



SCHOOL OF
ECONOMICS AND
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Neuroinclusion in Swedish organizations

A qualitative study on how organizational culture and middle managers' leadership enable neuroinclusive practices in the high-technological industry

by

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Abstract

This study explores how organizational culture, organizational learning, and leadership enable neuroinclusive practices in large Swedish high-technical multinational organizations. Despite growing interest in neurodiversity in recent years, limited research has examined how neuroinclusive practices develop and become integrated within organizations. The study draws on theories of organizational culture, organizational learning, psychological safety, inclusive leadership, and situational leadership. Empirical data were collected through semi-structured interviews with middle managers and HR professionals, working in the high-technology industry in Sweden.

The findings highlight the importance of organizational cultures characterized by openness and acceptance, where diverse ways of thinking and working are recognized and valued, as this is crucial for creating enabling conditions for neuroinclusive work. Furthermore, the results show that neuroinclusion develops through ongoing organizational learning processes, collective sensemaking, and collaboration between managers, HR, and employees. While organizational cultures provide an important foundation, neuroinclusive practices still require continuous learning, adaptation, and organizational support from HR and managers for these ambitions to be translated into everyday practice and to become integrated across organizations. The study contributes to existing literature by providing contextualized insights into how neuroinclusive practices emerge and develop within organizations.

Keywords: Neuroinclusion, Neurodiversity, Organizational Culture, Organizational Learning, Psychological Safety, Leadership, Inclusive Leadership, Human Resource Management (HRM), Collective Sensemaking, Multinational Firms

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1. Introduction

1.1 Background and problem statement

Neurodiversity is often associated with stigma and assumptions of lower competence, intelligence, or capability rather than being understood as a natural variation in human cognition. These assumptions are often rooted in misconceptions and limited understanding of people's differences. In this study, neurodiversity is used as an umbrella term for neurological variations (Volpone and Hennekam, 2025), with a focus on ADHD and autism. These variations influence how individuals think, interact, process information, and experience the world, (Volpone and Hennekam, 2025).

However, these misconceptions may be reinforced through workplace attitudes and perceptions, creating barriers to inclusion efforts (Khan et al., 2022). As a result, the right to decent work has often been denied to neurodivergent individuals, who frequently face attitudinal, physical, and informational barriers that limit their access to equal opportunities in the labour market (ILO). Workplaces also tend to be designed around “neurotypical norms”, where social and organizational systems exclude differences by default (Doyle and McDowell, 2021)

These barriers have significant consequences for labour market participation among neurodivergent individuals, since prior research has found that their unemployment rates are significantly higher than those of other groups (Khan et al., 2022). There are also evident challenges within employment, where neurodivergent individuals continue to experience stigma and exclusion, affecting their sense of belonging and ability to remain within organizations. Against this background, it is crucial to foster an organizational culture characterized by inclusivity and acceptance to support sustainable employment and create the conditions needed to attract and retain neurodivergent talent (Bölte et al., 2024; Vornholt et al., 2013).

In order to make the workplace more inclusive, organizations must continuously work towards an environment that supports neurodiversity by recognizing and emphasizing individual talents and strengths while providing support for diverse needs (Baumer and Frueh, 2021). This entails adjusting existing processes and practices, for example recruitment,

onboarding, and the integration of neurodivergent employees, to foster a more inclusive workplace and help reduce stigma (Chammas and Hernandez, 2025). In this study, neuroinclusive practices are understood as the organizational processes, routines, behaviors, and ways of working that support the inclusion of neurodivergent employees and enable neuroinclusion to become embedded within everyday organizational life. To support these efforts, managers need to develop a deeper understanding of neurodiversity and the unique skills and value that neurodivergent individuals bring to the workplace (Chammas and Hernandez, 2025). This understanding enables employees to contribute through their strengths on their own terms (Toldrá and Santos, 2013).

Building on this, neurodivergent individuals are increasingly recognized for the valuable talent and competencies they bring to organizations, helping to address competence needs within the high-technology industry (Volpone and Hennekam, 2025). The literature highlights several strengths associated with neurodivergent individuals, including attention to detail, dedication, hyperfocus, analytical thinking, and pattern recognition. These strengths can support deep engagement in specific tasks or areas of interest and contribute to high levels of specialization and achievement, making neurodivergent individuals valuable assets for both teams and organizations (Griffiths et al., 2024; Chammas & Hernandez, 2025). However, it is important to underline that these are general characteristics, and every individual is different and varies greatly in terms of skills, abilities, and needs (Chammas and Hernandez, 2025; Russo et al., 2023). Thus, these individuals can bring capabilities and diverse perspectives that are a resource for driving innovation and helping organizations secure the talent required for long-term competitiveness (Chammas and Hernandez, 2025; Doyle and McDowall 2021).

1.2 Research gap

Neurodiversity is a relatively new concept, and the existing body of research remains limited. Nevertheless, existing studies have explored different aspects of neurodiversity and provide valuable insights into the field. One important contribution is the scoping review by Bölte et al. (2024), which is based on 78 articles and stakeholder consultations on career guidance and employment among neurodivergent individuals. The review highlighted barriers, limited support, and difficulties related to person–job fit that negatively affect employment opportunities and career development for neurodivergent individuals. Furthermore, Khan et al. (2023) identified barriers to employment, factors that support inclusive workplaces, and

positive outcomes associated with workplace neurodiversity. Their findings highlight the importance of leadership, organizational support, workplace accommodations, and an inclusive organizational culture in fostering neuroinclusion. Another contribution is provided by Chammas and Hernandez (2025), who conducted a systematic literature review that explored how organizations work with neuroinclusion through organizational processes, HR practices, and workplace adaptations. Their findings highlight the importance of organizational support, manager awareness, recruitment practices, onboarding processes, and workplace adjustments in fostering the inclusion of neurodivergent employees. Finally, Iqbal et al. (2025) conducted a survey study of 215 neurodivergent employees working in multinational companies. Their findings showed that inclusive leadership fosters a supportive work environment, increases relational energy, and reduces avoidance behaviours, contributing to more positive workplace experiences for neurodivergent employees.

As described above, knowledge of neuroinclusion in organizational contexts and how neurodivergent individuals can be supported in the workplace remains limited. While previous research has identified barriers to employment, inclusive leadership practices, and the benefits of workplace neurodiversity (Bölte et al., 2024; Khan et al., 2023; Chammas and Hernandez, 2025; Iqbal et al., 2025), there is still a gap in understanding how neuroinclusion is developed and embedded within organizational practices.

Prior research on neurodiversity has primarily focused on education, health, and psychology, while organizational and management perspectives remain relatively underdeveloped (Chammas & Hernandez, 2025; Doyle & McDowall, 2021; Khan et al., 2022). In particular, there is limited understanding of how organizational culture, managerial practices, and workplace systems interact to enable neuroinclusive practices. Doyle and McDowall (2021) highlight the importance of more contextualized workplace research, while Volpone and Hennekam (2025) discuss the need to better understand how organizational structures, practices, and environments support the inclusion of neurodivergent employees. This further underlines the importance of research that draws on the lived experiences of organizational actors in order to better understand how neuroinclusion can be supported in practice.

This limited understanding is also evident among managers, both in terms of awareness of neurodiversity and how to support neurodivergent employees in practice. As a result, there remains a gap between organizational ambitions and their implementation in everyday work (Chammas and Hernandez, 2025; Doyle and McDowall, 2021). This further highlights the

need for research that provides organizations with practical guidance, concrete approaches, and ways of working to support neuroinclusion.

Addressing this gap is important not only for supporting neurodivergent employees but also for enabling organizations to better understand and value the strengths, perspectives, and capabilities that neurodivergent individuals can bring to the workplace. Therefore, this study aims to explore how organizational culture and managers enable neuroinclusion in the workplace.

1.3 Research purpose

Understanding and embracing neurodiversity in the workplace can enhance inclusivity for all employees. Therefore, the purpose of this study is to examine how middle managers in large Swedish multinational organizations within the high-technological industry work with neuroinclusion in the workplace. Specifically, it aims to explore the practices and perceptions that shape how organizational culture and managerial leadership enable neuroinclusive practices. By doing so, the study seeks to contribute to a deeper understanding of how neuroinclusion can be implemented in organizational contexts and to provide new insights that may inform both theory and managerial practice. Based on the purpose, this thesis aims to explore the following research questions:

1. Which organizational culture enables neuroinclusive practices in large Swedish multinational organizations?
2. How do middle managers adapt their leadership to neurodiversity in the workplace?

1.4 Delimitations

Although workplace inclusion encompasses multiple dimensions, this study focuses specifically on neurodiversity rather than broader diversity and inclusion initiatives. Other aspects of diversity, for instance ethnicity, gender, or physical disabilities, are not included because the aim is to understand the inclusion of people with cognitive differences.

Moreover, this study draws on the perspectives and experiences of middle managers and HR (human resources) regarding neuroinclusion practices, since they are central to translating organizational initiatives into everyday work. Although employee perspectives can provide valuable insights into workplace inclusion, this study focuses only on middle managers'

viewpoints, therefore was employees beyond the scope of the thesis. Consequently, the findings reflect only how middle managers perceive how organizational culture and leadership enable neuroinclusive practices within their organizational contexts.

1.5 Outline for the thesis

This thesis is structured into five main chapters, beginning with chapter one that introduces the reader to the topic and clarifies the problem statement and the purpose of the study. Chapter two provides the theoretical foundation of the study, focusing on organizational culture, psychological safety, and leadership approaches that are relevant for understanding how organizations integrate neuroinclusion and how middle managers support and practice neuroinclusive work. Chapter three presents the used methodology and sampling choices, including the data collection and analysis methods. Ethical considerations and reflections on the quality of data are also described. Further, chapter four goes into the empirical findings, which are then analyzed and discussed in chapter five. Finally, the thesis concludes with a summary of the main findings and reflections.

2. Theoretical framework

This chapter presents the central theoretical perspectives and concepts that provide the foundation for addressing the research questions and analyzing the study's findings. First, the concept of neurodiversity is introduced and explained. The chapter further presents theoretical perspectives related to organizational culture, organizational learning, psychological safety, leadership, and HR practices. In addition, situational leadership and inclusive leadership are discussed. Finally, the chapter explains how these perspectives are applied in this study to understand neuroinclusion.

2.1 Definition of neurodiversity

The term neurodiversity is used to avoid the word 'disorder', which is often associated with stigma and can reinforce negative societal norms, attitudes, and biases. The neuroinclusion movement emerged in the 1990s with the aim to foster acceptance and inclusion for all people by recognizing and embracing neurological differences (Baumer and Frueh, 2021). When talking about different diagnoses, it is important to underline that differences are not viewed as deficits, instead the term neurodiversity highlights a more positive view of these differences in how people think and function, emphasizing the value of these differences for the workplace and society (Sonuga-Barke, 2023). Furthermore this perspective also challenges the idea of a single "normal" way of being and highlights that behavioural and cognitive differences are natural variations (Donald et al., 2025). Moving away from earlier terminology reflects a shift toward greater acceptance and understanding, while empowering neurodiverse individuals and challenging traditional ways of working to create more inclusive workplaces (Sonuga-Barke, 2023).

2.2 Organizational culture

According to Alvesson (2013), organizational culture is a crucial aspect of organizational life that influences how individuals within an organization think, act, make decisions, and work together towards common goals. Organizational culture develops over time, since understandings, values, and practices emerge through collective sensemaking and shared processes. Common meanings and understandings develop through dialogue and become embedded in the organization's ways of working (Alvesson, 2013). Alvesson (2013) further

emphasizes that working with organizational culture is an ongoing process that requires adaptation to the specific unique context: *“following recipes is seldom productive, and often leads to unexpected (and unintended) responses and outcomes”* (p. 200).

When culture becomes rooted in everyday work and practices, it helps employees understand their roles within the organization, fosters a sense of belonging and motivation, and supports how they make sense of organizational values, interaction with others, and expectations. To further illustrate the role of culture, Alvesson (2013) uses the metaphor of a compass, highlighting how culture helps members navigate goals and priorities while fostering a sense of purpose and collective sensemaking. This understanding of culture as a guiding and sensemaking force further highlights how a shared cultural foundation can foster an adaptive climate characterized by openness, proactiveness, and a willingness to identify and respond to new challenges and opportunities, creating conditions that support innovation and development (Alvesson, 2013).

In organizational culture, managers play a key role in embodying and reinforcing cultural values through their actions, communication, and influence over how work is understood and performed. Through these practices, they contribute to embedding shared meanings into everyday interactions. Alvesson (2013) further emphasizes this by suggesting that *“leaders are said to work on culture rather than work within culture”* (p. 114), highlighting the central role managers have in shaping organizational culture.

Alvesson (2013) further argues that organizational culture is significant and complex and can be difficult to understand and translate into practice in a thoughtful way. This can result in varying levels of awareness, understanding, and engagement with organizational culture, affecting how managers guide actions and translate cultural values into practice. Another related aspect is how executives communicate visions and values, which can be quite distant from how culture is understood within teams, where it is more closely tied to the local context and team experiences.

Furthermore, according to Rennstam and Sullivan (2018), organizational culture extends beyond formal values and policies and is also reflected in informal norms in the workplace. Understanding the significance and impact of these informal norms is important, since organizational culture is created and maintained through interactions between employees and emerges as a collective process. Such norms reinforce expectations and assumptions about

how employees are expected to behave, communicate, and work. This can be related to Rennstam and Sullivan's (2018) discussion of peripheral inclusion, where employees' experiences of belonging, and whether they feel recognized and valued for their unique attributes and perspectives, are highly dependent on how colleagues and teams understand, interpret, and respond to individual differences based on these subtle cultural norms.

2.3 Organizational foundations of neuroinclusion and psychological safety

Prior research has shown that organizational resources, managers, and HR are key actors in supporting neurodivergent employees and enabling neuroinclusive practices to become integrated into organizational processes, ways of working, and daily operations. In order for neuroinclusion to become embedded within organizations, the work cannot be viewed as an isolated practice, but rather as part of a comprehensive diversity management plan integrated into organizational strategies and ways of operating. This further requires organizational cultures that value diversity, inclusion, and different ways of thinking and working (Khan et al., 2022).

Building on this, one of the fundamental conditions for neuroinclusion to become embedded within organisations is the development of organisational knowledge and understanding. Khan et al. (2022) argue that the limited understanding of how inclusive workplaces can be created and managed constitutes a key factor contributing to the continued marginalization of neurodivergent individuals. This means that neuroinclusion should be built on organisational learning that evolves through collective sensemaking and emerges over time through experimentation, interaction, and co-creation (Khan et al. 2022).

For these learning processes to develop over time, psychological safety is crucial. In order to enable neuroinclusive practices, organisations must foster an environment where individuals feel safe expressing their needs, contributing ideas, and asking questions without fear of judgement (Edmondson, 2019). Managers play a central role in shaping this environment, where neurodiversity is acknowledged and employees feel seen, respected, and valued, enabling them to thrive in the workplace. This support can also be strengthened through open dialogue, peer support, and direct communication, which directly address particular needs for neurodivergent individuals and reduce uncertainty in social and organizational contexts (Edmondson, 2019).

Furthermore, psychological safety is also closely linked to collaboration and knowledge sharing within teams. When employees feel psychologically safe, they are more likely to communicate openly and share information, and being transparent about challenges is particularly important when working with neuroinclusive practices (Baskin, 2023). In addition, this aligns with learning behaviours within teams, where asking questions, reflecting, and openly discussing different working approaches are essential for collaboration across diverse perspectives and experiences. In this sense, psychological safety not only supports individual wellbeing, but also contributes to greater understanding, adaptability, learning, and inclusion within teams and managerial practices (Edmonsson and Harvey, 2018).

2.3.1 Leadership and HR practices

In order to establish these processes, leadership becomes central in enabling learning, collaboration, and the integration of neuroinclusive practices within organisations. Chammas and Hernandez (2025) emphasize the need to move away from traditional leadership approaches focused on performance and control towards more flexible and adaptive approaches. These approaches are characterized by an understanding of individual needs, openness to new practices, and a willingness to explore, test, and adapt different work practices over time. Leadership in this context is built on understanding and knowledge, where managers, together with employees, explore ways of working and listen to what works best for them in order to enable the development of their full potential (Donald et al., 2025). This implies a continuous learning process in which reflection and ongoing adjustment become central aspects of managerial work (Chammas and Hernandez, 2025).

This reasoning can be aligned with Plowman et al. (2007), who argue that leaders do not need to have all the answers. Instead, leaders can enable dialogue and collaborative processes that support the development of shared understanding and more adaptive ways of working. Plowman et al. (2007) further argue that leaders should act as sensemakers, helping others develop a shared understanding of emerging situations and organisational change. In this sense, rather than relying on control or rigid structures, leaders should enable processes that emerge through interaction and collaboration with others. This also means that leaders need to accept and navigate uncertainty, as new practices and ways of working take time to integrate and become embedded within the organisation. This can further be related with Grint (2005),

who argues that leaders should focus on asking the right questions rather than providing quick answers, as organisational change and new ways of working often require continuous effort and time to become established within organisations.

Furthermore, Chammas and Hernandez (2025) highlight that managers are dependent on collaboration and get support with this work from different stakeholders in the organisation. A central organisational function in facilitating understanding and translating neuroinclusive practices across the organisation is HR (Khan et al., 2022; Bölte et al., 2024). Özbilgin et al. (2025) further highlight the importance of HR in shaping organisational policies, practices, and work environments that support different cognitive needs. Integrating neuroinclusion into the organisation requires long-term and systematic work across organisational processes and the employee lifecycle. This requires a step-wise approach, where HR evaluates and identifies areas for improvement to better support neurodivergent individuals. For example, this involves spreading knowledge through training and development initiatives, redesigning recruitment and onboarding processes, adapting work environments by creating opportunities to work in quiet areas, and implementing flexible work arrangements that better align with individual strengths and needs (Chammas and Hernandez, 2025; Özbilgin et al., 2025).

When managers, HR, and other stakeholders work with these questions continuously, it can foster a more reflective and learning-oriented organization while facilitating the spread of knowledge across the organization. At the same time, sustaining these practices over time requires support across the organization and embedding neuroinclusion into everyday ways of working so that it becomes part of the organization's broader values and strategic direction (Chammas and Hernandez, 2025).

Building on these organisational conditions and enabling functions, neuroinclusive practices also require leadership approaches that are adaptive to individual needs and responsive to different situations and organisational contexts. From this perspective, situational leadership highlights how leaders can adjust their leadership practices to support employees across different situations and needs.

2.4 Situational leadership

Situational leadership emphasizes an adaptive perspective and recognizes that no leadership approach or style is appropriate in all situations. Leadership depends on the needs of

followers, the task, the organizational context, and environmental factors (Bolden, 2004;; Hersey, 1992; Northouse, 2022). From this perspective, leaders are expected to adjust their leadership style to different situations and to the characteristics and capabilities of their followers (Jackson and Parry, 2011; Northouse, 2022). Schein (1965) argues that effective adaptation depends on a leader's ability to interpret situational demands and understand the needs of followers, highlighting that *"he must have the personal flexibility and range of skills necessary to vary his own behavior. If the needs and motives of his subordinates are different, they must be treated differently"* (p. 61). This illustrates the importance of developing and applying a leadership style that motivates and empowers organizational members, while aligning with both the leader's capabilities and the needs of the situation (Fleming, 2026).

In order for leaders to understand both the context and the relationship with followers, Hersey (1992) argues that effective leadership emerges through reflection on how leadership influences others and by considering the needs and responses of followers. This requires an understanding of how individuals and teams function, the underlying factors that motivate or hinder them, and what they need in order to feel supported. When this understanding is established, it enables leaders to take a more proactive approach in adapting their leadership, responding more effectively to followers' needs, and guiding their efforts toward achieving shared goals. Hersey (1992) further emphasizes that *"you need to understand and be able to use different tools when leading and managing people"* (p. 22), highlighting that leadership requires experimenting with different approaches, learning from experience, and reflecting on what works in different situations. This may require leaders to try different leadership styles and adapt their approach in ways that provide opportunities to develop their leadership. In order for leaders to understand what is effective in different situations, Hersey (1992) underlines the importance of leaders' diagnostic ability, referring to their sensitivity in recognizing differences and their ability to adapt leadership styles to the demands of the environment. It also involves the leader's ability to understand and reflect on how their actions influence others and the impact this has on behavior and social processes within the team (Hersey, 1992).

As circumstances and conditions change, leaders need to be supported by a framework that enables this adaptability. This framework in situational leadership is based on the interplay between *"(1) the amount of task behavior a leader provides; (2) the amount of relationship behavior a leader provides; and (3) the readiness level that followers demonstrate in*

performing a specific task” (pp. 57–58, Hersey, 1992). The readiness of employees reflects how much guidance and support is needed for them to accomplish their tasks, depending on their capabilities and needs in a given situation. Different levels of readiness require leaders to adjust their approach by providing more direction, for example through instructions or guidance on how work can be approached, or by placing greater emphasis on relational aspects through feedback and dialogue, in order to build confidence and support employees in navigating challenges together (Hersey, 1992).

Hersey’s perspective is further developed by Blanchard et al. (2013), who emphasize that leadership consists of both supportive and directive dimensions that must be applied in a balanced way depending on the situation. Blanchard et al. (2013) identify four main leadership styles: directing, coaching, supporting, and delegating. The difference between these styles refers to the extent to which the leader directs and closely monitors work and decision-making, or allows greater autonomy for employees. This approach enables leaders to adapt their leadership style to individuals’ needs and capabilities by adjusting the level of direction and support. It also recognizes individuals’ willingness to learn, values their perspectives, and supports their development over time. In this way, situational leadership highlights the importance of adapting leadership to employees’ differing needs and ways of working, as effective leaders are able to recognize follower needs and respond accordingly. Communication is central to understanding followers’ needs, and ongoing dialogue is a fundamental aspect of how leadership is practiced and developed over time (Blanchard et al., 2013).

A central aspect highlighted above is the importance of how leaders interact with employees. Building on this, Hersey (1992) emphasizes that managers need to devote time to understanding and developing their employees’ motivation, competence, decision-making, and problem-solving abilities. This requires leaders to continuously adjust their approach to support employee development over time. Leaders enable and facilitate development by adapting their leadership to employees’ current needs and situation, for example by creating opportunities for learning and encouraging autonomy. When challenges arise, Hersey (1992) argues that leaders should take an active role by intervening and working collaboratively with employees in a constructive way to address the situation and improve it. In this way, situational leadership not only enables an adaptive and understanding approach of employees’ unique skills and capabilities but also fosters a sense of support and development, allowing

individuals to thrive and creating conditions for more inclusive forms of leadership (Hersey, 1992).

2.5 Inclusive leadership

While situational leadership emphasizes the need to adapt leadership styles to different contexts, inclusive leadership focuses more on how leaders facilitate the participation and integration of individuals with different needs, perspectives and ways of working. This further highlights how leaders enable both the creation of an inclusive environment and the support of individual needs (Iqbal et al., 2024; Nembhard and Edmondson, 2006). This perspective also stresses leaders who are curious and willing to continuously learn and develop their understanding, while challenging, reflecting on, and improving organizational practices (Robuste, 2025).

Roberson and Perry (2022) conceptualize inclusive leadership as a form of relational leadership that prioritizes open dialogue, participation, and shared decision-making within teams and organizations. This approach further highlights the importance of valuing differences and recognizing individuals' unique talents, perspectives, and ways of communicating, thinking, and interacting with the world (Chammas and Hernandez, 2025). Furthermore, this approach emphasizes the importance of leaders being accessible and approachable in order to encourage employees to share their perspectives and needs, which contributes to a sense of belonging and psychological safety in the workplace, (Roberson and Perry, 2022).

In this context, leaders act as sensemakers by interpreting what inclusion means and shaping how it is practiced within the specific work context and the team. Leaders are therefore expected to maintain strong interpersonal relationships and show genuine interest in and understanding of employees' individual needs (Roberson and Perry, 2022). To support this process, training, awareness initiatives, and regular follow-up can help leaders function as sensemakers and embed neuroinclusion into daily work. Inclusive leadership also involves adapting routines, workflows, and communication methods in collaboration with employees, while mentorship or peer support can facilitate the workplace integration of neurodivergent individuals (Chammas and Hernandez, 2025).

To foster this kind of accepting climate, leaders need to communicate what is valued within the group, lead by example, and guide desired behaviors, while actively working to eliminate discrimination, biases, and other potential barriers to participation and to entering and remaining in the team or organization (Roberson and Perry, 2022, Iqbal et al., 2024). This creates conditions in which different perspectives are welcomed and recognized, and where individuals can feel a sense of belonging while still being able to contribute in their own ways. When leaders embed these practices in everyday work, it fosters a team where individuals feel motivated to engage, are open-minded, and develop mutual understanding (Roberson and Perry, 2022).

2.6 Integration of theoretical perspectives

The theoretical perspectives provide a framework for understanding both the organizational culture that enables neuroinclusive practices and how middle managers adapt their leadership to support neuroinclusion. Organizational culture is a foundational element, since shared values and collective sensemaking create the crucial conditions for openness and acceptance, enabling organizations to build on existing practices and integrate neuroinclusion into processes, decisions, and ways of working. Within this cultural dimension, organizational learning and psychological safety are important aspects for creating an environment that is open to change, new practices, and accepting of different ways of thinking and working.

Building on these organizational foundations, leadership practices can be developed and supported through organizational values, processes, and support functions. This enables middle managers to translate neuroinclusive practices into everyday work. Furthermore, the leadership theories provide an understanding of how managers can adapt their leadership style to different needs, while highlighting practices identified in previous research as important for supporting neuroinclusion. Situational leadership emphasizes the importance of adapting leadership approaches to individual needs and situations, while inclusive leadership emphasizes participation, belonging, openness, and the recognition of individual differences. This perspective provides the analytical lens used to explore how organizational foundations and managerial practices enable neuroinclusive work within Swedish high-tech organizations.

3. Methodology

This chapter outlines the chosen research approach and methodology for the thesis. The study is based on a qualitative method, where primary data was collected from semi-structured interviews. The aim was to gain a deeper insight into how participants interpret and work with neuroinclusion in large Swedish multinational organizations operating in the high-technological industry.

3.1 Research approach and design

This study follows a qualitative research model. This method focuses on understanding participants' experiences, meanings, and perceptions, usually within a social and contextual setting, giving it an interpretive nature (Gioia, 2021). Given that neuroinclusion is a developing area in inclusion research, this method was specifically chosen. This approach became most suitable since the study aims to explore how organizational culture and leadership approaches enable managers to work with neuroinclusive practices in their everyday work. A qualitative method enables capturing nuanced insights from participants, as they provide rich and in-depth information, focusing on interpretation and understanding of a phenomena rather than explaining or measuring it (Mason, 2002). Therefore, this approach is particularly relevant for examining meanings, organizational dynamics and contextual factors that may influence neuroinclusive environments.

This leads the study to draw on an exploratory design, which makes a reflexivity necessary (Alvesson and Sköldbberg, 2018). While quantitative research lies importance in existing data, qualitative research can commerce without any theory at all, often aiming to generate new knowledge. This was deemed suitable, as in this thesis, the theoretical framework becomes important when analyzing and reflecting upon the data in order to convert it into a scientific insight (Cropley, 2023). This highlights the constant interplay between data and evolving theory, making the study adopt an abductive approach. In qualitative research, this enables drawing on characteristics from both induction and deduction. While induction was used to draw conclusions from data, deduction was used to apply theory to the collected data (Alvesson and Sköldbberg, 2018). In this process, the literature review initially provided an understanding of important topics related to neuroinclusion, which later shaped the development of the interview guide. As the interviews proceeded and were analysed, new

themes emerged from the data, leading to further engagement with the literature. Theoretical frameworks were thereby subsequently revisited and refined in relation to the findings, while the empirical data itself were interpreted through relevant theoretical perspectives. By doing so, the study moved iteratively between theory and empirical findings, allowing for a deeper understanding of the research gap and the development of more nuanced interpretations (Alvesson and Sköldbberg, 2018).

3.2 Data collection method

3.2.1 Semi-structured interviews

To fulfill the purpose of the thesis, semi-structured interviews were conducted as a method to collect the primary data. The flexible nature of this interview method allows informants to freely express their perspectives on what they perceive as important (Alvesson, 2003). It also opens the possibility for the interviewer to ask additional or follow-up questions that emerge during the interview, encouraging the interviewees to clarify or develop their responses (Kvale and Brinkmann, 2009). The interviews followed a pre-designed interview guide (see appendix 1 and 2) with open-ended questions that fosters rich and deep answers, essential for understanding the participants' perceptions on how neuroinclusion is enabled in the labour market (Quarta, 2026). The interview guide was written in Swedish, but was translated into English for one of the participants. Because of the flexible process, the questions were sometimes changed and did not always follow exactly as the way they were outlined in the guide (Bell et al., 2022). This approach is particularly suitable in exploratory research for capturing complex and context dependent phenomena, as it enables the interviewer to capture more nuanced topics and data, exploring occurring and interesting themes more in depth (Bougie and Sekaran, 2020; Saunders et al., 2007).

The interviews were primarily conducted in Swedish, since this was the native language of the majority of the participants and the researchers. One interview was held in English because it was the only mutually shared language between the informant and the researchers. All interviews were carried out online via Microsoft Teams due to geographical distance, and took place between April and May 2026. To make sure that important information was accurately captured and did not get lost, the interviews were recorded using the iPhone's Voice Memo function. This also facilitated subsequent transcription (Quarta, 2026). However, it is important to clarify that the recording was used for research purposes only and both the

organizations and informants have been anonymized. This will be further discussed in section 3.4 about ethical considerations.

3.2.2 Sampling

In Sweden, an increasing number of organizations have begun to integrate neurodiversity into their diversity and inclusion initiatives. Within these efforts, neurodivergent individuals are increasingly viewed as a valuable source of talent, and organizations express an interest in attracting and including this group as part of their workforce. Due to the fact that there are still relatively few organizations with established practices in this area, it was essential to target organizations that actively work with neurodiversity. The organizations were therefore strategically selected based on the criteria that they possess established knowledge and practical experience in this field. Such engagement was visible externally through their recognised initiatives and work with neuroinclusion on their social media platforms. In addition, some organizations had received awards for their work in this area, which further supported the identification of relevant companies.

Furthermore, the study focuses on large multinational Swedish organizations operating within the high-technological field. Companies within this industry often are considered attractive to neurodivergent individuals since such environments may better align with different cognitive strengths and ways of working. This is based on research showing that strengths associated with these individuals, can contribute to closing skill gaps in technology-driven fields, for example science, IT, and engineering, and align with the capabilities required in these areas (Chammas and Hernandez, 2025; Bölte et al., 2024).

Additionally, organizational resources and diversity initiatives may differ significantly across small and medium sized enterprises. Larger organizations were considered more relevant, and were thereby deliberately selected as they are generally more likely to have the necessary resources and capacity required to actively develop and enable neuroinclusion practices. Furthermore, by selecting participants from several organizations, the study was able to gain multiple perspectives on neuroinclusion and how it is practiced across different organizational contexts and cultures. By focusing on multiple organizations, the study achieved a broader and more nuanced understanding of the research questions than a single-case study would have allowed (Cropley, 2023). As highlighted above, neuroinclusion remains a relatively unexplored field, and many companies are still in the early stages of developing and

implementing initiatives related to neuroinclusive practices. Therefore, including several organizations contributed to a diversity of perspectives and strengthened the richness of the empirical findings.

After the organizations were determined, potential key individuals within each organization were identified. Qualitative research emphasizes depth and contextual understanding rather than broad representation (Gioia, 2021). For this reason, the sampling method was designed based on the participants' ability to contribute to valuable insights and relevant information related to the research questions and the purpose (Luborsky and Rubenstein, 1995). Consequently, a purposive sampling strategy has been applied, allowing for the deliberate selection of participants who possess in-depth knowledge of neurodiversity in the workplace (Bougie and Sekaran, 2020). The informants were thereby specifically chosen based on predefined criteria relevant to the study. To participate, they were required to have a managerial or HR role, and particular knowledge within neuroinclusion practices. The aim of this approach was to gain insights from organizations where such practices are already present, and the selected informants were considered key-informants capable of contributing to meaningful insights (Cropley, 2023). This was crucial for the study to generate new knowledge, contribute to the existing research gap, and explore what enables organizations to support neuroinclusive practices.

The informants represent different organizations and were found through LinkedIn, and approached via the platform's messaging function or through email correspondence. When they had expressed their willingness to be part of the study, an interview was subsequently booked and arranged. As the study applies a purposive sampling strategy, sample size is not determined by statistical representativeness, but by the study's purpose of understanding how organizational culture and managerial leadership enable neuroinclusive practices (Mason, 2002; Luborsky and Rubenstein, 1995). Considering this, and the scope of the thesis, the study aimed for a sampling size between 10-15 interviewees. Based on the selected organizations, a large number of potential informants were contacted, however, not all of them responded to the request, and the final sample consisted of 12 interviewees from eight different organizations. The interviews were held individually and ranged between 20 and 45 minutes because of their semi-structured and flexible nature. Below they are visualized in *Table 1*.

#	Interviewees	Duration (minutes)
1	Company A - Manager 1	25
2	Company A - Manager 2	40
3	Company B - HR 1	40
4	Company B - Manager 3	45
5	Company B - Manager 4	25
6	Company C - Manager 5	35
7	Company C - Manager 6	45
8	Company D - HR 2	20
9	Company E - Manager 7	20
10	Company F - HR 3	40
11	Company G - Manager 8	40
12	Company H - Manager 9	40

Table 1 - List of interviewees

By interviewing people with either a managerial or HR background within each organization, the study was designed to achieve holistic understanding, capturing both managerial and HR perspectives. This was essential for uncovering the nuances of how managers actively approach and implement neuroinclusion practices in everyday work within Swedish multinational organizations (Cropley, 2023).

3.3 Data Analysis

After the interviews had been conducted they were transcribed from its audio-files, using Sunet Scribe, an AI-based tool that converts audio into text. To ensure that potential mistakes were eliminated, all transcripts were manually checked together with the original recording.

The empirical material was analyzed using a thematic analysis inspired by Gioia's (2021) approach, in order to identify concepts, develop themes, and interpret patterns across the interviews, following the three phases described below.

The first phase focused on familiarization with the empirical material through repeated readings of the interview transcripts. During this phase, meaningful statements, experiences and interpretations expressed by the informants were coded. Following Gioia's (2021) approach, the codes were organized into first-order concepts based on recurring patterns, expressions, formulations and themes across the interviews (see the first column in Table 2). The use of language was important, since certain terms and expressions pointed to shared understandings of neuroinclusion within the organizations (Gioia, 2021). Examples of first-order concepts included organizational values, openness, diversity, manager support and knowledge sharing.

To identify these categories, the raw data was reviewed several times, as new themes and patterns continued to emerge throughout the analysis. The interviews were processed multiple times during the initial phase of the analysis to ensure that potentially significant perspectives and interpretations were not overlooked. This made it possible to identify underlying meanings and interpretations and to read between the lines (Gioia, 2021; Kvale and Brinkmann, 2009).

In the second phase, the first-order concepts were compared and interpreted in relation to one another in order to identify similarities, differences, and broader patterns in the material. This process enabled the grouping of related concepts into second-order themes (Gioia, 2021). For example, concepts related to values, culture, diversity, openness, business value, and talent attraction were interpreted as reflecting broader organizational conditions for neuroinclusion (see Table 2).

The final phase focused on synthesizing and bringing together the second-order themes, identifying how they related to one another and how they could be further grouped into broader themes in order to better understand neuroinclusive practices within organizations (Gioia, 2021).

Throughout the analytical process, notes and reflections were documented to facilitate reflection in how interpretations developed during the analysis. This analytical approach made it possible to identify the main themes that structured the empirical findings and contributed to a more comprehensive understanding of key organizational and managerial aspects of neuroinclusive work. Table 2 illustrates how first-order concepts were interpreted into second-order themes and subsequently developed into overarching themes.

Existing theories presented in Chapter 2 on organizational culture, psychological safety, and leadership functioned as guiding concepts during the analysis. While the themes were developed through processing the data, the theoretical perspectives supported the interpretation of patterns and relationships identified. The purpose was not to confirm or contradict existing theory, but rather to relate the empirical findings to existing theoretical perspectives in order to better understand how neuroinclusion was understood and practiced within the organizations. For instance, when informants emphasized openness, trust, and the importance of creating safe environments for dialogue, the concept of psychological safety helped interpret and understand these experiences. Another example was how informants described managers' flexibility, communication, and adaptation to individual needs. These experiences could be interpreted in relation to leadership theories, which helped explain how managers supported neuroinclusive practices in their everyday work. In this way, the theoretical perspectives contributed to a deeper understanding of the empirical findings and how neuroinclusive practices could be understood within an organizational context.

First-order concepts →	Second-order themes →	Theme
<i>"It has always been important to work with different forms of diversity, and neurodiversity is one of them."</i> <i>"I think that is a major reason why this is important, and perhaps even why it becomes business-critical in the end."</i>	Values, culture, diversity, openness, respect, hyperfocus, analytical thinking, innovation, problem-solving, specialist competence, business-critical, innovation, HR initiatives, strategic priorities, talent attraction, innovation, future competence needs, business value	Building the Organizational Foundation for Neuroinclusion
<i>"I think education and training are the first steps in what I see as a broader change journey that most large organizations need to undertake."</i>	Workshops, manager training, awareness-building, understanding neurodiversity, reducing stigma, knowledge sharing	Building Knowledge for Integrating Neuroinclusive Practices
<i>"It is not about managers having all the answers, but rather about being able to meet people in an open and safe dialogue, with a</i>	Flexibility, dialogue, clear instructions/expectations, onboarding support, adjusted meetings, experimentation, willingness, learning, lead by	Managers as Enablers of Neuroinclusive Practices

<i>willingness to understand the individual and work together to find a solution.”</i>	example	
<i>“I simply think that people have prejudices. Many believe that these people are not going to be competent.”</i>	Lack of resources, traditional work norms, lack of tools, stigma, resistance to change, challenge, cultural shift, gradual implementation, increasing openness, long-term inclusion work	Barriers and Challenges in Practicing Neuroinclusion

Table 2 - Illustrates how concepts identified in the interview material were interpreted and developed into second-order themes, and later organized into broader themes.

3.4 Ethical considerations

In the course of conducting research, ethical dilemmas might arise, making it essential to be well prepared to address them in order to ensure the integrity of the study (Mason, 2002). Especially since the subject of the thesis can involve sensitive information and experiences about people, it is crucial to make ethical considerations with the aim to mitigate concerns and contain transparency throughout the whole research process (Arifin, 2018; Bredal et al., 2024). Saunders et al. (2007) further highlights the importance of being aware of potential risks that might cause harm to participants, such as insufficient informed consent and breaches of privacy. To prevent these issues, ethical reasoning was addressed before conducting the interviews.

When contacting the respondents, they were provided with information about the study, including its purpose and that it was conducted through Lund University. They were also informed about the approximate duration of the interview and assured that all given information would be treated confidentiality. Participation in the study was entirely voluntary, and interviews were booked after the informants had expressed their willingness to take part in the research. By approaching them in this way, it was ensured that they had all the information needed to make a decision whether they wanted to participate or not (Bell et al., 2022).

Additionally, a consent form was sent out for each participant to sign, that explained concerns about handling personal data more in detail and how the provided information will be stored.

It was stated that only the researchers will have access to the material, that it will be for the purpose of the thesis only, and deleted once the study is finished (Kvale and Brinkmann, 2009). Clarifying this through a formal consent is an important ethical principle in scientific research of respect to privacy, as the respondents have the right to know how their personal information will be collected, used and protected throughout the process (Arifin, 2018). The form also entailed information about how participants could proceed if they no longer wished to take part in the study. It was clearly stated that they could withdraw their consent at any time by contacting one of the researchers. In such cases, all previously collected data related to the respondent would be deleted and not used in the study (Saunders et al., 2007).

At the time of the interview, the respondents were given a brief introduction in which they were informed about the purpose of the thesis, the research questions, and the ethical considerations. In order to make the participants feel comfortable, setting a safe stage is crucial (Kvale and Brinkmann, 2009). They were asked if they agreed to be recorded, and after that the interview started. Once it was done, they were told the recording was stopped. The information provided by the respondents was treated confidentially in order to protect their privacy, and both the participants and the companies were anonymized to ensure that they could not be identified or traced (Bougie and Sekaran, 2020). By doing so, a sense of security was created, which encouraged participants to share their experiences more openly. It also contributed to more accurate and transparent responses (Quarta, 2026).

3.5 Quality of data

As this study aims to explore how organizational culture and managerial leadership enable neuroinclusive practices in large Swedish multinational organizations within the high-technological industry, the traditional concepts of reliability and validity are considered less applicable, since they primarily refer to the replication of results. Instead, this study utilizes trustworthiness which draws on four pillars proposed by Lincoln and Guba (1985); credibility, transferability, dependability, and confirmability.

Given the subjective nature of qualitative research and semi-structured interviews, ensuring trustworthiness is crucial in order to establish rigor findings and achieve credible results. Credibility was assured by the selective sampling method described in selection 3.2.2, where key participants provided comprehensive and nuanced insights (Ahmed, 2024). Furthermore, the study adopts an investigator triangulation, meaning that the two researchers of this study

are able to analyse from two different perspectives, enhancing the accuracy and credibility further, as well as reducing the risks of potential biases (Adler, 2022; Valencia, 2022).

Transferability is the second dimension of trustworthiness. Due to the characteristics of semi-structured interviews conducted in this study and the participants' possibility of expressing themselves freely, the findings are not intended to be statistically generalizable.

Instead, this was supported by in detail establishing the sample techniques and describing the research process, enabling others to assess whether the findings can be applied in other settings beyond those studied in this research (Lincoln and Guba, 1985).

According to Lincoln and Guba (1985), dependability refers to stability and consistency of the research process. This was maintained through the use of the same interview guide and digital environment throughout all interviews. Additionally, in order to ensure accurate interpretation of the collected data, all interviews were transcribed, which provided a comprehensive and traceable dataset. This was systematically used during the analysis process, strengthening the consistency and transparency of how the findings were identified and thematically analysed (Adler, 2022; Lincoln and Guba, 1985). However, due to the subjective and interpretative nature of qualitative research, a replication of the study would likely not generate identical results. Therefore, it is essential to describe the research process in detail in order to enable readers to assess the procedures and enhance the dependability of the study (Kakar et al., 2023).

Lastly, confirmability ensures that the study remains unaffected by potential researcher bias. By being aware of the assumptions that could influence the results and adopting an reflexive stance throughout the research process, this risk can be mitigated. Confirmability was thereby strengthened through continuous reflection on how prior understandings, interpretations, and analytical choices may have influenced the findings, ensuring that the results represent the participants' perspectives rather than the researchers' own preconceptions (Adler, 2022; Ahmed, 2024; Alvesson, 2003). Drawing on the reflexive approach described by Alvesson (2003), it is also important to acknowledge that interviewees may present their experiences in ways that are influenced by personal interpretations and biases. To exemplify, respondents may have felt motivated to talk about their organizations in ways that align with socially accepted expectations of inclusive workplaces. Consequently, the interviews were interpreted as context-dependent accounts of organizational reality, while being attentive to narratives may have shaped the way participants described their experiences (Alvesson, 2003).

3.6 Limitations in method

Despite efforts to ensure trustworthiness and transparency throughout the research process, certain methodological limitations beyond the researchers' control must be acknowledged.

To begin with, it is important to recognize that the study does not include any secondary data, meaning there is nothing that supports or validates the empirical findings. When it comes to the data collection and sample size, this is relatively limited, which is why the inclusion of organizational documents and other material provided by the companies could have strengthened the credibility of the results (Ahmed, 2024). Instead, the study is based solely on interview data, which creates a certain level of uncertainty, as the findings are dependent on the participants' subjective thoughts and experiences. However, this is also considered a strength because it aligns well with the study's purpose and research question. Focusing exclusively on participants' experiences therefore gave a deeper understanding of enabling factors in neuroinclusive work (Saunders et al., 2007).

At the same time, the nature of semi-structured interviews meant that participants contributed to varying extents. As the interviews were based on open-ended questions, follow-up questions varied, and certain topics may have been explored more thoroughly in some interviews than in others, which may have influenced the depth and breadth of the collected data. This may have affected the consistency of the empirical material and limited the comparability between participants. Consequently, some participants' perspectives became more prominent in the findings than others.

Lastly, interview-based research is inherently influenced by subjective interpretation, both from the participants and the researchers. Although efforts were made to maintain an objective and reflective approach throughout the analysis process, the interpretation of the data may still have been shaped by the researchers' own understanding and perspectives (Alvesson, 2003; Kakar et al., 2023). In addition to this, the majority of the interviews were conducted in Swedish, meaning that quotations included in the findings had to be translated into English. As a result, there is a risk that certain linguistic nuances or meanings may have been lost in the translation process (van Nes et al., 2010).

3.7 Use of AI

All types of AI tools were used in a restrictive way in this study and only for the purposes described below.

After the interviews had been conducted they were transcribed from its audio-files, using Sunet Scribe, an AI-based tool that converts audio into text. However, all transcripts were manually checked together with the original recording several times to ensure accuracy and correct interpretation. Except for this, AI was mainly used for translation and to refine sentences, since English is not the authors' native language and it was sometimes challenging to find appropriate wording and grammar. In addition, AI was used to brainstorm ideas through mind-maps and generate keywords, in order to get an initial understanding. Finally, AI was used to support structural aspects of the text, for example to reflect on whether certain paragraphs or sentences would fit better in other parts or sections. However, all analysis, interpretations, theoretical discussions, and conclusions are based on the authors' own research, sources, reflections and work.

Finally, AI was used solely as a visual design tool to create Figure 1. The model and idea was developed by the authors based on the empirical findings and represents their interpretation and synthesis of the themes identified in empirical findings of this study. AI did not contribute to the analysis, interpretation, or development of the framework.

4. Empirical findings

In this chapter the empirical findings derived from the interviews will be presented. The findings are structured around four main themes that emerge during the data analysis process and illustrate how neuroinclusive practices are understood, enabled, and experienced in organizational contexts.

4.1 Building the organizational foundation for neuroinclusion

A central aspect shared across all organizations is the role of organizational culture and values as a foundation for activities, practices, and decision-making processes. Across the organizations, this culture is characterized by openness, acceptance, and respect, fostering an environment where employees experience both a sense of belonging and that their uniqueness is recognized and valued, as highlighted by Manager 8:

“We believe that everyone should have a seat at the table, everyone should be welcome.”

This perspective was also evident in where Managers 5 and 6 emphasized how organizational values influenced the way employees were supported and recognized within the workplace:

Manager 5:

“It has been clearly stated from the very beginning that the only thing that truly creates value for the company is the people who work here.”

Similarly, Manager 6 described:

“There are very strong organizational values that are closely connected to taking care of the individuals working in the organization. It is about ensuring fairness and supporting employees in the best possible way.”

When there is an established organizational foundation rooted in these principles, it creates conditions for continuously developing and adjusting practices in ways that support a workplace where more individuals feel welcomed, valued, and included. Building on this, a crucial aspect of how neuroinclusion can become integrated is how top management understands, recognizes, and communicates these practices. Many respondents described how neuroinclusion was a part of organizational ambitions and viewed as a business-critical part of

long-term organizational development and success. When this work is anchored at an organizational level, it creates conditions for neuroinclusion to become an explicit priority, enhancing organizational understanding and facilitating the implementation of this work. This is further illustrated in the following examples from the interviews:

One example was described by Manager 9:

“We have seen that many of the qualities neurodivergent individuals possess are extremely valuable to us and that we need those competencies within the organization. If we do not become better at recognizing and supporting people with diagnoses, we risk losing a significant part of the workforce. (..) The goal is for this to become part of our organizational DNA.”

This is something that can be aligned with HR 2:

“Different perspectives and different ways of approaching problems are incredibly important, and I think we are highly dependent on that in order to survive as a company. Creativity, strong problem-solving, and innovation are necessary for us to remain competitive (..) I therefore think that creating a work environment where differences are genuinely accepted and where different perspectives are encouraged is absolutely crucial for our existence as an organization.”

And also HR 3:

“This is a natural part of the strategy and not an add-on. Since the organization is fundamentally built around people, competence becomes the most important factor, and competence comes in many different forms, backgrounds, and ways of functioning. A significant part of that also exists within the spectrum, and those individuals need to be supported in the best possible way.”

These examples highlight how neurodiversity was viewed as an important source of talent that strengthened organizations' ability to secure competencies essential for innovation and long-term competitiveness. The interviews further emphasized the importance of proactively creating conditions and work environments that enable individuals to utilize their strengths and contribute in ways that align with their unique capabilities and needs. In this regard, the informants highlighted competencies for example analytical thinking, pattern recognition,

attention to detail, problem-solving, and specialist expertise as particularly valuable within the high-technology industry. Furthermore, several informants described technical work environments as generally accepting of neurodiversity and cognitive differences, where diverse ways of thinking were viewed as a natural variation among employees. This something that Manager 5 discussed:

“Many in IT are naturally more introverted and may prefer sitting on their own with headphones rather than engaging socially, even when working in the same room. Because of this, such behaviors are often normalized within the environment, and it does not really stand out as something unusual.”

Another important aspect described by the informants was the role of management in clearly signalling that neuroinclusion is a strategic priority for the organisation. Management supported this work through active participation, demonstrating openness, and sharing personal experiences, which helped foster a more open dialogue and made the organisation’s ambitions around neuroinclusion more visible, exemplified by:

HR 3:

“I would say that a large part of it also relates to stigma. There has been a significant stigma surrounding neurodivergence for many years, and simply being able to talk about it openly is important. We have also had leaders at the executive level openly share their own personal experiences.”

These findings illustrate that organizational culture, values, and broader organizational commitment create the conditions for integrating neuroinclusive practices across the organization. Furthermore, respondents highlighted openness, recognition of individual strengths, and management support as important elements for creating organizational environments where neurodivergent employees can contribute, develop, and thrive.

4.2 Building knowledge for integrating neuroinclusive practices

In order for neuroinclusion to become established within the organisation, processes, practices, and collective sensemaking are needed so that shared ways of working can emerge from a common organisational understanding and gradually become part of everyday practices. This was further emphasised by Manager 6, who described neuroinclusion as

something that develops through collective processes and collaboration, rather than through reliance on structures, policies, and routines.

Building knowledge around neurodiversity is essential in order to foster an implementation and development of neuroinclusive practices, not only among managers but also within teams. An important aspect shown during the interviews relates to how this knowledge is shared within the organization, and how different organizational functions communicate, collaborate and integrate practices in favor of neurodivergent employees into everyday work. The importance of sharing knowledge is grounded in a shared view among all informants that neuroinclusion should be seen as a continuous learning process rather than a fully established organizational capability. As a manager it is therefore important to be reflective to consider what can be done to further strengthen both individual and organizational knowledge. During the interview with Manager 6, it was underlined that:

“You are never fully taught”

This points at the importance of recognizing your own experiences and knowledge. Several managers highlighted that having an open mindset, showing humility and a willingness to learn rather than believing that leaders must have all the answers are required key factors to facilitate neuroinclusive work. By being attentive to understanding individual needs, and different ways of functioning, knowledge related to diversity and individual differences can be developed and shared within the organization. Manager 6 described it as follows:

“We are different, react differently, function differently, and have different needs. Therefore, one must be very attentive to that.”

Thus, the vision is to integrate neuroinclusion into existing work processes rather than treating it as an additional add-on, so that these practices can become embedded in the organization's way of working. It was highlighted that an understanding of cognitive differences must be established among colleagues and not solely at the managerial level. In the interview with Manager 4, it was pointed out that it is actually at the group level that these matters can be addressed in ways that promote awareness of the fact that individuals face different challenges and have different ways of working. In this sense, managers have a responsibility to ensure that this knowledge is disseminated and that they themselves continuously develop their understanding and competence in order to spread it to different teams. It is also about building

an understanding of how neurodivergent individuals approach work, routines, responsibilities, and workplace expectations differently. For example, Manager 1 described how the other members of the team were more flexible with working hours, while the neurodivergent employee was more strict about following working hours and responsibilities.

To support this process, HR was described as a key organizational actor in building awareness and understanding of neurodiversity across the organization. Many of the organizations portrayed HR as enablers for actively building awareness around neurodiversity and cognitive differences. Manager 4 also mentioned that HR must be able to support the managers regarding these kinds of questions, come up with answers and drive neuroinclusive thinking into organizational processes. Furthermore, in some organizations external companies with expertise within this area were also involved, working together with the HR function, managers and teams, by organizing workshops and lectures with the aim of spreading knowledge.

The extent to which these practices were implemented varied across the organizations. For example, Manager 1 described how only one workshop was conducted when neuroinclusive work was initially introduced, with the purpose of creating a foundational understanding before the neurodivergent employee joined the team. On the contrary, Manager 5 and 8 had experience of a longer process, where a “working buddy” was part of the integration process. This became important as informants described integration of neurodivergent individuals sometimes requires greater patience and flexibility. It was emphasized that these employees may initially require additional support, clearer structures, or more time to adapt to organizational environments.

Having an open dialogue together with continuous adaptation on the experiences and needs of neurodivergent individuals were seen as essential factors to develop these practices. This involves being open about individual needs as a neurodivergent employee, while managers and HR play an important role in listening to and communicating these needs within teams to foster awareness of potential accommodations. For example, in several interviews, respondents highlighted that neuroinclusive knowledge sharing and work often begins with creating openness around cognitive differences. It was explained that when organizations openly discuss diversity, a sense of psychological safety is created, which enables employees to become more comfortable addressing their potential needs, and managers are able to make adjustments accordingly. Hence, respondents repeatedly emphasized the importance of

creating environments where neurodivergent individuals feel safe expressing themselves, discussing challenges, and asking questions without fear of judgment. To exemplify, in the interview with HR 2, it sounded like this:

“Above all, it is about having shared opportunities where people can talk about cognitive profiles, how they function, and what they can look like. How might an autism profile or an ADHD profile function? A lot of it comes down to how people receive and process information, and that is something all of us do. So, for me, it is very much about increasing awareness and information.”

Similarly HR 3 described it like this:

“It is more about inclusion in terms of adaptation and understanding that everyone is different and may need different tools in the workplace in order to perform in the best possible way. That is what we are trying to educate people about, as broadly as possible.”

Discussions about different ways of functioning, communications styles, and other individual needs were thereby described as ways of encouraging variation and reducing the stigma around neurodiversity. Another factor contributing to the organization’s knowledge development regarding neuroinclusion was personal experience. Many informants shared that they had family members or knew people who were neurodivergent. They also described how experiences related to neurodivergence were often openly shared within the workplace, which contributed to greater awareness and understanding of the importance of proactively integrating neuroinclusive practices within the organization. By opening up to conversations, the knowledge was more widely spread, creating more awareness that can reduce uncertainty regarding how to approach neurodiversity in practice.

However, several informants also acknowledged that many organizational environments still rely on informal norms, open office spaces, spontaneous interaction, and expectations around social participation. This was outlined as potential challenges for some neurodivergent employees, who sometimes might prefer working with headphones, eating lunch alone or sitting in a separate room. By fostering an understanding that certain situations can be particularly demanding, individuals experience less pressure to perform beyond their capacity, creating more supportive conditions. Respondents therefore emphasized the weight of flexible leadership and adapting work approaches rather than expecting everyone to

function in the same way. As mentioned, managers and HR hence have a responsibility in talking to other employees about different ways of working, as making everyone within the team understand and aware of it, is crucial for enabling neuroinclusive practices.

Overall, the interviews illustrate that building knowledge and integrating neuroinclusive practices is a gradual and relational process shaped through learning, dialogue, shared experiences, and organizational support. Neuroinclusive work was described not as a fixed set of accommodations, but as an evolving process requiring openness, reflection, communication, and willingness to challenge traditional assumptions regarding work, leadership, and collaboration.

4.3 Managers as enablers of neuroinclusive practices

As highlighted above, managers are central actors in enabling neuroinclusive practices. Across all organizations included in the study, respondents emphasized that managers play a key role in shaping how neurodiversity is understood, discussed, and accommodated in everyday work. Although organizational culture and HR initiatives were described as important, the findings also suggest that neuroinclusive practices are mirrored by attitudes, openness, and behaviours of managers. Leadership was underlined as essential in determining whether neurodivergent employees feel included, understood, and psychologically safe within the workplace. By being curious and showing a willingness to challenge established practices and adapt leadership styles, one fosters a more inclusive environment. If a manager fails to encourage openness and adaptability, it may create barriers to communication and inclusion, which became clear when talking to Manager 9:

“Managers have a central role, as they set the tone for the whole team. If a manager is very impersonal and difficult to approach, people will not feel that they can open up.”

The understanding developed by managers often evolved over time and was closely connected to the individuals within their teams. The quote thereby illustrates that managers' assumptions and willingness to understand individual differences play an important role questioning existing stereotypes and establishing neuroinclusive practices.

Managers were described as needing to move beyond generalized perceptions of neurodivergence and instead focus on understanding the individual employee and their

specific needs, preferences, ways of communicating, and functioning. If they do so, it can encourage both acceptance and engagement with neuroinclusive practices within the teams. Through these initiatives, managers developed a greater awareness of different perspectives and ways of thinking related to working life.

Being curious and willing to try new approaches was thus important for enabling a leadership that supports neuroinclusion. This often involved adapting leadership styles to individual employees rather than applying the same approach to everyone. What works for one person, might not work for another, which emphasizes that leadership requires flexibility, responsiveness, and attentiveness to individual needs. Depending on the employee and the situation, managers adapted their leadership accordingly, for example through structure, what is expected, or certain work arrangements. This became particularly important where no clear structures or guidelines were established, and the findings showed that neuroinclusive practices often were developed incrementally through exploration, dialogue with employees, and reflection on what worked well within specific team contexts. This was specifically utilized in the interview with Manager 5, who stated:

“Now we’ll try it and see how it goes. If it doesn’t work out, then it doesn’t. But many people seem to be very traditional and somewhat afraid of trying something different.”

Looking at this, leadership was portrayed as practical and relational rather than standardized, where managers must be able to adjust their approaches based on individual and situational needs. As manager 3 expressed, further emphasizing that being flexible in one's leadership was viewed as necessary for developing and strengthening an inclusive organizational culture:

“Same is not always fair” (...) “without leadership, we do not strengthen our culture”.

The relational aspect of leadership is connected to managers' role in creating psychological safety within teams. Many respondents described that when working with neuroinclusion they adapt their leadership style, not merely in terms of formal accommodations, but as fundamentally rooted in trust, open communication, and support. This points at the importance of fostering a working environment in which neurodivergent employees feel comfortable expressing needs, discussing challenges, and asking for support without fear of

judgement. In order for this to be successful, different leadership styles are essential to normalize differences and acknowledge that employees may function in different ways.

Another central aspect of managers' work in enabling neuroinclusive practices was direct and transparent communication. Respondents frequently described how adjusting leadership for facilitating neuroinclusion required managers to be clearer, sometimes more direct in their communication. For example, this could be clarifying expectations, responsibilities, priorities, and social norms more explicitly. Instead of assuming that employees automatically are aware of workplace conventions, managers emphasized the importance of open and concrete communication, which Manager 2 highlighted:

“It’s better to ask too many questions than too few.”

This reflects the importance of reducing ambiguity in everyday work situations. Clear communication around deadlines, responsibilities and workplace expectations was emphasized as essential, particularly in collaborative work, in order to avoid that unclear expectations create unnecessary stress or uncertainty. By exploring different leadership approaches, managers gradually learned to adapt their communication styles, which benefited both neurodiverse and neurotypical employees.

Prior to working closely with neurodivergent individuals and developing a deeper understanding of neurodiversity in practice, some of the managers reflected that they had assumed that supporting neurodivergent employees would involve greater challenges and more extensive adjustments to existing ways of working. However, through experience, managers described how these assumptions were challenged, leading to a more open and adaptable leadership approach. Thus, this shows that neuroinclusive work often required relatively small adjustments, both during introduction and throughout employment. During onboarding, assigning a mentor or work buddy was often already part of the ordinary introduction process, where the main difference was that the person supporting the employee was aware of the individual’s needs and any adjustments that might be needed. Thereby, most informants shared the view that working with neurodivergent employees was not very different from working with other employees, which highlighted in the following ways:

Manager 5:

“It’s not really that different from anyone else who is new. When you start new, you’re usually assigned a mentor or a buddy, someone you can always turn to if you have questions or who helps train you in the specific work you’ll be doing.”

Manager 9:

“The adjustments we make for neurodivergent individuals end up benefiting everyone else as well.”

These reflections illustrate how neuroinclusive practices were often embedded within everyday managerial routines rather than requiring entirely new leadership approaches. Instead, managers described that greater awareness, clearer communication, and attentiveness to individual needs were often more important than extensive organizational adjustments. In this regard, leadership connected to neurodiversity was described less as the creation of separate practices and more as fostering flexible and inclusive ways working that benefited the broader team as well.

4.4 Barriers and challenges in practicing neuroinclusion

The empirical results highlight that the organizations in this study are still in the early stages of integrating neuroinclusion, and that it is a long-term process with the ambition of making neuroinclusive practices a natural part of the organization. In the interviews, respondents described how traditional norms, stigma, and limited awareness continue to influence organizational practices and attitudes toward neurodiversity, and that organizations are still on a journey of identifying and working to reduce these barriers.

While respondents described organizational cultures that emphasized openness, belonging, and the value of different perspectives and ways of working, they also emphasized the need to address underlying structures that can create barriers for neurodivergent employees. This was reflected in how respondents described traditional norms, expectations in social situations, and how employees are expected to interact and behave at work. One aspect of this was how strong social interaction skills often played a central role in workplace interactions and organizational processes, which could make it more difficult for neurodivergent individuals to participate on equal terms and contribute in ways that align with their strengths

and capabilities. This was highlighted by Manager 2, who described how social interaction and networking were often considered important for success within the organization:

“I believe we could become much better at not relying so heavily on social competence, which is very much what drives our organization. For me, it is quite fundamental that the workplace should work for everyone. Social competence cannot be the main factor determining whether you succeed at work. Instead, there need to be clear structures and expectations around what success at work actually means.”

This illustrates the importance of organizations reviewing and evaluating existing structures and processes in order to identify areas that need further improvement. According to the informants, this also relates to whether social activities, team-building activities, workplace meetings and events are designed in a way that allows all individuals to participate on their own terms. Another central area highlighted across the organizations was the recruitment process, where several informants questioned the extent to which existing processes and routines were designed to work for everyone. The importance of focusing on competence and ensuring that recruitment decisions are grounded in individuals’ knowledge, skills, and capabilities rather than personal impressions and assumptions was also emphasized:

Manager 8:

“Already during the recruitment process, not being discouraged by a person who does not want to make eye contact, who may behave a little differently, but instead really looking at their knowledge and competence. That is something we would have needed to do.”

HR 3:

“Instead, the focus should be on competence, what this individual is truly capable of and what they could contribute with. Recruiters and managers need to become better at seeing the whole person and looking beyond those initial impressions.”

Manager 9:

“I think that many times we keep recruiting the same type of people, which makes us very good at certain things, but at the same time we forget to see the

full picture.”

These underlying structures and processes also influence how individuals perceive, navigate, and understand organizational expectations. The respondents emphasized the importance of being able to reflect on, and become aware of biases and assumptions. A challenge described by the respondents in relation to this was the tendency to fall back on familiar and established approaches and “the way things are done,” rather than questioning assumptions and being open to new approaches. This can be exemplified by the following:

Manager 1:

“People are often lazy and comfortable. When hiring someone new, you usually want someone you can simply hand over the work to and get things off your plate. But that is actually a bit too comfortable. If you are willing to put in the effort, you should take the time to reflect on what would be best both for the new resource and for yourself. You should not always choose the lazy and quick way.”

HR 2:

“There is still some stigma surrounding it as well. People may have preconceived notions, so that is something you encounter. It can also be uncomfortable when people are expected to change things and think in new ways, so there is definitely some resistance.”

HR 1:

“I think we are on that journey. We want to create greater openness toward the idea that there are different ways of accomplishing work, and that it is about strengths, competencies, and skills rather than exactly how the work is carried out. That is a very important process that we need to continue working with in order to increase openness, reduce stereotypes and biases, and challenge existing ways of thinking.”

While challenging existing norms and assumptions was described as an important part of the journey toward neuroinclusion, respondents also emphasized the need for greater knowledge, understanding, and practical guidance to support these efforts. Despite workshops and training initiatives, respondents emphasized that there was still a need to strengthen understanding and

develop more concrete tools and guidance for working with neuroinclusive practices. This was illustrated by the following examples:

Manager 2:

“As a line manager, it would have been helpful to have more tools and understanding to better communicate and explore together what kind of approach works best for the individual.”

Manager 4:

“More concrete support from HR is needed regarding how to work with these questions, why does he/she act and behave like this? How can we develop a better understanding?”

Furthermore, the importance of creating opportunities and arenas for discussion was emphasized, where managers, teams, and other organizational functions could openly discuss neuroinclusive work, develop a shared understanding, and exchange experiences. Another aspect highlighted was the importance of integrating neuroinclusion into onboarding processes and embedding it within training and educational initiatives across the organization. This was illustrated by the following examples:

Manager 2:

“I definitely think there is a lack of education and training, both for managers and employees in general. There needs to be a greater understanding of what it is like to work with people who think differently than yourself.”

Manager 3:

“I believe that it should be part of the introduction for new managers, focusing on how to work with neurodiverse employees. We have leadership training, but we do not focus on neurodiversity. In my case, education was needed.”

Building on this, several informants emphasized that creating the right conditions within the organization can provide better opportunities for all employees to contribute based on their strengths and capabilities. This also shifts the focus from talking about diagnoses to instead acknowledging natural variations, strengths, and different ways of functioning. When individuals and teams are encouraged to openly share experiences and perspectives, it can contribute to creating a more open and supportive organizational environment that benefits all

employees, that can be illustrated by:

Manager 9:

“When individuals are instead open about how they function, what they are good at, and what kind of support they need, it creates much better conditions for them to succeed.”

Manager 8

“And we need to move away from discussing diagnoses and instead talk about strengths and people. That’s how we become truly inclusive, and it works for everyone.”

Furthermore, respondents emphasized that for neuroinclusion to become embedded across the organization, awareness and understanding need to move beyond the individual level and develop into a shared organizational understanding. These findings highlight the importance of integrating neuroinclusion into existing organizational practices and processes, instead of viewing it as a separate initiative that managers are expected to manage in addition to their existing responsibilities. This was also highlighted by Manager 8, who described a gap between broad organizational ambitions and concrete action in everyday work:

Manager 8:

“In large organizations, it’s often the case that someone high up at the global level decides that this is something we should work on. But getting that message all the way down to individual employees can sometimes be difficult. So there has always been discussion about being accessible and inclusive for everyone, but when it comes to concrete action, not that much has actually happened, if I’m being honest.”

Manager 5 further described the challenges of translating organizational ambitions and intentions into concrete actions across the organization:

“We have tried to reach out by presenting these questions within a few management teams, but it has not really resulted in any concrete outcomes yet, as it feels like people already have too much to do. I also believe that stronger involvement from HR would be necessary in this work, but we have not really received much response or engagement so far.”

These findings further highlight the importance of organizational support and HR involvement in facilitating neuroinclusive work. Without structures that support collaboration and shared understanding across the organization, neuroinclusive work risks becoming dependent on the efforts of individual managers. This becomes evident in Companies A and C, where neuroinclusion was not integrated into organizational ambitions or supported through broader organizational understanding. Companies A and C described the work of neuroinclusion as primarily connected to their teams. This resulted in knowledge related to neuroinclusion being limited within the boundaries of the teams, making it more difficult for these practices to become integrated across the organization. Manager 1 described how the understanding of neuroinclusion was mainly tied to personal experiences within the team, due to limited shared opportunities, channels, and forums for discussing practices and experiences across departments. This gap in shared knowledge was something the manager wanted to develop further, emphasizing the need for a broader understanding of different neurodevelopmental conditions and how neuroinclusion can be understood beyond the experiences within the team. As a result, opportunities to develop a shared organizational understanding of neuroinclusion become limited, making it more difficult for neuroinclusive practices to spread beyond local initiatives and become embedded across the organization.

Building on this, challenges related to resources were also highlighted in the implementation of neuroinclusion. Several informants described how this work requires additional time and effort in the early stages, when establishing the foundations needed to support these practices. The resources required were primarily associated with building a robust foundation and integrating these practices into existing structures and processes. Once this foundation is in place, these ways of working can become a natural part of the organization. This was illustrated by following quote:

Manager 9:

“One challenge is that people often expect the process to move faster than it actually does, and there needs to be an understanding that it may require extra time in the beginning. It is important to allow that time, because once the right foundation is in place, neurodivergent employees can work just as efficiently as anyone else, and sometimes even more efficiently. However, if that foundation is missing, it becomes much more difficult, and trusting that the process will improve over time can be challenging.”

The findings in this section illustrate that traditional norms, limited awareness, resource constraints, and a lack of concrete ways of working create barriers to the integration of neuroinclusion across organizations. The findings further highlight that neuroinclusion is a systemic organizational process requiring the ongoing development and adjustment of organizational structures, processes, practices, and shared organizational understanding. When this important groundwork is established, neuroinclusive work was described as contributing to more flexible, inclusive, and supportive organizational environments that benefit all employees.

4.5 The Neuroinclusion Pyramid: synthesizing the findings

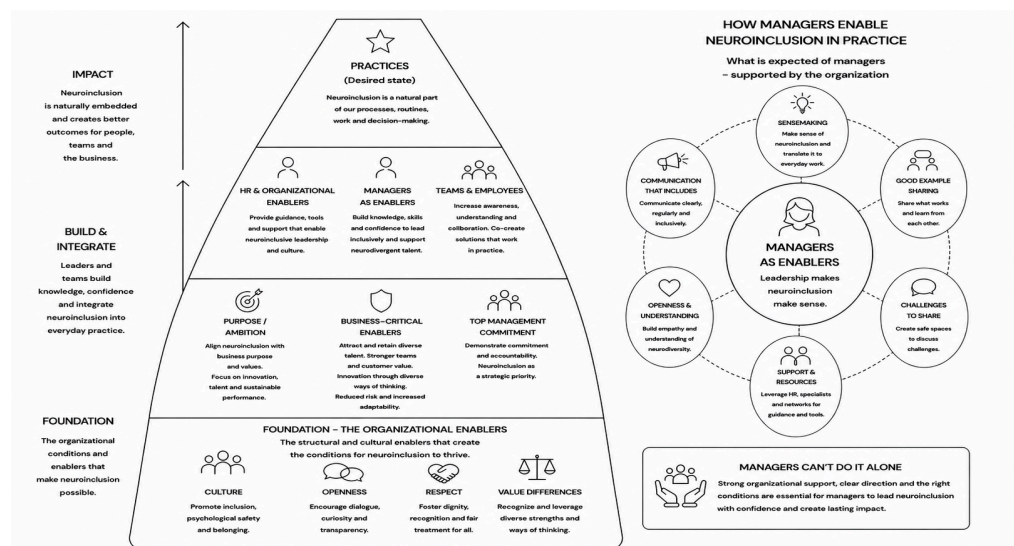


Figure 1 - The Neuroinclusion Pyramid: A synthesis of the empirical findings.

The Neuroinclusion Pyramid is a model that emerged from the empirical findings of this study and was developed to create a coherent understanding of the relationships between the different findings and their role in enabling neuroinclusive practices within organizations. The structure of the empirical findings presented in this chapter follows the logic of the model, beginning with the organizational foundation at the bottom of the pyramid and continuing across the different levels of the model.

The first level of the pyramid highlights the organizational foundation rooted in culture and values, characterized by openness, acceptance, respect for individual differences, and the recognition of diversity as a valuable organizational resource.

The second level represents the integration of neuroinclusion into broader organizational

ambitions, priorities, and business objectives. At this level, neuroinclusion becomes embedded in organizational visions, top management commitment, and broader organizational efforts and viewed as a critical asset for the business.

The third level focuses on how knowledge and understanding of neuroinclusion are developed within the organization. HR also plays an important role in strengthening this process by increasing awareness and understanding of neuroinclusion across the organization. This organizational support and knowledge also enable managers to better understand and translate neuroinclusive practices into everyday work and support neurodivergent employees in practice.

The top of the pyramid represents the desired state, where neuroinclusion is embedded across the organization, and a natural part of the operations.

5. Analysis and discussion

This final chapter provides an in-depth discussion of the findings gathered throughout the study, with the aim of exploring and interpreting the main insights. It is followed by a concluding section that addresses the research question. Lastly, the chapter presents suggestions for future research.

5.1 Research Aims

The purpose of this study was to examine how organizational culture and middle managers' leadership enable neuroinclusive practices in large Swedish multinational organizations within the high-technology industry. By exploring managers' experiences and perceptions, the study aimed to contribute to the understanding of neuroinclusion in organizational contexts and provide insights for both theory and practice. The following research questions has guided the study:

Question 1: Which organizational culture enables neuroinclusive practices in large Swedish multinational firms?

Question 2: How do middle managers adapt their leadership to neurodiversity in the workplace?

The first research question is discussed in Sections 5.2 and 5.2.1, focusing on the organizational conditions that enable neuroinclusive practices. Section 5.3 addresses middle managers' leadership practices in relation to neurodiversity in the workplace.

5.2 Organizational culture

The findings of this study demonstrate that organizational culture is a crucial foundation for the implementation and development of neuroinclusive practices and for enabling neuroinclusion to become integrated within the organization. This is broadly consistent with Alvesson's (2013) reasoning that organizational culture shapes how organizational members make sense of and interpret their environment. Across all organizations, respondents described an inclusive atmosphere where employees were welcomed, valued and recognized for their differences. This illustrates how cultures characterized by openness and acceptance

create a strong foundation for neuroinclusive work by fostering understanding, openness, and acceptance of different needs and ways of working.

In addition, these findings reflect the importance of a culture characterized by psychological safety (Edmondson, 2019), where openness, inclusion and acceptance create conditions that encourage individuals to express their needs and perspectives, ask questions and discuss challenges. This is consistent with what emerged as central in this study, where psychological safety was important for enabling open communication about experiences, needs, and individual work preferences. This enabled an important shift that moved the focus away from diagnoses and towards recognizing individual differences as a natural part of human variation, fostering greater understanding and normalizing differences in strengths, challenges, and perspectives.

The findings further illustrate that neuroinclusion creates value across the organization, since these practices benefit all employees. In addition to creating conditions where individuals feel comfortable disclosing their needs, neuroinclusive practices also contribute to greater clarity regarding expectations, communication and work processes. For instance, this can involve clarifying the purpose and structure of meetings in advance, specifying who is expected to attend, what participants are expected to prepare, and deadlines. As this becomes more explicit, ambiguity is reduced and a shared understanding of expectations and roles is established, making it more transparent for employees what is expected of them and what they can expect from others.

A strong cultural foundation also provides a basis for building on established values, practices and processes, allowing neuroinclusion to be understood as a natural extension of existing ways of working rather than something entirely new. This reflects Alvesson's (2013) argument that organizational culture influences how organizations respond to new challenges and opportunities through established understandings, values, and norms. Furthermore, organizational culture also helps navigate organizational goals and priorities while fostering a shared sense of direction (Alvesson, 2013). The findings of this study show that these shared understandings create an awareness of the value of neuroinclusion and facilitate the development of neuroinclusive practices by allowing organizations to build on existing cultural foundations. This enables neuroinclusion to be developed as part of the organization's way of working rather than as a separate project or initiative.

However, the findings also show that organizational culture is not solely an enabler of neuroinclusive practices. Rennstam and Sullivan (2018) argue that organizational culture extends beyond formal values and policies and is reflected in the informal norms and expectations that influence how employees are expected to behave, communicate, and work. Furthermore, they argue that employees' experiences of peripheral inclusion are shaped by how they are recognized, valued, and accepted by colleagues in everyday workplace interactions. The findings of this study are consistent with Rennstam and Sullivan's (2018) reasoning. While organizational culture can facilitate understanding and create conditions for neuroinclusion, informal norms can also create barriers to embedding neuroinclusive practices across the organization (Rennstam, Sullivan 2018). This was evident in how existing organizational processes and routines were often built around implicit assumptions regarding communication, social interaction, and expected ways of working, influencing how employees interpreted organizational expectations and workplace norms.

Despite these challenges, the findings indicate that neurodiversity was recognized as a valuable organizational resource. This understanding was reflected in the recognition of neurodivergent individuals as valuable sources of strengths and capabilities needed to drive innovation and secure talent. Informants emphasized that neurodivergent individuals bring competencies that are crucial within the high-tech industry, particularly analytical thinking, problem-solving abilities, pattern-recognition skills and high levels of specialization.

While respondents across all organizations emphasized the value of neurodivergent individuals, differences emerged in the extent to which this understanding was reflected at the organizational level. In several organizations, neuroinclusive work was viewed as business-critical and was an explicit organizational priority, whereas in others the knowledge and practices related to neuroinclusion remained within individual teams despite a strong cultural foundation. This represents an important contribution of the study by illustrating that awareness of the value of neuroinclusion does not translate into organizational commitment, capability, or systematic organizational practices.

Alvesson (2013) emphasizes the importance of organizational culture in forming shared understandings and organizational priorities, the findings show that neuroinclusive work requires more than organizational culture to become integrated across the organization, which is discussed in the following section.

5.2.1 Organizational learning and knowledge sharing

While organizational culture provides an important foundation for neuroinclusive work, organizational learning and knowledge sharing are also essential for these practices to become established across the organization. In all companies, respondents described strong and inclusive cultures. What distinguished companies A and C was that neuroinclusion was not recognized or integrated as an organizational priority, ambition, or executive-level commitment. This means companies A and B neuroinclusion work was primarily driven by individual managers. When support from the broader organization and HR was limited, the knowledge and practices that were developed remained within the boundaries of the teams. This highlights the importance of both organizational and HR support in enabling neuroinclusive work to move beyond individual managers in order to become embedded in the organization. As a result, it became significantly more difficult to build a shared understanding and develop common processes needed for neuroinclusion to become rooted across the organization without a shared organizational ambition and direction for neuroinclusive work.

This finding can be further understood through the Neuroinclusion Pyramid (Figure 3). While companies A and C had established the foundational level (level 1) represented by an inclusive organizational culture, neuroinclusive work had not become integrated into the organizational structures, processes, and support functions illustrated in the third level of the pyramid. Managers and teams developed knowledge and practices related to neuroinclusion, but these remained within the boundaries of the teams and did not become part of shared organizational processes and ways of working. Over time, this creates a vulnerability, since knowledge, understanding, and practices risk not being transferred when managers change roles or leave the organization, making it difficult to establish the stable and systematic foundation needed for neuroinclusive work to be sustained and further developed.

Building on these findings, neuroinclusion emerges as an organizational learning process that develops over time through collective sensemaking and interaction between managers, HR, and employees. This is consistent with Khan et al. (2022), who argue that a limited understanding of how inclusive workplaces can be created and managed remains a key barrier to the inclusion of neurodivergent individuals. One of the fundamental conditions for neuroinclusion to become embedded within organizations is therefore the development of organizational knowledge and understanding. In this sense, neuroinclusion can be understood

as an organizational learning process that evolves through experimentation, interaction and reflection, and through the continuous development of shared understandings that support the integration of neuroinclusive practices into organizational structures and ways of working.

Furthermore, HR plays a central role in building organizational knowledge and creating a shared understanding of neuroinclusion through workshops, training initiatives, and other activities aimed at increasing understanding of neurodiversity. In addition, HR plays a valuable support role in managers' work with neuroinclusion by providing guidance, facilitating discussions, and helping translate neuroinclusive perspectives into organizational practices. This creates conditions for managers to better understand neurodiversity and adapt their leadership practices to individual employee needs.

An interesting finding in relation to this, despite these efforts, is that neuroinclusion had not been integrated into onboarding processes or management training programmes (with the exception of Company B). Several participants described limited understanding of neurodiversity as one of the most significant barriers to inclusion. This highlights that, although organizations have taken important steps towards increasing awareness and understanding, there is still work to be done. As a result, several organizations remained at the knowledge level of the Neuroinclusion Pyramid (Figure 3, Level 3), where the focus is on building awareness and organizational understanding. One potential way forward would be to further develop existing training routines and explore how neuroinclusion can be integrated into these programmes.

5.3 Adapting leadership for neuroinclusion

In order for neuroinclusion to continue spreading throughout the organization, the analysis further highlighted how knowledge-sharing, communication, collaboration, and organizational learning became central processes through which neuroinclusive practices were developed and understood within the organizations. As both organizational support and a broader understanding of neuroinclusion became more established, this also created conditions that shaped how managers approached leadership and what was expected from them in relation to neuroinclusive work.

The findings support previous research regarding the importance of leadership in facilitating neuroinclusive workplaces (Chammas & Hernandez, 2025; Roberson & Perry, 2022). Similar

to earlier studies, the findings indicate that middle managers are central to enabling neuroinclusive practices and make neurodivergent employees feel included, understood, and psychologically safe within the workplace. While organizational culture and support from HR lays the foundation for neuroinclusion, it is through managerial practices these initiatives are transformed into practical actions in everyday work. The findings therefore suggest that the success of neuroinclusive practices largely depends on how managers interpret and adapt their leadership to individual needs.

A key finding is that leadership for enabling neuroinclusion is less about adopting a specific leadership style and more about embracing a flexible and relational approach, characterized by open dialogue, responsiveness, and individualized support. Managers highlighted that treating employees fairly does not necessarily mean treating them identically. Rather than applying predetermined accommodations or generalized assumptions about neurodivergence, managers highlighted the importance of understanding each employee's specific ways of working, communicating and functioning in order to adapt their leadership accordingly. Consequently, leadership adaptations often involve adjusting communication styles, clarifying workplace expectations, providing additional structure when needed, and tailoring work arrangements to suit individual circumstances. Importantly, these adaptations were not viewed as exceptional accommodations but rather as a natural part of everyday leadership.

This finding reflects the principles of situational leadership since managers described the importance of continuously adapting their leadership style in order to meet employees' individual needs. This is in line with Hersey's (1992) argument that leadership depends on understanding the specific requirements of different situations and adjusting leadership behaviors accordingly. Despite these similarities, the findings also challenge aspects of existing leadership literature by indicating that working with neuroinclusion appears to involve a broader perspective that goes beyond traditional interpretation of situational adjustments. While situational leadership primarily focuses on adapting leadership behaviour based on employees' competence, readiness, and task-related needs, managers emphasized the importance of understanding the individuals behind the role rather than adapting solely to work-related needs. This suggests that leadership aimed at supporting neurodiversity involves a more holistic understanding, where leadership is not only about adapting to different situations, but also about building relational awareness and recognizing individuals' diverse experiences and identities.

In this sense, inclusive leadership also came through the interviews. According to Roberson and Perry (2022), leaders working with inclusion, actively recognize and value individual differences, while creating environments where employees feel respected, supported, and able to contribute authentically. A similar pattern emerged in the findings, as managers highlighted the importance of showing interest in understanding employees as unique individuals in order to create a sense of belonging and psychological safety.

However, neither situational leadership nor inclusive leadership fully captures the complexity of the managerial role described by respondents. Importantly, leadership in neuroinclusive contexts was emphasized as an ongoing process of understanding and responding to different needs, making dialogue an essential part of leadership practices to enable neuroinclusive work. By open communication and a willingness to learn more by asking questions rather than assuming the correct answer, managers are better able to understand individual needs and provide appropriate support. Compared with traditional leadership approaches that typically emphasize expertise and managerial control, a neuroinclusive approach to leadership was portrayed as an ongoing learning process together with employees. This reflects a more contemporary understanding of leadership as a collaborative process. However, opening up to dialogue requires trust, and that neurodivergent employees feel comfortable expressing their needs, discussing challenges, and asking for support without fear of judgement. In this sense, managers adopt different leadership approaches to normalize differences and acknowledge that employees may function in different ways.

Furthermore, many of the organizations were still in the early stages of implementation, hence no clear structures for neuroinclusive work had been established yet. The importance of flexibility and learning became particularly evident in these contexts, since managers could not rely on formal guidelines. Instead, neuroinclusive practices were developed and enabled through experimentation, dialogue, and continuous reflection. This observation aligns with Plowman et al. (2007) and Grint (2005), who emphasize leadership as a process of sensemaking and questioning, rather than directing and controlling. This illustrates that adapting leadership for neuroinclusive purposes, requires managers to move beyond standardized approaches and adopt a more exploratory and responsive mindset. This enables leadership practices to emerge through dialogue, experimentation, and ongoing reflection rather than through predefined procedures.

This finding was particularly interesting. There seemed to be limited emphasis on formal tools, frameworks, or standardized methods for including and supporting neurodivergent employees. Despite the increasing interest in neuroinclusion, managers rarely talked about specific techniques or predefined procedures to guide their work. In contrast, the study once again showed that leadership related to neuroinclusive work is inherently relational and context-dependent, requiring managers to continuously interpret, adjust, and respond to individual needs. This suggests that when managers' adapt their leadership to enable success of neuroinclusive practices, it may depend less on access to specific established tools and more on managers' capacity for learning, adaptation, and act as collective sensemakers within the organization.

Taken together, the findings demonstrate that middle managers adapt their leadership to neurodiversity and enable neuroinclusive practices through an ongoing process of dialogue, flexibility, responsiveness, psychological safety, and individualized support. Rather than relying on predefined frameworks, they continuously shape their leadership in response to individual needs and different ways of working. However, as described it was also revealed that neuroinclusion requires more than adaptive leadership alone. The long-term success of neuroinclusive practices depends on the extent to which organizations are able to institutionalize knowledge, support structures, and shared understandings that reduce dependence on individual managerial initiative.

5.4 Conclusion

The purpose of this study was to explore how organizational culture and middle managers' leadership enable neuroinclusive practices in large Swedish multinational organizations operating within the high-technological industry.

While prior research has emphasized the importance of organizational culture, organizational learning, leadership, and related organizational conditions, this study integrates these perspectives to better understand how neuroinclusive practices emerge and develop within organizations.

First, the study shows that neuroinclusive practices are enabled by organizational cultures characterized by openness, inclusion, acceptance, and psychological safety. Hence, the cultural foundations are essential, since they lay the conditions for individual differences to be

recognized and valued. The findings further highlight the importance of organizational learning, knowledge sharing, and HR support in translating these values into organizational practices and ways of working. Therefore, neuroinclusive work is not only enabled by inclusive values, but also through organizational processes that facilitate learning, shared understanding, and the integration of neuroinclusive practices across the organization.

Second, when the organizational foundations described above are in place, managers play a crucial role in translating these into practices. By adapting their leadership through flexible, relational, and individualized approaches, neuroinclusive work is enabled. Instead of focusing on standardized leadership practices, managers create an understanding of employees' individual needs, strengths, and preferences through trust, dialogue, and a willingness to learn. Creating psychological safety, facilitating open communication, providing clarity and structure when needed, and adapting support to individual circumstances emerged as central leadership practices.

However, a central conclusion for this study is that neuroinclusion is best understood as an ongoing organizational process rather than a stable organizational capability. The findings show that neuroinclusion requires continuous effort, collective sensemaking, and collaboration between managers, HR, and employees. While the participating organizations demonstrated strong ambitions regarding diversity, inclusion, and neurodiversity, neuroinclusive work remained unevenly integrated across organizational levels. The findings suggest that organizations have progressed further in recognizing the value of neurodiversity than in systematically embedding neuroinclusive practices into organizational structures and processes. Consequently, neuroinclusion requires continuous organizational support, learning, and adaptation in order to become integrated into organizational ways of working.

To summarize, an inclusive organizational culture creates awareness and acceptance which creates conditions for neuroinclusive work to develop, organizational learning facilitates the development and sharing of knowledge, and leadership translates these understandings into everyday practices. Together, these processes contribute to the integration of neuroinclusive practices across the organization.

5.5 Contributions

This study contributes to the research gap by providing empirical insights into how neuroinclusive practices are developed and supported within large high-technical Swedish multinational organizations. The findings provide contextualized insights into how neuroinclusion is understood, approached, and developed within organizations, based on the lived experiences and perspectives of managers and HR professionals.

Furthermore, the study contributes to the understanding of neuroinclusion by illustrating how organizational culture, leadership, and support functions together create conditions that enable neuroinclusive work. The findings show that organizational cultures characterized by openness, acceptance, inclusion, and psychological safety foster understanding of neurodiversity. In addition, organizational ambitions, structures, and HR support are important for enabling neuroinclusive practices to become embedded across the organization.

Furthermore, the study contributes to the understanding of neuroinclusion as an ongoing organizational learning process. The findings illustrate how knowledge sharing, dialogue, and collaboration between managers, HR professionals, and employees facilitate the development and integration of neuroinclusive practices.

5.6 Limitations

There are several limitations of this study that are important to acknowledge. First, the informants from each participating company only represent a limited number of perspectives within their respective organizations. As a result, the findings reflect the experiences and perceptions of the participating individuals and cannot be assumed to represent the views of other middle managers or HR professionals within the organizations. Consequently, alternative perspectives and experiences of neuroinclusive work were not taken into account.

Second, the study provides a snapshot of neuroinclusive work at a particular point in time. As highlighted throughout the findings, neuroinclusive work is an ongoing process in which practices, structures, and understandings continue to evolve.

Another limitation relates to the ethical considerations associated with anonymizing the participating organizations. In order to prevent the organizations from being identified, certain organizational characteristics and practices could not be presented in detail. This limited the

extent to which some contextual factors that would further emphasize certain practices could be discussed in the findings.

5.7 Future research

This study has explored how managers and HR work with neuroinclusion within organizations. However, a central aspect highlighted is the importance of developing neuroinclusive practices together with neurodivergent individuals, where their experiences and perspectives contribute to understanding successful practices and identifying what additional support or adjustments may be needed. Future research could therefore further explore neuroinclusion from the perspective of how neurodivergent individuals experience their working situation in relation to leadership, to their team, colleges and the organisation. This would be valuable in creating a deeper understanding of which factors and conditions neurodivergent individuals consider important for entering the workplace, feeling included, and thriving at work.

The findings of this study highlighted several barriers and challenges experienced by organizations during the process of embedding neuroinclusive practices. However, several questions remain to be resolved regarding how organizations can address and overcome these challenges in practice. Longitudinal research could provide valuable insights into how neuroinclusive practices develop and adapt over time. Future research could also explore additional stakeholder perspectives to develop a more comprehensive understanding of how organizations can navigate barriers to neuroinclusion.

Furthermore, the present research focused only on the technical field. In order to create a broader understanding of neuroinclusion across the labour market, future research could explore how neuroinclusive practices are understood and implemented within other industries and organisational contexts. This could also include perspectives related to how organisations attract neurodivergent individuals, the role of employer branding, and what is considered important when neurodivergent individuals decide whether to apply for a position or an organisation.

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Appendix 1

Interview guide - Swedish version

Inledande frågor:

1. Kan du berätta lite kort om denna organisationen?
 - a. Hur ser företagskulturen ut?
- 2.. Hur länge har du jobbat här?
- 3.. Vilken är din roll i denna organisation?
 - 3 a. Hur länge har du varit i den här rollen?
 - 3 b. Har du personalansvar eller arbetar du nära medarbetare?

Huvudfrågor:

Neurodivergenta anställda

1. Hur arbetar ni med neuroinkludering i organisationen idag?
2. Hur viktigt tror du det är att arbeta med neurodiversitet i organisationen?
3. Vad låg till grund för att arbetet med neuroinkludering påbörjades, och vem var drivande i processen?
 - a. Hur blev du inkluderad?
 - b. Hur ser din egen roll ut i arbetet med neuroinkludering?

Lärande i organisation

4. Hur arbetar ni med att sprida kunskap om neuroinkludering inom organisationen?
 - a. Har ni några gemensamma initiativ eller aktiviteter kopplade till neuroinkludering i organisationen?
 - b. Hur utbildar organisationen alla anställda kunskap om neurodiversitet?
 - c. Har ni fått extern hjälp för att möjliggöra och fortsatt få stöd i arbetet med neurodiversitet?
5. Hur säkerställer ni att det inte bara blir enskilda initiativ, utan något som faktiskt genomsyrar organisationen?
6. Hur har arbetet med neuroinkludering tagits emot i organisationen?

7. Har ni märkt några förändringar i organisationen sedan ni började arbeta med detta?
 - a. Har neurodiversitet gynnat er? Om ja, på vilket sätt?
8. På vilket sätt har arbetet med neuroinkludering påverkat organisationen i stort, även utanför den grupp det främst riktar sig till? Har det påverkat arbetssätt, till exempel kommunikation, struktur eller tydlighet, även för andra medarbetare?

(Om aktuellt)

9. Har ni upplevt några utmaningar eller motstånd i samband med detta arbete?
 - a. Om ja, hur har det yttrat sig?
 - b. Om ja, hur har ni bemött detta?

Rekrytering och förekomst av individer med neurodiversitet (för HR)

10. Hur ser ert aktiva arbete ut med att inkludera neurodivergenta individer i era rekryteringsprocesser?
 - a. Hur resonerar ni kring vilka roller eller arbetsuppgifter som kan passa olika individer med olika behov och styrkor?
11. Anser du att chefer har en roll i att behålla neurodivergenta anställda? Varför/ varför inte?
 - a. Hur ser ni till att chefer får det stöd och kunskap som behövs?

Vid chef

12. Hur går det till när ni introducerar och integrerar medarbetare med neuropsykiatriska diagnoser i teamet?
13. Hur anpassar du ditt ledarskap för att stödja medarbetare med olika behov och arbetssätt?
14. Finns det något du känner att du skulle vilja lära dig mer om för att bättre kunna stötta medarbetare med neuropsykiatriska diagnoser?

Metoder för inkludering

15. Hur framställer den här organisationen er själva som en organisation som inkluderar neurodivergenta individer?
16. Vad, om något, gör ni i organisationen just nu för att inkludera neurodivergenta anställda?
 - a. Kan du ge exempel på konkreta initiativ eller arbetssätt kopplade till detta?
 - b. Hur ser det ut i praktiken i vardagen?
17. Hur ger den här organisationen neurodivergenta anställda det stöd de kan behöva?

- a. Hur etableras förståelse i organisationen/teamet/ledarskapet för anpassningar som kan behövas?
- b. Hur ser dialogen ut kring individuella behov, både med medarbetaren själv och i relation till teamet?
- c. Vad tror ni underlättar att personer med diagnoser kan vara öppna om sina behov och styrkor på jobbet?

18. Hur tror du man kan uppmuntra till en arbetsmiljö som främjar inkludering och öppenhet om neurodiversitet?

Företagskulturen, kompetensen och inställningen till neurodiversitet

19. Vilken typ av kompetens har ni behov av i organisationen?

- a. Hur kan neurodiversitet påverka detta?

20. Hur kan neurodiversitet stärka och bidra till organisationens kompetens och utveckling?

21. På vilket sätt kan neurodiversitet vara en resurs för att möta kompetensbehov i organisationen?

Strategi

22. Hur ser ni på neuroinkludering som en del av organisationens strategi eller värdeskapande?

23. På vilket sätt är arbetet med neuroinkludering i linje med, eller bidrar till, organisationens värdegrund och värderingar?

Avslutande frågor

24. Om du fick förändra eller lägga till något i organisationens arbetssätt kring inkludering av neurodivergenta medarbetare – vad skulle det vara?

25. Finns det något av det vi diskuterat som du vill berätta mer om?

26. Går det att kontakta er via mejl/telefon vid behov av komplettering?

Appendix 2

Interview guide - English version

Introductory Questions

1. Can you briefly tell us about this organization?
 - a. How would you describe the organizational culture?
2. How long have you worked here?
3. What is your role in this organization?
 - a. How long have you been in this role?
 - b. Do you have managerial responsibility, or do you work closely with employees?

Main Questions

Neurodivergent Employees

1. How do you currently work with neuroinclusion in the organization?
2. How important do you think it is to work with neurodiversity in organizations?
3. What led the organization to start working with neuroinclusion, and who initiated the process?
 - a. How did you become involved?
 - b. Can you describe your role and involvement in the organization's work with neuroinclusion?

Learning in the Organization

1. Can you describe how knowledge and practices related to neuroinclusion are shared within the organization? open space
 - a. Do you have any shared initiatives or activities related to neuroinclusion?
 - b. How does the organization educate employees about neurodiversity?
 - c. Have you received any external support to enable or further develop your work with neurodiversity?
2. How do you ensure that these efforts are not just isolated initiatives but something embedded across the organization?
3. How has the work with neuroinclusion been received within the organization?

4. Have you observed any changes in the organization since implementing neuroinclusion initiatives?
 - a. If so, what kind of changes?
5. Has neurodiversity benefited the organization? If so, in what ways?
6. How has work on neuroinclusion influenced the organization as a whole, not just the employees it is primarily designed to support? For example, has it influenced ways of working, communication, structure, or clarity for other employees?

(If applicable)

7. Have you experienced any challenges or resistance related to this work?
 - a. If yes, how did it show?
 - b. If yes, how did you address it?

Recruitment and Presence of Neurodivergent Individuals (for HR)

1. What practices, if any, do you have to support neurodivergent individuals in your recruitment processes?
 - a. How do you approach deciding which roles or tasks may suit individuals with different needs and strengths?
2. What role do you think managers play in helping neurodivergent employees stay in the organization and feel supported at work?
3. How do you ensure that managers receive the support and knowledge they need?
4. What does HR do in practice to support neurodiversity and inclusion in the organization?
5. Is there anything you would like to learn more about to better support neurodivergent employees?

For Managers

1. How do you introduce and integrate employees with different neurodevelopmental needs into your team?
 - a. How do you follow up and maintain ongoing dialogue with employees to understand and support their needs?
2. How do you adapt your leadership style to support employees with different needs and ways of working?

3. Is there anything you would like to learn more about to better support neurodivergent employees?
4. How do you create an environment where employees feel comfortable expressing their needs or differences?

Methods for Inclusion

1. How does your organization communicate its work with neuroinclusion, both internally and externally?
2. What, if anything, are you currently doing to include neurodivergent employees?
 - a. Can you provide examples of concrete initiatives or practices?
 - b. What does this look like in everyday work?
3. How do you support neurodivergent employees in your team? Can you give examples of adjustments or support you have made to meet individual needs?
 - a. How do you make sure that people in the organization, team, and leadership understand individual needs?
 - b. How does the dialogue around individual needs take place, both with the employee and within the team?
 - c. What do you think helps employees feel comfortable being open about their needs and strengths at work?
4. What can organizations do to create a work environment that supports inclusion and openness about neurodiversity?

Organizational Culture, Competence, and Attitudes

1. What kind of competencies do you need in your organization?
 - a. In what ways can neurodiversity be a resource in meeting the talent needs of your organization?
 - b. How can neurodiversity contribute to the organization's long-term development or innovation?

Strategy

1. How do you see neuroinclusion as part of your organization's strategy or value creation?
2. In what ways is neuroinclusion aligned with the organization's values, or how does it contribute to them?

Closing Questions

1. If you could change or add anything to the organization's way of working with inclusion of neurodivergent employees, what would it be?
2. Is there anything we have discussed that you would like to add, or anything we haven't asked about that you think is important?
3. Would it be possible to contact you via email or phone if we need to follow up with additional questions?

Appendix 3

Consent form

Informed consent to participate in study at the Lund University School of Economics and Management

By signing below, I am providing my voluntary informed consent to participate in an interview, where information will be collected and used for the thesis *A qualitative study of how managers work with neuroinclusion in everyday practices*. In the thesis, the information collected will only be presented in a way where you will not be identifiable. The interviews will be recorded and data will only be used for the purpose of the thesis and deleted when the thesis has been examined. This consent form will be stored in a locked room at the School of Economics and Management at Lund University.

Your consent can be recalled at any time and any information collected from you will be deleted and not be used in any yet to be performed analysis. To recall your consent, contact (...) via e-mail or via phone. If your consent is recalled via email, please state “Recall of consent” in the subject line.

Name:

Email address:

Phone number:

Signature:

Information concerning the handling of personal data in student theses

Purpose: The handling of personal data is necessary to obtain the results needed to write the thesis and to achieve the learning outcomes required for the thesis course. For the course in question, the following learning outcomes are relevant:

A pass grade on the course will be awarded to students who:

- Are able to design a degree project in order to increase understanding of a certain practical or theoretical problem.
- Are able to conduct the degree project as an independent scientific study that includes developing relevant research questions and methodological considerations.
- Show an ability to choose, synthesize and critically reflect on relevant theory/theories.

- Show an ability to collect and analyze empirical data, to relate it to existing theory and present contributions based upon the study conducted.
- Can present the study as a written academic report and discuss the strengths and weaknesses of the study, in dialogue with different groups, orally and in writing.
- Are able to conduct the work within specified time limits, even when limited information is available.

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