind while evaluating other options
- Emotional processing and regulation
- Cognitive differences in contextualising consequences
- Time perception, reward processing and aversion (priority given to short term goals)
- Dysfunctional career beliefs
- Inattentive traits specifically linked to lower career decision-making self-efficacy (Norwalk et al, 2009)



Career decision-making framework

Content-Process-Content model (Lent & Brown, 2020)

Content

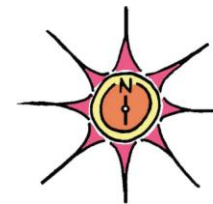
Core aspects of understanding the self – interests, values, ability and self-efficacy

Process

Choice/commitment anxiety, negative affectivity, decision-making self-efficacy

Context

Supports and resources, contextual barriers, socio-economic and intersectional factors

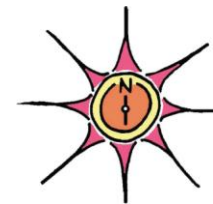


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Absence of career decision-making

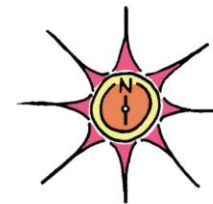
Career Inaction Theory (Verbruggen & De Vos, 2020)

- Grounded in the ‘psychology of doing nothing’ (Anderson, 2003)
- Describes a lack of (sufficient) action over an extended period of time, despite a desire or urgency for change (Rogiers et al, 2022; Verbruggen & Van Emmerik, 2020)
- Can lead to serious negative consequences for careers and well-being – reduction in career satisfaction and poorer performance outcomes (Allen, 2016)



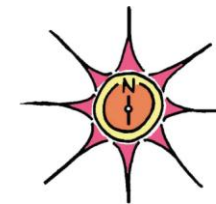
Limitations of the research

- Calls for more diverse population samples
- Calls for more qualitative research
- Context-Process-Context model has a focus on using psychometric assessment
- Lab-based studies not always generalisable to real world
- Much of the research centres adolescents
- Pathologising/problematising approach
- Lack of positionality in research



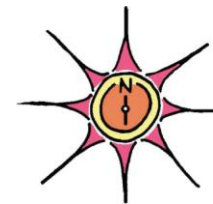
The research study

- Lies at intersection of ADHD research, mid-life career decision-making, and qualitative analysis
- 10 participants (27-54 yrs old), range of employment contexts, diverse genders
- Semi-structured interviews
- Core themes:
 - “The structure of my CV is like the structure of my mind”
 - Emotional and cognitive responses to decision-making
 - “We all want that Goldilocks Zone”
 - Barriers to effective decision-making
 - “Support from a critical friend”



“The structure of my CV is like the structure of my mind”

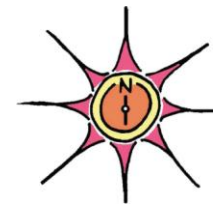
- Non-linearity of career paths
- Unconscious decision-making by ‘joining the dots’ in ways they couldn’t explain
- Restless approach – always looking for the next thing
- Lack of trust in own decision-making



Emotional and cognitive responses to decision-making

- Visceral overwhelm leading to impulsive decisions to escape and get away from the stress
- Heightened sense of imposter phenomenon and withdrawing from opportunities:

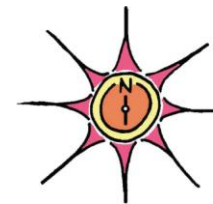
“putting every effort into escaping back into safe roles to avoid the horror of anyone publicly declaring me incompetent” (JK)



“We all want that Goldilocks Zone”

- Intense need to find roles with just the right amount of challenge, interest, and support
- Can be hard to find a workable “*rhythm and cadence*”: Inconsistent levels of available energy, and potentially changing sources of interest, makes it hard to know how to ‘pitch’ their capabilities
- It’s **not** about wanting less-demanding roles:

“[I’d want] to have to work really hard – not just physically and emotionally, but more different parts of me... Creatively, strategically, analytically... I would be developing different skills and I’d be being pushed.” (Lily)



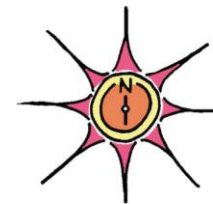
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Barriers to effective decision-making

- Sources of support can be complicated – protecting self and others from disappointment
- Executive function challenges around job search and application
- Anticipatory rejection sensitivity prevents application
- Pressure of making ‘best possible choice’ adds to commitment anxiety
- Difficulties with ‘prospection’ (ability to visualise future outcomes)

“Not being able to project yourself forward into what the consequences of [a decision], and probably being a bit impulsive, actually enables you to take far more risk.”

(Morgan)



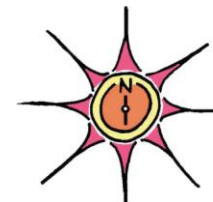
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“Support from a critical friend”

- Importance (but difficulty) of developing key relationships / sponsors]
- A need to slow down and move away from a purely emotion-based response – a space to sit with, and engage with discomfort

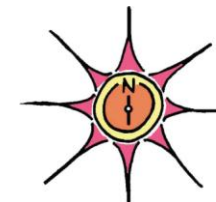
“ADHDers are the noticers, we’re the people who hear the rustling in the reeds. Like, what’s your antenna saying? That’s what I mean by ‘gut feel’... and having that curiosity to answer the questions that your senses are asking.” (Blair)

- Looking for a “road-map” because *“at the moment it feels like stepping off into an abyss” (Lily)*



Our role as practitioners

- Complexity in working with neurodivergent clients – likely compounding of co-associated conditions, intersecting identities and lived experience
- Understanding different cognitive profiles and sensory engagement
- Importance of strengths identification and focus (Crook & McDowall, 2024)
- Caution with psychometrics
- Support impulsive decision-makers to slow down
- Support avoidant decision-makers to engage and face into challenges
- Support with identifying likely consequences/realities of decisions



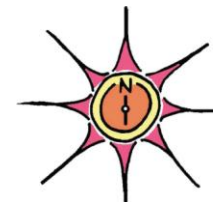
Shameless plug (with permission!)

If you're keen to develop your understanding and practice with neurodivergent clients, applications are open for the **Birkbeck PG Cert Neurodiversity Coaching** programme, and there are online information sessions coming up – get in touch if you'd like more details....

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