

# ADHD AT WORK: RECOGNIZING AND SUPPORTING

Training for managers, HR professionals, and teams

From preconceived notions to concrete actions that truly make a difference

<b>Duration</b> : 4 hours	<b>Modules</b> : 4 modules
<b>Lessons</b> : 16 lessons	<b>Audience</b> : Managers, HR professionals, colleagues
<b>Format</b> : 100% online, asynchronous	<b>Provider</b> : N° 11757351875
<b>Certification</b> : Qualiopi	<b>Price</b> : On request

[www.dynseo.com/nos-formations](http://www.dynseo.com/nos-formations) | [contact@dynseo.com](mailto:contact@dynseo.com) | 09 66 93 84 22

## Course description

This 4-hour training is designed for managers, HR professionals, and colleagues who want to better understand ADHD in adults in the workplace. It allows participants to move beyond preconceived notions of the "hyperactive child" to understand the reality of adult ADHD — its three profiles, its invisible cost to the individual, and the concrete strategies that truly make a difference in daily life. The training covers the neurocognitive mechanisms of ADHD, managerial support tools, team dynamics, and the impact of ADHD on careers. Each module concludes with practical scenarios to immediately reinforce the learning. By the end, each participant will be able to recognize the signs, understand what is really happening, adapt their management style, and provide long-term support.

## Module summary

<b>MODULE 1</b>	Understanding ADHD in Adults	4 lessons
<b>MODULE 2</b>	Concrete tools for the manager	4 lessons
<b>MODULE 3</b>	ADHD and Team Relationships	4 lessons
<b>MODULE 4</b>	ADHD and Career	4 lessons

## Learning objectives

### Learning objectives

- Understand what ADHD really is in adults and distinguish the three profiles
- Recognize the invisible signs and the daily cost for the individual
- Implement simple and effective managerial adjustments
- Give clear instructions and constructive feedback adapted to ADHD profiles
- Manage team dynamics and raise awareness without compromising confidentiality
- Build fair evaluations and sustainable career support plans

## General information

<b>Duration</b>	4 hours
<b>Target audience</b>	Managers, HR professionals, colleagues working with adults with ADHD
<b>Prerequisites</b>	None, training accessible to all adults
<b>Pricing</b>	Sur devis - TVA non applicable (article 261-4-4° du CGI)
<b>Certification</b>	Qualiopi - Attestation de fin de formation
<b>Organization</b>	DYNSEO - N° de déclaration d'activité : 11757351875

**Lesson 1 - ADHD in adults — what it really is**

- ADHD is not just for children: prevalence, late diagnosis, specificities in adults
- What ADHD really is: a disorder of attention regulation, not a lack of willpower
- Executive functions: planning, inhibition, working memory — what malfunctions and why
- ADHD and high potential: frequent associations that blur the picture

**Lesson 2 - The 3 profiles — inattentive, hyperactive, mixed — how does it show at work**

- The inattentive profile: inattention errors, forgetfulness, difficulties in meeting deadlines, disorganization — often invisible
- The hyperactive-impulsive profile: need for movement, impulsive speech, difficulty waiting — often misinterpreted
- The mixed profile: the most common, a combination of the two that varies according to context and stress level
- The variability of performance: why the person "succeeds when they want" — and why this perception is false

**Lesson 3 - What ADHD costs the individual — fatigue, shame, masking**

- The permanent mental load: compensating, organizing, catching up, anticipating — the invisible exhaustion
- Shame and self-esteem: years of "you could if you wanted to" leave deep scars
- Masking at work: the compensation strategies that work... until they break down
- Hyperfocus: when ADHD becomes an unexpected asset — and how to understand it without idealizing it

**Lesson 4 - Situational Exercises — Module 1**

- Scenario 1: Thomas, 34, project manager. Brilliant in meetings, but deliverables late and full of errors. What is really happening?
- Scenario 2: Amina interrupts three times, goes off on tangents, then proposes a brilliant idea. A colleague complains. How to react?
- Scenario 3: You evaluate an undiagnosed ADHD employee. Results excellent on some projects, catastrophic on others. How to build a fair evaluation?
- Review of the three scenarios: what we should have seen, what we should have done, what we can change starting tomorrow

**Lesson 1 - Simple adjustments that change everything**

- Structuring tasks: breaking them down into short steps, explicit priorities, visual reminders
- The work environment: reducing distractions, allowing headphones, providing focus spaces
- Flexibility in schedules and work modes: remote work, focus periods, adapted time management
- What these adjustments actually cost — and what they bring in terms of performance and engagement

**Lesson 2 - Give clear instructions — the method that works**

- Formulate a clear request: what, by when, in what format, with what success criteria
- Written instructions as an inclusion tool: post-meeting summary, task sheets, shared checklists
- Predictability as a performance lever: shared agenda, advance notice of changes, regular rhythm
- What exacerbates: constant changes in priorities, vague deadlines, last-minute meetings

**Lesson 3 - Giving feedback and managing difficult episodes**

- The specificity of feedback with an ADHD profile: direct, factual, immediate — without insinuations or ambiguity
- What hurts without us knowing: vague formulations, indirect criticisms, delayed feedback
- Delays, forgetfulness, emotional overflow: understand before sanctioning — what is really happening
- Maintaining professional standards: ADHD support is not a tolerance for inadequacy

**Lesson 4 - Situational Exercises — Module 2**

- Scenario 1: You brief Karim on an urgent mission. He nods. Two days later he delivers something off the mark. How should you have formulated the brief?
- Scenario 2: During annual feedback, you tell your colleague "you could be more organized." She agrees but nothing changes. What happened? How to rephrase?
- Scenario 3: A colleague with ADHD loses composure during a tense meeting and says something inappropriate. How to handle the immediate situation?
- Review of the three scenarios: concrete rephrasing, appropriate postures, what we take away

**Lesson 1 - What colleagues see — and how they interpret it**

- ADHD behaviors misread by the team: interrupting, visible disorganization, unpredictability
- The perception of unequal treatment: "why does he get to leave early / work from home?"
- The silent tensions that build up: how an ADHD profile can become a scapegoat without anyone stating it
- What the manager can do before it escalates: read the signals early, intervene discreetly

### Lesson 2 - Raise awareness in the team without compromising confidentiality

- What can be said without revealing the diagnosis: talking about different work styles, different needs
- Collective training as a prevention tool: why a team aware of neurodiversity manages tensions better
- Difficult conversations with a complaining colleague: listening without validating biases, reframing without moralizing
- Creating a team culture where difference is not a problem to manage but a reality to integrate

### Lesson 3 - The strengths of the ADHD profile in a team — and how to harness them

- Creativity and lateral thinking: unusual connections, unexpected solutions — how to value them without idealizing
- Reactivity in crisis situations: adrenaline as a driver — ADHD profiles often excel under pressure
- Enthusiasm and engagement on meaningful topics: a valuable energy when well-directed
- How to distribute roles in a team so that everyone plays to their strengths — including the ADHD collaborator

### Lesson 4 - Situational Exercises — Module 3

- Scenario 1: Two colleagues complain about Léa — she interrupts, forgets decisions, "acts as if the rules do not apply to her." How do you respond?
- Scenario 2: You want to raise awareness in your team about neurodiversity without revealing that one colleague has ADHD. How do you approach this?
- Scenario 3: An urgent project comes in. Your colleague with ADHD excels under pressure. How do you engage him without destabilizing pressure?
- Feedback on the three scenarios: what works, what worsens the situation, the formulations that change everything

## MODULE 4

## ADHD and Career

4 lessons

### Lesson 1 - Evaluations — what skews everything without us seeing it

- How ADHD influences evaluations without the evaluator realizing it: halo effect, impact of fluctuations
- The variability of performance misinterpreted: an excellent quarter followed by a poor one — what it really means
- Assessing results, not behaviors: building a fairer evaluation grid
- What the ADHD employee can implement to objectify their contribution before the interview

### Lesson 2 - Promotions and advancements — the invisible ceiling

- Why ADHD profiles are often under-promoted: perceived image, lack of political visibility, difficulty in "selling" oneself
- The role of the manager in visibility: how to advocate for an ADHD employee with management
- Positions that leverage ADHD strengths: creativity, urgency, innovation — how to intelligently guide a career
- What the ADHD individual can develop: communication about their results, management of their internal reputation

### Lesson 3 - Build a sustainable support plan

- The four elements of a solid support plan: accommodations, regular follow-up, tailored objectives, reassessment points
- Build the plan with the collaborator, not for them: co-construction as a condition for effectiveness
- Adjust over time: what worked six months ago may no longer work — how to remain agile
- Know when and how to mobilize external resources: HR, occupational medicine, specialized support

### Lesson 4 - Situational Exercises — Module 4

- Scenario 1: During Marc's annual review, his objective results are good but his "image" within the team is negative. How do you construct a fair evaluation?
- Scenario 2: Your ADHD colleague is applying for an internal promotion. She has the skills, but her presentation works against her. What is your role?
- Scenario 3: Six months after implementing a support plan, results are mixed. How do you reassess without the employee perceiving it as a failure?
- Training feedback: three things I take away, one thing I will change starting tomorrow, one resource I will consult this week

## Teaching methods

- 100% online training, accessible 24/7 on computer, tablet, or smartphone
- Self-paced progression with 12 realistic situational exercises
- Practical tools downloadable throughout the training
- Final attestation issued upon completion

