EY Global Neuroinclusion at Work Study 2025

How can action on neuroinclusion accelerate business transformation?

Expanding neuroinclusion unlocks key skills and opens the door to the next frontier of business transformation and value.

July 2025

The better the question. The better the answer.
The better the world works.

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Contents

Foreword from our academic contributors

In recent years, the conversation around neurodiversity in the workplace has gained significant momentum. We define neurodivergent individuals as those with attention deficit hyperactivity disorder (ADHD), autism spectrum disorders, dyslexia and other neurodivergent conditions.

As researchers and advocates for neuroinclusion, we are excited by the treasure trove of data contained in this ground-breaking and comprehensive global research, which sheds light on the experiences, skills and potential of neurodivergent professionals. Over 2,000 responses were compiled from executives at large organizations across 22 countries and 8 industries. We would like to thank EY for inviting us to participate across the scope of this report, including reviewing survey questions, validating results, reviewing initial findings and contributing to the recommendations.

While the views expressed by this global sample will not represent those of the whole population, the findings of this research are nonetheless significant. The data reveals a direct correlation between neurodiversity and the transformational skills needed for the future, as well as the importance of neuroinclusion to achieving higher proficiency in these skills. This report highlights the importance of the working environment and how neurodivergent professionals feel at work. Neurodivergent professionals form a valuable population in the workplace, with skills that are vital to achieving business transformation and innovation in the AI era.

This research demonstrates that all people, whether neurodivergent or neurotypical bring complementary strengths into the workplace, amplifying an organization's cognitive intelligence. Yet, too often, there has been a focus on specific diagnoses, such as autism or dyslexia, which risks 'typecasting' neurodivergent professionals into domains such as IT or sales, simply by their label.

Recognizing the growing understanding of the high levels of co-occurrence (such as Autism and ADHD or ADHD and DCD (Dyspraxia)), this research offers evidence to support emerging transdiagnostic approaches that move beyond specific diagnoses to focus on underlying skills and thinking styles, formed not just from their neurotraits but also life events and lived experience. By taking a person-centered approach, organizations can unlock latent potential in neurodivergent professionals who might be suppressed by organizational systems, or otherwise hold skills hidden from view.

It is disappointing to note that despite their high proficiency, motivation and potential, only 25% of neurodivergent professionals feel truly included at work today. This inclusion gap highlights the untapped potential within organizations and underscores the need for more inclusive environments.

The benefits of neuroinclusion shape a compelling case for change: neurodivergent professionals, when truly included, are up to 31% more proficient compared with neurotypical colleagues in the fastest-growing skills. Inclusive work environments benefit everyone, amplifying business value through improved productivity, innovation and skill proficiency[1].

We hope you enjoy reading and reflecting on this report, with its unique combination of academic rigor and real-world experiences of neurodivergent professionals. Our goal for this report is that it inspires organizations to take meaningful actions toward fostering neuroinclusion to create greater opportunities, and spurs further research into the topics and issues raised here.

With optimism,

Professor Amanda Kirby
Honorary Professor, Cardiff University and CEO, Do-IT Solutions

Professor Robert Austin
Evolution of Work Chair, Ivey Business School

Anna Krzeminska
Associate Professor, Macquarie University

Ryan Sharman
Founder, Coaching Refuge and Head of Careers, Cambridge Judge Business School

[1] Krzeminska, Austin et al., (2019) The advantages and challenges of neurodiversity employment in organizations, *Journal of Management & Organization*

Executive summary

Neuroinclusion is about creating a working environment where neurodivergent individuals (those with ADHD, autism spectrum disorders, dyslexia and other neurodivergent conditions) feel that they truly belong and that their unique skills and strengths are embraced.

EY commissioned research to develop a robust understanding of how organizations can better enable neuroinclusion and of the impact of neuroinclusive environments on skills proficiency. This included surveying over 2,000 professionals (1,603 neurodivergent and 508 neurotypical professionals) to learn about their skill proficiency and lived experiences and identify collective action that can be taken to close the inclusion gap.

What we learned is that neuroinclusion isn't limited to education and awareness about neurodiversity but depends on a collective action for better ways of working and developing talent. More inclusive working environments maximize everyone's potential, leading to better business outcomes from more productive, innovative and skilled employees.

Key findings

1

Neurodivergent professionals report high rates of proficiency in 10 of the fastest growing skills[2] — especially when they feel truly included at work.

2

Neurodivergent and neurotypical professionals bring complementary skills that fuel high-performing teams in the AI era.

3

Neurodivergent professionals are 55% more likely to use AI, improving the quality of their work and accelerating access to information.

4

Only 25% of neurodivergent professionals feel truly included at work today, revealing untapped potential in every organization.

Mounting skills gaps pose the greatest risk to business transformation, according to the World Economic Forum's *Future of Jobs Report 2025*[2]. Its report also names the top 10 fastest-growing skills for the next five years, with a mix of skills from AI and big data, cybersecurity and technological literacy to creative thinking, curiosity, resilience, flexibility and agility topping the list.

On the list of these in-demand skills, the neurodivergent professionals surveyed report high rates of expert or specialist proficiency on several, with leadership and social influence (49%) and curiosity and lifelong learning (45%) topping the list.

Seventy-nine percent of these neurodivergent professionals already use AI at work, with benefits including faster access to information and improved quality of work. Identifying these AI power users and encouraging them to become AI champions could help the 88% of C-suite leaders who say speeding up AI adoption is a top priority in 2025[3].

However, our survey reveals an uncomfortable truth: just 25% of the neurodivergent professionals feel truly included at work today. Career progression, line manager behaviors and team dynamics emerge as the biggest influencers of neuroinclusion at work.

With clear links between building neuroinclusive working environments and performance, there's a strong case for change.

[2] Future of Jobs Report 2025, World Economic Forum, January 2025
[3] Work Change Report, LinkedIn, January 2025

The case for change

At a time when every organization wants to optimize its workforce and harness the power of data and AI, this research tells us something important. When neurodivergent professionals feel they belong, there's a direct correlation to higher proficiency in the top 10 skills – as shown in our survey responses. What's more, in environments where neurodivergent professionals feel included, they report up to 10% higher proficiency in these skills compared those who don't.

When organizations intentionally orchestrate a neuroinclusive environment, they can boost proficiency in skills like leadership, curiosity and lifelong learning as well as data, AI and cyber. Expanding neuroinclusion throughout organizations is a vital way to unlock the transformational skills that will drive the next frontier of business value.

Fostering inclusive environments can boost productivity, engagement and better business outcomes. It requires a shift from awareness of neurodiversity to collective action to build the cognitive intelligence of the organization. Adopting a skills-based approach to talent development, better conversations, improved role and task clarity, different ways of working and personalized career pathways are all levers that organizations can use to foster greater neuroinclusion at work. And finally, organizations can recognize the vital role line managers play in developing neuroinclusion, and ensure they are enabled and empowered.

About the research

The EY Global Neuroinclusion at Work Survey was conducted between July and September 2024 to understand the skills and lived experience of surveyed neurodivergent professionals. The sample included 1,603 neurodivergent and 508 neurotypical professionals (control group), either employed or recently employed across organizations in the past 12 months. Of neurodivergent respondents, 823 identified as neurodivergent without a formal diagnosis (51%) and 780 identified as neurodivergent with a formal diagnosis (49%).

Respondents included individuals identifying or diagnosed with ADHD (42% of the sample), autism spectrum disorders (17%), dyslexia (18%), with the remainder encompassing dyscalculia, developmental coordination disorder (DCD) or dyspraxia, developmental language disorder, known genetic conditions (such as Williams syndrome), mental health conditions (such as anxiety, bipolar disorder, obsessive compulsive disorder), tic disorders (including Tourette syndrome) and acquired neurodiversity (such as brain injury, head trauma, or stroke). Forty-eight percent of the sample reported co-occurring neurotraits, which were further analyzed in combinations.

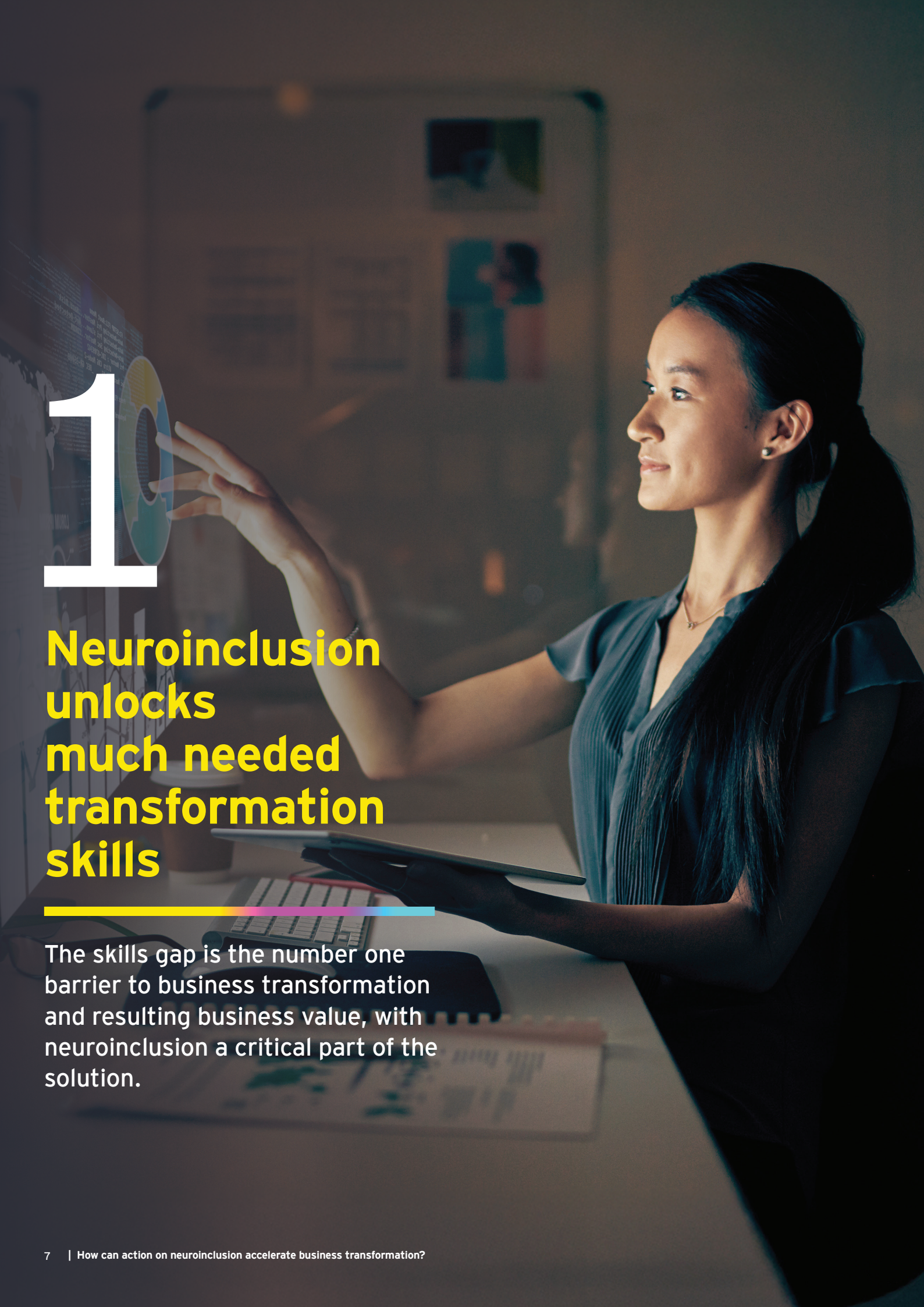
By sampling professionals across organizations in 21 job functions, with and without degrees, we aimed to provide a robust understanding of how professional working environments can better enable neurodivergent professionals to thrive and test the resulting impact on skill proficiency.

Respondents represented eight sectors (technology, energy and utilities, banking and capital markets, advanced manufacturing, consumer products, life sciences, government and public sector, and retail) and 22 countries (covering the Americas, Europe, Africa, the Middle East, India and Asia-Pacific).

In presenting a robust global sample for the purpose of analyzing the rates and effects of neuroinclusion in professional workplaces, we acknowledge that:

- Incidence rates of neurodivergent diagnoses by country continue to fluctuate, impacted by health system capacity, government policies and differing levels of underlying social awareness.
- The skills proficiency reported in this study cannot be generalized to individual or co-occurring neurotraits.
- The lived experiences reported in this study cannot be generalized to all neurodivergent people.

Further research is encouraged to understand if the identified levers of neuroinclusion hold true in other job functions or work settings.



1

Neuroinclusion unlocks much needed transformation skills

The skills gap is the number one barrier to business transformation and resulting business value, with neuroinclusion a critical part of the solution.

In brief:

- According to the World Economic Forum, mounting skills shortages now pose the biggest risk to business transformation.
- Neurodivergent professionals surveyed report high proficiency in the top 10 skills predicted to be the most in demand by 2030.
- Neurotraits transcend seven talent clusters that help us reimagine the potential of neurodivergent professionals.

Mounting skills gaps now pose the biggest barrier to business transformation, accentuated by accelerating demands for tech-related skills and strengths like critical thinking. Falling birth rates will only exacerbate these gaps. Closing that gap is an urgent imperative and one that can only be filled by broadening the talent pool.

Whatever measures we examine, neurodiverse conditions are more visible, more mainstream and more critical to talent productivity and competitiveness than ever before. The World Economic Forum's *Future of Jobs Report 2025*[4] identifies the top 10 skills "on the rise" predicted to grow fastest by 2030. We asked our respondents to rate their proficiency across these skills. The results are significant. On average, 36% of neurodivergent respondents reported specialist or expert-level skills across these skills.

Neurodivergent professionals report high proficiency in skills on the rise

% of neurodivergent professionals with self-reported specialist or expert proficiency in fast-growing skills

Top in-demand skills	**Neurodivergent professionals** reporting specialist/expert proficiency
AI and big data	30%
Networks and Cybersecurity	36%
Technological literacy	39%
Creative thinking	31%
Resilience, flexibility, agility	43%
Curiosity and lifelong learning	45%
Leadership and social influence	49%
Talent management	27%
Analytical thinking	33%
Systems thinking	31%
	n=470

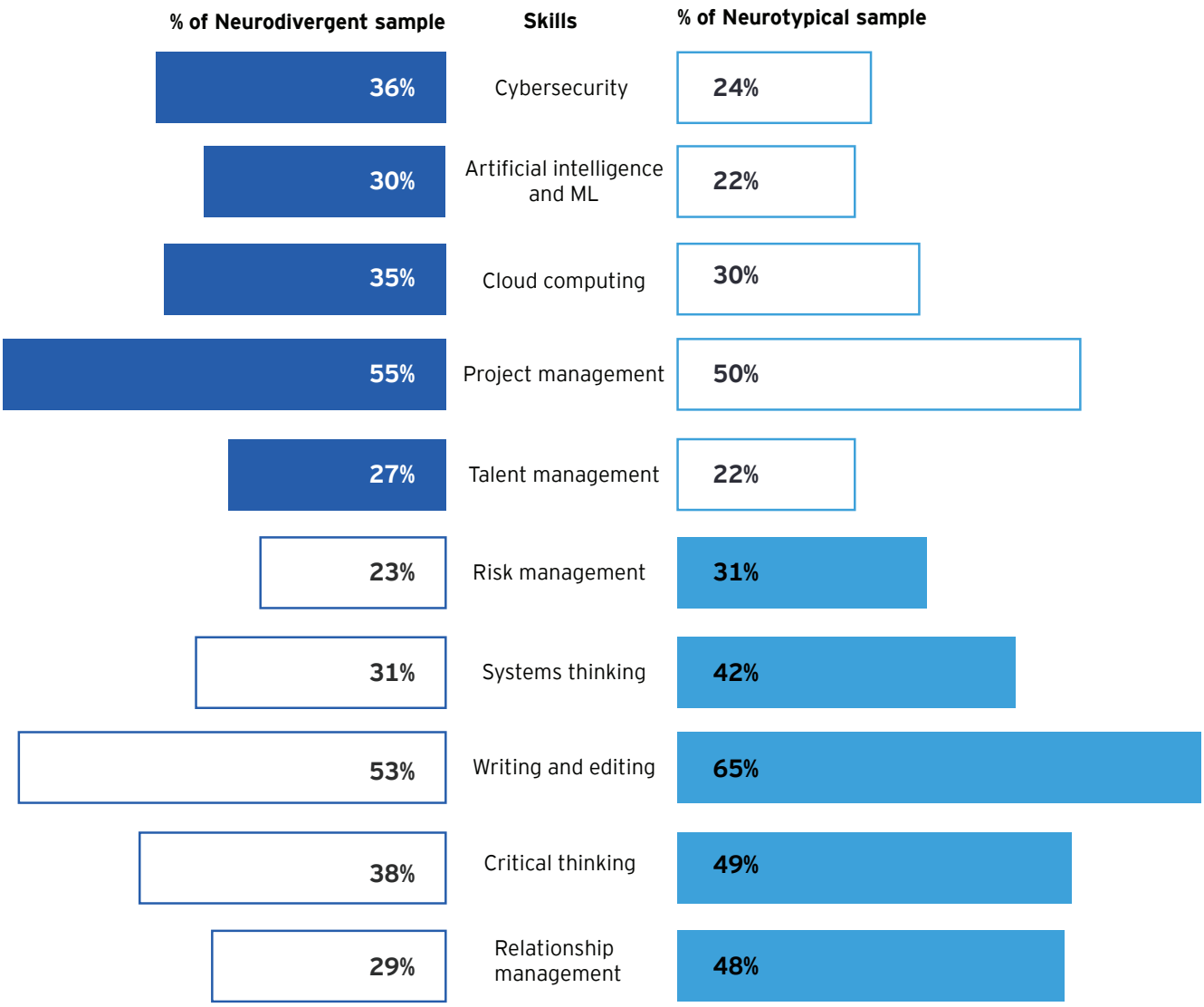
Source: EY Global Neuroinclusion at Work Study 2025

EY research also shows the highly complementary skills of neurodivergent and neurotypical professionals. Neurodivergent professionals surveyed report a higher rate of specialist or expert proficiency in competencies such as cybersecurity, AI, cloud computing and project management. The Neurotypical colleagues report higher rates of specialist or expert proficiency in complementary skills such as critical thinking, systems thinking and writing and editing.

[4] Future of Jobs Report 2025, World Economic Forum, January 2025

Neurodivergent and neurotypical professionals report complementary skillsets

% of professionals who report specialist or expert proficiency in each listed skill[5] (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

The strongest teams are those that combine both groups, reinforcing the findings in earlier research by Alison Reynolds and David Lewis in which the teams that solve problems the fastest tend to be cognitively diverse[6]: "*They exhibit a blend of different behaviors like collaboration, identifying problems, applying information, maintaining discipline, breaking rules and inventing new approaches*"[7].

Benefits of a cognitively diverse team include the ability to keep pace with accelerated change, navigate ever greater complexity and assimilate increasingly democratized knowledge and creativity.

The skills dividend of cognitively diverse teams

Cognitive diversity does, of course, rely on individuals feeling included at work: that they can be themselves, are recognized for their own unique skills and strengths, and it is safe to take risks or make mistakes. We therefore tested for the impact of inclusion on skill proficiency. The results are startling: neurodivergent professionals who reported feeling "truly included" reported higher proficiency than all other neurodivergent professionals in each of the 10 fastest-growing skills.

[5] Note that skill labels are not like-for-like, reflecting variations in the skills defined in our fieldwork in July-September 2024 (adapted from the World Economic Forum's Global Skills Taxonomy) and those published in the Future of Jobs Report 2025.

[6] Reynolds and Lewis (2017) Teams solve problems faster when they're more cognitively diverse, *Harvard Business Review*

[7] Reynolds and Lewis (2018) The two traits of the best problem-solving teams, *Harvard Business Review*

Inclusion boosts the skill proficiency for neurodivergent professionals by an average of 10%

Average skill proficiency in WEF's skills on the rise, by group

	Neurodivergent	Neurodivergent + Truly included	% proficiency improvement
AI and big data	2.17	2.31	6%
Networks and Cybersecurity	2.30	2.56	11%
Technological literacy	2.35	2.47	5%
Creative thinking	2.18	2.30	6%
Resilience, flexibility, agility	2.47	2.89	17%
Curiosity and lifelong learning	2.49	2.78	12%
Leadership and social influence	2.36	2.71	15%
Talent management	2.12	2.25	6%
Analytical thinking	2.24	2.45	9%
Systems thinking	2.18	2.36	8%
	n=1296	n=210	10%

Source: EY Global Neuroinclusion at Work Study 2025

When neurodivergent professionals in our survey feel included at work, there's a 17% increase in proficiency in resilience, flexibility and agility, 15% in leadership and social influence, and 12% in curiosity and lifelong learning.

> "While high levels of proficiency of neurodivergent professionals in technological skills such as cybersecurity and AI have long been demonstrated, the findings of this research widen our horizon by showing extraordinary skill levels in areas such as leadership and social influence as well as resilience, flexibility and agility. This is both ground-breaking and myth-busting.
>
> **Anna Krzeminska**
> Associate Professor,
> Macquarie University,
> Sydney, Australia

Moving beyond labels to reimagine the potential of neurodivergent professionals

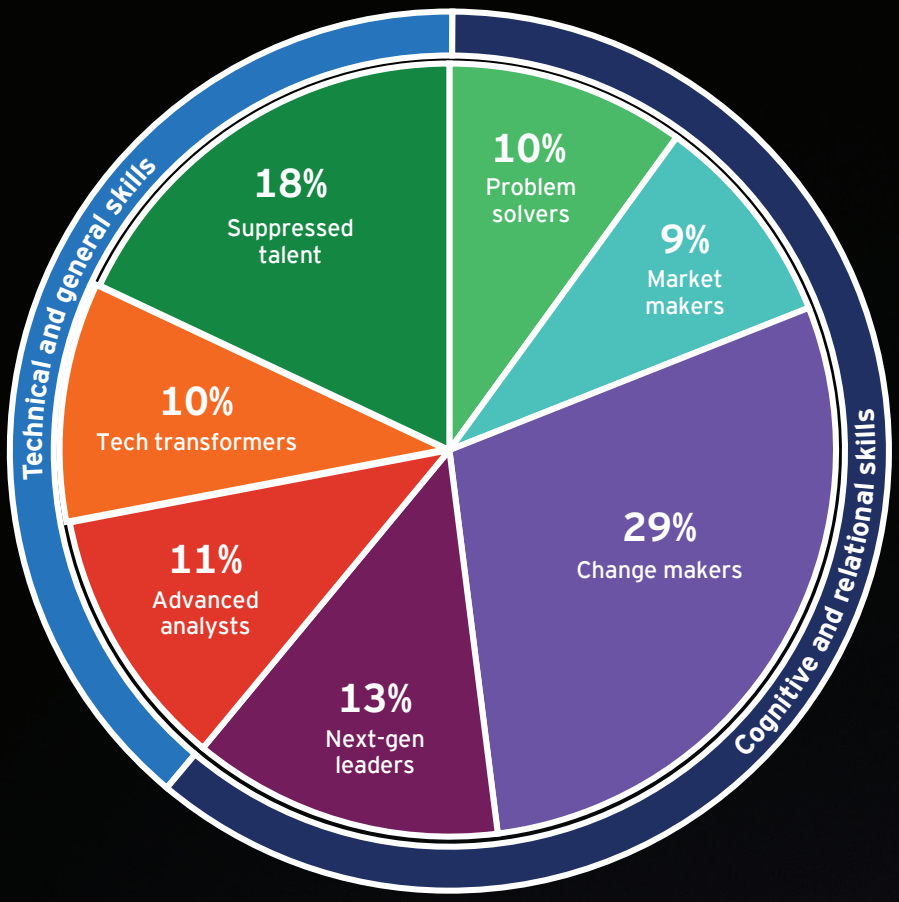
Despite the opportunity to increase skill proficiency and address skills gaps with greater rates of neuroinclusion, singular labels are holding some neurodivergent professionals back. As awareness of neurodiversity has risen, so have stereotypes in some instances. The association of conditions such as ADHD, autism, or dyslexia with a narrow band of skills and strengths could limit individual aspirations and, worse still, organizational recognition of potential. In our survey sample, 18% of neurodivergent respondents can be termed "suppressed talents" – these professionals mostly hold bachelor's degrees (67%), yet self-report above-average proficiency in only one skill: writing and editing.

What if taking a different view of neurodivergent talent could unearth change makers, technology specialists and next-gen leaders that may already reside in your organization, hidden from view?

We asked survey respondents to self-report their skills, strengths and mindsets and then used an algorithm to cluster them into seven talent segments (ignoring everything else we knew about their characteristics, sector, role etc.). The findings are striking. Singular conditions (e.g., ADHD, dyslexia and autism) transcend all seven segments. In this analysis, one autistic professional might report above-average technology skills suited to IT roles, another might report creative skills better suited to marketing roles. It strikes at the heart of commonly held stereotypes, confirming that an atypical brain alone does not determine skill proficiency.

Moving beyond labels: Seven ways to reimagine the potential of neurodivergent professionals

K-means clustering of neurodivergent professionals by self-reported skills and strengths



Clustering skills data reported by 1,603 neurodivergent professionals indicates that they transcend seven talent segments, of which four major on cognitive and relational skills while three major on technical and general skills:

61% of surveyed neurodivergent professionals report above-average proficiency in cognitive and relational skills, and can be grouped into four talent segments:

Change makers (29% of surveyed neurodivergent professionals)

- Report above-average skill proficiency in innovation, change orientation, upskilling, teaming, project management.
- Yet 40% of neurodivergent professionals grouped in this segment are not managers within their organizations today, indicating untapped potential to lead teams or initiatives.

Problem solvers (10%)

- Report above-average skill proficiency in critical thinking, teaming, upskilling; and the highest overall skill proficiency of any segment.
- Forty-two percent of neurodivergent professionals grouped in this segment are directors or senior execs today, demonstrating the leadership capacity of neurodivergent professionals at a time of great uncertainty and fast change.

Market makers (9%)

- Report above-average skill proficiency in entrepreneurialism, innovation, change orientation.
- Within this segment, 22% of neurodivergent professionals are directors or senior execs today, but 33% work in operations, customer services or admin functions and 31% work in IT or tech support – an indicator of the latent potential within organizations if more market makers can develop and progress in inclusive environments.

Next-gen leaders (13%)

- Report above-average skill proficiency in leadership and social influence, teaming, dependability and empathy.
- One in three are already mid-managers and 95% are degree-educated, indicating leadership potential that could be nurtured if identified through this type of analysis.

39% of surveyed neurodivergent professionals report above-average proficiency in technical and general skills, and can be grouped into three talent segments:

Advanced analysts (11%)

- Report above-average skill proficiency in critical thinking, analytical thinking, data analysis
- In this segment, 26% of neurodivergent professionals are managers and 24% directors or senior executives, yet almost half (47%) report a sub-optimal experience at work.

Technology specialists (10%)

- Report above-average skill proficiency in cloud, cybersecurity, computational thinking, project management
- Almost half (45%) of this group report optimal levels of workplace inclusion, while 59% work in IT or tech support – indicating that IT functions may already be ahead in developing neurodivergent professionals to their full potential.

Suppressed talent (18% of surveyed neurodivergent professionals)

- Report above-average skill proficiency in just one skill: writing and editing
- Compared with all other segments, they report comparatively weaker skill proficiency on all other skills – yet 67% hold a bachelor's degree, indicating their qualifications are out-of-sync with their perceived ability.
- Sixty percent of neurodivergent professionals grouped within this segment also report a neutral experience at work – they do not benefit from inclusive line manager behaviors or effective ways of working. This could indicate they are systemically disadvantaged, their latent potential suppressed by a sub-optimal experience at work.

Without the change that this analysis represents, away from a focus on single labels towards a person-centred approach, organizations may continue to suppress the very talent that can help alleviate skills gaps. Taking a person-centered approach to identifying and developing skills can pay dividends, helping organizations fill skills gaps and neurodivergent professionals reach their full potential.

These results support the emergence of 'transdiagnostic approaches' in academic research[8]. Such approaches demonstrate the growing understanding and awareness of co-occurrence, where an individual's neurotrait forms from two or more atypical neurological conditions (such as autism and ADHD or "AuDHD"), both of which impact an individual's communication preferences, thinking style and approach to processing information in different ways. Looking ahead, luminaries such as Professor Amanda Kirby, Honorary Professor at Cardiff University, predict "single diagnosis will be a thing of the past, co-occurrences are more connected to the reality of neurodiversity". (Kirby, 2024)

The results also demonstrate something we already intuitively know: the skill profiles of professionals are also informed by a wider range of factors that include education, culture, passions and interests, language abilities, attention control, social communication, organizational support and role autonomy. The fact that those in our 'market maker' segment are drawn from senior directors, executives and those working in customer services or tech support today is an indicator that we may not know and realize the full potential of neurodivergent talent today.

Reflection question

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What skills of the future are waiting to be unlocked in your organization?

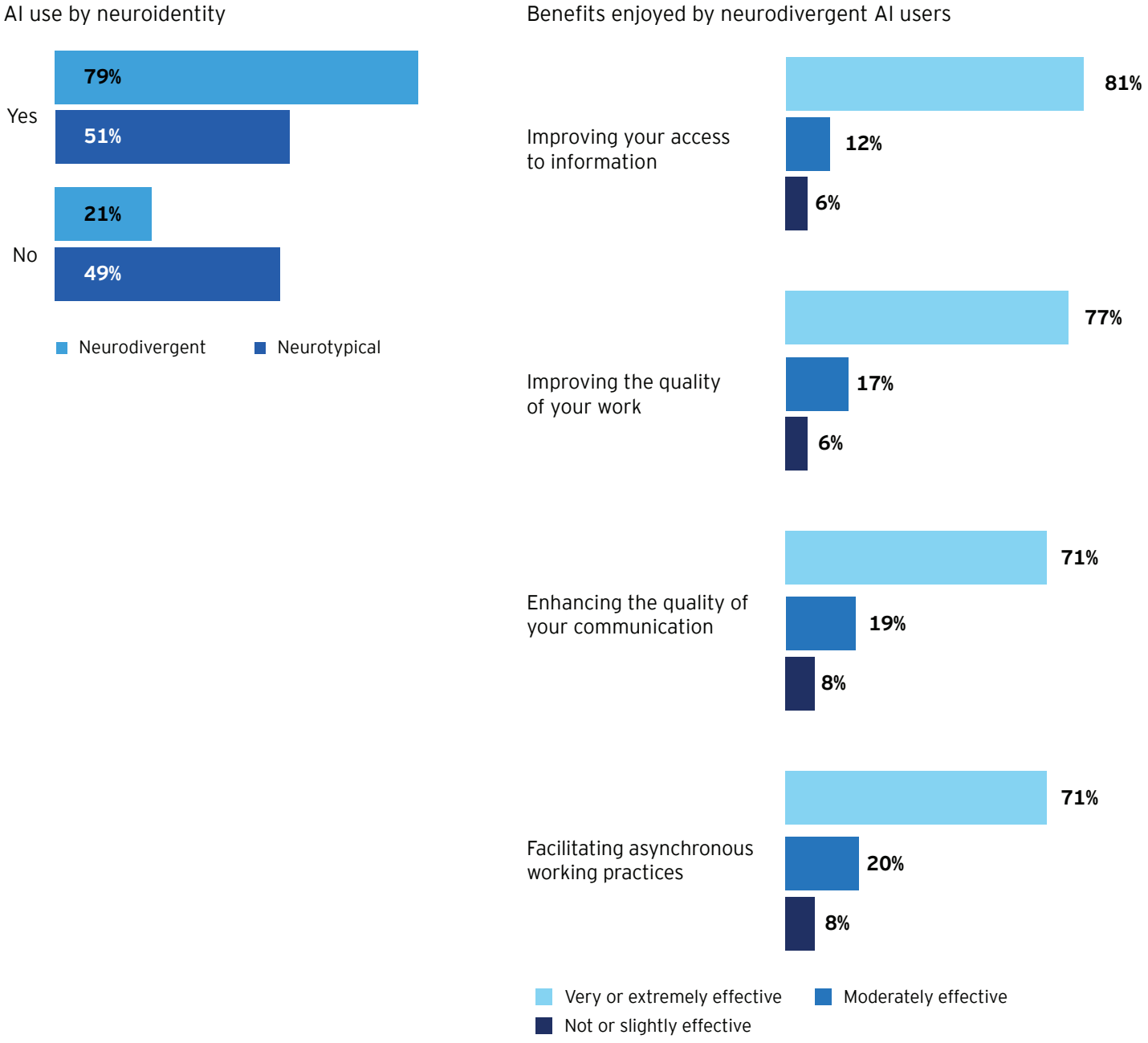
Hiren Shukla
EY Global Neurodiversity & Inclusive Value Leader

[8] Astle, Holmes, Kievit and Gathercole (2021) The transdiagnostic revolution in neurodevelopmental disorders, *Journal of Child Psychology and Psychiatry*

Neurodivergent professionals as AI champions

AI represents another opportunity for organizations to harness the latent potential of neurodivergent talent. Our results reveal 79% of neurodivergent professionals surveyed already utilize AI at work and are 55% more likely than neurotypical professionals to do so. They report that AI tools improve the quality of their work and accelerate access to information.

% of AI users by neuroidentity and benefits reported by neurodivergent professionals using AI (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

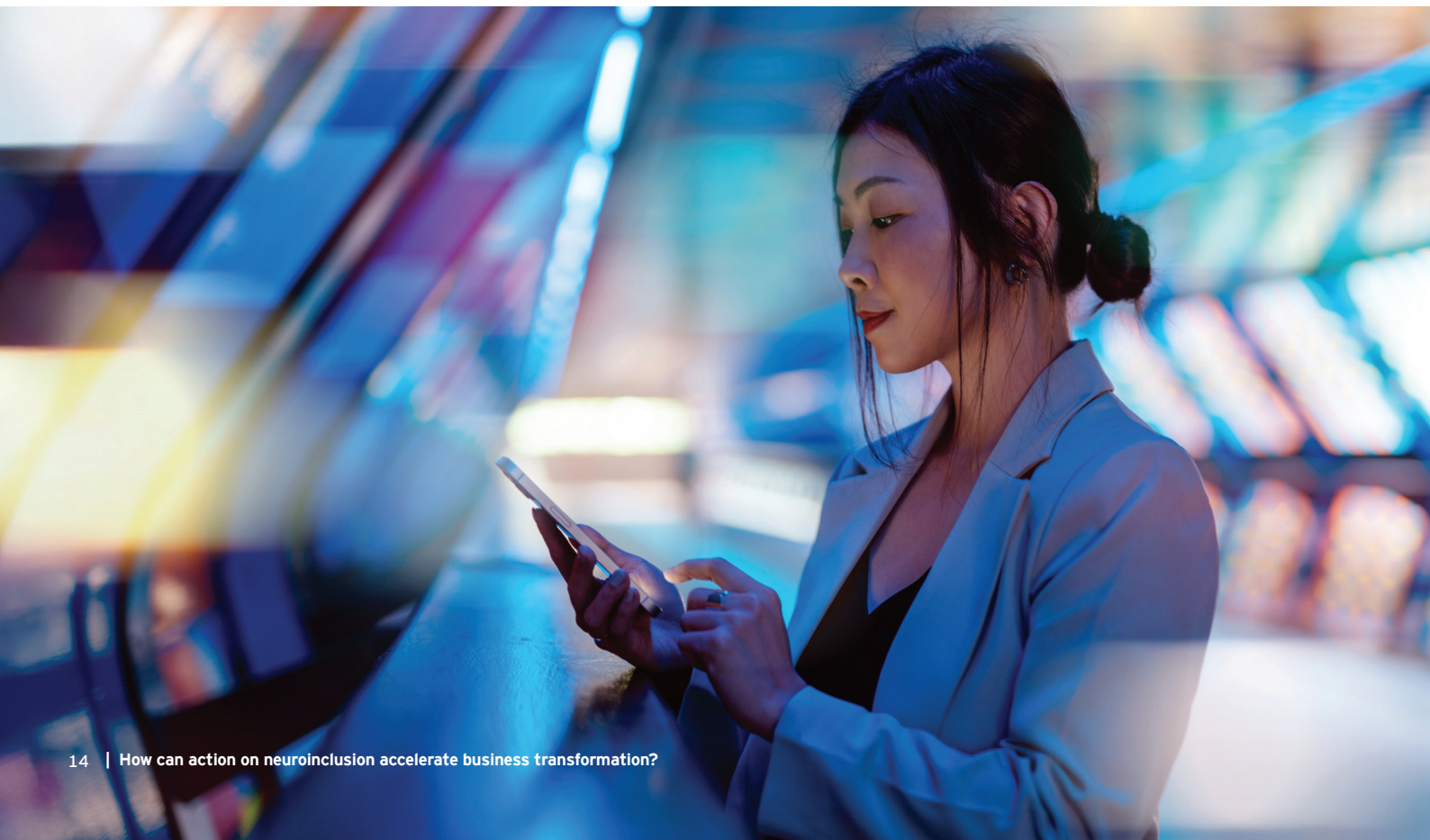
These results are consistent with further EY research conducted with Microsoft in 2024[9], which found that AI assistants improved respondents' written communication (80%), memory and recall (59%) and concentration and focus levels (48%). The same report reveals that AI can be a huge boost to performance, with 87% feeling more productive at work when using an AI assistant and 85% saying AI helps them to perform better in their roles.

With 29% of neurodivergent professionals identified as "change makers" in the talent segment chart above, this raises the prospect that neurodivergent professionals could be AI champions-in-waiting, capable of driving enterprise adoption of AI by drawing upon their specialist or expert proficiency in leadership and social influence, change orientation and innovation.

Made By Dyslexia's Intelligence 5.0 report[10] calls for a re-evaluation of how we think about intelligence in a world where human and machine intelligence converge. Supporting the shift from deficit to strengths-based thinking, the report urges organizations to change how they assess, develop and value creativity, problem-solving and communication skills – reporting those to be the most sought-after characteristics in any job, in any sector, worldwide. Neurodivergent professionals are proving that AI can augment literacy or writing and editing skills, while enhancing the high-performance skills our clustering reveals: analytical thinking, critical thinking, entrepreneurism, change orientation, leadership and social influence, teaming and innovation.

The skills dividend becomes clear: neurodivergent and neurotypical colleagues bring complementary skills to the workplace, moving beyond labels to reimagine neurodivergent potential can help organizations fill skill gaps with existing talent, and the proficiency of neurodivergent professionals is amplified when they feel truly included. **However, for 75% of neurodivergent professionals, neuroinclusion remains an elusive goal.**

[9] GenAI for accessibility: more human not less, EY, 2024
[10] Intelligence 5.0 Report, Made by Dyslexia, 2024



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Key findings: neurodivergent people in the workplace

Despite progress and high levels of engagement, just 25% of neurodivergent professionals surveyed experience true inclusion at work today.

In brief:

- Despite the majority of neurodivergent professionals being engaged with work, only 25% surveyed feel they truly belong.
- The biggest influencers of neuroinclusion are the behaviors of line managers and psychological safety.
- Sentiments around disclosing neuroidentity at work vary widely, with 63% of respondents openly discussing their neuroidentity with line managers or colleagues.
- Neurodivergent professionals are almost twice as likely to experience regular sensory distractions in the workplace.

Our global sample of neurodivergent professionals feel optimistic at work. Two-thirds agree they were fully engaged at work (67%) and enjoying their job (65%) in the six weeks prior to completing our survey. Similar numbers (62%) said they were able to cope with their workload and maintain healthy working habits (covering physical, mental, social and financial health factors). And over half of our neurodivergent respondents (58%) felt energized by their time at work.

The encouraging results may reflect progress on neurodiversity awareness, since 40% of neurodivergent professionals surveyed say their organization has created and communicated a neurodiversity strategy. Over half reported that their organization has begun to adjust hiring (54%), learning (60%) and performance management (61%) processes to be more inclusive.

However, when we developed and tested a 15-driver scale for neuroinclusion on our data, we found that only 25% of neurodivergent professionals feel truly included at work.

To assess the prevalence of neuroinclusion in our sample, we leveraged job satisfaction as an indicator of neuroinclusion (first proposed in Professor Robert Austin's research[11]) and assessed a total of 56 drivers to determine the largest 15 drivers to explain variation in reported job satisfaction (r=0.52).

Line managers and psychological safety are the biggest drivers of neuroinclusion

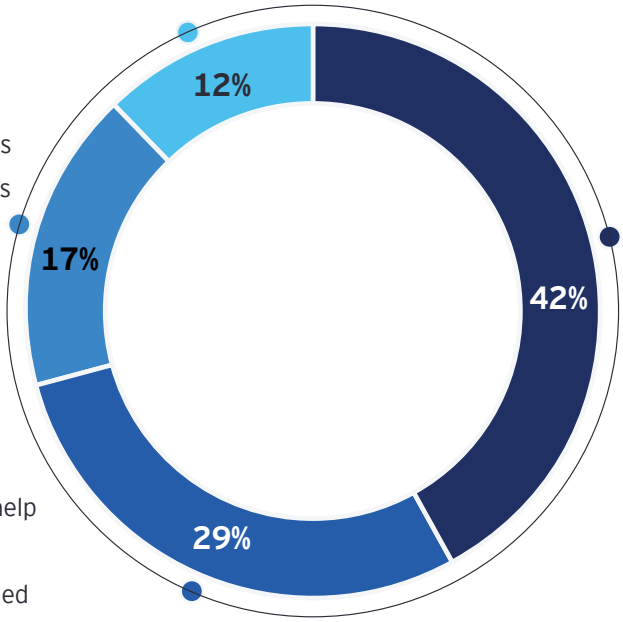
Relative importance analysis of the 15 identified drivers of neuroinclusion at work

Colleague behaviors 12%

- Establish and clarify clear roles and responsibilities
- Recognize your skills and strengths

Job-related factors 17%

- I am employed in a job which is aligned with my passions or interests
- I am employed in a job which reflects my ability



Line manager behaviors 42%

- Encourages you to be yourself at work
- Establishes and clarifies clear roles and responsibilities
- Recognizes your skills and strengths
- Offers and invites regular feedback
- Includes asynchronous meeting options by default
- Checks your comfort with meeting frequency

Psychological safety 29%

- People on my team value diversity of thought
- It is easy to ask team members for help
- It is safe to take a risk on this team
- My unique skills and talents are valued
- If you make a mistake on this team, it is not held against you

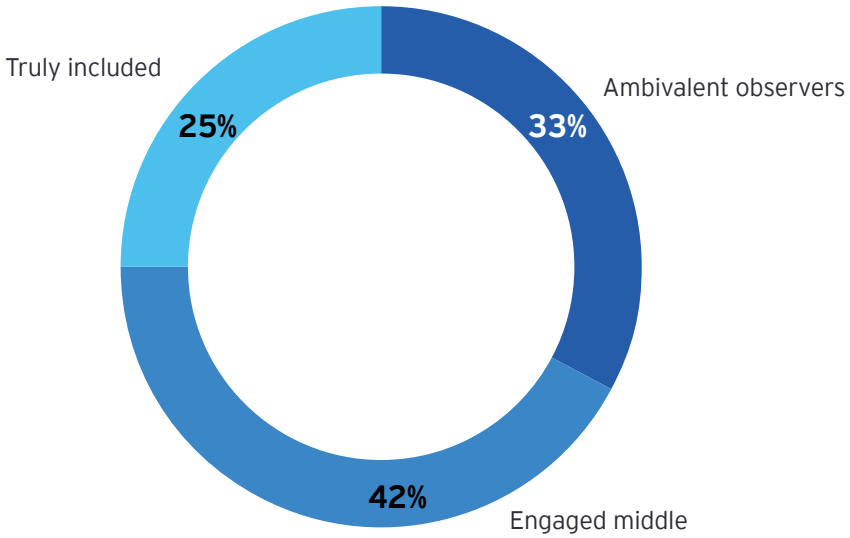
Source: EY Global Neuroinclusion at Work Survey

[11] Austin and Pisano (2017) Neurodiversity as a competitive advantage, Harvard Business Review

We then used latent class segmentation to identify three groups of neurodivergent professionals, each reporting different levels of agreement to the same 15 drivers, indicating a very different experience at work.

The largest percentage of our neurodivergent cohort surveyed falls into the "engaged middle" segment, where line manager support and recognition are strong but psychological safety and flexible working let down the overall score. A third (33%) we term "ambivalent observers" because they report a neutral stance on team working and job-related factors with a negative experience of some line manager behaviors and limited exposure to neuroinclusive practices. Twenty-five percent of neurodivergent professionals report feeling "truly included", indicating regular exposure to neuroinclusive practices and strong agreement with survey questions relating to line manager behaviors and psychological safety.

% of neurodivergent professionals within each inclusion segment



Source: EY Global Neuroinclusion at Work Study 2025

Inclusion by sector and job level

There is limited variation in inclusion rates across different sectors and job levels, indicating the continued importance of regulatory, cultural and social factors in shaping the lived experience of neurodivergent professionals and access to support mechanisms.

After a decade of successful neurodiversity hiring programs, the technology sector leads the way, while retail, manufacturing, energy and utilities sectors with large front-line workforces show room for improvement.

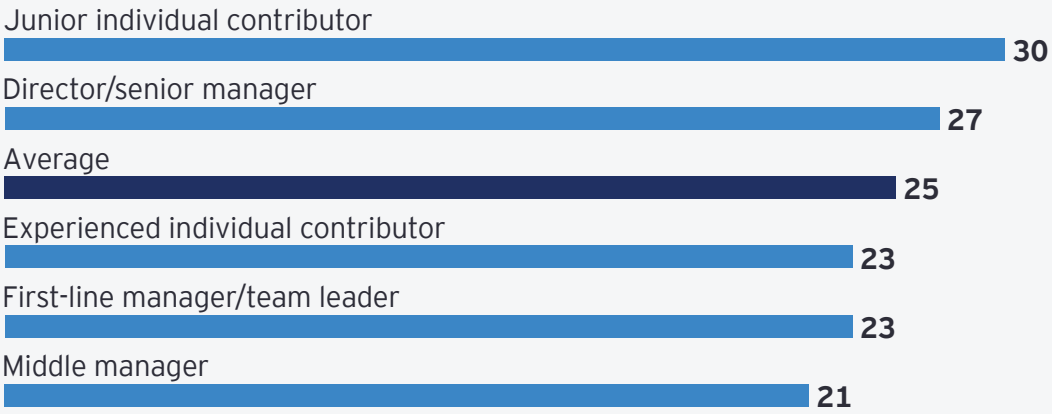
Sector neuroinclusion shows little variation from the global average, but technology leads the way

% of neurodivergent professionals who feel truly included at work, by sector (*View image description*)

Source: EY Global Neuroinclusion at Work Study 2025

Mid-level professionals report the lowest levels of neuroinclusion, sandwiched between junior individual contributors and directors/senior managers who report above-average levels

% of neurodivergent professionals who feel truly included at work, by job level (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

Geographic factors are compounded when individuals lack a formal diagnosis. Professionals in our sample who identify as neurodivergent without a formal diagnosis are 18% less likely to feel truly included at work and are 24% more likely to be ambivalent observers, compared with professionals who identify as neurodivergent with a formal diagnosis.

The behaviors of managers and teams shape experiences of neuroinclusion

Neurodivergent professionals surveyed indicate that their experience is shaped primarily by line manager behaviors (42% of the neuroinclusion score) and psychological safety (29%). Truly included professionals are up to three times more likely to report that line managers and colleagues often or always display neuroinclusive behaviors, and 2.4 times more likely to work in psychologically safe teams.

The line manager lottery

In non-inclusive environments (indicated by ambivalent observers), only half surveyed will discuss their neuroidentity with line managers or colleagues. This jumps to 81% of those who feel truly included at work. The criticality of line managers isn't limited to neuroinclusion. In our long-running research study on effective transformation programs with Oxford Saïd Business School, we found that managers play a crucial role in ensuring transformation projects succeed by adopting the principles of psychological safety in how they lead their teams.[12]

For neurodivergent professionals, there is too often a line manager lottery. Some are fantastic enablers of neuroinclusion, while others may be blockers. Ending the line manager lottery through neuroinclusive management training is a priority. At the moment, our survey suggests neurodiversity awareness is not reaching neurotypical line managers. Shifting from general awareness training to dedicated line manager training is a critical next step, both in adjusting managers' own behaviors and setting expectations for team members.

[12] Errol Gardner and Liz Fealy, "How do you harness the power of people to double transformation success?", EY, 20 October 2022, https://www.ey.com/en_gl/insights/consulting/how-transformations-with-humans-at-the-center-can-double-your-success, accessed 31 May 2025.

Summary table: Key features of neuroinclusive management training

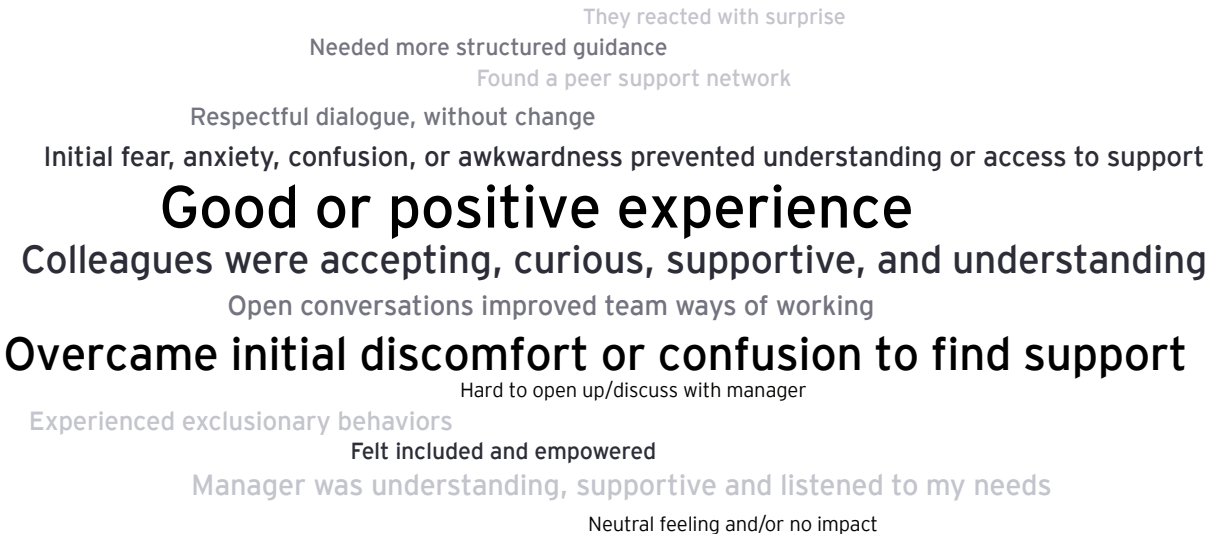
Feature	Description
Neurodiversity fundamentals	Definitions, types, strengths and challenges of neurodivergence
Legal and policy guidance	Rights, responsibilities, reasonable adjustments, confidentiality
Practical scenarios	Real-life case studies, scenario-based learning, role-specific examples
Communication skills	Clear, inclusive communication, feedback and psychological safety
Adjustment implementation	Identifying, agreeing, recording and reviewing workplace adjustments
Culture and leadership	Modeling inclusive behaviors, challenging bias, sharing best practices
Ongoing support	Regular training refreshers, access to coaching, awareness of peer networks and resources for signposting
Lived experience	Involvement of neurodivergent individuals in training design and delivery
Lifecycle integration	Neuroinclusion embedded from recruitment to offboarding
Measurement and accountability	Feedback loops and monitoring of neuroinclusive outcomes

According to our survey responses, Neurodivergent managers experience a double bind, expected to foster neuroinclusion for their teams while lacking the support mechanisms they need to manage the demands of their own jobs. This takes a toll on their neuroinclusion levels – first-line managers or team leaders are 30% more likely to be ambivalent observers, indicating limited exposure to neuroinclusive practices. Neurodivergent middle managers surveyed are 24% more likely to be ambivalent observers.

Neurodivergent professionals, in our survey, who openly share their neuroidentity at work summarize their initial disclosure conversations as largely positive, indicating the importance of colleagues who show acceptance, curiosity, support and understanding. 22% of neurodivergent professionals report initial fear, anxiety, confusion or awkwardness when sharing their neuroidentity for the first time, and not all of those professionals work beyond this to a place of understanding and acceptance – 1 in 7 report conversations that resulted in little change.

For neurodivergent professionals to be comfortable disclosing, they generally need to feel psychologically safe. Managers need to create safe spaces to have these conversations and may need specific training on how to achieve this.

Sentiments expressed by neurodivergent professionals after their first conversation(s) with line manager or colleagues regarding their neuroidentity



In general, neurodivergent professionals surveyed who decide not to disclose their neuroidentity with their manager or colleagues fear being stigmatized at work or experiencing negative consequences. Fewer opt not to disclose due to a desire for privacy or organizational factors (such as a lack of time or benefits of disclosure).

Reasons why neurodivergent professionals choose not to disclose their neuroidentity at work

Psychological safety is the second largest influence on neuroinclusion

The second largest influence on neuroinclusion in our survey relates to the level of psychological safety within teams[13]. Reported levels of psychological safety vary widely between our neuroinclusion segments: 90% of truly included neurodivergent professionals report strong feelings of psychological safety compared with 67% of the engaged middle and 37% of ambivalent observers. Being able to make mistakes without fear of negative consequences and receiving recognition for their strengths are among the most valued dimensions of psychological safety for neurodivergent professionals.

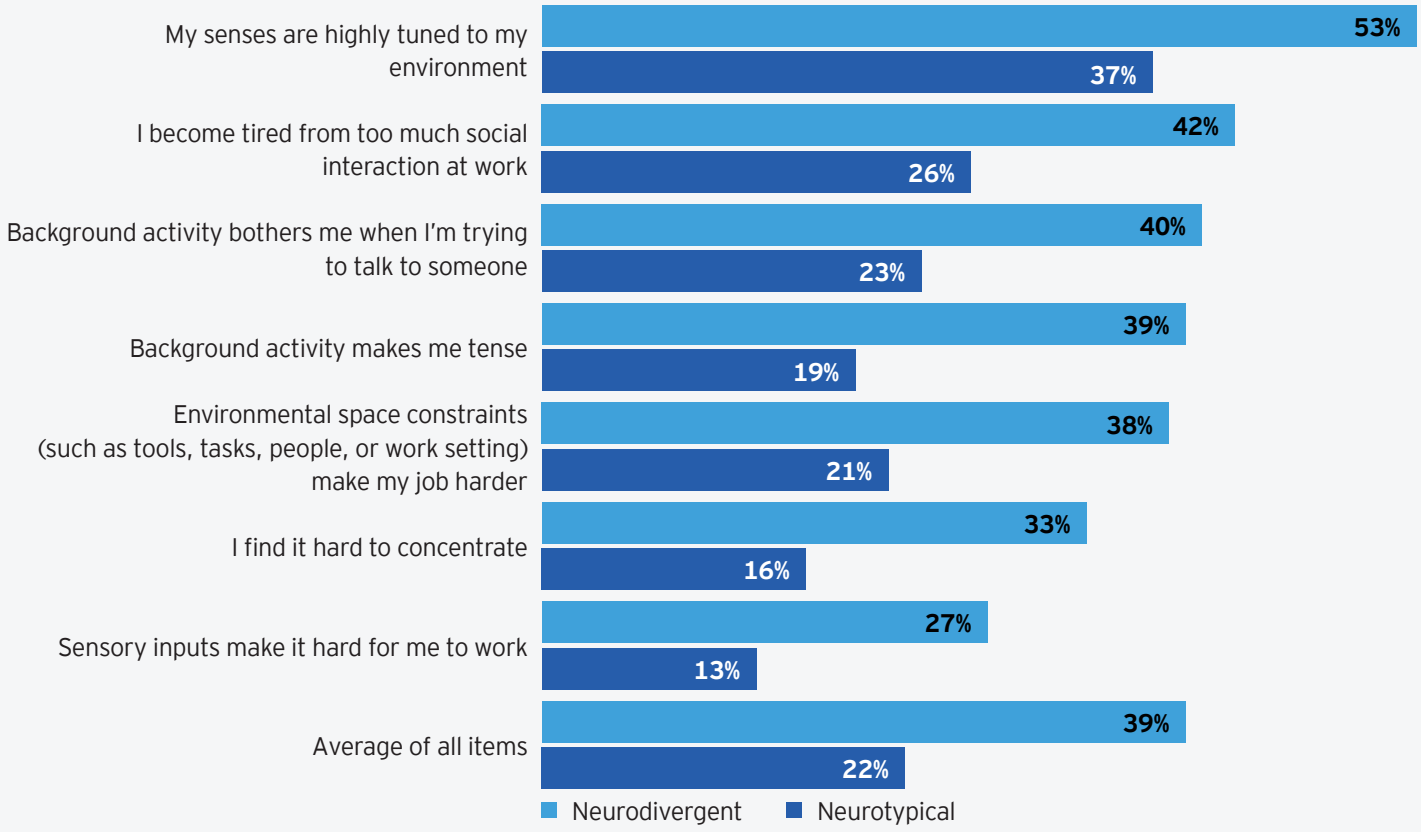
Returning to Reynolds and Lewis, cognitive diversity and psychological safety go together[14] – one is not effective without the other. Teams might be cognitively diverse but only become generative (able to adapt to challenges and opportunities) when members feel they can express themselves and their ideas without retribution.

The impact of office environments on neurodivergent professionals

Neurodivergent professionals in our survey showed they are almost twice as likely as neurotypical peers to experience regular sensory distractions in the workplace. This is a factor that organizations pondering changes to their remote or hybrid work policies should carefully consider. Seventy-three percent of neurodivergent professionals working fully onsite report regular sensory distractions. This reduces by up to 12 times if working remotely, or more than three times if working on a hybrid schedule.

Neurodivergent professionals are almost twice as likely to experience regular sensory distractions in the workplace

% of professionals experiencing sensory distractions often or always, by neuroidentity (*View image description*)



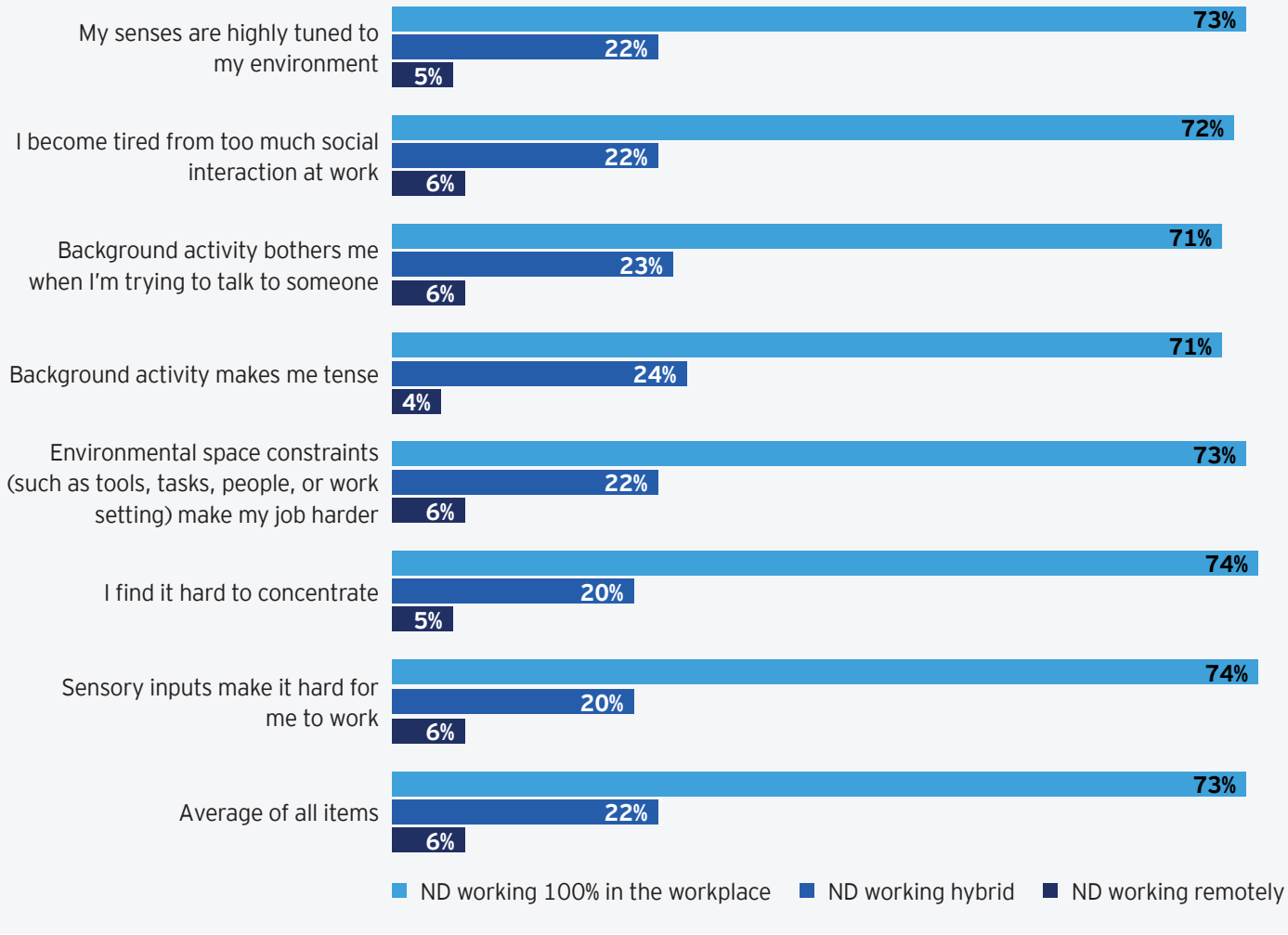
Source: EY Global Neuroinclusion at Work Study 2025

[13] Survey question based on the work of Amy Edmonson, author of *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth* (2018)

[14] Reynolds and Lewis (2018) The two traits of the best problem-solving teams, *Harvard Business Review*

Neurodivergent professionals working 100% in the workplace are up to 12x more likely to experience sensory distractions compared to those working remotely

% of neurodivergent professionals experiencing sensory distractions often or always by workplace schedule (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

The path to neuroinclusion can be accelerated by ensuring there is a broad, accepting workplace culture; by specifically training line managers; and by listening openly to individual preferences for different working modalities.

3

The case for change: consequences of inclusion gaps

Neuroinclusion boosts skills proficiency, but inclusion gaps lead to job dissatisfaction, with 39% of neurodivergent professionals surveyed planning to leave their jobs in the next year.

In brief:

- Neurodivergent professionals, when truly included, are up to 10% more proficient in skills on the rise than those who are not.
- Yet barriers to career progression are causing dissatisfaction, with 91% of neurodivergent professionals surveyed reporting at least one barrier to moving into new positions.
- Workplace relations including microaggressions are the predominant driver of intent to leave for 74% of neurodivergent professionals.
- Inclusion gaps reduce within truly inclusive organizations, where 57% of neurodivergent professionals report that they never or rarely experience non-inclusive behaviors.

The benefits of neuroinclusion shape a compelling case for change: neurodivergent professionals, when truly included, are up to 10% more proficient in skills on the rise compared with neurodivergent colleagues who are not . Our global survey results demonstrate that neuroinclusive environments boost proficiency in skills like leadership, curiosity and lifelong learning as well as data, AI and cyber. Expanding neuroinclusion throughout organizations is a vital way to unlock the transformational skills that will drive the next frontier of business value.

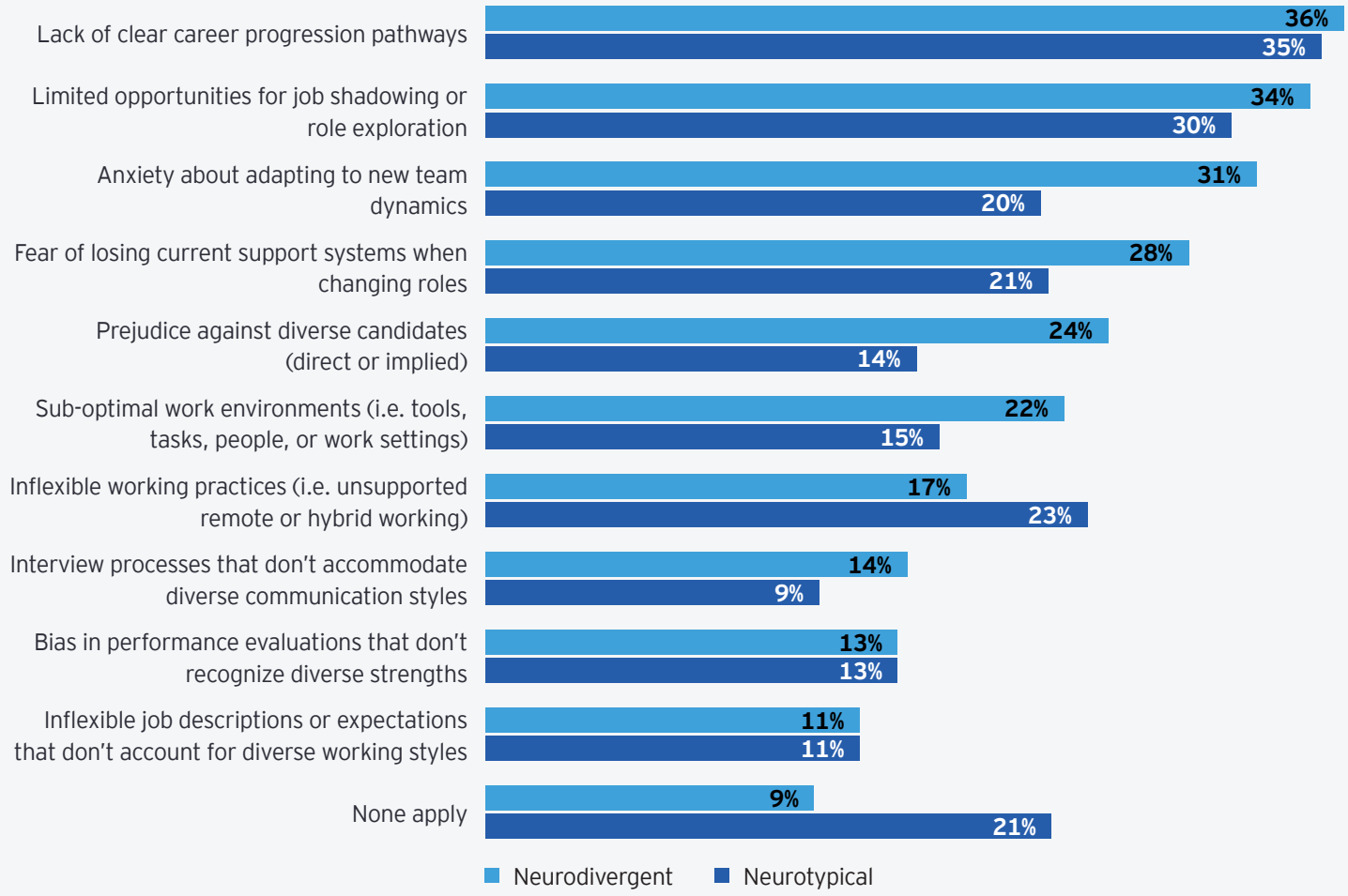
However, without systemic organizational change, perceived barriers to career progression and the impact of colleague behaviors are creating dissatisfaction, to the extent that 39% of surveyed neurodivergent professionals reported intending to leave their current job in the next 12 months. Neurodivergent professionals cited lack of organizational support as the main barrier to realizing their full potential. Cognitively diverse teams depend upon effective inclusive management practices[15].

[15] Krzeminska, Austin et al., (2019) The advantages and challenges of neurodiversity employment in organizations, *Journal of Management & Organization*

Lack of career progression

Barriers to career progression strongly influence discontent among neurodivergent professionals. Collectively, barriers are widespread – 91% of neurodivergent professionals report at least one barrier to moving into new positions. Top barriers cited include lack of career progression pathways (36%), limited job shadowing or role exploration opportunities (34%) and anxiety about adapting to new team dynamics (31%).

% of professionals who report barriers to moving into new positions, by neuroidentity (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

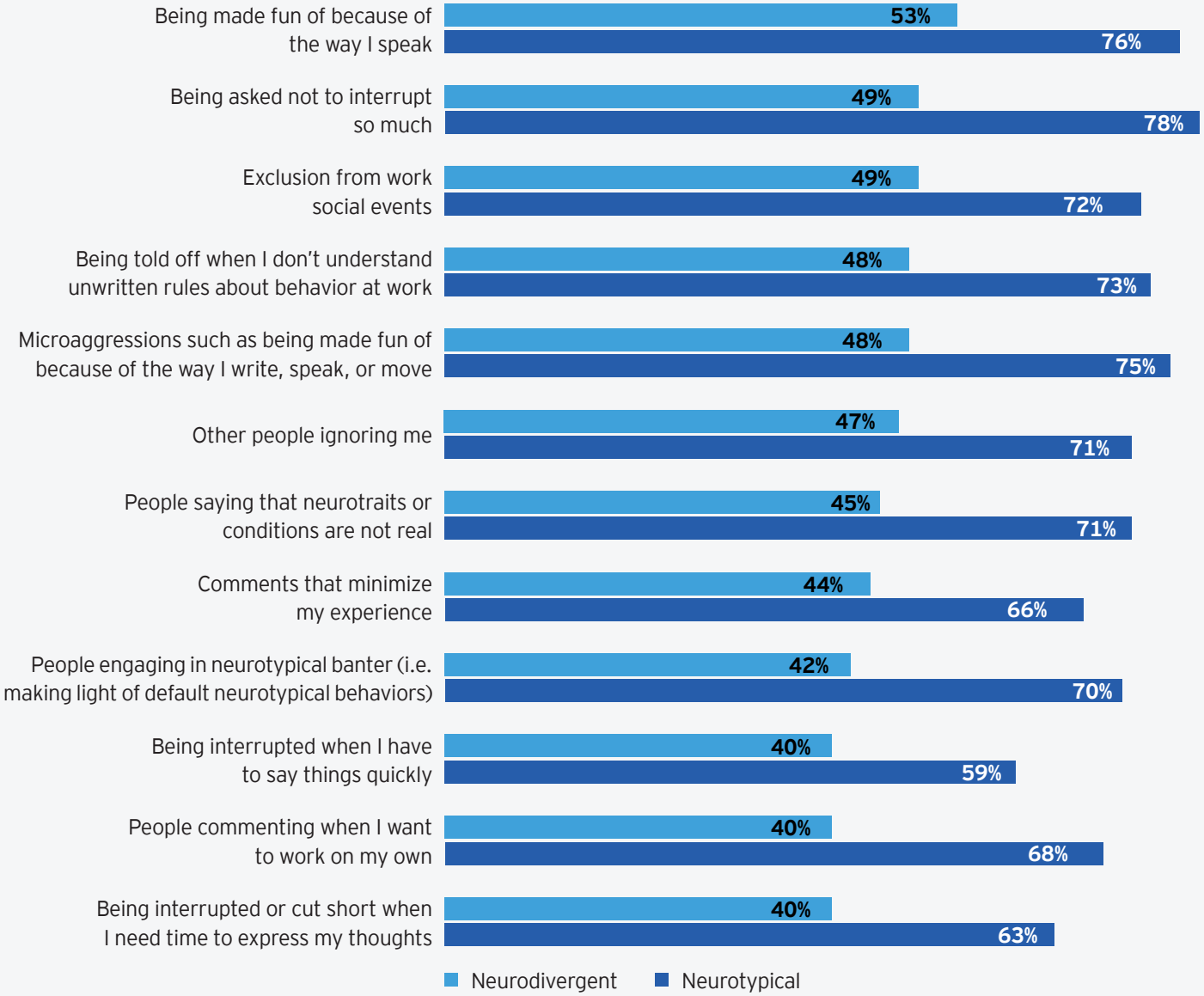
In neuroinclusive environments, 87% of surveyed truly included neurodivergent professionals believe they can advance their career within their current organization, compared to just 46% of ambivalent observers.

Positive experiences create workplace stability

In a multi-factor analysis of research findings, negative workplace relationships are the predominant driver of intent to leave (74%) rather than talent policies or practices. Workplace relations describe the impact of microaggressions, such as being mocked for speech patterns, being interrupted or asked not to interrupt colleagues, or being excluded from social events. These hidden forms of soft bullying can and do have a pernicious impact on happiness at work.

Fostering a culture of respect and inclusivity requires teams and organizations to embrace neurodiversity in social preferences[16]. Today, neurotypical professionals in our survey reported being much less likely to experience non-inclusive behaviors at work, with an average of 70% reporting that they never or rarely experience them versus 45% of neurodivergent professionals. This inclusion gap reduces within truly inclusive organizations, where 57% of neurodivergent professionals report that they never or rarely experience non-inclusive behaviors.

% of professionals who report never or rarely experiencing non-inclusive behavior, by neuroidentity (*View image description*)

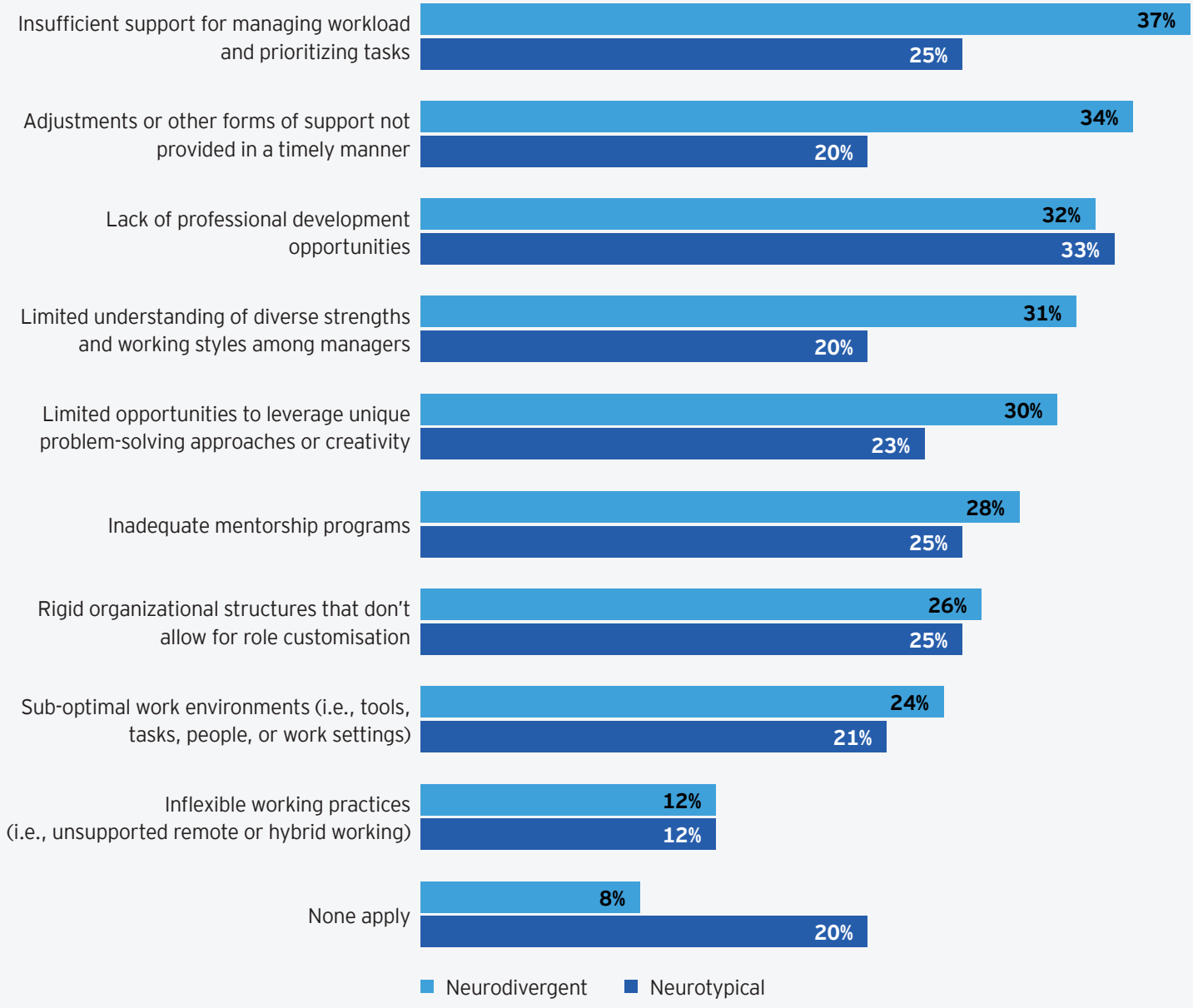


Source: EY Global Neuroinclusion at Work Survey

[16] Frizzell (2024) Awesomely awkward, *Neurodiversity*

When it comes to realizing their full potential, neurodivergent professionals cite lack of organizational support (37%) and lack of timely adjustments or support as the most frequent barriers (34%). Lack of professional development opportunities was reported by one-third of all respondents, while limited line manager understanding of strengths and working styles is more commonly felt by neurodivergent professionals (31%) than neurotypicals (21%).

% of professionals who report barriers to realizing their full potential, by neuroidentity (*View image description*)



Source: EY Global Neuroinclusion at Work Study 2025

4

Actions to build neuroinclusion

Building a picture of what good looks like

There is no one way for building a neuroinclusive workplace culture, but there are examples that work. Start with an understanding of your own organization's neuroinclusion journey and tap into your own community of neurodivergent professionals: there is no better voice than those within your organization often found in employee resource groups (ERG).

Some organizations opt to create a Neurodiversity Center of Excellence (NCOE) that can act as a learning ground for trying out different workplace modalities with smaller groups of neurodivergent professionals. Learnings from NCOEs can then be applied and amplified across the organization with the knowledge that they have been pre-tested and validated. As part of the EY organization's journey, a framework of factors was co-developed with the community showing the individual and organization how neurodivergent employees can thrive.

There are multiple benefits for organizations that build a more neuroinclusive working environment. Neurodivergent and neurotypical professionals bring complementary skills that fuel high-performing teams in the AI era, and the effect is further amplified when there is a strong culture of neuroinclusion. Neurodivergent professionals are adept in some of the fastest-growing skills as reported by the World Economic Forum, and 55% more likely to be using AI.

Organizations need to move beyond an understanding of neurodiversity to building a working environment that allows everyone — neurodivergent and neurotypical professionals — to thrive. The end goal? To build an organization with cognitive intelligence that can deliver on business and strategic priorities by maximizing the power of their people.

Conclusion

Expanding neuroinclusion in the workplace holds the potential to unlock transformational skills and drive business value. Neurodivergent professionals in our survey reported high proficiency rates in skills on the rise such as AI and big data, cybersecurity, talent management and resilience, flexibility and agility. When truly included, neurodivergent professionals are on average 10% more proficient in the skills on the rise than neurodivergent colleagues who do not feel truly included.

Line manager behaviors and team ways of working are the biggest drivers of neuroinclusion at work. Managers, teams and colleagues can all take action to enhance neuroinclusion. Inclusive work environments benefit everyone, but we must shift from awareness to collective action to achieve neuroinclusion and open up opportunities.

Actions for change

Here are four actions that organizations can take to amplify neuroinclusion and unlock transformational skills and opportunities:

1. **Take a skills-based approach to talent strategies:** Our research indicates that neurodivergent individuals possess the skills on the rise which are most needed for business. They are, for example, 55% more likely to use AI than their neurotypical colleagues. Adopting a skills-based approach to talent strategies will enable organizations to identify workforce strengths, that may lie dormant. Activating these latent capabilities can be a force multiplier.
2. **End the line manager lottery:** Currently, neuroinclusive environments largely rest on the strengths and abilities of individual line managers. A more systematic approach to training is required to equip managers with the skills to manage the unique challenges facing neurodivergent professionals and build a positive team environment. Better conversations, improved role and task clarity, assistive technology, regular high-quality feedback and personalized career pathways are all levers that managers can use to enhance neuroinclusion.
3. **Adopt an open and flexible approach to working practices:** When you work, where you work and what physical environments best suit your needs are all choices that can be make or break for neurodivergent professionals. Ensure that individual needs are discussed in a safe and open way that avoids presumption and avoids stigmatizing the employee. The more routine such discussions are, the more included and heard employees feel. Our research across workplace studies shows that a degree of personalization is highly valued by all employees, not just the neurodivergent whose needs may be more acute.
4. **Unlock the cognitive intelligence of your organization:** Our research showed neurodivergent and neurotypical professionals possess complementary skills that strengthen the cognitive intelligence of the organization. It measured neuroinclusion across generations, regions and sectors, providing a baseline for employers to use in building their own roadmap for identifying talent opportunities and mitigating risks in a rapidly evolving job market. Taking a data-driven approach to measuring progress will help to accelerate change.

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Appendix

A1. Helpful definitions
A2. Skills taxonomy
A3. Figure Descriptions

A1 Helpful definitions

Although the term "neurodiversity" was defined in the 1990s, many people are relatively new to the language around neurodivergence. These definitions might be useful when reading and talking about neurodiversity.

Neurodiversity refers to natural variations in how all brains function. The term acknowledges the variety of ways people think, learn, process and communicate, and move. The term is used to describe differences, not deficits.

Neurodivergence refers to ways of doing things, processing, communicating and acting which are different from the neurotypical person.

Neurodivergent is a term for an individual with a neurodivergent condition. See the "About the research" accordion for a summary of neurodivergent conditions reported in our survey sample. Co-occurrence of two or more neurodivergent conditions is common. Individuals identify with or are diagnosed with neurodivergent conditions (access to diagnosis varies significantly around the world).

Neurotypical is a term for a person who does not have or identify with any neurodivergent conditions and their brain functions in a way considered "typical" by societal standards (which again vary widely around the world).

Neurotrait refers to someone's individual neurodivergent identity. This includes neurotypicals, someone who identifies with a single neurodivergent condition, or someone with co-occurring neurodivergent conditions (for example being autistic with ADHD, informally known as AuDHD). We also use **neuroidentity** in this report when making a comparison between the views of neurodivergent and neurotypical groups in our survey sample.

Neurodiverse is a term for a group of people with different neurotraits. An individual is not neurodiverse; they are either neurotypical or neurodivergent.

Neuroinclusion refers to being inclusive of people with neurodivergent conditions. Within employment, this refers to working environments, policies, practices and processes that are suitable for people of varying neurotraits.

Psychological safety, as defined by Amy Edmondson, is a shared belief among team members that the group is safe for interpersonal risk-taking, such as speaking up or admitting mistakes, without fear of embarrassment, rejection, punishment or being treated differently due to personal characteristics. This environment fosters trust, respect, and open communication within the team.

Source: Neurodiversity-related definitions adapted from the Neurodiversity Employees Index NDEI Market Report, Austistica, 2025.

A2 Skills taxonomy

The EY Neurodiversity at Work Study 2025 utilized the World Economic Forum's global skills taxonomy[17], created as part of the Education 4.0 initiative. To contain the number of skills we used in the survey, we anchored on Level 3 of the global skills taxonomy, selecting 32 skills spanning various professional domains. We excluded physical skills, such as manual dexterity or sensory-processing abilities, to maintain relevance with professional work and avoid influencing comparative findings.

We used generative AI to simplify skill definitions for self-reporting of skill proficiency levels. Human-in-the-loop evaluation of these definitions was completed prior to survey launch to ensure accuracy and ease-of-understanding.

Our academic moderation panel reviewed the question wording, ratings guidance and skill definitions prior to survey launch.

Skills taxonomy

Cluster	Skill	Skill definitions
Cognitive skills	Analytical thinking	The ability to generate new ideas and concepts, critically analyze and break down complex ideas into fundamental principles, and identify patterns across disciplines.
	Creative thinking	The ability to find unique, original solutions to problems in your day-to-day work.
	Critical thinking	The practice of questioning the validity of information before accepting it as true, to arrive at sound judgement.
	Systems thinking	The ability to consider the interrelationships and interdependencies of different parts of a system when solving problems.
	Data analysis	The ability to collect, process and interpret data to make informed recommendations or decisions.
	Mathematical modelling	The ability to create mathematical or statistical models that represent real-world phenomena in equations, analyze these models to gain insights, and apply them to solve complex problems.
	Writing and editing	The ability to produce and refine written documents to effectively communicate information at work.
Management skills	Project management	The ability to plan, execute and oversee projects to ensure they are completed on time and within budget.
	Financial management	Skills in tracking and budgeting financial resources, managing portfolios, and understanding economic trends affecting business performance.
	Risk management	The ability to identify, assess and mitigate potential risks to ensure smooth business operations.
	Supply chain management	Skills in coordinating the flow of goods and services from suppliers to customers.
	Talent management	The ability to accurately assess individuals' skills, knowledge and attitudes, identify solutions for skills gaps and ensure knowledge transfer within teams.
	Quality control	Setting and achieving quality standards for products or services.

[17] https://www1.reskillingrevolution2030.org/skills-taxonomy/index.html

Cluster	Skill	Skill definitions
Engagement skills	Sales	The ability to engage with customers to understand their needs, communicate value and close sales.
	(Digital) marketing	Skills related to shaping value propositions and promoting products or services to target customer segments using digital, media, or physical channels.
	Relationship management	The ability to build and maintain the confidence of stakeholders (including customers, colleagues and partners) by establishing trust and credibility.
	Customer experience	The ability to balance speed and quality in responding to customer inquiries and managing long-term client relationships to support operational strategies.
Technology skills	Collaboration and productivity software	The ability to use software tools to collaborate with others and manage day-to-day workflows or activities.
	Technology literacy	Using software and technologies to enhance work efficiency, assist in industrial production, or install equipment or programs according to specifications.
	Programming	Writing and debugging code to develop software applications, mobile apps, websites and any other digital products/services.
	Computational thinking	The ability to break down complex problems into manageable parts and develop step-by-step solutions.
	Human-technology interaction	The ability to design and evaluate systems that enhance interaction between humans and technology.
	Cloud computing	The ability to use or configure cloud-based services to store, manage and process data.
	Cybersecurity	The ability to implement and/or test measures to protect digital assets from unauthorized access or attacks.
	Data mining	The ability to extract useful information from large datasets to support decision-making.
	Machine learning	The ability to develop and apply algorithms that enable systems to learn from data and improve over time.
Self-efficacy skills	Resilience, flexibility and agility	The ability to adapt to changes and recover quickly from setbacks in your day-to-day work.
	Motivation and self-awareness	The ability to stay motivated in day-to-day work and understand how your own thoughts, feelings and values impact your actions.
	Curiosity and lifelong learning	The ability to seek out new knowledge and skills for continuous improvement.
	Dependability and attention to detail	The ability to complete tasks accurately and reliably, paying close attention to details.
	Empathy and active listening	The ability to understand and respond to the emotions and needs of others through effective listening and communication in day-to-day interactions.
	Leadership and social influence	The ability to motivate and inspire others to achieve common goals and foster a positive work environment.

A3 Figure Descriptions

Table 1: % of professionals who report specialist or expert proficiency in each listed skill

Skills	% of Neurodivergent sample	% of Neurotypical sample
Cybersecurity	36%	24%
Artificial intelligence and ML	30%	22%
Cloud computing	35%	30%
Project management	55%	50%
Talent management	27%	22%
Risk management	23%	31%
Systems thinking	31%	42%
Writing and editing	53%	65%
Critical thinking	38%	49%
Relationship management	29%	48%

Table 2: % of AI users by neuroidentity and benefits reported by neurodivergent professionals using AI - AI use by neuroidentity

AI use	% of Neurodivergent sample	% of Neurotypical sample
Yes	79%	51%
No	21%	49%

Table 3: % of AI users by neuroidentity and benefits reported by neurodivergent professionals using AI – Benefits enjoyed by neurodivergent AI users

Benefit	Very or extremely effective	Moderately effective	Not or slightly effective
Improving your access to information	81%	12%	6%
Improving the quality of your work	77%	17%	6%
Enhancing the quality of your communication	71%	19%	8%
Facilitating asynchronous working practices	71%	20%	8%

Table 4: % of neurodivergent professionals who feel truly included at work, by sector

Sector	% Truly included
Retail	23
Energy and utilities	23
Advanced manufacturing	23
Government and public sector	24
Life sciences	24
Sector average	25
Consumer products	25
Banking and capital markets	26
Technology	28

Table 5: % of neurodivergent professionals who feel truly included at work, by job level

Job level	% Truly included
Middle manager	21
First-line manager / team leader	23
Experienced individual contributor	23
Average	25
Director / senior manager	27
Junior individual contributor	30

Table 6: % of professionals experiencing sensory distractions often or always, by neuroidentity

Neuroidentity	Sensory Distractions	% who experience 'often' or 'always'
Neurodivergent	My senses are highly tuned to my environment	53
Neurodivergent	I become tired from too much social interaction at work	42
Neurodivergent	Background activity bothers me when I'm trying to talk to someone	40
Neurodivergent	Background activity makes me tense	39
Neurodivergent	Environmental space constraints (such as tools, tasks, people, or work setting) make my job harder	38
Neurodivergent	I find it hard to concentrate	33
Neurodivergent	Sensory inputs make it hard for me to work	27
Neurodivergent	Average of all items	39
Neurotypical	My senses are highly tuned to my environment	37
Neurotypical	I become tired from too much social interaction at work	26
Neurotypical	Background activity bothers me when I'm trying to talk to someone	23
Neurotypical	Background activity makes me tense	19
Neurotypical	Environmental space constraints (such as tools, tasks, people, or work setting) make my job harder	21
Neurotypical	I find it hard to concentrate	16
Neurotypical	Sensory inputs make it hard for me to work	13
Neurotypical	Average of all items	22

Table 7: % of neurodivergent professionals experiencing sensory distractions often or always, by workplace schedule

Workplace schedule	Sensory Distractions	% who 'often' or 'always' experience distractions
ND working 100% in the workplace	My senses are highly tuned to my environment	73
ND working 100% in the workplace	I become tired from too much social interaction at work	72
ND working 100% in the workplace	Background activity bothers me when I'm trying to talk to someone	71
ND working 100% in the workplace	Background activity makes me tense	71
ND working 100% in the workplace	Environmental space constraints (such as tools, tasks, people, or work setting) make my job harder	73
ND working 100% in the workplace	I find it hard to concentrate	74
ND working 100% in the workplace	Sensory inputs make it hard for me to work	74
ND working 100% in the workplace	Average of all items	73
ND working hybrid	My senses are highly tuned to my environment	22
ND working hybrid	I become tired from too much social interaction at work	22
ND working hybrid	Background activity bothers me when I'm trying to talk to someone	23
ND working hybrid	Background activity makes me tense	24
ND working hybrid	Environmental space constraints (such as tools, tasks, people, or work setting) make my job harder	22
ND working hybrid	I find it hard to concentrate	20
ND working hybrid	Sensory inputs make it hard for me to work	20
ND working hybrid	Average of all items	22
ND working remotely	My senses are highly tuned to my environment	5
ND working remotely	I become tired from too much social interaction at work	6

Workplace schedule	Sensory Distractions	% who 'often' or 'always' experience distractions
ND working remotely	Background activity bothers me when I'm trying to talk to someone	6
ND working remotely	Background activity makes me tense	4
ND working remotely	Environmental space constraints (such as tools, tasks, people, or work setting) make my job harder	6
ND working remotely	I find it hard to concentrate	5
ND working remotely	Sensory inputs make it hard for me to work	6
ND working remotely	Average of all items	6

Table 8: % of professionals who report barriers to moving into new positions, by neuroidentity

Neuroidentity	Barriers	% who report barriers
Neurodivergent	Lack of clear career progression pathways	36
Neurodivergent	Limited opportunities for job shadowing or role exploration	34
Neurodivergent	Anxiety about adapting to new team dynamics	31
Neurodivergent	Fear of losing current support systems when changing roles	28
Neurodivergent	Prejudice against diverse candidates (direct or implied)	24
Neurodivergent	Sub-optimal work environments (i.e. tools, tasks, people, or work settings)	22
Neurodivergent	Inflexible working practices (i.e. unsupported remote or hybrid working)	17
Neurodivergent	Interview processes that don't accommodate diverse communication styles	14
Neurodivergent	Bias in performance evaluations that don't recognize diverse strengths	13
Neurodivergent	Inflexible job descriptions or expectations that don't account for diverse working styles	11

Neuroidentity	Barriers	% who report barriers
Neurodivergent	None apply	9
Neurotypical	Lack of clear career progression pathways	35
Neurotypical	Limited opportunities for job shadowing or role exploration	30
Neurotypical	Anxiety about adapting to new team dynamics	20
Neurotypical	Fear of losing current support systems when changing roles	21
Neurotypical	Prejudice against diverse candidates (direct or implied)	14
Neurotypical	Sub-optimal work environments (i.e. tools, tasks, people, or work settings)	15
Neurotypical	Inflexible working practices (i.e. unsupported remote or hybrid working)	23
Neurotypical	Interview processes that don't accommodate diverse communication styles	9
Neurotypical	Bias in performance evaluations that don't recognize diverse strengths	13
Neurotypical	Inflexible job descriptions or expectations that don't account for diverse working styles	11
Neurotypical	None apply	21

Table 9: % of professionals who report never or rarely experiencing non-inclusive behaviors, by neuroidentity

Neuroidentity	Behavior	% who 'never' or 'rarely' experience behavior
Neurodivergent	Being made fun of because of the way I speak	53
Neurodivergent	Being asked not to interrupt so much	49
Neurodivergent	Exclusion from work social events	49

Neuroidentity	Behavior	% who 'never' or 'rarely' experience behavior
Neurodivergent	Being told off when I don't understand written rules about behavior at work	48
Neurodivergent	Microaggressions such as being made fun of because of the way I write, speak, or move	48
Neurodivergent	Other people ignoring me	47
Neurodivergent	People saying that neurotraits or conditions are not real	45
Neurodivergent	Comments that minimize my experience	44
Neurodivergent	People engaging in neurotypical banter (i.e. making light of default neurotypical behaviors)	42
Neurodivergent	Being interrupted when I have to say things quickly	40
Neurodivergent	People commenting when I want to work on my own	40
Neurodivergent	Being interrupted or cut short when I need time to express my thoughts	40
Neurotypical	Being made fun of because of the way I speak	76
Neurotypical	Being asked not to interrupt so much	78
Neurotypical	Exclusion from work social events	72
Neurotypical	Being told off when I don't understand written rules about behavior at work	73
Neurotypical	Microaggressions such as being made fun of because of the way I write, speak, or move	75
Neurotypical	Other people ignoring me	71
Neurotypical	People saying that neurotraits or conditions are not real	71
Neurotypical	Comments that minimize my experience	66
Neurotypical	People engaging in neurotypical banter (i.e. making light of default neurotypical behaviors)	70
Neurotypical	Being interrupted when I have to say things quickly	59
Neurotypical	People commenting when I want to work on my own	68
Neurotypical	Being interrupted or cut short when I need time to express my thoughts	63

Table 10: % of professionals who report barriers to realizing their full potential, by neuroidentity

Neuroidentity	Barrier to realizing full potential	% respondents reporting barrier
Neurodivergent	Insufficient support for managing workload and prioritizing tasks	37
Neurodivergent	Adjustments or other forms of support not provided in a timely manner	34
Neurodivergent	Lack of professional development opportunities	32
Neurodivergent	Limited understanding of diverse strengths and working styles among managers	31
Neurodivergent	Limited opportunities to leverage unique problem-solving approaches or creativity	30
Neurodivergent	Inadequate mentorship programs	29
Neurodivergent	Rigid organizational structures that don't allow for role customization	26
Neurodivergent	Sub-optimal work environments (i.e. tools, tasks, people, or work settings)	24
Neurodivergent	Inflexible working practices (i.e. unsupported remote or hybrid working)	12
Neurodivergent	None apply	8
Neurotypical	Insufficient support for managing workload and prioritizing tasks	25
Neurotypical	Adjustments or other forms of support not provided in a timely manner	20
Neurotypical	Lack of professional development opportunities	33
Neurotypical	Limited understanding of diverse strengths and working styles among managers	20
Neurotypical	Limited opportunities to leverage unique problem-solving approaches or creativity	23
Neurotypical	Inadequate mentorship programs	25
Neurotypical	Rigid organizational structures that don't allow for role customization	25
Neurotypical	Sub-optimal work environments (i.e. tools, tasks, people, or work settings)	21

Neuroidentity	Barrier to realizing full potential	% respondents reporting barrier
Neurotypical	Inflexible working practices (i.e. unsupported remote or hybrid working)	12
Neurotypical	None apply	20

Survey

question and guidance

Please rate your proficiency in the selected skills using a scale from 1 (Beginner) to 4 (Expert) or indicate if you do not use the skill. Click or tap on each skill to view a definition.

Ratings:

1. Beginner (you have a basic knowledge of this skill but still need help to perform tasks)
2. Proficient (you can perform tasks independently using this skill and are effective in typical situations)
3. Specialist (you have a deep understanding of this skill, can handle complex tasks and apply knowledge in multiple domains)
4. Expert (in your company you are among the top performers in this skill and can provide guidance, teach others and lead projects)
5. Do not use this skill at work

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