

How to boost disability confidence in organizations? A framework with strategies and best practices for managers

Stephan A. Boehm^{*} , Louisa A. Riess, Mahshid Khademi

Competence Center for Diversity, Disability and Inclusion, University of St.Gallen, Rosenbergstrasse 51, St.Gallen CH-9000, Switzerland

ARTICLE INFO

Keywords:
Disability
Inclusion
Best practices
Disability Confidence

ABSTRACT

Many managers aspire to build inclusive workplaces but often lack disability confidence, i.e. clarity about what inclusion requires, how to act and how to avoid mistakes. Drawing on data from over 70,000 employees in Germany, Switzerland, and beyond, we introduce the *St. Gallen Inclusion Index (SGII)*, a framework that translates inclusion into four actionable dimensions: authenticity, belongingness, equal opportunities, and synergy. Authenticity emphasizes employees' ability to be their true selves at work, including the decision to disclose invisible disabilities. Belongingness captures the experience of being recognized as a valued team member. It can be promoted with micro-interventions such as inclusion nuggets, that help translate belongingness into practical, everyday strategies. Equal opportunities require policies and practices on the organizational level to ensure that employees with disabilities have the chance to equally contribute, develop, and have a career like their colleagues without disabilities. To foster equal opportunities two measures are particularly important: accommodations and equitable, flexible work arrangements. Synergy describes the integration of diverse perspectives and highlights the importance to hear and learn about the workplace experiences of employees with disabilities. To foster synergy managers thus need to foster disability voice in the organization. By linking the four dimensions to concrete managerial practices, the SGII enables managers to act with confidence and helps organizations unlock the full potential of a disability-diverse workforce.

Many organizations aim to build more inclusive workplaces for employees with disabilities, but managers often feel overwhelmed by the complexity of the topic. They may lack expertise, be unsure where to start, and worry about making mistakes. Disabilities are diverse and often come with unique combinations of impairments and needs, so that there is no "one-size-fits-all" solution [1]. Physical accessibility - like ramps, elevators, and accessible bathrooms serves people with mobility impairments, while neuroinclusive practices, such as providing quiet workspaces, clear communication protocols, and structured routines, support employees with autism or ADHD. However, many disabilities are non-visible or manifest in a combination of various impairments.

Managers thus often feel uncertain about what disability inclusion really requires. They may fear unintentionally discriminating, using inappropriate language, or simply not knowing how to interact with a person with a disability - particularly if they have not previously worked with a colleague with disability. In short, many managers may lack disability confidence.

To address this challenge, we developed the *St. Gallen Inclusion Index (SGII)* - a research-based framework that helps managers build disability

inclusive workplaces. Drawing on data from over 70,000 employees in Germany, Switzerland, and beyond, the SGII defines four key dimensions: (1) Authenticity, (2) Belongingness, (3) Equal Opportunities, and (4) Synergy. It thus outlines four key areas on how managers can foster disability inclusion. In doing so, it provides managerial guidance and breaks down the complexity of promoting disability inclusion and thus can boost their disability confidence. By mapping the core dimensions of inclusion in a structured way, the SGII helps managers understand which aspects require their attention and how these dimensions interact. This clarity gives managers the confidence to act purposefully rather than feeling overwhelmed by the topic. In short, the SGII translates the broad idea of inclusion into tangible areas of leadership practices that managers can confidently address. In the following, we not only define each dimension of the SGII but also provide practical examples of what managers can do to promote each dimension of inclusion. The framework and an overview of the best practices for each dimension are depicted in Fig. 1.

^{*} Corresponding author.

E-mail addresses: stephan.boehm@unisg.ch (S.A. Boehm), louisa.riess@unisg.ch (L.A. Riess), mahshid.khademi@unisg.ch (M. Khademi).

Authenticity: creating safe spaces for disclosure

Fostering employees' authenticity is essential for disability inclusion. Authenticity refers to the extent to which employees feel they can be their true selves at work. Without authenticity, employees may still feel a sense of belongingness but only because they assimilate to the group and hide their true selves, which may distinguish them from other group members. Thus, authenticity can be seen as a central component of workplace inclusion, as genuine inclusion requires the ability to express oneself [2].

The issue of authenticity is especially pronounced for employees with disabilities, as roughly 80% of disabilities are invisible. This means that for many individuals with disabilities, authenticity at work hinges on the decision of whether to disclose to colleagues and managers [3]. Disclosure, in turn, is a double-edged sword. On the one hand, it enables access to accommodations, fosters trust and openness in the workplace, and reduces the psychological burden of concealment. On the other hand, disclosure exposes employees to risks of stigma, reduced career opportunities, and discrimination - concerns that are confirmed by research documenting persistent stereotypes that attribute lower competence to employees with disabilities [4–6]. Consequently, many employees remain reluctant to disclose their disability, at the cost of both their own well-being and broader organizational inclusion efforts.

Managers as promoters of authenticity

Authenticity cannot be achieved through formal policies alone. Managers play a crucial role in creating a climate that fosters authenticity. Their actions largely determine whether employees feel safe to express their true selves at work. Thus, managers need to first be authentic themselves and then actively engage with employees' diverse work realities. To support this process, the following best practices were identified to guide managers during employees' disclosure conversations: Managers should stay calm, as disclosure can occur unexpectedly, and a composed response can help reassure the employee. They should also express gratitude and show empathy, recognizing that disclosure often involves considerable nervousness and trust. Equally important is responding to the wishes of the person disclosing, avoiding unsolicited advice, and respecting how much they want to share. Paying attention to how the conversation is conducted, i.e. through active listening and an open, interested attitude, fosters a positive climate. Finally, scheduling a follow-up meeting promptly signals commitment and allows time to

process and plan next steps.

Yet barriers to disclosure persist. For example, research shows that disclosure is especially difficult for individuals with mental health disabilities compared to those with physical or sensory conditions, due to higher levels of self- and public stigmatization [7,8]. In such cases, inclusive managers can mitigate these challenges by normalizing open dialogue, demonstrating empathy, and providing clear and confidential communication channels. When employees trust that disclosure will not lead to negative consequences, they are more likely to reveal a disability if they wish, thereby enabling authenticity and advancing inclusion. In sum, managers play a decisive role in ensuring that the workplace functions as a safe space, where authenticity and disability disclosure are not only possible but also valued.

Taken together, the dilemma of disability disclosure creates a clear organizational gap: employees fear stigma, and managers lack the necessary data to address systemic barriers. This tension underscores the need for facilitating tools that both empower employees to make informed disclosure decisions and equip organizations and their managers to identify and address barriers to inclusion. Based on this premise, we developed *SafeSpace*, a tool that supports employees in making informed decisions about whether, when, and how to disclose a disability or health impairment. When using *SafeSpace*, employees are guided through structured questions about their current condition, accommodation needs, perceptions of leadership, and workplace context and receive tailored recommendations based on their responses. At the same time, the tool generates anonymized and aggregated workforce-level insights into disability and disclosure. These data enable managers and HR professionals to identify recurring concerns, address key issues, tailor training and support measures, and detect when disclosure is perceived as unsafe. Addressing such systemic barriers is essential not only for fostering disability confidence, enabling employees with disabilities to feel safe and authentic at work, but also for strengthening managers' confidence in supporting employees with disabilities and leading sustainable inclusion.

Belongingness: Micro-interventions to promote workspaces of belonging

While authenticity refers to the ability to express one's identity, belongingness concerns the experience of being accepted and valued as part of the team. Belongingness is therefore a critical dimension of workplace inclusion, as it connects individual identity with collective

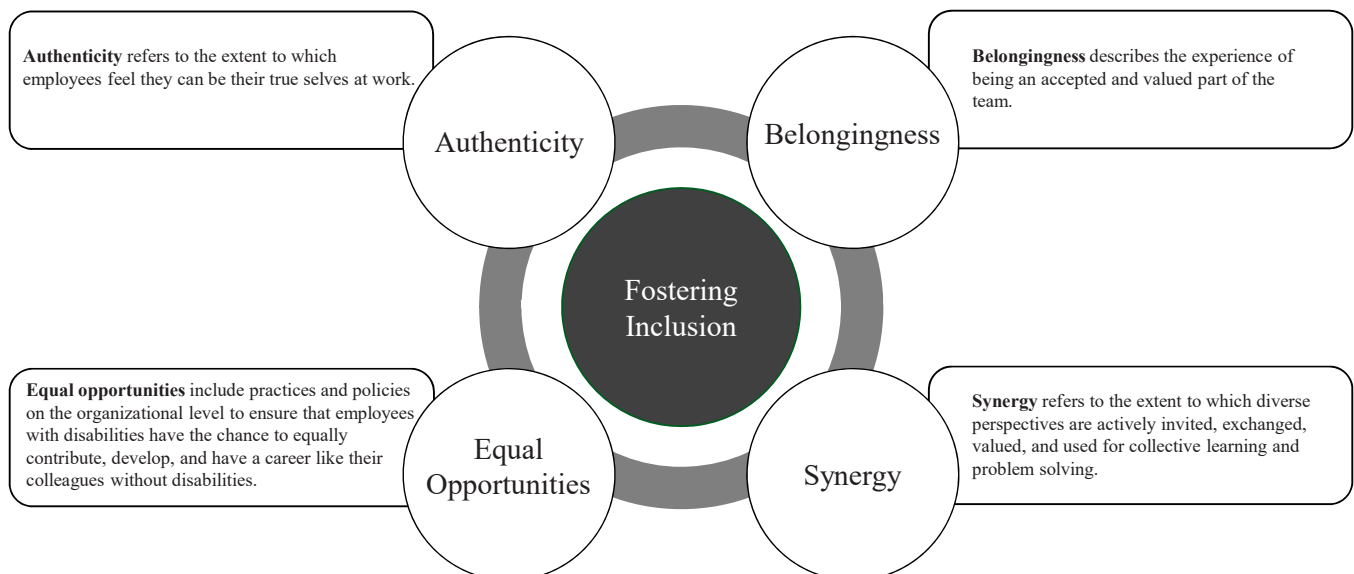


Fig. 1. The St. Gallen Inclusion Index Framework.

membership: employees feel truly included only when they can both be themselves and are simultaneously recognized as valued contributors [2, 9]. The importance of belongingness extends beyond workplace outcomes. Recent meta-analytic evidence demonstrates that social exclusion and a lack of belonging are associated with shorter life expectancy and heightened risks of cardiovascular disease and cancer [10,11].

For employees with disabilities, however, achieving belongingness is particularly challenging. Research consistently documents experiences of social isolation, tokenization, and limited participation in informal workplace networks, all of which undermine the sense of belonging [12]. Without belongingness, even the disclosure of a disability may not translate into a meaningful inclusion experience, as employees can still feel peripheral to the organization's social fabric. As a result, the positive potential of diversity - enhanced collaboration, innovation, and team performance - remains unrealized [13,14].

Longitudinal evidence shows that employees with disabilities report lower workplace inclusion than their peers without disabilities, with the gap being most pronounced among those with mental health conditions such as anxiety, depression, or post-traumatic stress disorder [15]. Neurodiversity is also increasingly recognized as a critical dimension of organizational diversity [16], yet neurodiverse employees remain disproportionately affected by underemployment and exclusion. These findings highlight the need not only to expand access to work but also to ensure that once employed, people with disabilities experience genuine belonging. Achieving this requires managers who can foster inclusive climates in their daily leadership practice.

Inclusions nuggets as micro-interventions for managers to foster belongingness at work

To support managers in developing inclusive leadership behaviors, we introduce inclusion nuggets: short, actionable training interventions that translate inclusion into practical, everyday strategies and embed a sense of belonging in routine leadership practice. These micro-interventions can be implemented by organizations to raise awareness and equip managers and employees with concrete, easily applicable practices that foster inclusion within teams. Inclusion nuggets take the form of low-threshold, practice-oriented micro-practices, including structured check-ins, paired "Walk & Talk" conversations, weekly recognition moments, personal reflection prompts, learning reviews, and strengths-based feedback. Collectively, these practices aim to strengthen interpersonal connection, psychological safety, mutual recognition, and trust in everyday work interactions.

A concrete example is the use of microaffirmations, i.e. small, positive expressions of recognition that signal appreciation and value. Managers might, for instance, explicitly acknowledge a colleague's expertise during problem-solving discussions or provide supportive nonverbal cues, such as nodding during presentations. Because they are brief and easily integrated into daily interactions, microaffirmations lower the threshold for behavioral change and can, over time, reinforce inclusive team dynamics.

The practical advantage of inclusion nuggets lies in their minimal implementation requirements: they are short, accessible, and can be embedded in existing leadership routines without additional training infrastructure or significant resources. This makes them particularly suitable for smaller organizations as well as operational or blue-collar contexts, where inclusion practices must be straightforward, repeatable, and directly applicable for frontline leaders. By integrating such micro-interventions into everyday management practice, leaders can strengthen their own inclusive leadership capability while fostering environments in which employees experience belonging and inclusion. These mechanisms may be especially relevant for employees from underrepresented groups, for whom consistent signals of recognition and inclusion can be particularly consequential.

Equal opportunities: creating equal opportunities for employees with disabilities across the employee life cycle

Beyond individual authenticity and belonging, disability inclusion also depends on ensuring equal opportunities that enable employees with disabilities to contribute, develop, and progress in their careers on an equal basis with their non-disabled colleagues. Equal opportunities include more systemic practices and policies on the organizational level. They address fairness in opportunities along the employee life cycle, such as in hiring, performance review, pay, promotion, and career development [17]. Without equal opportunities, employees with disabilities may be authentic and feel that they belong but still experience systematic disadvantages in unfolding their full professional potential at work.

With regard to employees with disabilities, ensuring equal opportunities concerns the whole employee life cycle [18], starting with inclusive recruitment practices, such as accessible application processes and strength-based hiring approaches. Further, organizations must ensure fair performance evaluations, for example, by using bias-aware evaluation tools, multiple information sources, and by allowing accommodations in how performance is demonstrated and measured. Besides, ensuring that employees receive fair pay is essential in creating equal opportunities. To do so, organizations, for example, may conduct regular pay equity audits to identify and correct disability-related pay gaps. In addition, organizations must enable fair development opportunities for employees regardless of their disability. Practices to ensure fair development opportunities include the provision of accessible training formats such as captioned videos, sign language interpretation, or screen-reader-friendly e-learning. Likewise, employees with disabilities must have fair chances for promotions, e.g., by ensuring that promotion criteria focus on performance and skills rather than assumptions about disability. As prior research shows, at least two measures to ensure equal opportunities are especially important for employees with disabilities: the access and provision of accommodations as well as equitable flex work arrangements.

Accommodations

Inaccessible workspaces prevent employees with disabilities from equally contributing throughout their careers. A missing wheelchair ramp, for example, can hinder a person with a mobility impairment from meeting colleagues in another building; software incompatible with screen readers can prevent employees with visual impairments from accessing information; and large meeting rooms with high noise levels can limit participation for people with hearing impairments. To address such barriers, workplace accommodations that enhance the accessibility of the physical environment, working time, and work organization [19] are essential for ensuring equal participation and are legally mandated in many countries [20].

Technically, accommodations describe "modifications in the job, work environment, work process, or conditions of work that reduce physical and social barriers" [21]. They are intended to align job demands and working conditions with individual needs and can take various forms, including adjustments to the worksite (e.g., parking spaces, bathrooms, ramps), the immediate work environment (e.g., large screens, ergonomic chairs), working time (e.g., part-time or flex-time), or work location (e.g., remote work options) [22].

Unfortunately though, employees with disabilities often refrain from requesting accommodations if they fear social consequences. As such, employees' perception of the likelihood of supervisory compliance ("What are the chances my boss will provide an accommodation if I ask?"), expected personal costs ("Does receiving an accommodation carry personal risks, such as damage to my reputation or a sense of obligation?") and normative appropriateness of the request ("If I receive an accommodation, will others perceive it as unfair or inappropriate?") are often decisive for employees' decision to request an accommodation

[23]. In fact, research has shown that requesting accommodations may also have unintended negative consequences for employees [24]. For example, requested devices may not be accepted by the workgroup, thereby limiting their effectiveness in promoting productivity, social inclusion, and independence [25].

Interestingly and contrary to the widespread belief that disability accommodations demand large financial investments, many require little to no cost [22,23] - especially when compared to the far greater expenses associated with turnover and replacing employees. Managers can facilitate employees' accommodation requests by engaging in leadership practices that lower perceived disability stigma. Managers who actively foster a welcoming work environment for people with disabilities can reduce stigma and make employees perceive the workplace as less discriminatory and more supportive of accommodation requests, hence reducing their fear of negative social consequences when requesting an accommodation.

Recent research underscores the role of leadership in shaping accommodation request behavior. Inclusive leadership reduces employees' perceived disability stigma and is associated with lower accommodation request withholding [26]. By signalling openness and support, inclusive leaders create psychologically safer environments in which employees are less concerned about social judgment when requesting accommodations. These effects are particularly pronounced among employees with higher disability severity and stronger relational-interdependent self-construal. Taken together, inclusive leaders play a central role in legitimizing accommodation practices, ensuring equitable access to resources and opportunities, and embedding inclusion into everyday team processes

Equitable flex work arrangements

Flex work arrangements describe workplace policies that allow employees to vary when, where, or how they perform their job tasks [22]. Examples include flexible schedules, remote work, compressed workweeks, and part-time or job-sharing options, enabling employees to better balance work demands with personal or health-related needs. A recent study found that location flexibility, such as the opportunity to work remotely, can be particularly beneficial for employees with physical disabilities [27]. For example, working from home allows employees with physical disabilities to work in an environment that is optimized for their needs and reduces the burden associated with commuting to the office. Managers should thus be aware that remote work can be a meaningful measure to ensure employees' work ability Table 1.

On the other hand, flexible work arrangements may also lead to reduced visibility, informal exclusion from team processes, or weaker access to social support and career-relevant information. Supporting this view, recent research provides causal evidence that increased use of remote work is associated with a decline in perceived inclusion [28]. Moreover, employees may fear being perceived as less committed, less capable, or as receiving preferential treatment, which can negatively affect workplace relationships, career opportunities, or feelings of belonging. Managers therefore play a critical role in mitigating these risks by helping employees and teams find a balanced arrangement that supports flexibility without undermining inclusion, visibility, or access to career-relevant opportunities.

Synergy: promoting disability voice in the organization

While authenticity, belongingness, equal opportunities, and synergy may mutually reinforce one another, synergy refers specifically to the extent to which diverse perspectives are actively invited, exchanged, valued, and used for collective learning and problem solving. In this way, it represents the fourth dimension of the SGII and highlights the value of integrating differences to drive creativity and innovation. It captures how effectively differing viewpoints are combined within

Table 1
The *St. Gallen Inclusion Index* and Related Best Practices for Each Dimension.

Inclusion dimension	Examples of managerial and organizational actions
Authenticity	• Leader-as-listener conversations: Structure interactions so that employees do most of the talking (e.g., 70/30 rule), with managers primarily facilitating through attentive presence and minimal interruption. • Active listening and reflection: Demonstrate understanding by paraphrasing, summarizing, and reflecting emotions, while intentionally allowing pauses to give employees space to articulate their thoughts. • Open and appreciative inquiry: Use open-ended, non-directive questions (e.g., “What is important to you in this situation?” or “How can I support you?”) to encourage self-expression without steering responses. • Non-evaluative communication: Focus feedback on specific behaviors rather than personal judgments, and maintain calm verbal and nonverbal cues to minimize perceived evaluation and social risk.
Belongingness	• Structured team check-ins: Open meetings with brief, structured personal check-ins or guiding questions (e.g., “What is currently on my mind?”) to foster presence, participation, and interpersonal connection within the team. • Peer exchange formats: Use short, structured pair formats (e.g., “Walk & Talk” conversations) to facilitate deeper dialogue on challenges, support needs, and collaboration beyond formal group interactions. • Recognition and appreciation practices: Integrate regular recognition moments (e.g., “success of the week” or “thank-you” rituals) into team routines to enhance the visibility of contributions and strengthen mutual appreciation.
Equal opportunities	• Fostering equal opportunities across the employee life cycle, including hiring, performance review, pay, promotion, and career development. • Ensuring equal participation in interactions: Create structured opportunities for all team members to contribute in meetings by actively inviting input from quieter voices and preventing a small number of individuals from dominating discussions. • Transparent allocation of tasks and opportunities: Distribute assignments, development opportunities, and visible responsibilities based on explicit and fair criteria rather than informal networks, visibility, or assumed competence. • Providing individualized support and reasonable adjustments: Proactively identify and remove barriers to performance by asking employees about their needs and adapting communication formats, schedules, workloads, or tools accordingly.
Synergy	Promote perspective taking [33]: • Interaction: Promote disability-diverse teams to facilitate the interaction with and exposure to work experiences of colleagues with disabilities. • Integrated understanding: Foster team members' understanding of how their job and roles relate to the bigger picture of inclusion in the workplace. • Product ownership: Facilitate employees' ownership and accountability for inclusion at work. Facilitate disability voice: • Signalling awareness & support for individual needs: a. “Does this work for you?” b. “What do you need?” • Expressing openness towards employees with disabilities: “How are you doing?” • Appreciating skills & expertise: “It’s great to have you here. We need you.” • Using tools such as <i>SafeSpace</i> can further foster authenticity at the individual level and synergy at the collective level.

teams and organizations to achieve shared goals, including the active encouragement of employees to voice ideas, collaborate across demographic boundaries, roles, and hierarchies, and challenge the status quo.

Importantly, synergy is conceptualized as a distinct dimension of inclusion rather than as the overall interaction among the framework's components. While authenticity and belongingness primarily reflect

individual experiences, such as expressing one's true self and feeling part of the team, synergy operates at the team level. It emphasizes the productive integration of differences in ways that enable learning, problem solving, and outcomes that exceed what individuals could achieve in isolation [29]. Without such integration, employees with disabilities may feel authentic, experience belonging, and have access to equal opportunities, while their distinct perspectives remain underutilized in organizational decision-making and innovation.

The relevance of synergy has recently been shown in a large field study with more than 7000 employees from 425 units of a German car manufacturer [30]. In the study, the authors found that disability diversity can be a catalyst for creativity and innovation. Specifically, teams in which employees with and without disabilities worked together generated a higher number of ideas and more novel ideas to improve the production process and related working conditions. Interestingly, innovation was driven not only by the perspectives of employees with disabilities but also by the perspective-taking and enhanced cognitive flexibility of their colleagues without disabilities. That is because collaborating with colleagues who have disabilities can prompt team members to consider alternative approaches that might otherwise remain unnoticed. Hence, leveraging the potential of a disability-diverse workforce requires intentional management of inclusion and collaboration to enable and foster perspective-taking [31]. Likewise, organizations and managers must work to establish a climate where it is safe to voice new perspectives and ideas, in the first place.

Disability voice as an enabler for perspective-taking and synergy

To promote perspective-taking and synergy, it is important to hear and learn about the workplace experiences of employees with disabilities. The voice of employees with disabilities – i.e., their communication of disability-related ideas, suggestions, information about problems, or opinions about work-related issues – is thus essential in realizing synergy. In fact, in a recent study [32], we found that employees with disabilities are not only significant contributors of ideas and practical solutions themselves but also play a crucial role in enabling others to better understand their perspectives, needs, and workplace experiences.

By openly sharing their lived experiences, these employees foster greater awareness and empathy among colleagues, which can in turn stimulate more inclusive and novel problem-solving processes. The willingness and ability of individuals with disabilities to share their needs and experiences are strongly influenced by the perceived psychological safety of the work environment. As outlined above, leadership plays a pivotal role in shaping this climate - supportive managers who actively encourage openness and inclusivity can significantly enhance such disability voice. In particular, three behaviors of managers were identified to support disability voice in the organization:

1. *Signaling awareness & support for individual needs:* Managers can initiate conversations about individual needs and barriers and signal their awareness by simply asking "Does this work for you?" or "What do you need?"
2. *Expressing openness towards employees with disabilities:* Managers can do so by genuinely asking about employees' well-being and experiences at work and by not shying away from conversations about impairments. They may simply ask: "How are you doing?"
3. *Appreciating skills & expertise:* Managers can demonstrate such appreciation for one's skills and expertise in various ways, such as in one-on-one meetings or in front of the team by saying, "It's great to have you here. We need you." Doing so can reassure employees about their valuable professional contribution to the team and thus provide the necessary security to speak out about their disability-related experiences and needs.

With these behaviors, managers can signal awareness, openness, and

support for employees with disabilities. Such conditions are essential for leveraging the full potential of diverse perspectives within the organization. In addition, concrete tools can further help translate the individual experiences of employees with disabilities into organizational learning. In this respect, *SafeSpace*, introduced above as a tool supporting informed disability disclosure, aggregates and anonymizes employees' responses, enabling managers and HR professionals to identify recurring barriers and develop targeted organizational interventions. In this way, *SafeSpace* can support disability voice and further contribute to synergy.

Conclusion

By adopting the SGII framework with its core dimensions of authenticity, belongingness, equal opportunities, and synergy, managers can systematically create an inclusive environment that benefits both employees and the organization. Together, these strategies help organizations boost disability confidence and unlock the potential of a truly diverse workforce. Beyond disability confidence, the SGII can also be applied to other diversity categories, such as gender, age, or ethnicity, and may be particularly valuable for employees with intersectional diversity categories.

CRediT authorship contribution statement

Stephan A. Boehm: Writing – original draft, Supervision, Project administration, Investigation, Funding acquisition, Conceptualization. **Luisa A. Riess:** Writing – original draft, Visualization, Investigation, Conceptualization. **Mahshid Khademi:** Writing – original draft, Visualization, Investigation, Conceptualization.

Declaration of Generative AI and AI-assisted technologies in the writing process

During the preparation of this work, the authors used a large language model (LLM) to improve language clarity and correct grammatical and spelling errors. After using this tool, the authors carefully reviewed and edited the content as needed and take full responsibility for the content of the published article.

Declaration of Competing Interest

The authors declare the following financial interests/personal relationships which may be considered as potential competing interests: The authors declare the following financial interests/personal relationships which may be considered as potential competing interests: This article introduces two tools—the *St. Gallen Inclusion Index (SGII)* and *SafeSpace*—which were originally developed by the authors in the course of their academic duties. All associated intellectual property rights, as well as any potential financial benefits arising therefrom, are vested in the authors' university institute. The authors affirm that they hold no personal financial interests in relation to these tools.

Data availability

No data was used for the research described in the article.

References

- [1] A. Colella, S.A. Boehm, Disability and employment in transition: challenges, innovations, and opportunities, *Annu. Rev. Organ. Psychol. Organ. Behav.* 13 (2026) 277–307.
- [2] L.M. Shore, A.E. Randel, B.G. Chung, M.A. Dean, K. Holcombe Ehrhart, G. Singh, Inclusion and diversity in work groups: a review and model for future research, *J. Manag.* 37 (2011) 1262–1289.
- [3] S.J. Mastrella, D.M. Powell, S. Bonaccio, K.C. O'Doherty, Not an ideal worker, not a disabled worker: the experience of disclosing invisible disabilities at work, *J. Bus. Psychol.* (2026) 1–17.

- [4] K.B. Follmer, I.E. Sabat, R.L. Siuta, Disclosure of stigmatized identities at work: an interdisciplinary review and agenda for future research, *J. Organ. Behav.* 41 (2020) 169–184.
- [5] S.R. Chaudoir, J.D. Fisher, The disclosure processes model: understanding disclosure decision making and postdisclosure outcomes among people living with a concealable stigmatized identity, *Psychol. Bull.* 136 (2010) 236–256.
- [6] S. Allen, G. Carlson, To conceal or disclose a disabling condition? A dilemma of employment transition, *J. Vocat. Rehabil.* 19 (2003) 19–30.
- [7] R.M. Kowalski, A. Peipert, Public- and self-stigma attached to physical versus psychological disabilities, *Stigma Health* 4 (2019) 136–142.
- [8] K.E. Toth, C.S. Dewa, Employee decision-making about disclosure of a mental disorder at work, *J. Occup. Rehabil.* 24 (2014) 732–746.
- [9] W.S. Jansen, S. Otten, K.I. van der Zee, L. Jans, Inclusion: conceptualization and measurement, *Eur. J. Soc. Psychol.* 44 (2014) 370–385.
- [10] J. Holt-Lunstad, T.B. Smith, M. Baker, T. Harris, D. Stephenson, Loneliness and social isolation as risk factors for mortality: a meta-analytic review, *Perspect. Psychol. Sci.* 10 (2015) 227–237.
- [11] F. Wang, Y. Gao, Z. Han, Y. Yu, Z. Long, X. Jiang, et al., A systematic review and meta-analysis of 90 cohort studies of social isolation, loneliness and mortality, *Nat. Hum. Behav.* 7 (2023) 1307–1319.
- [12] S.A. Boehm, E. Jammaers, Disability-based discrimination in organizations, *Curr. Opin. Psychol.* 60 (2024) 101932.
- [13] A.C. Homan, C. Buengeler, R.A. Eckhoff, W.P. van Ginkel, S.C. Voelpel, The interplay of diversity training and diversity beliefs on team creativity in nationality diverse teams, *J. Appl. Psychol.* 100 (2015) 1456–1473.
- [14] A.C. Homan, S. Gündemir, C. Buengeler, G.A. van Kleef, Leading diversity: towards a theory of functional leadership in diverse teams, *J. Appl. Psychol.* 105 (2020) 1101–1128.
- [15] J. Jansen, R. van Ooijen, P.W.C. Koning, C.R. Boot, S. Brouwer, The role of the employer in supporting work participation of workers with disabilities: a systematic literature review using an interdisciplinary approach, *J. Occup. Rehabil.* 31 (2021) 916–949.
- [16] B. Wen, H. van Rensburg, S. O'Neill, T. Attwood, Autism and neurodiversity in the workplace: A scoping review of key trends, employer roles, interventions and supports, *J. Vocat. Rehabil.* 60 (2024) 121–140.
- [17] S.A. Boehm, D.J.G. Dwertmann, Forging a single-edged sword: Facilitating positive age and disability diversity effects in the workplace through leadership, positive climates, and HR practices, *Work. Aging Retire.* 1 (2015) 41–63.
- [18] A. Schloemer-Jarvis, B. Bader, S.A. Boehm, The role of human resource practices for including persons with disabilities in the workforce: A systematic literature review, *Int. J. Hum. Resour. Manag.* 33 (2022) 45–98.
- [19] N. Nevala, I. Pehkonen, I. Koskela, J. Ruusuvaari, H. Anttila, Workplace accommodation among persons with disabilities: A systematic review of its effectiveness and barriers or facilitators, *J. Occup. Rehabil.* 25 (2015) 432–448.
- [20] World Health Organization, Disability, including prevention, management and rehabilitation, Fifty-eighth World Health Assembly, WHA58.23, World Health Organization, Geneva, 2005. <https://iris.who.int/handle/10665/20373>.
- [21] A.J. Colella, S.M. Bruyère, Disability and employment: New directions for industrial and organizational psychology, in: S. Zedeck (Ed.), *APA Handbook of Industrial and Organizational Psychology*, Vol. 1: Building and Developing the Organization, American Psychological Association, Washington, DC, 2011, pp. 473–503.
- [22] L. Schur, L. Nishii, M. Adya, D. Kruse, S.M. Bruyère, P. Blanck, Accommodating employees with and without disabilities, *Hum. Resour. Manag.* 53 (2014) 593–621.
- [23] D.C. Baldridge, J.F. Veiga, The impact of anticipated social consequences on recurring disability accommodation requests, *J. Manag.* 32 (2006) 158–179.
- [24] J.M. Kensbock, S.A. Boehm, K. Bourvois, Is there a downside of job accommodations? An employee perspective on individual change processes, *Front. Psychol.* 8 (2017) 1536.
- [25] M. Kulkarni, D. Baldridge, M. Swift, Conceptualizing disability accommodation device acceptance by workgroups through a sociomaterial lens, *Equal. Divers. Incl.* 42 (2023) 285–299.
- [26] X. Zhu, F. Jiang, S.D. Volpone, D.C. Baldridge, R. Li, The role of inclusive leadership in reducing disability accommodation request withholding, *J. Manag.* (2025) 01492063251314453.
- [27] I. Klinksiek, N. Glumann, M. Schertler, E. Jammaers, S.A. Böhm, Understanding the effect of remote work on work ability for people with disabilities: A mixed-methods approach, 40th EGOS Colloquium, Milan, Italy, 2024, pp. 4–6.
- [28] M. Schertler, N.V. Glumann, S.A. Boehm, How two megatrends affect each other: Studying the interplay of remote work and workplace inclusion with a random intercept cross-lagged panel model, *Acad. Manag. Discov.* 10 (2024) 351–374.
- [29] D.J.G. Dwertmann, L.H. Nishii, D. van Knippenberg, Disentangling the fairness and discrimination and synergy perspectives on diversity climate: moving the field forward, *J. Manag.* 42 (2016) 1136–1168.
- [30] D.J.G. Dwertmann, S.A. Boehm, K.L. McAlpine, M. Kulkarni, Organizational burden or catalyst for ideas? Disability as a driver of cognitive flexibility and creativity, *Adm. Sci. Q.* 70 (2025) 655–694.
- [31] D.J.G. Dwertmann, S.A. Boehm, K.L. McAlpine, M. Kulkarni, How job design for disability improves work for everyone, *MIT Sloan Manag. Rev.* (2026) 1–6.
- [32] L.A. Riess S. Schepp S.A. Boehm Include Me: The Role of Disability Voice in Co-Constructing the Workplace Inclusion of People With Disabilities - Riess - *Journal of Organizational Behavior* - Wiley Online Library.
- [33] S.K. Parker, C.M. Axtell, Seeing another viewpoint: antecedents and outcomes of employee perspective taking, *Acad. Manag. J.* 44 (2001) 1085–1100.