

Neurodiversity and Job Satisfaction: The Impact of Reaching Beyond  
Standard Diversity, Equity, and Inclusion Practices

Rebecca Breeswine

Marywood University

October 15, 2025

## **Abstract**

This research examines the relationship between neurodiversity inclusion policies and job satisfaction, investigating whether organizational outcomes are influenced when inclusion policies are expanded beyond standard diversity, equity, and inclusion (DEI) practices. While DEI initiatives have historically focused on visible identities such as race, gender, and physical disability, neurodiversity has broadened the definition of diversity to include invisible conditions such as autism, ADHD, and dyslexia. Locke's Range of Affect Theory, Disposition Theory, the Neurodiversity Paradigm, and Social Information Processing (SIP) Theory provide a basis for analysis and offer unique insights into how affective experiences, personality traits, cognitive variation, and social cues influence job satisfaction. The relevant literature suggests that neurodiversity inclusion fosters innovation, retention, and psychological safety, yet barriers such as stigma and inaccessible hiring practices remain. Differentiating between surface-level compliance and meaningful inclusion demonstrates the need for intentional policies addressing recruitment, accommodations, education, and accountability. Ethical considerations, including informed consent, privacy, and avoidance of harm, are emphasized to ensure equitable representation and prevent misuse of research. Policy recommendations advocate for integrating neurodiversity into existing DEI frameworks through the use of inclusive hiring, adapted retention strategies, and comprehensive and accessible models for training and education. By reframing neurodiversity as a strategic advantage, organizational practices align with an ability-focused approach. Companies can enhance job satisfaction, strengthen workplace culture, gain reputational authenticity, and achieve sustainable competitive benefits.

## Table of Contents

Abstract	i
Introduction	1
Background	1
Significance	3
Purpose Statement	3
Literature Review	5
Job Satisfaction	5
Neurodiversity	8
Standard Diversity, Equity, Inclusion Policy	10
Neurodiversity Policy	11
Implications and Opportunities	15
Analysis	16
Locke's Range of Affect Theory	16
Disposition Theory	17
The Neurodiversity Paradigm	19
Social Information Processing Theory	21
Ethical Implications	24
Policy Recommendations	27
Summary	30
Significance of Neurodiversity Inclusion	30
Literature Review and Theoretical Framework	31
Policy Analysis: DEI vs. Neurodiversity	32

Ethical Implications	32
Implications and Policy Recommendations	32
Conclusion	33
References	34

## **Introduction**

### **Background**

Discussions surrounding the challenges and benefits of diversity and inclusion have become increasingly common. Employment history has seen the pendulum of diversity swing from one extreme to the other and is constantly attempting to settle in a subjective, and oftentimes, controversial middle (Tessema et al., 2023). Balancing the desire for inclusive practices with the expectation of equity and fair employment practices is an area that has been well researched, yet remains debated (Randel, 2023). The growing awareness around DEI policies and practices makes this subject relevant and evolving (Olusanya, 2023).

The Civil Rights Act of 1964 was a landmark legislation that prohibited discrimination based on race, color, religion, sex, or national origin. Employment discrimination was addressed in Title VII of this act. Equal employment laws and affirmative action brought diversity to the forefront of organizational policy and practice, setting the stage for the addition of the Americans with Disabilities Act of 1990 (ADA) (Martinez et al., 2024). The ADA prohibits discrimination against individuals based on disability status. This act applies to all areas of public life, including employment (U.S. Department of Justice Civil Rights Division, 1990).

Many organizations have embraced the shift in thought and have made inclusive practices the norm and standard, rather than just a mandate (Turi et al., 2022). Leaders are seeing the benefits of inclusion in many areas of the organization, including innovation, retention, and workplace culture (Tessema et al., 2023). This shift in mindset has led to more inclusive recruiting, hiring, and management practices, aimed at capitalizing on the uniqueness that each person brings to the table and translating those nuances into successes (Martinez et al., 2024).

The topic of job satisfaction is considered the variable that best captures an organization's overall culture. Many factors influence this measure, and it is difficult to isolate the independent effect of each (Montuori et al., 2022). Salary, benefits, and schedule directly impact an individual's work-life balance, and opportunities for advancement and educational requirements are tied together. There is a correlation between accountability and an employee's trust in management (Baxi & Atre, 2024). These factors are closely intertwined and often cannot be considered independently of each other.

As discussions surrounding burnout and turnover become more mainstream, job satisfaction is referenced as the primary indicative measure. Organizations and researchers are interested in assessing the internal and external factors that influence employee attitudes (Baxi & Atre, 2024). There is an organizational and social push toward creating positive, collaborative work cultures that focus on valuing individuality, encouraging creativity, and adapting to changing social norms (Montuori et al., 2022). The work environment of today is different from the work environment our parents and grandparents experienced.

Diversity, equity, and inclusion policies are standard practice in organizations. These policies guide the organization's recruiting, hiring, and management processes in accordance with state and federal laws (Olsuanya, 2023). In most cases, these policies detail the organization's requirements for recruiting and hiring. These quotas were designed to ensure diverse representation and create opportunities for individuals in marginalized, protected, and underrepresented groups. The current political and economic climate has many organizations reevaluating or even eliminating their DEI initiatives (Randel, 2023).

While the intent of DEI policies is transparency and compliance, many organizations have incorporated these policies as a part of the vision and mission (Tessema et al., 2023). It is becoming

increasingly more common for organizations to expand these policies into non-mandated initiatives. In recent years, the concept of meaningful inclusion, initially used in the context of special education, has become a popular touchpoint for organizational development (Tariq, 2024). A prominent facet of this movement is neurodiversity inclusion (Silver et al., 2023).

Neurodiversity inclusion looks to frame neuroatypicality as a form of diversity that addresses the barriers to recruiting, hiring, and managing neurotypical individuals (Wen et al., 2024). Prior research has shown that including neurodiverse individuals in the workforce can reduce turnover, stimulate innovation, improve problem-solving, and encourage creative thinking (Ali et al., 2024). Employers are embracing the unique perspectives and diverse skill sets that neurodiverse individuals bring to the corporate landscape (Austin & Pisano, 2017).

### **Significance**

Fostering neurodiversity inclusion in the workplace leads to lower turnover, innovation, increased productivity, enhanced problem-solving, and creative thinking (Austin & Pisano, 2017). Researchers and leaders use these same factors when examining job satisfaction. Understanding the connection, if any, will be critical to determining whether neurodiversity inclusion policies and practices are beneficial for organizations in a broader sense than simple expansion of existing DEI policies (Bruyere & Colella, 2022). This research may provide organizations with data to help them determine whether to focus resources on neurodiversity inclusion.

### **Purpose Statement**

The purpose of this research is to examine the effects of corporate neurodiversity inclusion policies on job satisfaction. At this point, the effects of neurodiversity inclusion policies are defined by anecdotal data that highlights a deficit-focused approach to diversity management. The perception of overall job satisfaction is defined by an employee's level of contentment with their

position and their organization. These effects are most often defined in terms of organizational productivity, organizational turnover, employees' perception of company culture, employees' and managers' levels of stress, perceptions of psychological safety within the organization, and employees' perceptions of management.



## **Literature Review**

### **Job Satisfaction**

The concept of job satisfaction is a common theme in modern organizational discussions. However, it was not until the early 20th century that researchers began to explore the correlation between social and psychological factors and work performance (Baxi & Atre, 2024; Montuori et al., 2022). Until the Hawthorne Studies in the late 1920s and 1930s, organizational success was primarily gauged by efficiency and productivity, with little to no attention paid to work conditions and employee satisfaction. These studies laid the groundwork for psychologists such as Abraham Maslow and Frederick Herzberg to investigate the impact of employee satisfaction on organizational success (Sinclair, 2024).

The organizational landscape of the 1960s through the 1990s called for employers to invest in development and cultural initiatives designed to address their employees' need for physical and psychological safety, identification of motivating factors, recognition of each team member's value, and a feeling of belonging (Sinclair, 2024). There is an organizational understanding that these factors heavily influence the satisfaction of their staff and, in turn, affect the organization's fiscal, intellectual, and competitive performance (Omah & Obiekwe, 2019).

Modern organizations have turned to data-driven approaches to measure and improve job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022). Human resource programs focus on enhancing employee experience (Baxi & Atre, 2024) and leveraging strategic performance management (Montuori et al., 2022) to establish organizational boundaries and policies that cater to the unique needs of employees. Wellness programs, flexible work schedules, remote and hybrid work structures, and opportunities for employee recognition are standard practices in improving

morale, increasing retention, and promoting a holistic approach to work-life balance (Burton et al., 2022).

The research on job satisfaction is both extensive and deeply influential in organizational psychology and management studies (Baxi & Atre, 2024). With studies dating back almost one hundred years, job satisfaction is one of the most frequently researched topics and spans multiple disciplines, including psychology, sociology, business, and human resource management. This complex topic lends itself to in-depth analysis as it relates to empirical data, human experience, and the interplay of factors at multiple levels in an organization (Baxi & Atre, 2024; Montuori et al., 2022).

The breadth and scope of job satisfaction research allow for methodological diversity. Perspectives and frameworks vary depending on the angle of the research and the knowledge the researcher hopes to obtain. There is an opportunity to explore global and facet satisfaction, personality traits, environmental factors, policies, and implementation using a variety of techniques, tools, and instruments (Baxi & Atre, 2024; Montuori et al., 2022).

Regardless of the method employed, researchers can agree that the relationship between job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022) and organizational outcomes (Ali et al., 2024; Austin & Pisano, 2017) is significant. High job satisfaction is linked to increased productivity, greater organizational engagement, lower turnover, and better performance (Omah & Obiekwe, 2019). Factors such as working conditions, employee outcomes, leadership, culture, and autonomy affect job satisfaction, and research aims to determine the strength of these correlations and the benefits to organizations (Turi et.al., 2022).

The limitations in job satisfaction consideration are also well documented. Research on job satisfaction has made significant contributions to understanding workplace dynamics, but

limitations in applicability and generalizability are significant and noteworthy. There are several key factors that affect the generalizability of job satisfaction studies including conceptual ambiguity, methodological challenges, cultural and contextual limitations, theoretical fragmentation, and practical implementation gaps (Baxi & Atre, 2024; Montuori et al., 2022).

Across studies, the definition of job satisfaction varies from global to facet-based and often overlaps with other socio-emotional constructs such as employee engagement, organizational commitment, and well-being (Baxi & Atre, 2024; Montuori et al., 2022). Participants' understanding of job satisfaction varies depending on cultural influences and personal desires and feeds into methodological concerns such as response bias, social desirability, and the limited depth of self-reported surveys (Imonikhe & Lukic, 2022).

Recognizing and understanding the modern workforce and non-traditional employees are critical to identifying potential limitations in the traditional theoretical frameworks associated with job satisfaction studies (Baxi & Atre, 2024; Montuori et al., 2022). The inherent mismatch in ideals creates a gap in methodology and analysis that researchers should not, but oftentimes, ignore for pragmatic reasons. The cascading effect of these gaps is most obvious in the implementation of practical strategies that do not accurately address the underlying psychological, social, and complex constructs affecting job satisfaction and are subsequently ineffectual.

Organizations who understand both the benefits and limitations of the research recognize the importance of both monetary and non-monetary recognition on job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022). Consistent and meaningful recognition and tailored feedback positively correlates with higher job satisfaction, increased employee engagement and increased employee retention. This understanding guides organizations to implement strategies that target

the key areas of focus for employees and capitalize on the information they have available to them through their own internal research.

### **Neurodiversity**

The broad definition of neurodiversity refers to the natural variation in human brain function and the way in which an individual cognitively interacts with their environment neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). Often defined as a spectrum, conditions such as autism, ADHD, dyslexia, dysgraphia, and other neurological conditions are enveloped under the neurodiversity umbrella. Coined by Judy Singer in the late 1990s, the term "neurodiversity" shifted the narrative from medical pathology to the realm of diversity and human experience. Singer strove to steer the conversation away from deficit-based rhetoric to acceptance as a biological fact of neurocognitive function (Lee & Leger, 2024).

The paradigm society now recognizes evolved over the past 30 years as champions of the neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) movement has focused its efforts on inclusion and equality for “neurologic minorities.” Moreover, the extension of standard diversity, equity, and inclusion, neurodiversity addresses the need to recognize “invisible” diversities and free these individuals from stigma while encouraging self-determination and global acceptance (Forbes HR Council, 2025; CultureAlly, 2025). This paradigm rejects the pathology or medical paradigm of neurodiversity and instead embraces human cognitive variation, rejects forced conformity, focuses on social justice, and establishes the framework for the applicability of meaningful inclusion in educational, organizational, and societal settings.

Research on neurodiversity has grown in both breadth and depth, reflecting its evolving role in psychology, education, healthcare, and social justice. From psychology and neuroscience

to education and organizational settings, the research spans multiple disciplines and demonstrates the broad applicability and relevance across settings (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). Centering on lived experiences, research often uses autoethnography, personal network analysis, and narrative inquiry as methodological frameworks. Included populations have expanded from an initial focus on autism to encompass ADHD, dyslexia, Tourette's syndrome, and individuals who self-identify as neuroatypical. The inclusion of children and adults, as well as a focus on cross-cultural and intersectionality perspectives, has increased the generalizability of neurodiversity studies.

The complicated nature of cognitive functioning and the recognition of self-identification are important limitations to consider. Inconsistencies related to terminology and conceptual ambiguity are barriers to the widespread applicability and generalization of the concept. Current research recognizes a need for greater representation from the neurodiverse population, increased community-led research, and more inclusive methodologies (Lee & Leger, 2024).

While diversity, equity, and inclusion (DEI) initiatives have existed since the 1960s (Forbes HR Council, 2025; CultureAlly, 2025), neurodiversity was largely excluded until the 2010s (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). Early DEI efforts focused on race, gender, and physical disability. The increased recognition of neurodiversity as a strategic advantage has led organizations to reevaluate their current policies on inclusion (HR Future, 2023). The shift from deficit-based narratives to recognizing normal human cognitive variation has paved the way for organizations to recognize and capitalize on the innovation, hyperfocus, pattern recognition, problem-solving, and creativity that neurodiverse individuals can bring to a team. The challenges associated with the former medical model have slowly transformed, and continue to transform, into awareness of the benefits of neurodiversity inclusion.

This awareness has translated into high productivity, increased retention, cultures of psychological safety, and the ability to tap into an underrepresented and overlooked pool of talent (Krezminska et. Al., 2019)

Despite progress in shifting the narrative from deficit to difference, unemployment rates among the neurodivergent population (Khan et al., 2023; Doyle, 2020) remain high, with up to 85% of these individuals unemployed despite wanting to work (Lee & Leger, 2024). Continued stigma, inaccessible hiring practices, and organizational unwillingness to make accommodations, physical or environmental, have presented barriers to workforce entry for neurodivergent candidates. Continued efforts directed at inclusive practices that go beyond standard policy and emphasize a strengths-based approach represent the difference between organizations embracing neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) and those that defer to traditional definitions of diversity.

### **Standard Diversity, Equity, and Inclusion Policies**

Standard Diversity, Equity, and Inclusion (DEI) policies typically include a structured set of components designed to foster a fair, inclusive, and respectful workplace. The core components of these policies typically include (1) a mission or vision statement that details the organization's alignment with DEI practices, (2) non-discrimination and anti-harassment guidelines, (3) details of the organization's inclusive hiring and promotion practices, (4) Equity in relation to compensation and accessibility, (5) required education and training, (6) leadership responsibility and accountability standards, (7) employee resources (internal and external), (8) methods for collecting data and details of how that data can or will or will not be shared, and (9) the process for periodic policy review to ensure relevance and compliance.

DEI (Diversity, Equity, and Inclusion) policies are considered standard for organizations because they serve as both a strategic imperative and a compliance framework (Versai, 2025). Organizations are bound by state and federal regulations governing non-discrimination, equal opportunity, and pay equity. DEI policies allow organizations to maintain legal and ethical compliance with these regulations. DEI policies also represent the organization's commitment to recognizing historically marginalized groups and working to ensure their actions reflect fairness and respect for human rights (SHRM, 2025; Employers Council, 2021).

Organizations often employ internal and external tracking measures to gauge their level of compliance and success. These benchmarks provide a framework for accountability standards and strategic opportunities. Inclusivity is an expectation in the modern organizational landscape, and most companies recognize that diverse teams have proven to be more productive, creative, and effective (Versai, 2025). DEI policies are a visible and tangible tool to attract and retain talent, promote a sense of belonging, support multicultural and multigenerational dynamics, and influence organizational brand strength and reputation (SHRM, 2025; Verasai, 2025; Employers Council, 2021) .

Strategic DEI is an initiative that is embedded in leadership development, hiring practices, training, and organizational strategy. Companies are taking a more proactive approach to level-setting across institutions. However, effective DEI policies (SHRM, 2025; Verasai, 2025; Employers Council, 2021) can be undermined by ineffective practices, lack of institutional authority for the policymakers, lack of accountability measures, overstatement of positive outcomes, and resistance born from cultural differences and misalignment between employees and leadership.

### **Neurodiversity Policy**

A well-crafted organizational neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) policy is designed to support and meaningful include individuals with neurological differences such as autism, ADHD, dyslexia, dyspraxia, Tourette's Syndrome as well as individuals who self-identify as neurodivergent (Khan et al., 2023; Doyle, 2020). These policies aim to create a psychologically safe environment where neurodivergent employees can contribute, realize their potential, and feel seen and valued.

Neurodiversity policies must clearly define an organization's view of neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) as a normal cognitive variation. The policy needs to reflect the organization's approach to accommodations as ability, not challenge, focused. The accommodations detailed in the policy should address recruiting and hiring processes, training and education platforms, format for employee evaluations and feedback, plans for physical and environmental accommodations, and assurances that information related to an employee's neurodiversity status is kept confidential. To be effectual, neurodiversity policies need to be clear, intentional, and implementable.

The goal of a well-defined neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) policy is to align and expand on traditional DEI policies (SHRM, 2025; Verasai, 2025; Employers Council, 2021) by creating an avenue for neurodiverse individuals to integrate into the workplace with the same effectiveness as their neurotypical counterparts. By recognizing the unique needs of this population and making meaningful effort to be inclusive, organizations can unlock the talents neurodivergent (Khan et al., 2023; Doyle, 2020) individuals bring to the table. A truly diverse workforce increases innovation, boosts employee



engagement, lowers turnover, increases productivity, and benefits the organization fiscally and reputationally.

Neurodiversity policies address several unique needs and challenges that are often inadequately covered or overlooked by standard DEI policies (SHRM, 2025; Verasai, 2025; Employers Council, 2021). Traditionally DEI frameworks focus on race, gender, sexual orientation, and physical disability, neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024) policies go deeper into cognitive processing and neurological differences. Neurodiversity policies recognize the variations in how individuals process information and the nuances and challenges that accompany an “invisible” condition. Included in neurodiversity policies are disclosure protections, non-traditional support mechanisms, non-traditional considerations for workplace design and methods to address communication needs. DEI policies focus on equity and access, whereas neurodiversity policies focus on broader social implications that transcend the corporate environment. Neurodiversity policies elevate traditional DEI policies from a “check the box” mentality to an intentional act of progressive inclusivity.

Neurodiversity policies challenge traditional leadership's understanding of what professional conduct and success look like in practice. This affects the organization at all levels as a strengths-based approach to diversity relies on acceptance, understanding, and a willingness to shift organizational paradigms. DEI may not challenge traditional neurotypical norms and neurodiversity (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). Policies require cultural and leadership alignment with a non-traditional approach to diverse thought and action.

With an increased societal focus on mental health and work-life balance, neurodiversity policies often intersect with mental health initiatives and seek to promote universal wellness

strategies that address physical, mental, and emotional well-being (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). DEI policies often treat mental health and well-being as a separate issue and miss the opportunity to address employees' needs holistically (SHRM, 2025). Advocacy groups become essential to effective neurodiversity policies to ensure that a population that can be underrepresented by DEI has a seat at the table in discussions about their organization's culture and policy (SHRM, 2025; Verasai, 2025; Employers Council, 2021).

Organizations determined to create a comprehensive, inclusive workplace that supports both neurotypical and neuroatypical employees can create policy completeness by integrating DEI and neurodiversity policies (Radcliffe, 2023; Vargas-Salas et al., 2025; Rollnik-Sadowska & Grabińska, 2024). Together, these policies address both visible and invisible identities, encourage organizations to employ alternative hiring and recruiting processes, create an environment and culture designed to support all individuals, and tap into a marginalized population that brings unique strengths and perspectives to the workplace (Lee & Leger, 2024). There is an opportunity for DEI and neurodiversity policies to complement each other, address legal and ethical compliance, and rise to the expectations of an evolving societal standard on diversity, equity, and inclusion.

The challenges facing the widespread acceptance of neurodiversity policies as the standard stem primarily from gaps in awareness, implementation challenges, and resistance from employees and leadership (Radcliffe, 2023; Vargas-Salas et al., 2025). Neurodiversity is still a relatively new concept in organizational development and policy. The complexities of cognition can be complicated further by outdated assumptions and harmful stigmas (Rollnik-Sadowska & Grabińska, 2024). This lack of understanding and education creates a barrier to effective policy making and often leads to a check-box approach to training. Practical application of neurodiversity

policy can be a confusing task for organizations and may lead to surface-level initiatives, missteps in enforcement, creation of exclusionary practices and may potential create a legal and ethical risk for the company (Rephun, 2024; Neurodiversity Network, 2024). Clarity and intentionality are critical to successful implementation and the inherent ambiguity that accompanies the concept of neurodiversity can be a strong deterrent for compliance professionals (Deloitte Insights, 2022).

### **Implications and Opportunities**

Organizations have an opportunity and responsibility to align with the modern approach to diversity, equity, and inclusion. Expectations from the neurotypical and neuroatypical communities call for an approach to inclusivity that steps beyond what must be done to what needs to be done to capture the true spirit of DEI. The effects of solid policies, successful implementation and meaningful accountability cannot be overstated. Organizations are becoming more cognizant of the role talent and company culture play in strategic advantage, organizational longevity, fiscal responsibility, and reputational excellence.

## **Analysis**

The research is guided by four theories. The first theory is Locke's Range of Affect Theory (Locke, 1976), the second is Dispositional Theory (Staw & Cohen-Charash, 2005), the third is the Neurodiversity Paradigm (Singer, 1998), and the fourth is Social Information Processing Theory (Salancik & Pfeffer, 1978). Each theory provides a respective framework for understanding the complexities of job satisfaction and neurodiversity in the workplace. By understanding the influence of affective experiences, motivational factors, personality traits, and personal alignment, this research looks to explore the effect an organization's approach to neurodiversity may have on an individual's level of job satisfaction.

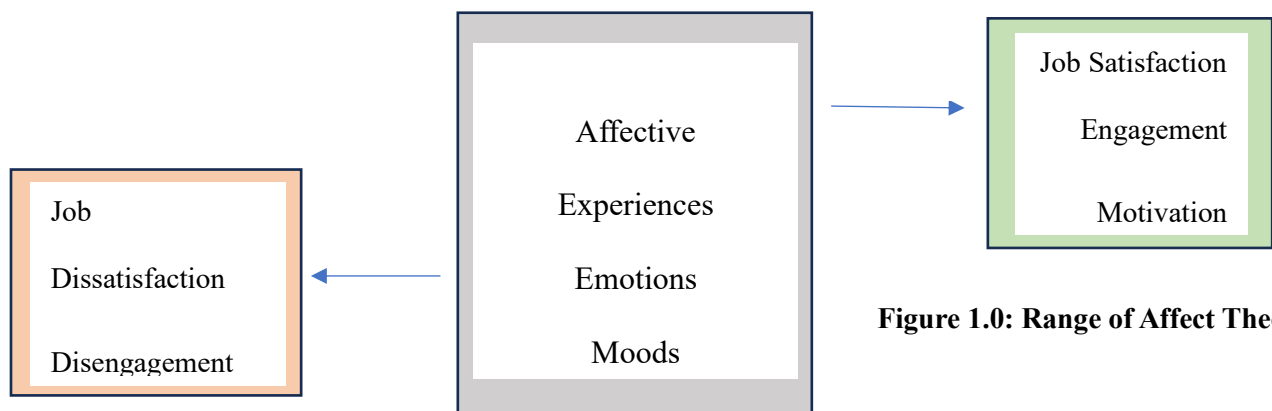
### **Locke's Range of Affect Theory**

Locke's Range of Affect Theory (See Figure 1.0) provides valuable insights into how emotions and individual differences impact job satisfaction (Locke, 1976), helping organizations improve employee well-being and performance. Edwin A. Locke introduced the Range of Affect Theory in 1976. This theory is one of the most influential models for understanding job satisfaction and stemmed from Locke's work in the field of organizational behavior and psychology. In its most simplistic form, the theory posits that the positive and negative affective experiences of an individual influence their level of job satisfaction. Essentially, the difference between what an individual's wants and expects from their job and what they receive determines their level of satisfaction. The smaller the gap, the higher the perceived satisfaction (Locke, 1976).

Framing Locke's theory from a positivist approach, researchers seek to understand job satisfaction across large populations (Fox, 2008). Employing instruments such as surveys, researchers quantify the employee experience and emphasize the cause-and-effect relationship between factors such as salary and benefits, leadership approaches, and work conditions on job

satisfaction. The assumption is that job satisfaction can be objectively measured and generalized across contexts.

The Range of Affect Theory has several implications for workplaces, particularly in understanding and improving job satisfaction. The association of positive feelings and experiences, such as achievement and recognition by an employer, can lead to feelings of higher satisfaction (Montuori et. Al., 2022). Managing and aligning expectations and providing clear communication play a significant role in minimizing negative effects which also leads to most positive perceptions of job satisfaction. By applying the principles of the Range of Affect Theory, organizations can create a more satisfying and productive work environment, ultimately leading to better employee retention and performance.



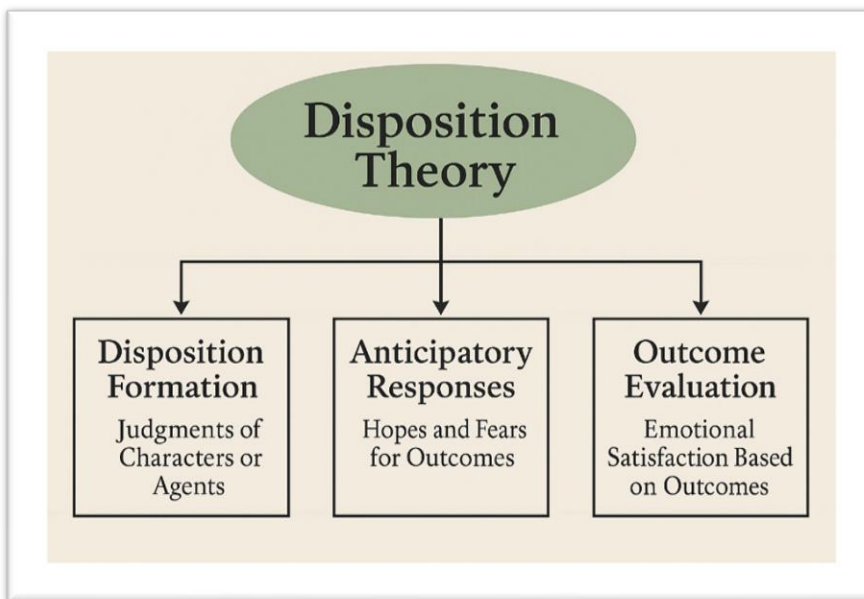
**Figure 1.0: Range of Affect Theory**

### **Disposition Theory**

Developed in the early 20th century by Gordon Allport, Disposition Theory approaches personality from the premise that personality is composed of traits and dispositions that influence behavior across contexts and time. Traits are defined as patterns of behavior, thought, and emotion that are innate to the individual and habitual in their presentation. Breaking these traits into

cardinal, central, and secondary traits, this theory recognizes that individuals display characteristics that define their person as well as traits that are situational (Judge & Larsen, 2001).

Disposition Theory is used to develop personality assessments that have applicability in job satisfaction research. These assessments focus on employees' responses to measures such as interpersonal relationships, organizational justice, perception of leadership, and response to communications in the workplace. Employees' reactions to these areas within the organization can provide valuable insight into areas of success and areas that require attention and focus. Employees' positive and negative emotions are highly dependent on whether the employee approves or disapproves of the individuals affected by change (see Figure 2.0).



**Figure 2.0: Disposition Theory**

Heavily influenced by trait psychology (George & Jones, 2012), Disposition Theory focuses on characteristics, both stable and situational, that influence behavior across contexts. The use of psychometrics provides researchers with insight into the emotions and reactions that affect how an individual reacts to their work environment (Judge & Larsen, 2001). Most strongly associated with the Big Five Personality Trait assessment. Trait psychology focuses on openness

to experience, conscientiousness, extraversion, agreeableness, and neuroticism to predict workplace behaviors, including job satisfaction.

Both Locke's Range of Affect Theory and Disposition Theory approach job satisfaction from a post-positivist perspective and often employ quantitative and qualitative methods to measure job satisfaction across focused populations. Developed as a critique of positivism, this perspective recognizes that pure objectivity is unattainable. Employee experience, social influences, and research bias are recognized as complex components of reality. Post-positivist theory provides an important framework for organizations to develop strategies tailored to their teams or individual employees.

### **The Neurodiversity Paradigm**

The neurodiversity paradigm emerged in the late 1990s and has since become a significant framework for understanding neurological differences (See Figure 3.0) (Shaw et al., 2024; Meyers, 2022). The term "neurodiversity" was coined by Judy Singer in the late 1990s and is based on the efforts and awareness raised by the members, advocates, and scholars in the autistic community (Lee & Leger, 2024). The neurodiversity paradigm has significantly influenced how society views and supports neurodivergent individuals, fostering a more inclusive and respectful approach while reducing stigma.

The neurodiversity paradigm is based on a social, rather than medical, model of disability. According to this theory, "normal" cognition is a social construct, and there is natural variation in how the brain processes information and how this information is filtered through one's sensory input (Shaw et al., 2024). Individual experiences and self-defined function are the essential factors for understanding behavior. The neurodiversity paradigm respects individuality, autonomy, and naturalness of neuroatypicality and is framed as a valid identity rather than a medical issue. By

challenging the medical model of disability, theorists can focus on abilities rather than limitations (Meyers, 2022). The neurodiversity paradigm has several important implications for workplaces, fostering a more inclusive and productive environment. The unique perspective of neurodivergent individuals can foster novel and creative approaches to problem-solving, encourage innovation, and increase engagement amongst employees (Shaw et al., 2024; Meyers, 2022). Additionally, a neuroinclusive workplace provides a culture of psychological safety where employees feel seen and supported. Organizations that view neurodiversity as a competitive advantage, rather than a challenge to traditional DEI, encourage authenticity and enhance overall organizational performance.



**Figure 3.0: The Neurodiversity Paradigm**

Interpretivism and the neurodiversity paradigm both emphasize subjective experience, social context, and reframing of deficit-based models to create human-centered research models.



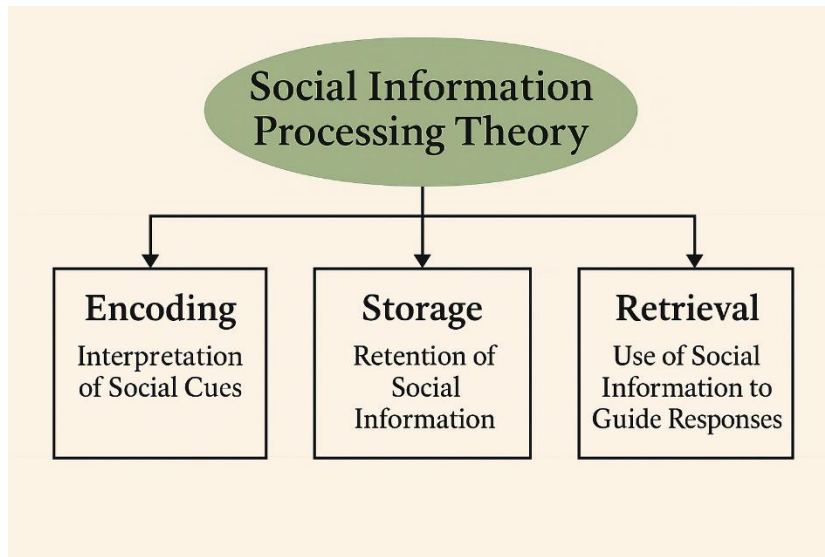
Understanding how individuals interpret their world and how this influences their relationship with their peers, supervisors, and organization provides valuable insight into the benefits and challenges facing the neurodivergent workforce and how this may affect perceptions of job satisfaction.

Both interpretivism and the neurodiversity paradigm reject the idea that meaning exists independently of human interpretation. How individuals construct meaning is a central tenet of both subjects and lends itself to qualitative methods of research to capture intersectional experiences and subjective realities. Participatory research methods allow researchers to provide insight geared towards transformative and meaningful change.

### **Social Information Processing Theory**

Introduced by Salancik and Pfeffer (1978), Social Information Processing Theory (SIPT) is used in organization psychology to explain how individuals develop workplace attitudes and behaviors based on their response to environmental cues (See Figure 4.0). The assumption of this theory posits that people possess an innate motivation to develop relationships, with or without verbal cues. Through the process of encoding, storage, retrieval, and decoding, individuals form relationships regardless of the communication medium (Salancik & Pfeffer, 1978).

Employees' attitudes regarding their workplace are shaped by contextual, social, and environmental influences such as coworkers' opinions, feedback from leadership, and the established practices of the organization (Montuori et al., 2022). As with many social situations, if peers' perception of the work environment is positive, it is more likely that other individuals will adopt similar views. Strong social bonds, a sense of belonging, perceived equity, and organizational values can all boost job satisfaction (Baxi & Atre, 2024).



**Figure 4.0: Social Information Processing Theory**

Discussions surrounding SIP are often framed by a constructivist perspective due to the shared belief that reality is subjective and interpretation, context, and meaning are essential to understanding the experience of an individual (Narayan et al., 2013). The interpretation of one's surroundings is shaped by the meaning an individual assigns to their surroundings and experiences. How an individual interprets their surroundings will influence their attitudes and behaviors. An active understanding of what and how norms and information are being communicated in the workplace may directly affect how an individual constructs relationships and perceptions.

Similarly, the neurodiversity paradigm (Shaw et al., 2024; Meyers, 2022) and constructivism (Narayan et al., 2013) reject the one-size-fits-all understanding of cognition and behavior. Constructivist understanding of differences in how individuals construct meaning speaks to the natural diversity of human thought processes posited by the neurodiversity paradigm. Inclusive practices, rather than standardized norms, validate the individuality of employees and can affect satisfaction levels. Meaningful inclusion aids in the creation of an ability-based culture where all employees are seen and valued.

### **Ethical Implications**

The ethical considerations for this study include (1) informed consent and privacy, (2) avoiding harm and stigmatization, (3) equity and inclusion, (4) organizational impact, (5) power dynamics, and (6) long-term policy implications. Because the research delves into the sensitive topic of cognitive ability, protection against physical, emotional, and reputational harm is a critical responsibility of the researcher. The significance of the research must be balanced against the potential for negative impacts on the neurodiverse population by mitigating misinformation and avoiding stereotypes during the research process.

Participants must be fully informed of the purpose of the study, including what data is being collected and how that data will be used. Participants must provide written consent and will be informed of their right to withdraw at any time, for any reason, with no repercussions. Participants' information, including any self-reported identity or diagnosis, will be kept confidential in compliance with research standards and the laws governing Protected Health Information (PHI) and the Health Information Portability and Accountability Act (HIPAA).

The research should avoid portraying neurodiversity as a deficit or disability, and questions will be designed in such a way to promote sensitivity for experiences and perspectives. It will be important to ensure that the research does not promote stereotypes or stigmas as it relates to the neurodiverse population. Participants should feel understood and valued for their honest contributions and should not feel marginalized by the research or the researcher.

Given the nature of the research, fair and equitable representation from the neurodiverse community will be important. Understanding the limitations of the organizations and their population, every effort to include a spectrum of perspectives will be made. Accessibility considerations for tools, materials, and the environment must be recognized and implemented

where appropriate. Researchers are to be cognizant of their own paradigmatic positions and the potential for influence on their research design and interpretation (Guba & Lincoln, 1994).

Organizations may use research to justify the implementation of a new policy or the revision of a current policy. Researchers must ensure findings are not misused to marginalize or exclude neurodiverse individuals. If the research is used to support policy change or creation, employers should be transparent about how they implement neurodiversity policies and how they evaluate their impact. Inclusion of neurodiverse voices in the policy creation and implementation can help to mitigate the potential for discriminatory practices.

Researchers must be cognizant of the potential for exploitation of neurodiverse participants due to the power imbalance created by the employer-researcher-participant relationship. The researcher has a responsibility to guard the participants from being placed in a position where participation in and the outcome of the research could negatively impact the participant's employment relationship with the organization or force the participant into a situation where their neurodiversity is exploited for the organization's benefit.

Whether or not the intention of the research is to influence organizational changes, the findings of the research may be used to develop education and training and/or affect recruiting, hiring, and accommodation practices. The researcher is ethically responsible for advocating positive change and is not just responsible for data reporting. The research should aim to leave the participants, the organization, and any relevant policies improved from their original state.

The sensitivities surrounding human population research are magnified when the targeted population is also a part of a protected class. Researchers must recognize that their own experiences with neurodiversity are not alone, their experiences. Diversity amongst the population requires open-mindedness and recognition that generalizations are detrimental to the participants involved.

## NEURODIVERSITY POLICY AND JOB SATISFACTION

Due to the nature of the subject matter, further exploration and research will always be warranted.

The human experience is difficult to quantify, and the more information that researchers can garner from these studies, the more robust our understanding of the neurodivergent experience.

### **Policy Recommendations**

Research supports the correlation between meaningful diversity and inclusion and job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022). Organizations can realize the full benefits of diversity, equity, and inclusion by addressing the need for neurodiversity with more than surface-level efforts. A well-designed neurodiversity policy details the organization's commitment to meaningful inclusion and the initiatives in place to fulfill that commitment. There are several areas within the organizational structure that present opportunity for inclusive reform. Organizations should consider evaluation of their talent acquisition, promotion and retention practices, workplace accommodations, training, and education, and legal, ethical and policy compliance.

Diversity, equity, and inclusion policies serve a two-fold purpose. There needs to be transparency in acknowledging that organizations are required to adhere to state and federal regulations governing employment practices. DEI policies address this legal requirement and are considered a standard and expected facet of organizational conduct. Neurodiversity policies expand these initiatives from legal obligation to social responsibility. With this expansion of responsibility, organizations are required to protect their employee's information, autonomy and right to self-identification. A robust neurodiversity policy will clearly address these safeguards.

Accessibility is central to inclusive hiring practices. Talent acquisition professionals must ensure that job descriptions, interview questions, skill assessments and training materials are clear and plain and available to candidates in multiple formats. Communication styles vary by individual and organizations need to avoid making assumptions about the best way to assess a candidate's qualifications. Traditional methods are not always applicable or extendable to the neurodiverse community. Educating hiring teams on neurodiversity and unconscious bias can aid the

organization in developing recruitment and hiring practices that address the unique needs of the talent pool being considered.

The responsibility of the organization does not end with these individuals being hired into the company. Creating accessible career development pathways should be a focus of retention strategy. These guidelines should include provisions for feedback management, career planning and tailored approaches to service recognition. Most organizations provide written guides and materials to onboarding colleagues without consideration of preferred communication methods. Creating alternative communication plans for critical employment information is an attainable strategy that increases workplace inclusivity and accessibility to neurodivergent individuals.

Workplace accommodations are often associated with hardship and legal requirements. However, many accommodations are already widespread practice and can be purposefully applied to allow neurodiverse employees the opportunity to thrive, contribute and feel valued in their work environment. Flexible work schedules, remote work, personalized workspaces, and allowances for sensor friendly modifications can provide neurodiverse individuals with a safe and manageable environment allowing for maximum productivity and focus. Allowances for assistive technology provide additional support to neurodiverse employees by addressing communication needs and leveling the field.

Focused education and training should be geared toward creating neurodiversity awareness and reducing stigma. All employees, leadership and staff, need to be equipped with knowledge and tools to effectively support their neurodiverse colleagues. Neurodiversity policies should set the framework for what needs to be included in these materials and tools while also encouraging peer support and mentorship networks. Acknowledging the impact of neurodiversity on the entirety of

a team and an organization is important to developing effective and meaningful programs that seek to educate; not patronize, alienate, or create disharmony.

A formal neurodiversity policy should be included in DEI frameworks and regularly assessed for effectiveness using surveys and focus groups. Responsibility for the maintenance and evaluation of these policies should be clearly defined and assigned to leaders in human resources, compliance and/or the office of diversity, equity, and inclusion. Clear line of sight into the accountability structure is essential to maintaining the integrity of the initiative and ensuring appropriateness for the organization's culture.



### **Summary**

This research studies the relationship between neurodiversity inclusion policies and job satisfaction, positioning this discussion within the broader framework of diversity, equity, and inclusion (DEI) initiatives. Over the past 60 years, DEI efforts have evolved from compliance-driven mandates toward strategic organizational practices aimed at fostering innovation, retention, and cultural inclusivity. While policies such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 have traditionally focused on race, gender, and physical disability, neurodiversity has only recently emerged as a critical dimension of workplace diversity.

Job satisfaction is regarded as a key indicator of organizational health and influences productivity, engagement, and turnover. Compensation, benefits, leadership, and recognition are deeply intertwined, making job satisfaction a complex construct to measure (Baxi & Atre, 2024; Montuori et al., 2022). The research maintains that organizations focused on combating burnout and turnover must recognize the correlation between inclusive practices and employee satisfaction.

### **Significance of Neurodiversity Inclusion**

Neurodiversity refers to natural variations in human cognitive functioning, encompassing conditions such as autism, ADHD, dyslexia, and Tourette's syndrome (Bewley & George, 2016). Coined by Judy Singer in the late 1990s, Rather than viewing neurodivergence as a deficit, the neurodiversity model promotes a social perspective that values acceptance, independence, and individual strengths (Shaw et al., 2024; Meyers, 2022). Firms that support neurodiverse talent often experience higher retention, greater innovation, and enhanced problem-solving capabilities (Bewley & George, 2016).

Despite these advantages, barriers persist. Up to 80% of neurodivergent individuals remain unemployed despite wanting to work, primarily due to surface-level compliance initiatives

combined with stigma, inaccessible hiring practices, and organizational resistance to accommodations. This paper emphasizes that meaningful inclusion is crucial to unlocking the potential of neurodiverse talent and fostering equitable workplaces.

### **Literature Review and Theoretical Framework**

This paper frames the relationship between neurodiversity inclusion and job satisfaction through the lens of four distinct theoretical frameworks. Using Locke's Range of Affect Theory, researchers can posit that job satisfaction is influenced by the gap between what employees expect and what they receive. Positive affective experiences, such as recognition and achievement, increase satisfaction, while unmet expectations lead to dissatisfaction. Disposition theory is rooted in trait psychology and maintains that personality traits (e.g., conscientiousness, extraversion, and neuroticism) shape workplace attitudes and behaviors (George & Jones, 2012). Employees' reactions to organizational changes and relationships are mediated by these traits and their experiences are filtered through these attitudes and perceptions.

Advocates for viewing cognitive differences as natural variations in human cognition rather than deficits subscribe to the neurodiversity paradigm. This paradigm aligns with interpretivist and constructivist perspectives, emphasizing subjective experience and rejecting one-size-fits-all models of cognition. Similarly, Social Information Processing (SIP) Theory explains how employees form attitudes based on social cues and environmental influences. Positive peer perceptions and strong social bonds enhance job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022), while negative cues can diminish it. SIP is intricately linked to constructivism (Narayan et al., 2013), as both stress the role of interpretation and meaning-making in shaping behavior.

### **Policy Analysis: DEI vs. Neurodiversity**

Analysis of standard DEI policies typically finds that anti-discrimination guidelines, inclusive hiring practices, equity measures, and training programs are the key foundational tenets. While these frameworks address visible identities, they often overlook “invisible” diversities such as neurocognitive differences. Neurodiversity policies expand DEI by defining neurodiversity as a normal cognitive variation, providing tailored accommodation for recruitment, training, and workplace design, ensuring confidentiality and psychological safety, and promoting education to reduce stigma and foster cultural alignment. This research contends that neurodiversity policies elevate DEI from a compliance exercise to a strategic imperative, enabling organizations to create ability-focused cultures that value individuality and authenticity.

### **Ethical Considerations**

Research involving neurodiverse populations requires heightened sensitivity. Ethical principles include protecting participants’ autonomy and confidentiality, engaging in research practices that avoid harm and do not perpetuate stereotypes, ensuring diverse voices are included in the research and policy development processes, and safeguarding against misuse of the research’s findings. Researchers and organizations share responsibility for promoting positive change and mitigating risks associated with power imbalances and exploitation.

### **Implications and Policy Recommendations**

Organizations should integrate neurodiversity into their DEI frameworks through inclusive hiring practices, strategies for retention, accessible training and education materials, and mechanisms to ensure policy review, oversight, and accountability. These measures not only fulfill legal and ethical obligations but also position organizations to leverage neurodiverse talent for innovation and competitive advantage.

### **Conclusion**

Neurodiversity inclusion is more than an extension of DEI. It represents a paradigm shift toward meaningful inclusivity, valuing cognitive diversity as a strength and a competitive advantage. By aligning policies with the principles of the neurodiversity paradigm (Shaw et al., 2024; Meyers, 2022) and addressing job satisfaction (Baxi & Atre, 2024; Montuori et al., 2022) through frameworks like Locke's Range of Affect Theory, Disposition Theory, and SIP, organizations can create workplaces that are relevant, equitable, creative, and resilient. The research calls for intentional, ability-focused strategies that move beyond compliance to foster authentic belonging and organizational excellence.

## References

- Ali, M., Grabarski, M. K., & Baker, M. (2024). The influence of neurodiversity management on affective commitment and turnover intention: the role of neurodiversity awareness. *Employee Relations: The International Journal*, 46(3), 657–674.
- Austin, R. D., & Pisano, G. P. (2017). Neurodiversity as a competitive advantage. *Harvard Business Review*, 95(3), 96–103.
- Baxi, B., & Atre, D. (2024, May 6). Job Satisfaction: Understanding the Meaning, Importance, and Dimensions. ResearchGate; Centre for Research and Community Development - Islamic University of Nahdlatul Ulama Jepara.  
[https://www.researchgate.net/publication/380364720\\_Job\\_Satisfaction\\_Understanding\\_the\\_Meaning\\_Importance\\_and\\_Dimensions](https://www.researchgate.net/publication/380364720_Job_Satisfaction_Understanding_the_Meaning_Importance_and_Dimensions)
- Bewley, H., & George, A. (2016). *Neurodiversity at work*. London: National Institute of Social and Economic Research.
- Bruyère, S. M., & Colella, A. (2022). Neurodiversity in the workplace: An overview of interests, issues and opportunities. *Neurodiversity in the Workplace*, 1–15.
- Burton, L., Carss, V., & Twumasi, R. (2022). Listening to neurodiverse voices in the workplace. *Ought: The Journal of Autistic Culture*, 3(2), 56–79.
- CultureAlly. (2025). *Neurodiversity in the workplace: Inclusive strategies for modern organizations*. <https://www.cultureally.com/resources/neurodiversity>
- Deloitte Insights. (2023). Building a Neuroinclusive Workplace.  
<https://www.deloitte.com/us/en/insights/topics/diversity-equity-inclusion/creating-neuroinclusive-workplace.html>

Employers Council. (2021). *Understanding DEI compliance and strategy*.

<https://www.employerscouncil.org/resources/dei-compliance-guide>

Forbes Human Resources Council. (2025, March 15). *Creating inclusive workplaces for neurodiverse talent*. *Forbes*.

<https://www.forbes.com/sites/forbeshumanresourcescouncil/2025/03/15/creating-inclusive-workplaces>

Fox, N. J. (2008). Post-positivism. In L. M. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods*. Sage Publications.

George, J. M., & Jones, G. R. (2012). *Understanding and managing organizational behavior* (6th ed.). Pearson Education.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.

HR Future. (2023). 30% More Productive: The ROI of a Neurodiverse Workforce.

<https://www.hrfuture.net/workplace-culture/strategy/diversity-inclusion/30-more-productive-the-roi-of-a-neurodiverse-workforce/>

Imonikhe, A.O. & Lukic, D. (2022). Social, and Cultural Impact on Employees Job Satisfaction and Commitment to Organisations. *International Journal of Applied Management Theory and Research*, 4(1). <https://doi.org/10.4018/ijamtr.300343>

Judge, T. A., & Larsen, R. J. (2001). Dispositional Affect and Job Satisfaction: A Review and Theoretical Extension. *Organizational Behavior and Human Decision Processes*, 86(1), 67–98. <https://doi.org/10.1006/obhd.2001.2973>

- Khan, S., Grabarski, M., Ali, M., & Buckmaster, J. (2023). Insights into Creating and Managing an Inclusive Neurodiverse Workplace. *Group & Organization Management*.  
<https://psycnet.apa.org/record/2024-13739-004>
- Krzeminska, A., Austin, R. D., Bruyère, S. M., & Hedley, D. (2019). The advantages and challenges of neurodiversity employment in organizations. *Journal of Management & Organization*, 25(4), 453–463. <https://doi.org/10.1017/jmo.2019.58>
- Lee, J., & Leger, M. (2024). Understanding Neurodiversity and the Neurodivergent Workforce. In *Embracing Neurodiversity at Work* (pp. 3–6). American Enterprise Institute; JSTOR.  
<https://doi.org/10.2307/resrep59475.5>
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Martinez, R. M., Taffe, R., & Alper, J. (2024, April 1). The History, Evolution, and Impact of Diversity, Equity, and Inclusion and Health Equity in Health Organizations and Systems, Public Health, and Government. National Academies Press (US).  
<https://www.ncbi.nlm.nih.gov/books/NBK603467/>
- Meyers, C. (2022). Neurodiversity: A Changing Paradigm | Medbridge. Medbridge.  
<https://www.medbridge.com/blog/neurodiversity-a-changing-paradigm>
- Montuori, P., Sorrentino, M., Sarnacchiaro, P., Di Duca, F., Nardo, A., Ferrante, B., D'Angelo, D., Di Sarno, S., Pennino, F., Masucci, A., Triassi, M., & Nardone, A. (2022). Job Satisfaction: Knowledge, Attitudes, and Practices Analysis in a Well-Educated Population. *International Journal of Environmental Research and Public Health*, 19(21), 14214. <https://doi.org/10.3390/ijerph192114214>

- Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., & Moss, G. (2013). Constructivism—Constructivist learning theory. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. Jackson (Eds.), *The handbook of educational theories* (pp. 169–183). IAP Information Age Publishing.
- Olusanya, E. O. (2023). Workplace Diversity, Equity, Inclusion. *Journal of Business Diversity*, 23(4). <https://doi.org/10.33423/jbd.v23i4.6615>
- Omah, O., & Obiekwe, O. (2019). *Impact of Employee Job Satisfaction on Organizational Performance*. ResearchGate.  
[https://www.researchgate.net/publication/338805548\\_Impact\\_of\\_Employee\\_Job\\_Satisfaction\\_on\\_Organizational\\_Performance](https://www.researchgate.net/publication/338805548_Impact_of_Employee_Job_Satisfaction_on_Organizational_Performance)
- Radcliffe, L., et al. (2023). A Summary of Evidence Supporting Neurodiversity in the Workplace. Neurodiversity Employment Network. <https://neurodiversityemploymentnetwork.org/wp-content/uploads/2024/01/A-Summary-of-Evidence-Supporting-Neurodiversity-in-the-Workplace.pdf>
- Randel, A. E. (2023). Inclusion in the Workplace: A Review and Research Agenda. *Group & Organization Management*, 50(1), 119–162. <https://doi.org/10.1177/10596011231175578>
- Rephun, D. (2024). *Implementing neurodiversity policies: Practical steps for HR leaders*. *Neurodiversity Network*. <https://neurodiversityemploymentnetwork.org/rephun-2024-guide>
- Rollnik-Sadowska, E., & Grabińska, E. (2024). Managing Neurodiversity in Workplaces: A Review and Future Research Agenda. *Sustainability*, 16(15), 6594.  
<https://www.mdpi.com/2071-1050/16/15/6594>



Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23(2), 224–253.

<https://doi.org/10.2307/2392563>

Shaw, S. C. K., Brown, M. E. L., Jain, N. R., George, R. E., Bernard, S., Godfrey-Harris, M., & Doherty, M. (2024). When I say ... neurodiversity paradigm. *Medical Education*.

<https://doi.org/10.1111/medu.15565>

Silver, E. R., Nittrouer, C. L., & Hebl, M. R. (2023). Beyond the business case: Universally designing the workplace for neurodiversity and inclusion. *Industrial and Organizational Psychology*, 16(1), 45–49.

Sinclair, A. (2024, June 27). *Shining a Light on Productivity: The Impact of the Hawthorne Studies by Elton Mayo*. Achology. <https://achology.com/general-interest/the-impact-of-the-hawthorne-studies-on-workplace-dynamics/>

Society for Human Resource Management. (2025). *SHRM body of applied skills and knowledge (BASK)*. <https://www.shrm.org/credentials/certification/exam-preparation/bask>

Staw, B. M., & Cohen-Charash, Y. (2004). The dispositional approach to job satisfaction: more than a mirage, but not yet an oasis. *Journal of Organizational Behavior*, 26(1), 59–78.

<https://doi.org/10.1002/job.299>

Tariq, M. U. (2024). Neurodiversity inclusion and belonging strategies in the workplace. In *Resilience of multicultural and multigenerational leadership and workplace experience* (pp. 182–201). IGI Global.

Tessema, M., Hulback, T., Jones, J., Santos-Leslie, R., Ninham, K., Sterbin, A., & Swanson, N. (2023). Diversity, Equity, and Inclusion: History, Climate, Benefits, Challenges, and

- Creative Strategies. *Journal of Human Resource and Sustainability Studies*, 11, 780–794.  
<https://doi.org/10.4236/jhrss.2023.114044>
- Turi, J. A., Khastoori, S., Sorooshian, S., & Campbell, N. (2022). Diversity impact on organizational performance: Moderating and mediating role of diversity beliefs and leadership expertise. *PLOS ONE*, 17(7), e0270813.  
<https://doi.org/10.1371/journal.pone.0270813>
- U.S. Department of Justice Civil Rights Division. (1990). Americans with Disabilities Act of 1990. <https://www.ada.gov/law-and-regs/ada/>
- Vargas-Salas, M., et al. (2025). Neurodivergence and the Workplace: A Systematic Review. *Journal of Vocational Rehabilitation*.  
<https://journals.sagepub.com/doi/pdf/10.1177/10522263251337564>
- Verasai, A. (2025, June 30). *How Inclusive DEI Policies Boost Workplace Success with Evidence-Based Strategies*. The HR Digest. <https://www.thehrdigest.com/how-inclusive-dei-policies-boost-workplace-success-with-evidence-based-strategies/>
- Wen, B., van Rensburg, H., O'Neill, S., & Attwood, T. (2024). Autism and neurodiversity in the workplace: A scoping review of key trends, employer roles, interventions and supports. *Journal of Vocational Rehabilitation*, 60(1), 121–140.