

Exploring the Experiences of Women with ADHD in Professional Settings: A Qualitative Study

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ABSTRACT

Attention-Deficit/Hyperactivity Disorder (ADHD) in women is often underdiagnosed and understudied, particularly in professional settings. This study aims to explore the experiences of women with ADHD in the workplace. This qualitative study was conducted in Tehran, Iran, using a phenomenological approach. Data were collected through semi-structured interviews with 19 women diagnosed with ADHD who were currently employed in various professional settings. Theoretical saturation guided the sample size. Interviews were transcribed, translated, and analyzed using NVivo software for thematic analysis. Four main themes emerged from the data: Challenges in the Workplace, Coping Strategies, Perceptions of Workplace Support, and Impact on Professional Identity. The challenges included difficulties with time management, attention and focus, organizational skills, communication issues, and high levels of stress and anxiety. Coping strategies encompassed personal techniques, professional support, adaptive technologies, self-care practices, social support, and environmental modifications. Perceptions of workplace support varied, with positive experiences linked to understanding supervisors, inclusive organizational policies, and professional development opportunities. The impact on professional identity included feelings of inadequacy, imposter syndrome, and the recognition of ADHD-related strengths. The study highlights the unique challenges faced by women with ADHD in professional settings and underscores the importance of tailored support and increased workplace awareness. By implementing supportive measures and creating inclusive environments, organizations can enhance the job satisfaction, productivity, and well-being of women with ADHD, enabling them to fully realize their professional potential.

Keywords: ADHD, women, professional settings, workplace challenges, coping strategies, workplace support, professional identity.

1. Introduction

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with functioning or development (Veronesi et al., 2024; Zhao, 2024). While ADHD has been extensively studied in children and adolescents, there is a growing recognition of its prevalence and impact in adults, particularly women. Historically, ADHD has been underdiagnosed and understudied in females, leading to gaps in understanding and support for this population (Hinshaw et al., 2021). ADHD manifests differently in women compared to men, often resulting in later diagnoses and misdiagnoses (Chronis-Tuscano, 2022). Girls with ADHD are more likely to present with inattentive symptoms rather than the hyperactive-impulsive symptoms more commonly observed in boys (Antoniou et al., 2021). This difference in symptom presentation can lead to a lack of recognition and appropriate intervention during critical developmental periods. As these girls grow into adulthood, the challenges associated with ADHD can become more pronounced, especially in professional environments where organizational skills, time management, and attention to detail are crucial (Baniasadi, 2024; Xu et al., 2018).

The workplace presents unique challenges for women with ADHD. Research indicates that adults with ADHD often struggle with organizational skills, time management, and maintaining focus, which can significantly impact their work performance (Durand et al., 2020). These challenges are compounded by the high levels of stress and anxiety that individuals with ADHD often experience (Matthies & Philipsen, 2014). In a nationally representative sample of workers, Kessler et al. (2005) found that ADHD significantly affects work performance, with higher rates of absenteeism, lower job satisfaction, and increased risk of job loss (Kessler et al., 2005). Additionally, the stigma associated with ADHD can exacerbate these difficulties, making it challenging for individuals to seek and receive the support they need (French et al., 2018).

Despite the challenges, many women with ADHD develop effective coping strategies and leverage various support systems to manage their symptoms in the workplace. Personal techniques, such as using planners, setting reminders, and breaking tasks into smaller steps, are commonly employed (Hayashi et al., 2019). Additionally, professional support, including mentorship and coaching, can provide valuable guidance and encouragement. The use

of adaptive technologies, such as productivity apps and organizational tools, also plays a crucial role in helping women with ADHD manage their work responsibilities (Durand et al., 2020).

Social support from colleagues, family, and ADHD support groups is another vital resource. Understanding and empathetic colleagues can create a more inclusive and supportive work environment, which is essential for the well-being and productivity of employees with ADHD (Coetzee et al., 2022). Furthermore, environmental modifications, such as quiet workspaces and flexible schedules, can significantly enhance the ability of individuals with ADHD to focus and perform effectively.

The perception of workplace support varies among women with ADHD. Positive experiences often involve understanding supervisors who provide flexible management styles and open communication channels (Rucklidge, 2008). Organizational policies that promote inclusivity and provide reasonable accommodations are also crucial. However, there is still a need for greater awareness and education about ADHD in the workplace. Workshops, educational materials, and awareness campaigns can help reduce stigma and foster a more supportive environment for employees with ADHD (Williamson & Johnston, 2015).

Professional development opportunities are highly valued by women with ADHD, as they provide avenues for skill enhancement and career advancement. Access to training and career development programs can help individuals with ADHD overcome obstacles and achieve their professional goals (Babinski et al., 2010). Moreover, work-life balance initiatives, such as remote working options and flexible hours, are particularly beneficial for managing the symptoms of ADHD and maintaining overall well-being (Morley & Tyrrell, 2023).

The impact of ADHD on professional identity is profound. Women with ADHD often experience feelings of inadequacy and imposter syndrome, particularly when their efforts are not recognized or valued (Philipsen et al., 2008). However, many also identify strengths associated with their ADHD, such as creativity, problem-solving skills, and the ability to think outside the box. These strengths can be significant assets in the workplace when properly harnessed and supported (Matthies & Philipsen, 2014).

Career choices are often influenced by the presence of ADHD. Some women with ADHD may gravitate towards entrepreneurial roles or frequently change jobs in search of environments that better align with their strengths and accommodate their needs (Babinski et al., 2010).

Performance appraisals can be challenging, as traditional evaluation metrics may not fully capture the contributions and potential of individuals with ADHD (Kessler et al., 2008). Therefore, it is essential for organizations to adopt more holistic and flexible evaluation approaches.

Interpersonal relationships in the workplace can also be affected by ADHD. Difficulties with communication, conflict resolution, and networking can lead to feelings of isolation and frustration (Wallin et al., 2022). However, continuous learning and seeking feedback are important for professional growth and overcoming these challenges. Self-advocacy is crucial, as women with ADHD often need to educate their employers and colleagues about their condition and request necessary accommodations (Chronis-Tuscano, 2022).

Understanding the experiences of women with ADHD in professional settings is critical for developing effective support mechanisms and fostering inclusive workplaces. This study aims to shed light on the unique challenges faced by this population, their coping strategies, perceptions of workplace support, and the impact on their professional identity. By addressing these issues, organizations can create environments that not only accommodate but also empower women with ADHD, enabling them to reach their full potential and contribute meaningfully to their professional fields.

2. Methods and Materials

2.1. Study Design and Participants

This qualitative study aimed to explore the experiences of women with ADHD in professional settings. A phenomenological approach was employed to gain in-depth insights into the lived experiences of the participants. The study was conducted in Tehran, Iran, and data were collected through semi-structured interviews. Theoretical saturation was the guiding principle for determining the sample size.

The participants of this study were women diagnosed with ADHD who were currently employed in various professional settings in Tehran. Inclusion criteria included:

- A formal diagnosis of ADHD.
- Employment in a professional role for at least one year.
- Willingness and ability to participate in a face-to-face interview in Persian.

Participants were recruited through purposive sampling to ensure a diverse representation of professional backgrounds. Recruitment methods included outreach

through ADHD support groups, social media platforms, and professional networks. In total, 19 women participated in the study, which was sufficient to achieve theoretical saturation.

Informed consent was obtained from all participants before the interviews. Participants were assured of confidentiality, and pseudonyms were used in the reporting of findings to protect their identities. They were informed of their right to withdraw from the study at any time without any consequences.

2.2. Measures

2.2.1. Semi-Structured Interview

Data were collected using semi-structured interviews conducted in a private and comfortable setting chosen by the participants. The interviews were designed to explore various aspects of the participants' professional experiences, including challenges, coping strategies, and perceptions of support within the workplace. An interview guide was developed to ensure consistency while allowing for flexibility to explore emerging themes. The guide included questions such as:

- Can you describe your typical workday?
- What challenges do you face in your professional role due to ADHD?
- How do you manage these challenges?
- What kind of support do you receive from your workplace?

Interviews lasted between 45 and 90 minutes and were audio-recorded with the participants' consent. Field notes were taken to capture non-verbal cues and contextual information.

2.3. Data analysis

The audio-recorded interviews were transcribed verbatim in Persian and then translated into English for analysis. The transcripts were imported into NVivo software for coding and thematic analysis. The analysis followed a systematic process:

Familiarization: Researchers read and re-read the transcripts to become deeply familiar with the content.

Initial Coding: Open coding was performed to identify significant statements and assign initial codes.

Theme Development: Codes were grouped into categories, and themes were developed through an iterative process involving constant comparison.

Review and Refinement: Themes were reviewed and refined to ensure they accurately represented the data and captured the essence of the participants' experiences.

To enhance the credibility of the findings, member checking was conducted with a subset of participants. They were invited to review the preliminary findings and provide feedback. Triangulation was achieved by cross-referencing data from different participants and integrating field notes into the analysis.

3. Findings and Results

The study included 19 women diagnosed with ADHD, currently employed in various professional settings in Tehran. The participants' ages ranged from 25 to 50 years,

with an average age of 35. The majority of the participants (12 out of 19) held a bachelor's degree, while five had obtained a master's degree, and two had a doctoral degree. The professional backgrounds of the participants were diverse, including fields such as education (5 participants), healthcare (4 participants), finance (3 participants), information technology (3 participants), law (2 participants), and marketing (2 participants). In terms of marital status, 11 participants were married, seven were single, and one was divorced. Additionally, 14 participants had children, while five did not. The duration of employment in their current roles varied, with 10 participants having worked for 1-5 years, six participants for 6-10 years, and three participants for more than 10 years.

Table 1

The Results of Thematic Analysis

Main Themes	Subthemes	Concepts
Challenges in the Workplace	1. Time Management 2. Attention and Focus 3. Organizational Skills 4. Communication Issues	- Difficulty meeting deadlines - Procrastination - Time blindness - Easily distracted - Difficulty sustaining attention - Hyperfocus periods - Cluttered workspace - Difficulty prioritizing tasks - Losing important items - Interrupting others - Difficulty following conversations - Misunderstanding instructions
Coping Strategies	5. Stress and Anxiety 1. Personal Techniques 2. Professional Support 3. Adaptive Technologies 4. Self-Care Practices 5. Social Support 6. Environmental Modifications	- Overwhelmed by workload - Anxiety about performance - Fear of judgment - Use of planners and reminders - Breaking tasks into smaller steps - Mindfulness practices - Seeking mentorship - Utilizing employee assistance programs - Professional coaching - Use of productivity apps - Time management software - Organizational tools - Regular exercise - Healthy eating habits - Adequate sleep - Support from colleagues - Family understanding - ADHD support groups - Quiet workspaces - Flexible schedules - Clearer instructions
Perceptions of Workplace Support	1. Supervisor Support 2. Peer Support 3. Organizational Policies 4. Professional Development Opportunities 5. Awareness and Education 6. Work-Life Balance Initiatives	- Understanding supervisors - Flexible management styles - Open communication channels - Empathetic colleagues - Team collaboration - Informal support networks - Inclusive policies - Reasonable accommodations - Training on ADHD for staff - Access to training - Career advancement support - Skills development programs - Workshops on ADHD - Educational materials - Awareness campaigns
Impact on Professional Identity	1. Self-Perception 2. Career Choices 3. Performance Appraisals 4. Interpersonal Relationships 5. Professional Growth 6. Self-Advocacy 7. Job Satisfaction	- Remote working options - Flexible hours - Mental health days - Feelings of inadequacy - Imposter syndrome - Perceived strengths due to ADHD - Influence of ADHD on career path - Job changes - Entrepreneurial tendencies - Bias in evaluations - Recognition of efforts - Impact on promotions - Forming workplace friendships - Conflict resolution - Networking challenges - Continuous learning - Seeking feedback - Overcoming obstacles - Disclosing ADHD at work - Requesting accommodations - Educating others about ADHD - Job fulfillment - Alignment with personal values - Sense of accomplishment

3.1. *Psychological Impact of Childbirth Trauma*

3.2. *Challenges in the Workplace*

Time Management: Women with ADHD frequently reported struggles with time management. Many described difficulty meeting deadlines, often due to procrastination and a phenomenon known as "time blindness." One participant shared, "I often lose track of time completely and find myself rushing to complete tasks last minute."

Attention and Focus: Maintaining attention and focus was a common challenge. Participants mentioned being easily distracted and experiencing difficulty sustaining attention on tasks. Hyperfocus periods, though sometimes productive, were described as unpredictable. "I can be incredibly focused on one thing and completely lose track of everything else around me," one interviewee explained.

Organizational Skills: Poor organizational skills were a significant issue. Many participants described cluttered workspaces and difficulty prioritizing tasks, often losing important items. One woman commented, "My desk is always a mess, and I spend so much time just trying to find things."

Communication Issues: Effective communication was another area of difficulty. Participants reported frequently interrupting others, struggling to follow conversations, and misunderstanding instructions. "I often interrupt colleagues without meaning to, and it's frustrating for everyone involved," shared one participant.

Stress and Anxiety: High levels of stress and anxiety were common, often exacerbated by workload and fear of judgment. Participants felt overwhelmed by their responsibilities and anxious about their performance. "I constantly worry about not meeting expectations and what others think of my work," noted one woman.

3.3. *Coping Strategies*

Personal Techniques: Many women developed personal techniques to manage their ADHD symptoms. These included using planners and reminders, breaking tasks into smaller steps, and practicing mindfulness. "Keeping a detailed planner and breaking tasks down helps me stay on top of my work," one participant revealed.

Professional Support: Seeking professional support was another coping strategy. Participants utilized mentorship, employee assistance programs, and professional coaching to navigate their professional lives. "Having a mentor who

understands my struggles has been incredibly helpful," said one woman.

Adaptive Technologies: Technology played a significant role in managing ADHD. Productivity apps, time management software, and organizational tools were commonly used. "I rely on several apps to keep my day organized and ensure I don't forget important tasks," shared one interviewee.

Self-Care Practices: Self-care practices were crucial for many participants. Regular exercise, healthy eating habits, and adequate sleep were highlighted as essential. "I find that when I take care of my body, my mind works better, and I'm more productive," explained one woman.

Social Support: Social support from colleagues, family, and ADHD support groups was vital. Participants valued understanding colleagues and family members, as well as the sense of community from support groups. "Having a supportive work environment and family makes a huge difference," one participant emphasized.

Environmental Modifications: Modifying the work environment was another effective strategy. Participants mentioned the benefits of quiet workspaces, flexible schedules, and clearer instructions. "A quiet workspace and the ability to work flexible hours have been game-changers for me," noted one woman.

3.4. *Perceptions of Workplace Support*

Supervisor Support: Support from supervisors was seen as critical. Understanding supervisors who provided flexible management styles and open communication channels were highly valued. "My supervisor's flexibility and understanding have been crucial in helping me manage my ADHD at work," shared one participant.

Peer Support: Peer support was also important. Empathetic colleagues, team collaboration, and informal support networks helped participants navigate their professional challenges. "Having colleagues who understand and support me makes my work life much easier," one interviewee commented.

Organizational Policies: Inclusive organizational policies and reasonable accommodations were essential. Training on ADHD for staff was also appreciated. "It's important that workplaces have policies that support people with ADHD," noted one participant.

Professional Development Opportunities: Access to training, career advancement support, and skills development programs were highly valued. Participants felt

these opportunities helped them grow professionally despite their ADHD. "Professional development programs have really helped me improve my skills and advance my career," shared one woman.

Awareness and Education: Workshops on ADHD, educational materials, and awareness campaigns were beneficial. Participants appreciated efforts to educate the workplace about ADHD. "Educational workshops on ADHD have helped my colleagues understand what I go through," explained one interviewee.

Work-Life Balance Initiatives: Initiatives like remote working options, flexible hours, and mental health days were appreciated. These initiatives helped participants balance their work and personal lives more effectively. "Flexible hours and the option to work from home have been incredibly helpful for managing my ADHD," noted one participant.

Impact on Professional Identity

Self-Perception: Participants often felt inadequate and experienced imposter syndrome. However, many also recognized strengths attributed to their ADHD, such as creativity and problem-solving skills. "Sometimes I feel like I don't belong in my role, but I also know my ADHD gives me unique strengths," one woman shared.

Career Choices: ADHD influenced career choices, with some participants changing jobs frequently or gravitating towards entrepreneurial roles. "I've changed jobs several times, trying to find a role that fits my strengths and accommodates my ADHD," explained one participant.

Performance Appraisals: Performance appraisals were sometimes biased. Participants felt that their efforts were not always recognized, impacting promotions and career progression. "I often feel like my contributions are overlooked in performance reviews," noted one interviewee.

Interpersonal Relationships: Forming and maintaining workplace relationships was challenging. Participants reported difficulties with conflict resolution and networking. "I struggle with workplace relationships and often feel isolated," one woman admitted.

Professional Growth: Continuous learning and seeking feedback were important for overcoming obstacles and achieving professional growth. "I'm always looking for feedback to improve and grow in my career," shared one participant.

Self-Advocacy: Self-advocacy was crucial. Participants often had to disclose their ADHD, request accommodations, and educate others about their condition. "I've had to learn

to advocate for myself and explain my needs to my employer," one woman said.

Job Satisfaction: Despite challenges, many participants found job satisfaction when their roles aligned with their personal values and provided a sense of accomplishment. "When I find a role that fits my values and lets me use my strengths, I feel truly satisfied," explained one participant.

4. Discussion and Conclusion

This study identified four main themes from the experiences of women with ADHD in professional settings: Challenges in the Workplace, Coping Strategies, Perceptions of Workplace Support, and Impact on Professional Identity. Each theme encompasses several categories that highlight the diverse aspects of their experiences.

Challenges in the Workplace included five categories: Time Management, Attention and Focus, Organizational Skills, Communication Issues, and Stress and Anxiety. Participants reported difficulty meeting deadlines, procrastination, and time blindness under Time Management. In the Attention and Focus category, they experienced being easily distracted and unpredictable periods of hyperfocus. Organizational Skills challenges involved cluttered workspaces and difficulty prioritizing tasks. Communication Issues included interrupting others and misunderstanding instructions. Finally, Stress and Anxiety were characterized by feelings of being overwhelmed by workload and fear of judgment.

Coping Strategies encompassed six categories: Personal Techniques, Professional Support, Adaptive Technologies, Self-Care Practices, Social Support, and Environmental Modifications. Personal Techniques involved using planners, setting reminders, and breaking tasks into smaller steps. Professional Support included seeking mentorship, utilizing employee assistance programs, and professional coaching. Adaptive Technologies involved the use of productivity apps, time management software, and organizational tools. Self-Care Practices emphasized regular exercise, healthy eating habits, and adequate sleep. Social Support highlighted the importance of supportive colleagues, family understanding, and ADHD support groups. Environmental Modifications referred to creating quiet workspaces, implementing flexible schedules, and providing clearer instructions.

Perceptions of Workplace Support included six categories: Supervisor Support, Peer Support,

Organizational Policies, Professional Development Opportunities, Awareness and Education, and Work-Life Balance Initiatives. Supervisor Support involved having understanding supervisors, flexible management styles, and open communication channels. Peer Support included empathetic colleagues, team collaboration, and informal support networks. Organizational Policies referred to inclusive policies, reasonable accommodations, and ADHD training for staff. Professional Development Opportunities emphasized access to training, career advancement support, and skills development programs. Awareness and Education included workshops on ADHD, educational materials, and awareness campaigns. Work-Life Balance Initiatives involved remote working options, flexible hours, and mental health days.

Impact on Professional Identity contained seven categories: Self-Perception, Career Choices, Performance Appraisals, Interpersonal Relationships, Professional Growth, Self-Advocacy, and Job Satisfaction. Self-Perception included feelings of inadequacy, imposter syndrome, and recognizing strengths due to ADHD. Career Choices involved the influence of ADHD on career paths, job changes, and entrepreneurial tendencies. Performance Appraisals highlighted bias in evaluations, recognition of efforts, and impact on promotions. Interpersonal Relationships referred to forming workplace friendships, conflict resolution, and networking challenges. Professional Growth emphasized continuous learning, seeking feedback, and overcoming obstacles. Self-Advocacy involved disclosing ADHD at work, requesting accommodations, and educating others about ADHD. Job Satisfaction included job fulfillment, alignment with personal values, and a sense of accomplishment.

The women in this study reported significant challenges related to time management, attention and focus, organizational skills, communication issues, and stress and anxiety. These findings are consistent with previous research indicating that adults with ADHD often struggle with these aspects of workplace functioning (Durand et al., 2020). Time management difficulties, such as procrastination and time blindness, were commonly reported, aligning with Kessler et al. (2005), who found that ADHD significantly affects work performance due to challenges in meeting deadlines and managing time effectively (Kessler et al., 2005).

Attention and focus were also major issues, with participants describing periods of hyperfocus that, while sometimes productive, were unpredictable and often detrimental to other tasks. This is supported by Matthies and

Philipsen (2014), who noted that adults with ADHD frequently experience fluctuating attention levels, impacting their ability to maintain consistent productivity (Matthies & Philipsen, 2014).

Organizational skills, including managing cluttered workspaces and prioritizing tasks, were problematic for many participants. These difficulties can lead to inefficiencies and heightened stress, as documented previously (Durand et al., 2020). Communication issues, such as interrupting others and misunderstanding instructions, further complicate workplace interactions and can strain professional relationships, as observed in prior studies (French et al., 2018).

High levels of stress and anxiety, often related to workload and fear of judgment, were prevalent among participants. This finding is consistent with Hinshaw et al. (2021), who highlighted that individuals with ADHD are prone to higher levels of stress and anxiety, which can exacerbate their symptoms and impair job performance (Hinshaw et al., 2021).

Participants employed a variety of coping strategies to manage their ADHD symptoms, including personal techniques, professional support, adaptive technologies, self-care practices, social support, and environmental modifications. Personal techniques, such as using planners and reminders, were commonly used to enhance organization and time management. These strategies are crucial for improving daily functioning, as noted previously (Hayashi et al., 2019).

Professional support, including mentorship and coaching, provided valuable guidance and encouragement. Mentorship can help individuals navigate workplace challenges and develop effective coping mechanisms, as supported by prior researchers (Coetzee et al., 2022; Philipsen et al., 2008). The use of adaptive technologies, such as productivity apps and organizational tools, was also significant. These tools can help individuals with ADHD manage their tasks more effectively, reducing the cognitive load associated with their symptoms (Durand et al., 2020).

Self-care practices, including regular exercise, healthy eating, and adequate sleep, were emphasized as essential for managing ADHD symptoms. These practices can enhance overall well-being and cognitive functioning, as highlighted previously (Matthies & Philipsen, 2014). Social support from colleagues, family, and ADHD support groups was also vital. Supportive work environments and understanding colleagues can mitigate some of the challenges associated with ADHD, as noted before (Rucklidge, 2008).

Environmental modifications, such as quiet workspaces and flexible schedules, were beneficial for many participants. Creating an accommodating work environment can significantly enhance the productivity and job satisfaction of individuals with ADHD, as supported by prior research (Williamson & Johnston, 2015).

The perception of workplace support varied among participants, with many emphasizing the importance of understanding supervisors and inclusive organizational policies. Supportive supervisors who provide flexible management styles and open communication channels can create a more accommodating work environment, as noted by Rucklidge (2008). Inclusive organizational policies and reasonable accommodations are crucial for supporting employees with ADHD. Training on ADHD for staff can also foster a more supportive and understanding workplace culture (Williamson & Johnston, 2015).

Professional development opportunities were highly valued, providing avenues for skill enhancement and career advancement. Access to training and career development programs can help individuals with ADHD overcome obstacles and achieve their professional goals, as highlighted in prior research (Babinski et al., 2010). Awareness and education initiatives, such as workshops and educational materials, were also appreciated. These initiatives can reduce stigma and increase understanding of ADHD in the workplace, as supported by prior findings (French et al., 2018).

Work-life balance initiatives, including remote working options and flexible hours, were particularly beneficial for managing ADHD symptoms and maintaining overall well-being. Flexible work arrangements can accommodate the unique needs of individuals with ADHD, enhancing their job satisfaction and productivity (Morley & Tyrrell, 2023).

The impact of ADHD on professional identity was profound, with participants often experiencing feelings of inadequacy and imposter syndrome. These feelings can be exacerbated by traditional performance evaluations that do not fully capture the contributions of individuals with ADHD, as noted by Philipsen et al. (2008). However, many participants also recognized strengths associated with their ADHD, such as creativity and problem-solving skills. These strengths can be significant assets in the workplace when properly harnessed and supported (Matthies & Philipsen, 2014).

Career choices were often influenced by the presence of ADHD, with some participants gravitating towards entrepreneurial roles or frequently changing jobs in search

of environments that better align with their strengths and accommodate their needs. This finding aligns with Babinski et al. (2010), who noted that career paths can be significantly impacted by ADHD symptoms (Babinski et al., 2010).

Interpersonal relationships in the workplace were also affected, with participants reporting difficulties with communication and conflict resolution. These challenges can lead to feelings of isolation and frustration (Wallin et al., 2022). Continuous learning and seeking feedback were important for professional growth and overcoming these challenges. Self-advocacy was crucial, as women with ADHD often needed to educate their employers and colleagues about their condition and request necessary accommodations (Chronis-Tuscano, 2022).

The findings of this study highlight the unique challenges faced by women with ADHD in professional environments and underscore the importance of tailored support and increased workplace awareness. By understanding these challenges and implementing supportive measures, organizations can create more inclusive and empowering environments for women with ADHD. This, in turn, can enhance their job satisfaction, productivity, and overall well-being, allowing them to fully realize their professional potential.

Despite its contributions, this study has several limitations. The sample size was relatively small and geographically limited to Tehran, which may affect the generalizability of the findings. Additionally, the study relied on self-reported data, which can be subject to biases such as social desirability and recall bias. The qualitative nature of the study also means that the findings are context-specific and may not capture the full spectrum of experiences of women with ADHD in different professional settings or cultural contexts.

Future research should aim to include larger, more diverse samples to enhance the generalizability of the findings. Longitudinal studies could provide deeper insights into how the experiences of women with ADHD in professional settings evolve over time. Comparative studies between different regions and cultural contexts could also shed light on how these experiences vary across different environments. Additionally, quantitative research could complement qualitative findings by providing measurable data on the prevalence and impact of specific challenges and coping strategies.

For practice, organizations should prioritize creating inclusive work environments that accommodate the needs of employees with ADHD. This includes offering flexible work

arrangements, providing training on ADHD for all staff, and ensuring that supportive policies are in place. Supervisors should be encouraged to adopt flexible management styles and maintain open communication channels. Providing access to professional development opportunities and resources for self-care can further support employees with ADHD. By implementing these measures, organizations can help reduce the stigma associated with ADHD and promote a culture of understanding and support, ultimately benefiting all employees.

Authors' Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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