

# MANAGING A NEURODIVERGENT EMPLOYEE: BUILDING AN INCLUSIVE AND EFFECTIVE MANAGERIAL POSTURE

**For managers and team leaders wishing to develop concrete practices for supporting neurodivergent employees**

From recognition to action: managing neurodiversity with fairness and efficiency

<b>Duration</b> : 4 hours	<b>Modules</b> : 4 modules
<b>Lessons</b> : 19 lessons	<b>Audience</b> : Managers, team leaders, HR professionals
<b>Format</b> : 100% online, asynchronous	<b>Provider</b> : N° 11757351875
<b>Certification</b> : Qualiopi	<b>Price</b> : On request

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## Course description

This training equips managers with the tools to understand and support neurodivergent employees (autism, ADHD, DYS, HPI) in their daily practice. You will learn to recognize the signals often misinterpreted, adapt your management without infantilizing, and build sustainable support while managing team dynamics. Each module includes concrete scenarios to immediately anchor learning. By the end, you will have an operational framework and directly applicable tools for your managerial practice.

## Module summary

<b>MODULE 1</b>	Understanding Neurodiversity in the Workplace	5 lessons
<b>MODULE 2</b>	Adapting one's management	5 lessons
<b>MODULE 3</b>	Managing tensions within the team	5 lessons
<b>MODULE 4</b>	Building sustainable support	4 lessons

## Learning objectives

### Learning objectives

- Understand the concrete reality of neurodivergent profiles at work (autism, ADHD, DYS, HPI)
- Recognize behaviors often misinterpreted and understand what employees actually experience
- Adapt managerial practices: clear instructions, structured feedback, inclusive onboarding
- Manage team tensions without breaching confidentiality
- Build a sustainable and fair support plan with the employee

## General information

<b>Duration</b>	4 hours
<b>Target audience</b>	Managers, team leaders, HR professionals, anyone supervising neurodivergent employees
<b>Prerequisites</b>	None, training accessible to all adult audiences
<b>Price</b>	Upon request - VAT not applicable (article 261-4-4° of the French General Tax Code)
<b>Certification</b>	Qualiopi - Training completion certificate
<b>Organization</b>	DYNSEO - Activity registration number: 11757351875

**Lesson 1 - Autism, ADHD, DYS, HPI — a concrete overview**

- Definition and prevalence of neurodiversity profiles
- Autism at work: specific strengths and challenges
- Adult ADHD: attention regulation and performance variability
- DYS disorders and HPI: often invisible, often misunderstood

**Lesson 2 - Asperger syndrome — the most common profile in the workplace**

- What Asperger syndrome is: high competence, often invisible
- Why the term persists despite DSM-5 removal
- Specific workplace characteristics: literalness, difficulty with implicit codes
- The gap between technical excellence and social vulnerability

**Lesson 3 - What the manager sees vs what the employee experiences**

- The perception gap: behaviors misinterpreted as disengagement or insolence
- Direct communication, silence, avoidance of eye contact — what they really mean
- Performance variability: why "he does it when he wants" is false
- How neurodivergent behaviors bias annual evaluations

**Lesson 4 - Masking — why your colleague "looks fine" but isn't doing well**

- What masking is: the effort to perform normality all day
- The cost: exhaustion, anxiety, sudden collapse
- Warning signs: absenteeism, irritability, performance drop
- Why the employee stays silent: fear of judgment and past experiences

**Lesson 5 - Situational Exercises — Module 1**

- Scenario 1: Undiagnosed autistic engineer perceived as arrogant — what's really happening?
- Scenario 2: ADHD employee with brilliant work but chronic disorganization — why and what to do?
- Scenario 3: Gifted employee who finishes colleagues' sentences — how to react?
- Reflection: what we should have seen, done, and changed

**Lesson 1 - Give clear instructions — structure, predictability, explicitness**

- Formulate clear requests: what, when, format, success criteria
- Written instructions as inclusion tools
- Predictability as a performance lever: shared agendas, advance notice
- What exacerbates difficulties: constant priority changes, vague deadlines

**Lesson 2 - The Asperger profile in the workplace — what the manager needs to know**

- Typical situations revealing the Asperger profile
- What managers misinterpret: refusal to play the game, overly direct responses
- Frequent crisis triggers: ambiguity, unexpected changes, sensory overload
- Adapted managerial posture: explicit, predictable, factual — without condescension

**Lesson 3 - Meetings, feedback, evaluations — adjusting without infantilizing**

- Inclusive meetings: advance agenda, structured speaking turns, written minutes
- Giving feedback: direct, factual, without insinuation
- Annual reviews: clear, measurable objectives with no room for interpretation
- Maintaining standards without causing collapse

**Lesson 4 - Inclusive onboarding — starting off right to avoid undoing everything**

- What's at stake in the first weeks for neurodivergent employees
- What standard onboarding overlooks: implicit codes, unspoken rules
- Building explicit onboarding: written procedures, dedicated reference person, regular debriefs
- Errors to avoid: overprotecting, publicly pointing out difficulties, waiting passively

**Lesson 5 - Situational Exercises — Module 2**

- Scenario 1: Autistic colleague delivers off-track work — how should you have briefed?
- Scenario 2: Annual feedback with ADHD colleague produces no change — what happened?
- Scenario 3: Asperger colleague goes silent when agenda changes — what to do?
- Feedback: concrete reformulations and adapted postures to take away

## MODULE 3

### Managing tensions within the team

5 lessons

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

- Neuroatypical behaviors misread: interrupting, disorganization, apparent isolation
- Perception of unequal treatment: why does he get to do it differently?
- Silent tensions that accumulate: the scapegoat mechanism
- What managers can do before escalation: read signals early, intervene discreetly

#### Lesson 2 - Raise awareness within the team without breaching confidentiality

- What can be said without revealing diagnosis: different work styles and needs
- Collective training as prevention: aware teams manage tensions better
- Difficult conversations with complaining colleagues: listen, reframe, don't moralize
- Creating a culture where difference is reality to integrate, not problem to manage

#### Lesson 3 - Neurodivergent strengths in teams — and how to harness them

- Autistic strengths: rigor, attention to detail, systemic thinking, reliability
- ADHD strengths: creativity, crisis responsiveness, energy on meaningful topics
- Distribute roles to leverage strengths — without pigeonholing
- What neurodiversity brings: complementary thinking, not just cases to manage

#### Lesson 4 - When things really get stuck — mediation and crisis resolution

- Recognizing situations exceeding management capacity: established conflict, prolonged isolation
- Manager's role in mediation: facilitator, not judge or therapist
- When to involve HR, disability referent, occupational health
- Successful crisis exit: not painless, but with dignity for everyone

#### Lesson 5 - Situational Exercises — Module 3

- Scenario 1: Colleagues complain about ADHD coworker — how to respond?
- Scenario 2: Raising team awareness without revealing a diagnosis — how to approach it?
- Scenario 3: Conflict after misinterpreted emails — how to mediate?
- Feedback: what works, what worsens, phrasing that changes everything

## MODULE 4

### Building sustainable support

4 lessons

#### Lesson 1 - The interview with the collaborator — how to approach it without awkwardness

- When and how to initiate the conversation: signals indicating it's time
- Questions to ask and avoid: what opens up, what shuts down, what hurts
- What employees need to hear: recognition not pity, understanding not condescension
- Formalizing the discussion: what to note, keep confidential, share with HR

#### Lesson 2 - Build a sustainable support plan

- Four elements of a solid plan: arrangements, follow-up, adapted objectives, periodic reassessment
- Co-construct with the employee, not for them: condition for effectiveness
- Adjust over time: what worked six months ago may no longer work
- When to mobilize external resources: HR, occupational medicine, specialized support

#### Lesson 3 - Evaluations and career developments — do not let biases decide

- How neuroatypical behaviors bias evaluations unconsciously
- Evaluate results, not behaviors: building fairer evaluation grids
- Manager's role in visibility and promotions: advocating with management
- Positions leveraging neuroatypical strengths: intelligent career guidance

#### Lesson 4 - Situational Exercises — Module 4

- Scenario 1: Suspected undiagnosed autism with deteriorating team relations — how to approach?
- Scenario 2: Good results but negative team image — constructing fair evaluation

- Scenario 3: Mixed results after six months of support — reassessing without conveying failure
- Training takeaways: three things learned, one immediate change, one resource to consult

## Teaching methods

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- Online training accessible 24/7 on secure platform
- Self-paced learning with concrete scenarios and practical exercises
- Downloadable resources: grids, guides, conversation templates
- Training completion certificate issued by DYNSEO
- Qualiopi certification guaranteeing educational quality

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