

Managing workplace neurodiversity for positive outcomes: a mapping review and research agenda

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Abstract

Purpose – Neurodiversity is gaining exponential attention from scholars, leading to fragmented insights and evidence. This mapping review aims to ascertain the amount and focus of peer-reviewed research on workplace neurodiversity to identify knowledge gaps that demand further research.

Design/methodology/approach – For their relevance to business and organizational studies, Business Source Elite and ABI/INFORM databases were searched in December 2024. Based on the inclusion criteria of neurodiversity or any form of neurodiversity and work context, 834 results were screened in the following order: titles and abstracts, and full text. These resulted in 105 publications (45 non-empirical and 60 empirical) from 1996 to 2024, with most published from 2019 onwards. The sample publications were mapped against the elements of a workplace neurodiversity management framework, adapted from Khan *et al.* (2023), comprising creating, converting and capitalizing stages.

Findings – The findings indicate the following: the focus has been on converting and capitalizing stages except the inclusion element of converting; commonly studied forms are general neurodiversity, autism and attention-deficit/hyperactivity disorder; mixed-method studies are rare; frequently used methods are survey and interviews and data on various important elements of the framework were not collected from neurominority employees. Future research areas are highlighted.

Originality/value – This unprecedented mapping of workplace neurodiversity literature collates and catalogs the available evidence pertaining to managing neurodiversity for positive outcomes. The identified knowledge gaps and provided research direction may help foster scholarship.

Keywords Neurodiversity, Autism, ADHD, Inclusion, Workplace outcomes, Mapping review

Paper type Research article

Introduction

Neurodiversity refers to a range of cognitive variations in humans that have been recognized in various forms, such as autism, attention-deficit/hyperactivity disorder (ADHD), dyslexia and Asperger's syndrome (Armstrong, 2015; Bewley and George, 2016). Although the umbrella term neurodiversity was introduced in the 1990s (Blume, 1998; Singer, 1998), the research on its few forms has been conducted for decades (e.g. Kanner, 1943). That body of research was driven by the social justice case for its various forms and was not directly relevant to the workplace. In the 1990s, scholars started to investigate the benefits of neurodiversity for organizations (e.g. Wyld, 1996), which gave birth to the quest for a business case for neurodiversity. It worked as a catalyst for a new wave of research on neurodiversity in the workplace context. The social justice case works as a push factor – social scientists advocating equality considerations in settings such as education, which can be extended to workplaces (Singer, 1999), while the business case operates as a pull factor – business leaders advocating economic benefits of neurodiversity (Wareham and Sonne, 2008).

Unlike other forms of workplace diversity (e.g. gender and race), workplace and employment-related research on neurodiversity has only recently gained momentum. The reasons for such slow progress include a lack of recognition of neurodiversity as a form of



workplace diversity (Doyle, 2020), absence of a dedicated legislation on promoting workplace neurodiversity (Rollnik-Sadowska and Grabińska, 2024), low awareness of neurodiversity among business leaders and managers (Eagle Hill Consulting, 2024), few human resource (HR) policies and practices for attaining and managing neurodiversity (Carrero *et al.*, 2019), rare workplace profiling of neurodiversity leading to data related challenges (Ali *et al.*, 2024a), low urgency of incorporating neurodiversity into workplace diversity (Paterson and Charles, 2021), rare disclosure of a neurodivergent condition on the part of neurodivergent (also known as neurominority) employees for the fear of stigma and discrimination (Waisman-Nitzan *et al.*, 2021) and hesitation of employers to hire neurominorities for avoiding costs associated with training employees and supervisors (Bury *et al.*, 2020).

The growing but fragmented state of the research on workplace neurodiversity demands a mapping review, collating and cataloging of the available evidence for fostering scholarship. A mapping review provides a comprehensive overview of a broad (neurodiversity) and complex (various forms) field, identifies gaps and guides future research (Booth *et al.*, 2016; Grant and Booth, 2009). It is different from a scoping review, which often investigates definitions, concepts and key characteristics of a phenomenon or concept, scoping existing evidence to determine whether a systematic literature review is feasible (Grant and Booth, 2009). A scoping review focuses on what is known about a field, culminating in a narrative summary, whereas a mapping review aims at identifying gaps using visual frameworks and provides future research directions (Miake-Lye *et al.*, 2016). The specific research questions for this review are: What non-empirical and empirical research on workplace neurodiversity exists? What has been the focus of such research and what knowledge gaps persist that require further scholarly inquiry? It identifies and maps evidence using visual summaries. An adapted theoretical framework for managing neurodiversity (Khan *et al.*, 2023) provides high-level codes for mapping the focus of non-empirical and empirical research, including forms of neurodiversity, design, methods and research settings. It contributes to the workplace diversity and inclusion field, synthesizing evidence and highlighting the need for addressing knowledge gaps.

Neurodiversity framework

Managing workplace neurodiversity for positive outcomes is a complex process. Khan *et al.*'s (2023) framework was adapted to create a comprehensive end-to-end process model of managing neurodiversity (see Figure 1). This adapted framework, comprising creating, converting and capitalizing stages, provides a detailed set of elements of neurodiversity management that this review uses to map the current literature. The three stages help summarize the review findings.

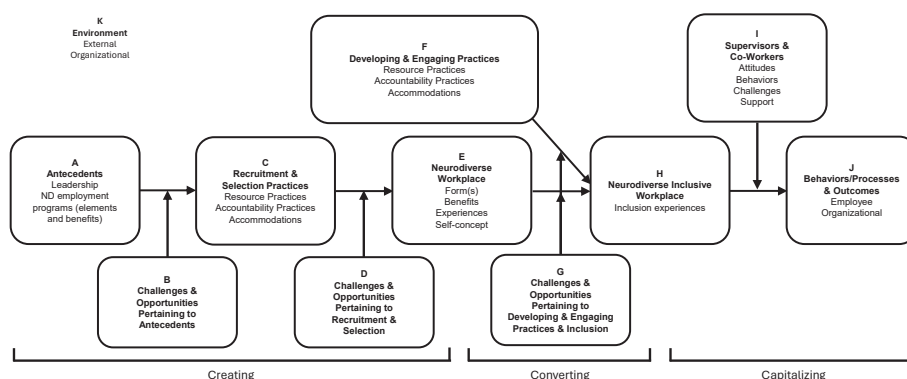


Figure 1. Neurodiversity management framework adapted from Khan *et al.* (2023). Source: Author's own work

Creating a neurodiverse workplace is the first stage in neurodiversity management. The process starts with *antecedents* (denoted as A in the figure) of neurodiversity recruitment and selection practices. They include leadership and neurodiversity employment programs (e.g. [Drader-Mazza et al., 2024](#); [Remington and Pellicano, 2019](#)). The literature in this area discusses or investigates the role of leadership and employment programs (including benefits of these programs) in promoting recruitment and selection practices for neurodivergent persons. *Challenges and opportunities pertaining to antecedents* (B) can influence the effectiveness of antecedents (A) in determining *recruitment and selection practices* (C). Examples include competing demands for resources, low organizational support and lack of leadership commitment to employment programs (e.g. [Lup and Canonico, 2024](#); [Spor et al., 2022](#)).

The recruitment and selection practices comprise resource practices, accountability practices and accommodations ([Leslie, 2019](#)). The resource practices are neurodiversity-conscious practices, such as advertising jobs in neurodiversity magazines or on the websites of neurodiversity associations, which aim at proactive hiring of neurodivergent individuals ([Austin and Pisano, 2017](#)). The accountability practices assign responsibility to supervisors, managers and leaders and set neurodiversity goals ([Armstrong et al., 2022](#)). Accommodations include enhancing accessibility of interview facilities, openness for restructuring jobs, allowing flexible interview schedule and modifying equipment for meeting diverse needs of neurodivergent job applicants ([Waisman-Nitzan et al., 2021](#)). Neurodiversity recruitment and selection practices signal a commitment to neurodiversity, which helps attract a pool of neurodivergent job applicants who feel valued by the organization and neurotypical job applicants who appreciate positive actions of the organization ([Bergh et al., 2014](#); [Connelly et al., 2011](#); [Spence, 1973](#)). The effectiveness of neurodiversity recruitment and selection practices in creating a neurodiverse workplace (E) is influenced by *challenges and opportunities pertaining to recruitment and selection* (D). They include sensory and cognitive stressors, communication challenges and the employer's perspective on reasonable recruitment and selection accommodations (e.g. [Ezerins et al., 2024](#); [Waisman-Nitzan et al., 2019](#)).

Creating a neurodiverse workplace merely partially achieves the ultimate objective of achieving positive outcomes for employees and the organization. *Developing and engaging practices* (F) and addressing *challenges and opportunities pertaining to developing and engaging practices and inclusion* (G) help convert a neurodiverse workplace into a *neurodiverse inclusive workplace* (H). Developing and engaging practices comprise resource practices, accountability practices and accommodations ([Leslie, 2019](#)). The resource practices proactively develop and engage neurodivergent employees through additional and tailored training and mentoring ([Scott et al., 2021](#)). The accountability practices hold supervisors, managers and leaders responsible for the development and engagement of neurodivergent employees ([Armstrong and Remington, 2022](#)). Accommodations refer to tailored training and development plans, accessible training and development facilities and materials, flexible schedules and adaptive assessment ([Waisman-Nitzan et al., 2021](#)). *Challenges and opportunities pertaining to developing and engaging practices and inclusion* include lack of disclosure from employees, low understanding of supervisors and colleagues and fast-paced work (e.g. [Ali et al., 2024a](#); [Patton, 2019](#)). A *neurodiverse inclusive workplace* ensures shared perception of belonging to the organization and the organization valuing their uniqueness ([Nishii, 2013](#); [Roberson, 2025](#)) among neurodiverse employees (e.g. [Annabi and Locke, 2019](#); [Bölte et al., 2024](#); [Walkowiak, 2021](#)).

Supervisors and co-workers (I) play an extremely important role in *capitalizing* on an inclusive neurodiverse workforce. This literature encompasses attitudes and behaviors of supervisors and co-workers, challenges they face and support they can provide to neurodivergent employees (e.g. [Ali et al., 2024a](#); [Efeoglu and Kilincarslan, 2024](#); [Whelpley and Woznyj, 2023](#)). A neurodiverse inclusive workplace, with an influence of supervisors and co-workers, leads to positive *behaviors, processes and outcomes* (J) for employees and the

organizations (e.g. [Ali et al., 2024b](#); [van Rijswijk et al., 2024b](#); [Yu et al., 2021](#)), as per the value-in-diversity perspective ([Cox and Balke, 1991](#)). The three stages of creating, converting and capitalizing occur in an external and organizational *environment* (K), including national context and technological environment (e.g. [Erbil et al., 2024](#); [Walkowiak, 2021](#)).

Methodology

Mapping reviews are different from scoping reviews, as unlike scoping reviews, which focus on the scope of knowledge, a mapping review categorizes or maps knowledge in an area to identify knowledge gaps and areas for further research ([White et al., 2020](#)). A systematic mapping review was undertaken to explore scholarly (non-empirical) and research (empirical) publications on neurodiversity in the workplace. As academic research on neurodiversity in the workplace is scarce, any peer-reviewed work in English with no date restriction was searched. The following eligibility criteria were used: Neurodiversity or any form of neurodiversity and workplace context. The exclusion criterion was neurodiversity in the non-workplace context, such as education. Given a focus on the workplace, the Business Source Elite and ABI/INFORM databases were searched in December 2024 using the search strings noted in [Table 1](#). The Business Source Elite provides comprehensive coverage of academic journals in all disciplines of business, while ABI/INFORM is a premier business database with wide coverage of business and management journals ([EBSCO, 2025](#); [ProQuest, 2025](#)). Using these two databases mitigated the risk of missing a key study on neurodiversity.

[Figure 2](#) presents the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram. It indicates that of 1,370 records identified through Business Source Elite (784) and ABI/INFORM (586), 536 records were removed due to duplicate entries, leading to 834 records considered for screening against the inclusion and exclusion criteria. The screening of the titles and abstract of 834 publications excluded 718 records. Subsequently, the remaining 116 publications were screened, which resulted in a final sample of 105 papers comprising 45 non-empirical publications and 60 empirical studies.

Table 1. Search sets and keywords

Search sets	Keywords	Section
A	Neurodiversity OR neurodiverse OR neurodivergent OR neurodivergence OR adhd OR “attention deficit hyperactivity disorder” OR “attention deficit-hyperactivity disorder” OR “attention deficit disorder” OR autism OR autistic OR asd OR “autism spectrum disorder” OR asc OR “autism spectrum conditions” OR dyscalculia OR dyslexia OR dyspraxia OR tourette OR tourette’s OR dcd OR “developmental coordination disorder” OR ocd or “obsessive-compulsive disorder” OR asperger OR neurominorities OR neuromajorities OR neurominority OR neuromajority	Abstract
B	AND Team OR teamwork OR “team work” OR group OR groupwork OR “group work” or work or workplace or industry or industries or organisation or organization or organisational or organizational or firm or department or departmental or unit or leadership or “top management team” or “top management” or executive or manager or management or supervisor or dyad or colleague or co-worker or coworker	Abstract
C	NOT School or child or teaching or classroom or “education system” or student or students or music or media or adolescence or adolescent or young or youth or teen or friend or partner or sexual	Abstract
Filters	Peer review and English	
Source(s): Author’s own work		

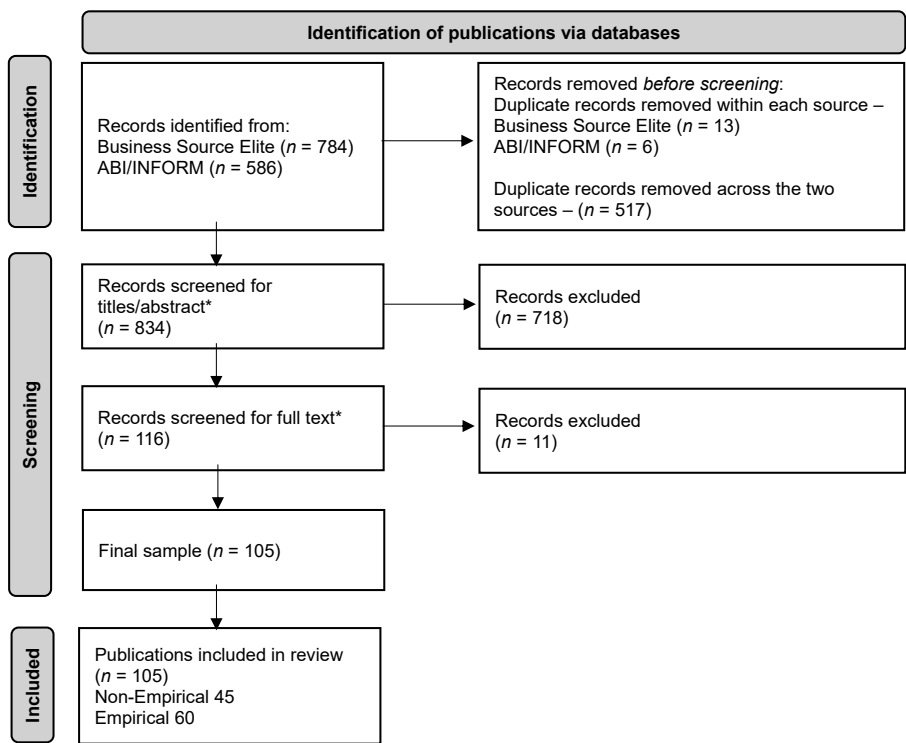


Figure 2. PRISMA flow diagram. * Against inclusion and exclusion criteria. Source: Author’s own work

The final sample of 105 records (45 non-empirical and 60 empirical) were published between 1996 and 2024 (see [Figure 3](#)). The figure indicates a significant increase in the number of publications since 2019, especially in empirical studies, which can be partly attributed to special issues on neurodiversity from management and HR management journals.

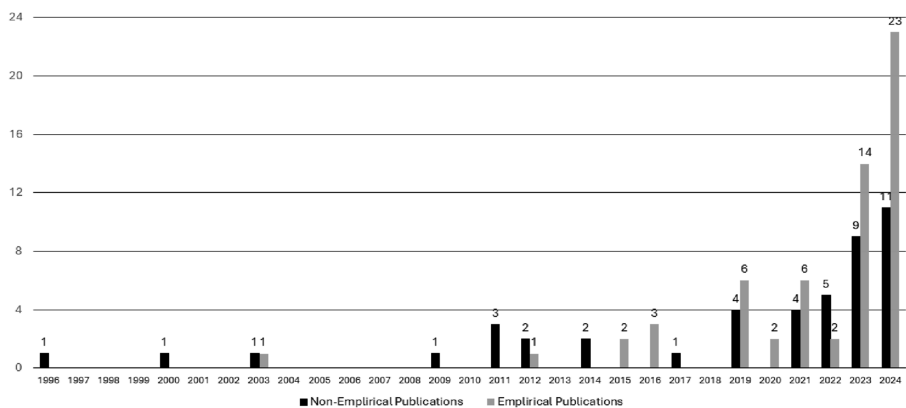


Figure 3. Bar graph of number of publications. Source: Author’s own work

Given the different nature of non-empirical and empirical work, the 105 sample publications were coded differently for their characteristics, mapping against the adapted neurodiversity management framework from Khan *et al.* (2023) presented in Figure 1. Non-empirical publications were coded for neurodiversity form(s) and framework elements (see Table 2), while empirical studies were coded for neurodiversity form(s), quant, qual or mixed, methods, industry, country, sample, sample category (neurotypical or neurodivergent or both) and framework elements (see Table 3). These codings helped to understand the different elements of the two bodies of literature and how they mapped against the adapted neurodiversity management framework.

Bubble plots are highly effective in mapping reviews for visually synthesizing and conveying complex multidimensional data, such as forms of diversity and methodological approaches mapped against a framework (Gough *et al.*, 2017). These visual representations allow scholars to intuitively present key characteristics of the evidence and knowledge gaps, facilitating insight and interpretation for the reader (James *et al.*, 2021). Thus, bubble plots were prepared for both non-empirical publications (see Figure 4) and empirical studies (see Figure 5), mapping their characteristics and focus (synthesis of the last columns of Tables 2 and 3) against the elements of the neurodiversity management framework from Figure 1. For instance, a synthesis of Table 2 presented in Figure 4 in the form of a bubble plot indicates that five publications (see the top bubble of the “focus” column) focused on the A element (antecedents of recruitment and selection practices) of Figure 1 framework. In other words, “A” appeared five times in the last column of Table 2, which indicates that 5 non-empirical publications (out of 45 in our final sample) discussed antecedents of recruitment and selection practices. Similarly, forms of diversity have been mapped against the elements of Figure 1 framework. Figure 5 illustrates this mapping of Table 3 elements against Figure 1 elements.

Findings

The research on neurodiversity in the workplace context gained momentum from 2019, with 10 (comprising 4 non-empirical and 6 empirical papers) published in that year, attributed to a special issue on neurodiversity in a management journal (see Figure 3). The unprecedented growth was seen in 2023 with 23 papers published in that year, followed by 34 papers in 2024. The field that started with non-empirical publications now witnesses more empirical studies than the non-empirical work despite challenges associated with collecting data. Our sample (45 non-empirical and 60 empirical) comprised 104 journal articles and one conference paper. Tables 2 and 3 indicate that commonly discussed or studied forms of neurodiversity include autism (18 non-empirical publications and 26 empirical studies), neurodiversity in general (20 non-empirical and 16 empirical) and ADHD (9 non-empirical and 14 empirical). As per Table 3, 60 empirical studies used the following designs: 32 qualitative, 23 quantitative and 5 mixed-method designs. Frequently used methods were interviews (28 studies), surveys or questionnaires (27) and focus groups (7). In total, 11 studies were conducted across industries while many others included participants from multiple industries. The most common origins of the empirical studies were UK (13), USA (13), Australia (9) and Canada (6). Data were collected as follows: from both neurotypical and neurodivergent individuals (27), neurotypical individuals (16), neurodivergent individuals (15) and other sources (2).

Mapping of non-empirical publications

The bubble plot in Figure 4 shows the elements of non-empirical publications from Table 2 mapped against the neurodiversity framework from Figure 1. The size of the bubble corresponds to the number of studies. For instance, 15 studies focused on F, the developing and engaging practices (see coding in Table 2 to identify those 15 studies). The focus of non-empirical publications has been mainly on developing and engaging practices (F, 15), neurodiverse workplace (E, 14), challenges and opportunities pertaining to developing and

Table 2. Coding of non-empirical publications

Authors ^a	Neurodiversity form(s)	Framework elements (see Figure 1)
Annabi and Locke (2019)	Autism	B, G, H, I
Antony <i>et al.</i> (2024)	Neurodiversity	D, F
Benford and Standen (2011)	Autism	K
Bölte <i>et al.</i> (2024)	Neurodiversity, autism and ADHD	D, E, F, G, H, J
Coleman <i>et al.</i> (2000)	ADHD	K
Cox <i>et al.</i> (2024)	Neurodiversity	F
Dobusch (2021)	Autism	H
Doyle and McDowall (2022)	Autism, ADHD, dyslexia, dyspraxia (DCD) and Tourette syndrome	H
Ezerins <i>et al.</i> (2024)	Autism	B, D, G, J
Fiori-Khayat (2023)	Autism	F, J
Harvey <i>et al.</i> (2011)	OCD	E, I
Hayek and Harvey (2012)	ADHD	E, J
Hennekam and Follmer (2024)	Neurodiversity	C, F
Hill (2014)	Autism	C, F, E
Holwerda <i>et al.</i> (2012)	Autism	A
Houdek (2022)	Neurodiversity and toxoplasmosis	E, K
Johnson and Joshi (2014)	Autism	G
Kalmanovich-Cohen and Stanton (2023)	Neurodiversity	F, G
Katz (2003)	ADHD	G, F
Khan <i>et al.</i> (2023)	Neurodiversity	C, D, E, F, G, H, I, J
Kidwell <i>et al.</i> (2023)	Neurodiversity	G
Krzeminska <i>et al.</i> (2019)	Neurodiversity	B, E
LeFevre-Levy <i>et al.</i> (2023)	Neurodiversity	A
Longmire <i>et al.</i> (2024)	Autism	G, I
Mellifont (2022)	Neurodiversity	K
Patton (2009)	ADHD	G, I
Patton (2019)	Autism	E, F, G, I, J
Praslova <i>et al.</i> (2023)	Neurodiversity	H
Rao and Polepeddi (2019)	Neurodiversity	A, C, E, F, H
Richard (2023)	Neurodiversity	A
Robbins (2017)	ADHD	E, H, J
Roberson <i>et al.</i> (2021)	Neurodiversity	E, J, K
Sidle (2011)	Personality disorders (OCD and histrionic personality)	I
Silver <i>et al.</i> (2023)	Neurodiversity	H, J
Southey <i>et al.</i> (2024)	Autism	E, I
Szulc (2021)	Neurodiversity	C, E, F, J
Szulc (2022)	Neurodiversity	F, G
Szulc (2024)	Autism	F
van Rijswijk <i>et al.</i> (2024a)	Neurodiversity	J
Weber <i>et al.</i> (2024)	Autism, ADHD, dyslexia, DCD, dyscalculia, dysgraphia, Tourette syndrome and others	F
Wegmeyer and Speer (2023)	Neurodiversity	C
Whelpley and Perrault (2021)	Autism	A, E, J, K
Wyld (1996)	ADHD	G, I
Yan <i>et al.</i> (2024)	Autism	D
Zivkovic (2004)	Autism	K
Note(s): , ^a See the reference list for the publication details		
Source(s): Author's own work		

Table 3. Coding of empirical studies

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Ahmann et al. (2021)	ADHD	Qual	Focus group	Healthcare (coaching)	USA	ADHD coaches	NT	K
Ali et al. (2024a)	Neurodiversity	Quant	Survey	Retail	Australia	502 responses: 241 supervisors and 261 co-workers	NT	E, F, G, I
Ali et al. (2024b)	Neurodiversity	Quant	Survey	Retail	Australia	502 supervisors and employees of retail organizations	NT	F, I, J
Allen et al. (2023)	Neurodiversity	Mixed	Survey and semi-structured interviews	Military veterans	UK	232 surveys and 21 semi-structured interviews of people with a medically diagnosed condition (neurodiverse veteran)	ND	D, E, G
Artamoshina et al. (2023)	ADHD	Quant	Survey	N/A	Russia	367 CEOs from small and medium-sized enterprises (SMEs)	Both	E, J
Basto and Cepellos (2023)	Autism	Qual	Semi-structured interviews	N/A	Brazil	6 executives from national and foreign companies that hire professionals with autistic spectrum disorders (ASD)	NT	F, G
Blondel et al. (2024)	ADHD	Qual	Semi-structured interviews	Not specified	France, Germany, Australia, Belgium, Switzerland, USA and Canada	26 working individuals with ADHD	ND	E, J
Branicki et al. (2024)	Neurodiversity	Quant	Survey	Across industries	UK	Over 25,000 neurodivergent and neurotypical people is the UK large household-based survey titled Labour Force Survey	Both	E, F, J

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Brouwers <i>et al.</i> (2024)	Autism	Qual	Focus group	Across industries	Netherlands	64 autistic adults with and without paid (competitive) employment	ND	J
Camden <i>et al.</i> (2024)	Neurodiversity	Quant	Cognitive ability assessments	N/A	Global	Nearly 500,000 (Study 1: 139,737/ Study 2: 308,361/Study 3: 42,375). Participants were recruited from a website hosted by a global talent assessment provider where job candidates can complete practice tests similar to the assessments that their prospective employers may administer	Both	C
Comer <i>et al.</i> (2023)	Autism	Quant	Experiment	N/A	USA	314 participants through Prolific	ND	C
Crook and McDowall (2024)	ADHD	Qual	Semi-structured interviews	Across industries	USA, UK and others not specified	17 professionals with ADHD (two academics, two sales professionals, two creative directors/business owners, two charity workers, two teachers, a social entrepreneur, an artist, a police inspector, a journalist, a project manager, a property developer and a healthcare professional)	ND	E, J

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Doyle and Bradley (2023)	Neurodiversity	Quant	Independent ratings of work performance/ coaching intervention	Service sector, office-based and private sector, civil service-based roles, technology, finance and health	UK	409 coachees clients of a non-profit company who had provided complete pairs of performance self-evaluation ratings before and after coaching	ND	F
Doyle and McDowell (2015)	Dyslexia	Quant	Independent ratings of work performance/ coaching intervention	Across industries	UK	95 dyslexic coachees and 41 line-managers	Both	F
Drader-Mazza <i>et al.</i> (2024)	Autism	Qual	Structured interviews and qualitative survey	Financial services industry and multinational third-party service provider specializing in autistic and other neurodivergent talent acquisition services	USA, Iraq, Iran	Interviews with 2 coaches, 1 business lead, 3 autistic job candidates and 7 hiring and 4 job coaches 46 qualitative surveys from autistic job candidates	Both	A, C
Efeoglu and Kilincarslan (2024)	Autism	Qual	Semi-structured interviews	International company's dairy production facility	Turkey	23 people who were the co-workers, managers and parents of workers with AID	NT	F, I
Erbil <i>et al.</i> (2024)	Neurodiversity	Qual	Qualitative survey	Education, legal, healthcare, hospitality, retail, stationery, software, HR, military, tourism, aviation, transport, consulting and auditing	Turkey	20 human resource professionals	NT	G, K

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Estival <i>et al.</i> (2024)	Autism	Mixed	Surveys and interviews and focus group	Seven disability employment services	France	Step 1 include 11 workers or job seekers with disabilities who were young adults or adults with ASD, with or without associated intellectual disability and 15 professionals from the disability employment services. Step 2: 12 workers or job seekers with disabilities	Both	F
Farkas <i>et al.</i> (2020)	Autism	Mixed	Survey and focus group	Employment services and various sectors (e.g. customer service, retail, catering and administration)	N/A	24 autistic jobseekers and 2 disability employment advisors	Both	F
Goldberg and Willham (2024)	Autism	Mixed	Focus group and experiment	Not specified	USA	A focus group with 16 participants on the subreddit, r/Autistic Liberation	ND	D
Hall <i>et al.</i> (2016)	Autism	Qual	Semi-structured interviews	Autism care organization	UK	388 autistic job seekers 7 participants working within the organization (5 staff undergoing training to deliver video interaction guidance; 2 senior managers influencing coordination of training)	NT	K

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Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Iqbal et al. (2024)	Neurodiversity	Quant	Survey	The oil/gas, service, construction, manufacturing and telecommunication industries	Gulf Cooperation Council region (i.e. Saudi Arabia, United Arab Emirates, Oman)	215 neurodiverse employees of multinational companies	ND	I, J
Jiles et al. (2024)	Neurodiversity	Qual	Interview and qualitative survey	Accounting profession	USA	23 neurodivergent accountants	ND	F, G, J
Katz et al. (2015)	Autism	Quant	Survey	A center provides housing, employment and educational services for people with special needs. Restaurants and shops, libraries, computer jobs, etc.	Israel	26 participants with high functioning autism spectrum disorders (The sample also includes 26 team members who are health professionals who accompany and support the participants in the transition to their jobs. These team members were not mentioned clearly in the sample, but one of the measures have to be filled by both the autistic employee and his/her team member	Both	A, J
Kersten et al. (2024)	Neurodiversity	Qual	Interview	STEM sectors, the financial and professional services sectors	Netherlands	30 participants: HRM professionals ($n = 15$), supervisors of neurodivergent employees ($n = 4$) and neurodivergent employees ($n = 11$)	Both	F, I

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Lanivich <i>et al.</i> (2024)	ADHD	Quant	Survey	Across industries	USA	581 entrepreneurs	Both	E, J
Lup and Canonico (2024)	Autism	Mixed	Experiment (surveys, vignettes and open-ended questions)	General working population with no specific industry but uses accounting as the context for the vignette presented to participants	UK	268 participants (quantitative); 260 participants (qualitative analysis). Participants are working individuals recruited via a university-affiliated panel	NT	B
Macdonald and Cosgrove (2019)	Dyslexia	Quant	Survey	Police	UK	56 police employees previously diagnosed with dyslexia	ND	G
McIntosh <i>et al.</i> (2023)	ADHD	Quant	Survey	N/A	N/A	166 working adults who have ADHD	ND	G, J
Mellifont (2020)	Neurodiversity	Qual	Secondary data	N/A	Australia, Canada and England	8 guides to help prevent or treat the bullying of neurodiverse employees	Other sources	F
Orhan <i>et al.</i> (2024)	ADHD	Quant	Structured interviews	Heavy and light industry, construction and service sectors	Turkey	205 patients (Employees involved in workplace accidents presenting to the Emergency Department, aged 18 years and older, with full cognitive function)	Both	E, J
Özsoy and Balaban (2024)	Obsessive-compulsive disorder (OCD)	Quant	Survey	Multiple industries from public and private sector organizations	Turkey	771 white-collar employees	Both	E, J

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Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Priscott and Allen (2021)	Neurodiversity	Qual	Exercises and semi-structured interviews	Government organization	UK	97 participants Study 1: 53 participants from middle and senior management Study 2: 44 participants middle management	Both	G
Rampton et al. (2023)	Autism	Quant	Survey	Financial organizations, information technology, logistics and medical-support endeavors	Canada	80 autistic managers and employees	ND	E, F, J
Remington and Pellicano (2019)	Autism	Qual	Semi-structured interviews	Banking	UK	36 participants interns, their hiring managers and the colleagues who worked alongside them	Both	A, J
Richards (2012)	Asperger syndrome	Qual	Secondary data	Not specified	UK	Data used in this paper comes from two sources – a national report on the broader needs of adults with Asperger syndrome by Edmonds and Beardon (2008) and the findings from a similar study by Hendrickx (2010)	Other sources	G
Richards and Sang (2016)	ADHD, dyslexia, DCD (dyspraxia), dyscalculia and Asperger syndrome	Qual	Focus groups and semi-structured interviews	Transport	UK	Focus group with 44 Technical Standards and Safety Authority (TSSA) members and semi-structured interviews with 22 neurologically impaired employees, 4 neurodiversity champions and 2 TSSA organizers	Both	A, F

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Richards <i>et al.</i> (2019)	Autism, ADHD, dyslexia, DCD (dyspraxia) and Asperger syndrome	Qual	Interviews	Transport	UK	28 line-managers of neurodivergent employees	NT	I
Richardson <i>et al.</i> (2019)	Autism	Qual	Surveys and interviews	Dry cleaning, multiple sites (cleaning company), grocery store, bookstore, butcher shop and gift shop	USA	21 participants. 7 individuals with ASD, their parents and their employer but not clearly identified how many parents and employers	Both	D
Sander-Williams (2024)	ADHD	Qual	Semi-structured interviews	N/A	UK	3 women aged 40 and above with late ADHD diagnoses	ND	K
Sang <i>et al.</i> (2016)	ADHD, dyslexia, DCD (dyspraxia), dyscalculia and Asperger syndrome	Qual	Focus groups and semi-structured interviews	Transport industry	UK	seven focus groups ($n = 44$) and interviews with neurologically impaired professional transport employees ($n = 22$)	Both	E
Seemab and Faisal (2024)	ADHD	Quant	Survey	Banking, manufacturing, education and service sectors	Pakistan	259 employees from a few public and private institutes	Both	E, J
Smith-Spark <i>et al.</i> (2022)	Dyslexia	Quant	Experiment	Not provided	UK	8 adults with dyslexia and 27 adults without dyslexia who are university students	Both	E, J

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Speer <i>et al.</i> (2022)	Autism	Quant	Survey	Public sector	Australia	229 employees from two Australian public sector organizations	NT	B, I
Stappers and Andries (2024)	ADHD	Quant	Survey	Across industries	Belgium	543 founders and their start-ups	Both	E, J
Szulc <i>et al.</i> (2023)	Neurodiversity	Qual	Semi-structured interviews	Construction, oil, education, healthcare and business consulting	N/A	11 semi-structured interviews with 9 neurodivergent managers and employees and 2 business professionals supportive of neurodiversity	Both	E
Tomczak (2021)	Autism	Qual	Interviews	Education and support services	Poland	11 experts (10 women and one man) who professionally handle education and care for people with ASD	NT	F
Tomczak (2022)	Autism	Qual	Interviews	Schools, therapy and support companies	Poland, Spain, Australia and Canada	21 individuals with expertise in the field. specialized support staff, CEO of a company supporting and providing vocational training and recruitment for individuals with autism, CEOs and managers of companies employing individuals with autism, job trainers/ consultants and a parent of an adult job seeker with autism	Both (1 ND)	F, J

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
van den Bosch <i>et al.</i> (2019)	Autism	Qual	Semi-structured interviews	Self-advocacy organization	Netherlands	8 autistic people who were involved with autism self-advocacy organizations in the period 1999–2014	ND	G
van Rijswijk <i>et al.</i> (2024b)	Neurodiversity	Quant	Survey	Healthcare, banking, pensions and insurance, IT, construction industry, employee recruitment and education	Netherlands	357 group members (from which 43 reported being officially diagnosed with neurodivergence) nested in 70 organizational groups in 19 Dutch organizations	Both	E, J
Waisman-Nitzan <i>et al.</i> (2019)	Autism	Qual	Interviews	Employment services	Israel	11 employers of individuals with ASD from the open labor market	NT	D, G
Walkowiak (2021)	Autism	Qual	Semi-structured interviews	Across industries	USA, Australia, Canada	16 leaders or experts of neurodiversity initiatives	NT	H, K
Walkowiak (2024)	Neurodiversity	Qual	Semi-structured interviews	IT, banking, accounting, social enterprise, charity, disability service and academia	Australia, USA and Canada	16 participants who have leadership role in neurodiversity initiatives	NT	F
Watts (2024)	Autism	Qual	Semi-structured interviews	N/A	UK	5 autistic women	ND	F, G
Wen <i>et al.</i> (2023)	Autism	Qual	Semi-structured interviews	Across industries	Australia	14 Australian employers and 9 professional experts	NT	G

(continued)

Table 3. Continued

Authors ^a	Neurodiversity form(s)	Quant, Qual or Mixed	Methods	Industry	Country	Sample	Sample category ^b	Framework elements (see Figure 1)
Whelpley et al. (2021)	Autism	Qual	Qualitative survey	Across industries	USA	65 individuals being diagnosed as autistic and have an employment history and 26 managers	Both	D, G, I
Whelpley and Woznyj (2023)	Autism	Qual	Qualitative survey	Across industries	–	55 autistic employees 39 managers of autistic employees	Both	I
Wiater and Bartak (2023)	Neurodiversity	Quant	Survey	Water supply and sewage	Poland	51 managers	NT	D, E
Williams et al. (2024)	Autism	Qual	Semi-structured interviews	N/A	N/A	11 (7) autistic leaders and (4) allistic leaders who work with autistic individuals	Both	E, F, G
Yu et al. (2021)	ADHD	Quant	Survey	Study 1: across industries Study 2: wine industry	USA and Spain	Study 1: 222 entrepreneurs Study 2: 122 entrepreneurs in the Spanish wine industry	Both	E, J

Note(s): ^aSee the reference list for the publication details;; ^bNT refers to neurotypical and ND refers to neurodivergent

Source(s): Author's own work

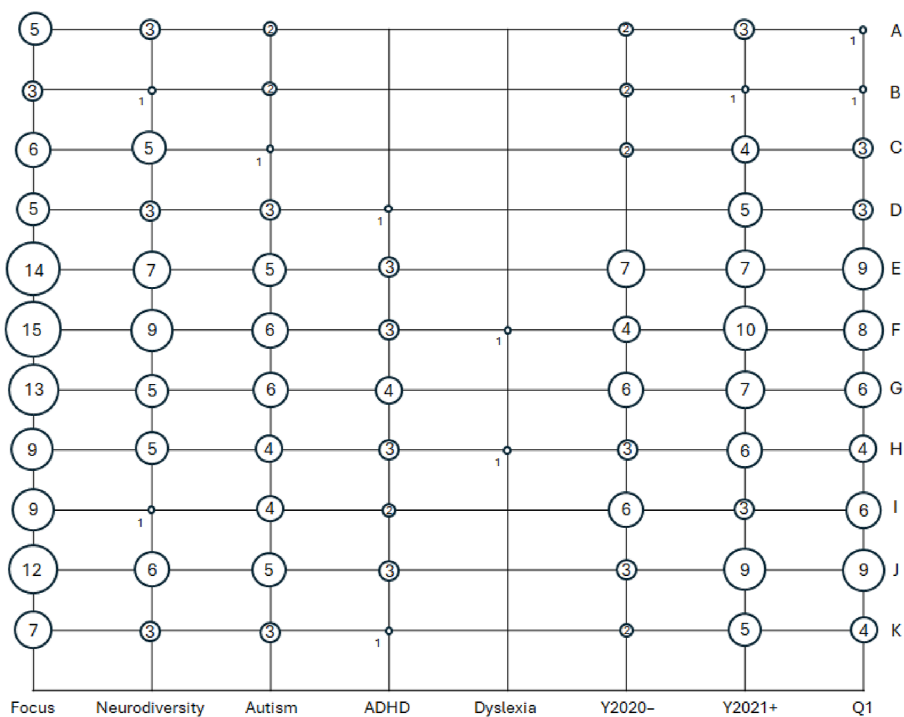


Figure 4. Bubble plot of mapping of non-empirical publications. Notes. A-K refer to the elements of Figure 1; the vertical and horizontal sums of number of studies do not equal 45 as most publications included multiple dimensions (x-axis) and elements (y-axis). Source: Author’s own work

engaging practices and inclusion (G, 13) and behaviors, processes and outcomes (J, 12). Many publications that discussed neurodiversity in general focused on developing and engaging practices (F, 9). Similar links were found: between autism and developing and engaging practices (F, 6), between autism and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 6) and between ADHD and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 4). Drawing on Figures 4 and 5, Figure 6 presents a consolidated summary of the amount and focus of research on workplace neurodiversity.

Creating stage. The creating a neurodiverse workplace stage comprises A-E elements of Figure 6. The focus of non-empirical publications was significantly greater on a neurodiverse workplace (E, 14) than recruitment and selection practices (C, 6), antecedents (A, 5), challenges and opportunities pertaining to recruitment and selection (D, 5) and challenges and opportunities pertaining to antecedents (B, 3). A greater discussion of A-D elements in non-empirical work will not only advance our knowledge but will also drive their empirical investigations.

Converting stage. This stage of managing neurodiversity comprises E-H elements of the framework. Comparatively, E (neurodiverse workplace, 14), F (developing and engaging practices, 15) and G (challenges and opportunities pertaining to developing and engaging practices and inclusion, 13) received more attention from scholars of non-empirical publications than H (neurodiverse inclusive workplace, 9). Overall, a balanced number of publications discussed these four elements, leading to some understanding of how to convert a neurodiverse workplace into a neurodiverse inclusive workplace.

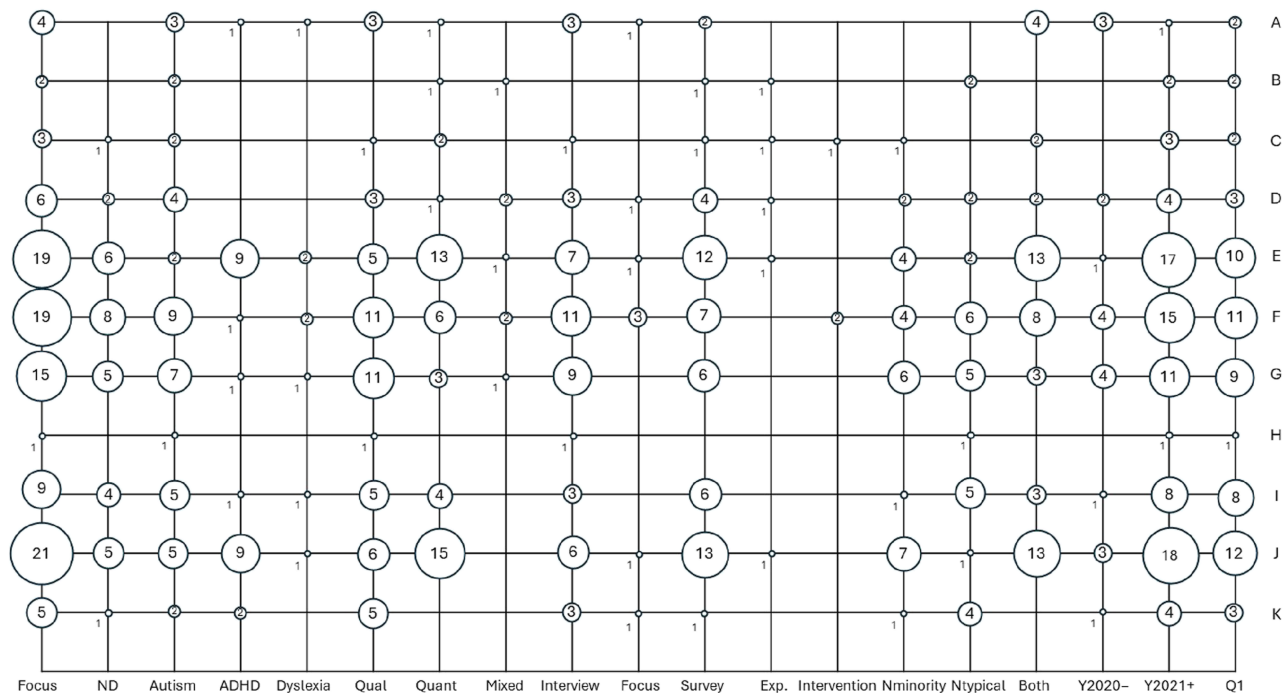


Figure 5. Bubble plot of mapping of empirical studies. Notes. A-K refer to the elements of Figure 1; The vertical and horizontal sums of number of studies do not equal 60 as most studies included multiple dimensions (x-axis) and elements (y-axis). Source: Author's own work

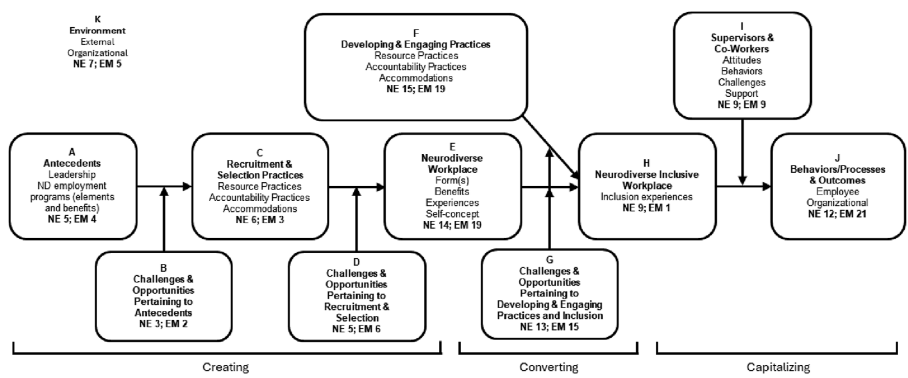


Figure 6. Neurodiversity management framework adapted from [Khan et al. \(2023\)](#) with a mapping of sample studies. NE refers to non-empirical publications and EM refers to empirical studies. Source: Author's own work

Capitalizing stage. The capitalizing stage of workplace neurodiversity management comprises H-J elements. Although the focus of non-empirical publications was slightly greater on behaviors, processes and outcomes (J, 12) than neurodiverse inclusive workplace (H, 9) and supervisors and co-workers (I, 9), overall they all attracted attention from scholars.

Overall, non-empirical literature provides greater insights into the converting and capitalizing stages of neurodiversity management than the creating stage of neurodiversity management. Most Q1 publications, as per SCImago journal rankings, also pertained to creating and converting stages. The number of publications gained momentum from 2021 onwards, with an increasing focus on the same two stages.

Mapping of empirical studies

The bubble plot in [Figure 5](#) presents the elements of empirical studies from [Table 3](#) mapped against the neurodiversity framework from [Figure 1](#). The focus of empirical studies has been on behaviors, processes and outcomes (J, 21; see coding in [Table 3](#) to identify those 21 studies), neurodiverse workplace (E, 19), developing and engaging practices (F, 19) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 15). While most of these studies centered on general neurodiversity and autism, ADHD studies were fragmented around neurodiverse workplace (E) and behaviors, processes and outcomes (J).

A greater number of studies of neurodiverse workplace (E) used quantitative methods (13) than qualitative methods (5). Several studies of developing and engaging practices (F, 11) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 11) used qualitative methods. Quantitative methods were common among the behaviors, processes and outcome studies. Mixed methods were rarely used. Interviews were commonly used for studies of developing and engaging practices (F, 11) and challenges and opportunities pertaining to developing engaging practices and inclusion (G, 9), while surveys were frequently used for studies of behaviors, processes and outcomes (J, 13) and neurodiverse workplace (E, 12). Focus groups, experiments and interventions were rarely used.

Many studies of behaviors, processes and outcomes (J, 7) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 6) collected data from neurominority. Neurotypicals were frequently studied for developing and engaging practices (F, 6), challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 5) and supervisors and co-workers (I, 5). Both groups were studied for neurodiverse workplace (E, 13), behaviors, processes and outcomes (J, 13)

and developing and engaging practices (F, 8). Until the year 2020, only a few empirical studies were published, which focused on developing and engaging practices (F), challenges and opportunities pertaining to developing and engaging practices and inclusion (G) and behaviors, processes and outcomes (J). The years 2021–2024 witnessed a large number of studies focusing on behaviors, processes and outcomes (J, 18), neurodiverse workplace (E, 17), developing and engaging practices (F, 15) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G, 11). Many of these papers were published in Q1 journals.

Creating stage. For the creating stage (A-E elements of [Figure 6](#)), the focus of empirical studies was mainly on the last element of a neurodiverse workplace (E, 19). The other four elements received little attention, especially challenges and opportunities pertaining to antecedents (B, 2), recruitment and selection practices (C, 3) and antecedents (A, 4). A lack of empirical research on A-D has caused a knowledge gap pertaining to creating a neurodiverse workplace, evidenced in low neurodiversity in organizations ([Ali et al., 2024a, b](#)).

Converting stage. The empirical literature on E-H elements of the framework was dominated by E (neurodiverse workplace, 19), F (developing and engaging practices, 19) and G (challenges and opportunities pertaining to developing and engaging practices and inclusion, 15). Only one empirical study, published in 2021, focused on inclusion ([Walkowiak, 2021](#)). Therefore, while evidence exists for how to convert a neurodiverse workplace into an inclusive workplace, little is known about the inclusion experiences of employees.

Capitalizing stage. The capitalizing stage (H-J elements) of workplace neurodiversity management received mixed empirical attention. Predominantly, the focus was on behaviors, processes and outcomes (J, 21) to possibly demonstrate a business case. Given the importance of supervisory and co-workers' support, nine empirical studies investigated it. As indicated above, little is known about inclusion experiences of a neurodiverse workplace.

Overall, empirical literature also provides greater insights into the converting and capitalizing stages of neurodiversity management (except the inclusion element) than the creating stage of neurodiversity management. Inclusion connects converting and capitalizing stages but has received little empirical attention. The number of publications (including Q1) gained momentum from 2021 onwards, with a consistent focus on converting and capitalizing stages.

Discussion

The objective of this unprecedented mapping of the workplace neurodiversity literature was to ascertain the amount and focus of research, leading to identifying knowledge gaps that need to be addressed through future research. The findings indicate that the neurodiversity in the workplace field is young but growing. It started with non-empirical or conceptual discussion in the 1990s but has grown into a field increasingly dominated by empirical studies. The momentum was gained in 2019 with a special issue published by a management journal and a growing quest for a business case. Overall, the focus of empirical studies has been slightly different from the focus of non-empirical publications. While both emphasize more on post-hiring stages (converting and capitalizing), empirical studies did not pay attention to inclusion, an important dimension of managing diversity.

Non-empirical literature

The findings indicate that the non-empirical literature, including Q1 publications, focused more on converting and capitalizing stages than on the creating stage. Until 2020, scholars mainly discussed workplace neurodiversity (E element from [Figure 6](#); e.g. [Harvey et al., 2011](#)), challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. [Patton, 2019](#)) and supervisors and co-workers (I; e.g. [Annabi and Locke,](#)

2019). From 2021 onwards, the focus broadened to include developing and engaging practices (F; e.g. Cox *et al.*, 2024), behavior, processes and outcomes (J; e.g. Fiori-Khayat, 2023), inclusion (H; e.g. Praslova *et al.*, 2023), challenges and opportunities pertaining to recruitment and selection (D; e.g. Antony *et al.*, 2024) and environment (K; e.g. Roberson *et al.*, 2021). Overall, the focus remains on converting a neurodiverse workforce into a neurodiverse inclusive workplace and capitalizing on the benefits of neurodiversity. Most discussions of general neurodiversity, autism and ADHD centered on developing and engaging practices (F; e.g. Bölte *et al.*, 2024) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. Ezerins *et al.*, 2024).

Empirical literature

The findings suggest that empirical literature, including Q1 studies, also centered more on converting (apart from inclusion) and capitalizing stages of the framework than the creating stage. Until 2020, only a few empirical studies were published, focusing mainly on developing and engaging practices (F; e.g. Mellifont, 2020), challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. Richards, 2012) and behavior, processes and outcomes (J; e.g. Remington and Pellicano, 2019). From 2021 onwards, the focus broadened to include workplace neurodiversity (E; e.g. Stappers and Andries, 2024), supervisors and co-workers (I; e.g. Spoor *et al.*, 2022), challenges and opportunities pertaining to recruitment and selection (D; e.g. Wiater and Bartak, 2023) and environment (K; e.g. Erbil *et al.*, 2024). Overall, the focus remains on converting and capitalizing stages of the framework.

Empirical investigations of general neurodiversity and autism revolved around workplace neurodiversity (E; e.g. Ali *et al.*, 2024a), developing and engaging practices (F; e.g. Basto and Cepellos, 2023), challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. Priscott and Allen, 2021), supervisors and co-workers (I; e.g. Whelpley and Woznyj, 2023) and behavior, processes and outcomes (J; e.g. Brouwers *et al.*, 2024). On the contrary, ADHD studies focused on workplace neurodiversity (E; e.g. Orhan *et al.*, 2024) and behavior, processes and outcomes (J; e.g. Lanivich *et al.*, 2024). Although qualitative methods were mainly used for developing and engaging practices (F; e.g. Kersten *et al.*, 2024) and challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. Priscott and Allen, 2021), quantitative methods were mainly employed for behavior, processes and outcomes (J; e.g. Ali *et al.*, 2024b) and workplace neurodiversity (E; e.g. van Rijswijk *et al.*, 2024b). Mixed methods were rarely used (e.g. Allen *et al.*, 2023).

Interviews and surveys were commonly used to investigate workplace neurodiversity (E; e.g. Artamoshina *et al.*, 2023), developing and engaging practices (F; e.g. Efeoglu and Kilincarslan, 2024), challenges and opportunities pertaining to developing and engaging practices and inclusion (G; e.g. William *et al.*, 2024), supervisors and co-workers (I; e.g. Iqbal *et al.*, 2024) and behavior, processes and outcomes (J; e.g. McIntosh *et al.*, 2023). The lack of use of focus groups, experiments and interventions suggests that the field centers on fundamental research questions. Although the converting stage elements used data from neurominority (neurodivergent), neurotypical or both (E, F, G; e.g. Williams *et al.*, 2024), the capitalizing stage elements used data as follows: from neurotypical or both for the I element (e.g. Whelpley and Woznyj, 2023) and from neurominority or both for the J element (e.g. Brouwers *et al.*, 2024).

Comparing findings with recent reviews. This review might be the first mapping review of an end-to-end process of managing workplace neurodiversity comprising creating, converting and capitalizing stages. However, it is worth noting how the findings of this review compare with those of recent reviews. For instance, recent reviews indicate that the majority of literature conceptualizes diversity as a difference rather than a deficit or disorder (McLennan *et al.*, 2025) and is overwhelmingly dominated by a focus on autism (Ogoms *et al.*, 2025), calling for future research to focus on other less-studied forms of neurodiversity, such as dyslexia,

dyspraxia and dyscalculia and intersectional identities (Doyle and McDowall, 2022). The current mapping review refines these findings by showing that the non-empirical literature's focus has been on neurodiversity in general, autism and ADHD, respectively, while empirical literature has more frequently studied autism, neurodiversity in general and ADHD, respectively. Moreover, reviews reveal that neurodivergent individuals face significant and persistent barriers in the workplace, including pervasive stigma (Turnock *et al.*, 2022), a lack of awareness among colleagues and managers (Ezerins *et al.*, 2024), sensory overload in open-plan offices (Weber *et al.*, 2024), reciprocal communication and unstructured social communication (Kirkwood *et al.*, 2025) and disclosure dilemmas (Patton, 2019). The current mapping review refines these findings by showing that the barriers and challenges pertaining to all three stages of creating, converting and capitalizing have attracted slightly more attention from empirical studies than non-empirical work. Relatively, greater knowledge exists on the barriers and challenges pertaining to supervisors, co-workers and developing and engaging practices than recruitment and selection practices.

The recent reviews chart a path forward, identifying effective support and interventions that can create a more inclusive environment. These include tailored accommodations, such as noise-canceling headphones and flexible schedules (Wen *et al.*, 2024), strength-based management practices (Najeeb and Quadt, 2024) and structured hiring initiatives like neurodiversity talent programs (Chammas and Hernandez, 2025; Hennekam and Follmer, 2024). The current review shows that while evidence exists for the offering of developing and engaging practices, the inclusion experiences of neurodivergent employees have been substantially understudied, leading to a lack of evidence for the effectiveness of practices. Finally, recent reviews call for more rigorous, high-quality research across a wider range of neurotypes and global contexts, emphasizing that true inclusion requires a systemic, organizational-level transformation rather than placing the burden of adaptation solely on the individual (Ezerins *et al.*, 2024; Rollnik-Sadowska and Grabińska, 2024). The current review also places inclusion at the center of managing neurodiversity while also revealing an increasing emphasis on employee and organizational behaviors, processes and outcomes along with contextual management of neurodiversity, aligning with organizational and external environments.

Practical implications

The focus on the converting and capitalizing stages implies that many organizations are still treating neurodiversity as a problem to be managed rather than a talent pool to be actively sourced. This reactive approach means organizations are not able to achieve a competitive advantage by failing to build robust talent pipelines specifically designed to attract neurodivergent individuals (Austin and Pisano, 2017). To address this, organizations must shift resources earlier in the employee lifecycle to the creating stage. Organizational leadership must treat neurodiversity inclusion as an integrated talent management lifecycle, not a series of disconnected initiatives. To address this, organizations need to apply a rigorous, evidence-based approach to recruitment and selection of neurodivergent individuals (Hennekam and Follmer, 2024; Pfeffer and Sutton, 2006). This involves moving beyond the ad-hoc accommodations described in the converting stage, which aligns with the principle of strategic HR management, emphasizing that HR practices must be internally consistent and aligned with long-term organizational goals (Wright and McMahan, 1992).

For managers, the strong focus on their role and developing and engaging practices underscores that their day-to-day leadership behaviors are the cornerstone of inclusion (Purcell and Hutchinson, 2007; Shore *et al.*, 2018). Neurodivergent employees' experiences and outcomes are shaped by their interactions with supervisors and co-workers (Khan *et al.*, 2023). Therefore, organizations must move beyond basic awareness training and equip managers with tangible skills in psychological safety, equitable task allocation and personalized management. This reliance points to the importance of leader-member

exchange theory (Graen and Uhl-Bien, 1995), which shows that high-quality, trust-based relationships between managers and individual employees lead to greater satisfaction, performance and retention. Managers must be trained and rewarded for building these high-quality relationships with all reports, including neurodivergent individuals (Kirkwood *et al.*, 2025).

The broadening focus to include environment and behavior, processes signals a critical evolution: sustainable neurodiversity management demands a strategic cultural transformation (Ezerins *et al.*, 2024; Rao and Polepeddi, 2019; Rollnik-Sadowska and Grabińska, 2024). The implication for senior leadership is that capitalizing on the benefits of neurodiversity requires cultivating an entire ecosystem of psychological safety where cognitive variations are not just accommodated but valued as essential to innovation (Edmondson, 1999). The ultimate goal is to build an organization where cognitive diversity is a recognized driver of problem-solving and value creation, leading to measurable outcomes such as enhanced innovation and superior performance (Austin and Pisano, 2017).

Future research directions

This mapping review has identified several knowledge gaps that demand conceptual work and empirical investigations for our comprehensive understanding of workplace neurodiversity. First, while there are some discussions (e.g. Richards, 2023) and empirical investigations (e.g. Richards and Sang, 2016) of antecedents of recruitment and selection practices, there needs to be an emphasis on challenges and opportunities pertaining to antecedents (B; e.g. Spoor *et al.*, 2022). This literature will help us translate the antecedents into neurodiversity recruitment and selection practices. The following research questions need attention: How does corporate governance empower leadership in driving neurodiversity recruitment and selection practices? What are the roles of HR infrastructure and diversity perspective in translating neurodiversity employment programs into sustainable neurodiversity recruitment and selection practices?

Second, despite the importance of recruitment and selection practices (C) in creating a neurodiverse workplace (E; e.g. Hill, 2014), there is a lack of empirical research on their role. Future research can investigate the following research questions: Which neurodiversity recruitment and selection practice bundles (resource, accountability or accommodations) are more effective in acquiring neurodiverse talent? How does their horizontal alignment amplify their effectiveness in creating a neurodiverse workplace? This body of research should also unfold the challenges and opportunities pertaining to recruitment and selection (e.g. Goldberg and Willham, 2024) as past research emphasized more subsequent elements of managing neurodiversity. A general low level of neurodiversity in our organizations can be partly attributed to a lack of evidence for the effectiveness of recruitment and selection practices (Ali *et al.*, 2024a).

Third, despite a considerable discussion of inclusion in the non-empirical literature, there has been only one study of inclusion experiences (Walkowiak, 2021), which collected data from neurotypical employees. This is a significant knowledge gap in terms of how neurominority (neurodivergent) employees perceive uniqueness and belonging (Nishii, 2013; Roberson, 2025). Capitalizing on neurodiversity benefits is not possible without inclusion perceptions. Future work might benefit from studying: What unique challenges emerge at the intersection of neurodivergence with other marginalized identities (e.g. gender, race and age) in enhancing workplace inclusion? How does organizational culture (e.g. psychological safety, flexibility norms and error tolerance) influence inclusion experiences of neurodivergent employees? Fourth, while there has been some consideration of the environmental factors since 2021 (e.g. Sander-Williams, 2024), there needs to be additional research on external and organizational factors that can influence neurodiversity management. Research questions may include: How do external stakeholders (e.g. neurodiversity advocacy groups, investors and clients) shape employer decisions to adopt neurodiversity employment programs? How do

organizational characteristics (e.g. size and industry) influence workplace neurodiversity management?

Fifth, although the research so far mainly focused on general neurodiversity, autism and ADHD (e.g. [Wen et al., 2023](#)), future research needs to study dyslexia and other forms of neurodiversity for our knowledge of a broader range of neurodiversity conditions. The ADHD empirical research has also been narrowly focused on neurodiverse workplace (E; e.g. [Yu et al., 2021](#)) and behaviors, processes and outcomes (J; e.g. [Stappers and Andries, 2024](#)). This fragmented and narrow focus has led to low understanding of how managing neurodiversity may differ for its various forms. Specific research questions may include: How do cognitive strengths associated with less-studied neurodiversity forms align with specific occupational demands, and what barriers prevent recruiters from recognizing this alignment? What factors influence disclosure decisions among employees with dyscalculia and Tourette syndrome in different career stages, and how do these decisions impact their career trajectories? Sixth, future research can benefit from using mixed-methods designs (e.g. [Lup and Canonico, 2024](#)) and less frequently used methods, such as focus groups, experiments and interventions (e.g. [Comer et al., 2023](#)). Example research questions are as follows: How does a neurodiversity-awareness training intervention impact managers' perceived ability to recognize and leverage the strengths of employees with dyslexia and dyspraxia? How do neurodivergent employees perceive well-being, and how do workspace redesigns (e.g. lighting and acoustics) affect it? Invaluable insights will be gained from collecting primary data from neurominority employees, especially for creating and converting (including inclusion perceptions) stages.

Limitations

This mapping review, while comprehensive, is subject to some limitations. First, the decision to restrict the search to only two databases (Business Source Elite and ABI/INFORM), albeit well justified for their workplace focus, may have resulted in the omission of some indirectly relevant literature from other fields such as disability studies ([Lefebvre et al., 2022](#)). Second, by design, a mapping review does not critically appraise the methodological quality of the included studies ([Arksey and O'Malley, 2005](#); [Grant and Booth, 2009](#); [Miake-Lye et al., 2016](#)). While this review successfully cataloged the volume and focus of research, it could not assess the validity or robustness of the findings within the 105 publications. Third, the focus on peer-reviewed literature ensured quality ([Chandler et al., 2019](#)), but it might have overlooked valuable insights from grey literature, such as policy documents or industry reports, which could provide practical context to the academic findings. Fourth, the research questions did not require a systematic cataloging of the theoretical frameworks underpinning the 105 publications ([Miake-Lye et al., 2016](#)). However, this review significantly developed [Khan et al.'s \(2023\)](#) framework to articulate the *why* and proficiently mapped the *what* and *how* of existing research, presenting a valuable opportunity for future analytical reviews to focus on theories.

Conclusion

This mapping review has systematically collated and cataloged the burgeoning yet fragmented body of literature on workplace neurodiversity. The analysis demonstrates that current scholarship is predominantly concentrated on the latter stages of the neurodiversity management framework – converting and capitalizing – while critically neglecting the creating stage and the inclusion element, which is at the juncture of converting and capitalizing. The over-reliance on specific methodological approaches and the focus on general neurodiversity, autism and ADHD further highlight significant blind spots. Consequently, this review establishes a clear and urgent research program: to address these identified gaps by pioneering studies on inclusion mechanisms, exploring under-researched

neurotypes, employing mixed-methods designs and, most importantly, centering the lived experiences and voices of neurominorities. By directing scholarly effort toward these priorities, the field can evolve from fragmented insights to a robust, evidence-based discipline that truly supports positive outcomes for both neurominority employees and the organizations they enrich.

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