

# H-OST

## Trainer's Guide

### Module 2: Interaction with and among all staff

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## Using the HOST Trainer's Guide

The HOST Trainer's Guide has been designed specifically to support and streamline the delivery of the Vocational Education Curriculum developed in the context of the HOST project. The Curriculum constitutes a 2-day course, a total of 18 hours of training.

## Slide no. 1: Introduction



### Trainer's Notes:

Introduce yourself and dedicate some time to introduce learners to the HOST training course.

Describe the learning objectives of the course as well as Module 2;

Educate learners will how to effectively communicate, motivate and give feedback to staff with autism. Also how to describe job profiles, work and task, and responsibilities towards staff with autism. Additionally, how to agree and communicate goals with them.

Furthermore how to communicate change and responsibilities regarding social inclusion towards other staff or external stakeholders. And finally, how to promote the impact and benefit of inclusion at work.

Give learners the opportunity to introduce themselves and ask about their expectations.

## Slide no. 2: About the HOST Project

**Module 2: <Interactions with and among all staff>**

The HOST Project aims to train Hospitality Managers and HR Experts in managing and developing staff with autism.

**Project Results:**


- Comprehensive Training Course
- A VET Delivery Methodology
- A Board Game for Neurodiverse Hospitality Teams

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### Trainer's Notes: Talk about the HOST Project

- This slide provides an overview of the HOST Project and its objectives.
- Begin by explaining that the HOST Project stands for "Hospitality Opportunities for Supporting Transitions." It is a European project aimed at promoting inclusion in the hospitality sector.
- Mention the main goals of the project:
  - To support the employment of people with autism in the hospitality industry.
  - To develop training materials and methodologies for hospitality managers and HR experts.
  - To create an inclusive environment in the workplace.
- Highlight the collaborative nature of the project, involving partners from different countries and sectors.
- Explain that the project has produced valuable resources and training materials, including the course they are currently taking.

## Slide no. 3: Module Content



### Module 2: <Interaction with and among staff>

#### Module 2 Aim

This module deals with the manager's communication behavior and skills necessary for motivating others and giving feedback to autistic staff.


One main aim is to describe and communicate job profiles, work, and tasks, as well as responsibilities towards staff with autism, as well as to help managers learn setting, agreeing, and communicating job goals.

Another objective is to explore social inclusion and to educate hospitality managers about promoting impact and benefits.

**Trainer's Notes: Describe the Aims and Learning Outcomes of the Course.**

This Module is about learning how to interact with autistic staff and how to communicate effectively,

## Slide no. 4: Module 2 Learning Outcomes



### Module 2: <Interaction with and among staff>

#### Module 2 Learning Outcomes

1. Support autistic staff at work
2. Create job profiles for autistic staff
3. Set goals and monitor them
4. Know about social inclusion at work
5. Skill: How to communicate with autistic staff,
6. Skill: How to give feedback to autistic staff

## Learning Outcomes:

1. Competence 1: Support autistic staff at work
2. Competence 2: Create job profiles for autistic staff
3. Competence 3: Set goals and monitor them
4. Knowledge 1: Know about social inclusion at work
5. Skill 1: How to communicate with autistic staff,
6. Skill 2: How to give feedback to autistic staff

## Slide no. 5: Module Content

**Module 2: <Interaction with and among staff>**

**Module Content:**

- Unit 1: Understanding communication behavior and skills for motivating and giving feedback to autistic staff
- Unit 2: Job Planning: job profiles, work, tasks, and responsibilities towards autistic staff.
- Unit 3: Goal Setting: Set, agree, and communicate job goals with.
- Unit 4: Social Inclusion for managers

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## Trainer's Notes: Discuss the content of Module 2

This module will educate learners on:

- Understanding communication behaviour and skills for motivating others and giving feedback to autistic staff

- Job Planning: job profiles, work, tasks, and responsibilities towards staff with autism.
- Goal Setting: Set, agree, and communicate job goals with them.
- Social Inclusion for Managers

## Slide no. 6: Interaction with and among staff

Module 2: <Interaction with and among staff>

## 2. Understanding Communication

Understanding communication, behaviour and skills for motivating others and giving feedback to autistic staff

- 2.a. Getting and keeping their attention
- 2.b. Processing information
- 2.c. Avoiding open-ended questions
- 2.d. Ideas & Best Practices
- 2.e. How to feedback staff with autism

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### Trainers Notes:

Explain the importance of communication behaviour and skills for motivating others and giving feedback to autistic staff in a diverse workplace. Elaborate on unique communication challenges with them. Give some tips and strategies to help you communicate more effectively with autistic staff:

#### Getting and keeping their attention

Use their name at the beginning of the conversation to get their attention.

Make sure they are paying attention before you ask a question or give an instruction.

Use their hobbies and interests, or the activity they are currently doing, to engage them.

#### Processing information

Say less and say it slowly. Use specific key words, repeating and stressing them.

Avoid using irony, sarcasm, figurative language, rhetorical questions, idioms, or exaggeration as autistic people can take these literally.

Use communication boards, sign language, SGDs, and PECS to help them communicate.

Remember: concise and simpler instruction = more successful.

## **Avoiding open-ended questions**

When asking an autistic employee, you need to keep questions short, ask only the most necessary questions. Also structure your questions, for example you could offer options or choices.

Be specific is also vital: For example, ask “Did you enjoy your lunch?” and “Did you enjoy maths?” rather than “How was your day?”.

## **Ideas & Best Practices**

- Use communication boards, sign language, SGDs, and PECS to help them communicate.
- Use visuals and simple language to convey instructions.
- Be direct and specific in your communication to foster a stronger connection.
- Celebrate small victories in communication to create a positive environment.

## **How to give feedback to staff with autism**

When delivering constructive feedback to an autistic employee, ensure an optimal environment by choosing a quiet and private setting. Initiate the conversation with positive reinforcement to create a supportive atmosphere. Utilize clear and specific language, considering visual aids or written feedback to enhance comprehension. Allow adequate processing time, taking into account sensory sensitivities.

### **Guidelines for additional considerations when giving feedback:**

- Avoid Ambiguity: Be specific, avoiding metaphors and sarcasm.
- Visual Supplements: Use visual aids to enhance understanding.
- Consistency in Feedback: Set regular check-ins, delivering feedback consistently.
- Clarity and Directness: Be clear about workplace etiquette and rules.
- Training and Monitoring: Provide ongoing autism awareness training and monitoring.
- Honest and Constructive: Ensure feedback is honest, constructive, and consistent.
- Least Triggering Approach: Deliver feedback in the least triggering way possible.
- Understanding Miscommunications: Acknowledge potential miscommunications, emphasizing the importance of clear instructions.
- Implementing these strategies fosters a supportive feedback environment for autistic employees.



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## 3. Job Planning

Job Planning: job profiles, work, tasks, and responsibilities towards staff with autism

- 3.a. How to describe a job
- 3.b. How to organise and prioritise
- 3.c. Strategies to help organise and prioritise

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### Trainers Notes:

#### Explain How to describe a job

**Job descriptions should be free from** requirements that are not essential for the job to be carried out effectively. Qualities such as ‘excellent communication skills’ or ‘good team player’ are often included as default skills, even if they are not necessary – and many autistic people will not apply for jobs demanding these attributes.

It is important to provide what information the applicant needs to provide on the application form and to make sure that the form includes a space for applicants to highlight any support or adjustments they may need at an interview.

#### Explain How to organize and prioritize

The ability to organise and prioritise helps us to plan daily activities and manage our time effectively. Autistic people can find organising, planning and prioritising difficult but there are many tools to help. An autistic person may have difficulties with:

- processing information
- predicting the consequences of an action (if I do this, what will happen next?)
- understanding the concept of time
- 'executive function' (coping with daily tasks like tidying up or cooking).

One or all of these can affect a person's ability to organise, prioritise and sequence.

#### Note some strategies to help organize and prioritize

Individuals on the autism spectrum can effectively organize and prioritize daily activities using various strategies:

**Visual aids or charts** provide a clear representation of routines.

**Routine and Consistency:** Establishing a consistent routine offers predictability and stability.

**Task Breakdown:** Breaking down tasks into smaller steps makes them more manageable.

**Time Management Tools:** Timers, alarms, or countdowns signal transitions between activities.

**Color Coding:** Organizing tasks with color-coded systems simplifies categorization and prioritization.

**Written Instructions:** Clear, written instructions serve as concrete references for tasks.

**Technology and Apps:** Task management apps with visual schedules and reminders can be beneficial.

**Prioritization Techniques** based on urgency, importance, or deadlines helps focus attention.

## Slide no. 8: Goal Setting: Set, agree, and communicate job goals

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### 4. Goal Setting

Set, agree, and communicate job goals with them

- 4.a. Setting Goals a S.M.A.R.T. way
- 4.b. How to set goals and monitor them
- 4.c. Effective communication for working with autistic people
- 4.d. What are some effective steps

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### Trainer's Notes:

State the purpose of this unit: to learn how to set goals for staff with autism, enhancing know-how about their particularities. Also how to get their commitment towards goals and how to effectively communicate (and monitor) their job performance.

What kind of goals: job-related, task-related, and career-related.

Setting goals, agreeing, and communicating job goals with people with autism at work can be challenging but achievable. Each neurodivergent employee is an individual with their own unique set of skills and challenges. Some have trouble retaining information, and others have trouble focusing, and so on.

## **Explain how to set Goals in a S.M. A.R.T. way**

Individuals in Spectrum can be taught goal-setting using the S.M.A.R.T. method.

“S” for Specific: The goal must be clearly stated, without words such as “more,” “longer,” or “better,” because they are too vague.

“M” for Measurable: The goal should be something that can be measured so that success is clear.

“A” for “Are you motivated?” Traditionally, the A stands for attainable, but “Are you motivated?” is preferred.

“R” for Realistic: Is this something that the individual has the skills and ability to accomplish?

“T” for Timely: Can this be accomplished in one week?

Explain how to set goals and monitor them

Set Goals: Break down the project into smaller, easily achievable steps. Give each step a mutually agreed-upon deadline.

Monitor Goals: Communicate by sending a recap each week (or each agreed-upon time) to ensure everyone is on the same page. Highlight the area in which the individual feels they have been the most successful and then the one that needs focus.

## **Explain the effective communication for working with people with autism**

Providing feedback to all employees is a crucial part of managing a team effectively. It helps in building a relationship between managers and employees, identifying areas of improvement, promoting growth and learning, as well as providing recognition.

Communication for autistic employees is different. With differences in processing information speeds, interpreting social cues, and more. This needs to be recognised when giving feedback to ensure that it is a positive experience, and one that focuses on growth, development, and support.

It is essential to be specific, concrete, and accurate when feeding back to autistic employees. Abstract concepts, vague, non-specific feedback, metaphors and sarcasm should be avoided in communicating feedback.

## Give some effective steps

**Ask for preferred communication methods.** This could be face-to-face conversations, online conversations, or as a written email – or a combination of methods.

**Regularly review performance.** With autistic staff, brief, more frequent catch-ups may be more suitable. Weekly catch ups are important and it's a great opportunity to run over quick queries. At times of high stress, catch up more frequently, but often for ten-fifteen minutes at a time.

Keeping check-ins predictable and consider the meeting format and environment. Recognise that communication will differ at various times. And finally, do provide plenty of reassurance in anxious and stressful situations

## Slide no.9: Social Inclusion for Managers

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## 5. Social Inclusion

### Social Inclusion for Managers

- 5.a. Purpose
- 5.b. What are the benefits

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## Trainer's Notes:

**Explain the purpose** of this unit: to increase the awareness of manager for social inclusion, incl, inclusion of neurodiverse employees as critical to success at workplace. Tapping into the talent pool of neurodivergent people is one of the ways to start.

By increasing diversity and inclusion, a company will not only attract valuable employees, but also expand its customer base and enhance the company's reputation. Also employing autistic people will add value to and benefit your workplace whilst improving your management skills.

### **Give the benefits to an organisation of employing autistic staff**

Social inclusion means to ensure that different cultures and social backgrounds are represented in the workplace. General benefits will be greater loyalty, motivation and dependability.

Employing autistic people will not only help companies become truly inclusive but also have potential cost-saving benefits as well.

Organisations with autistic employees they benefit as follows:

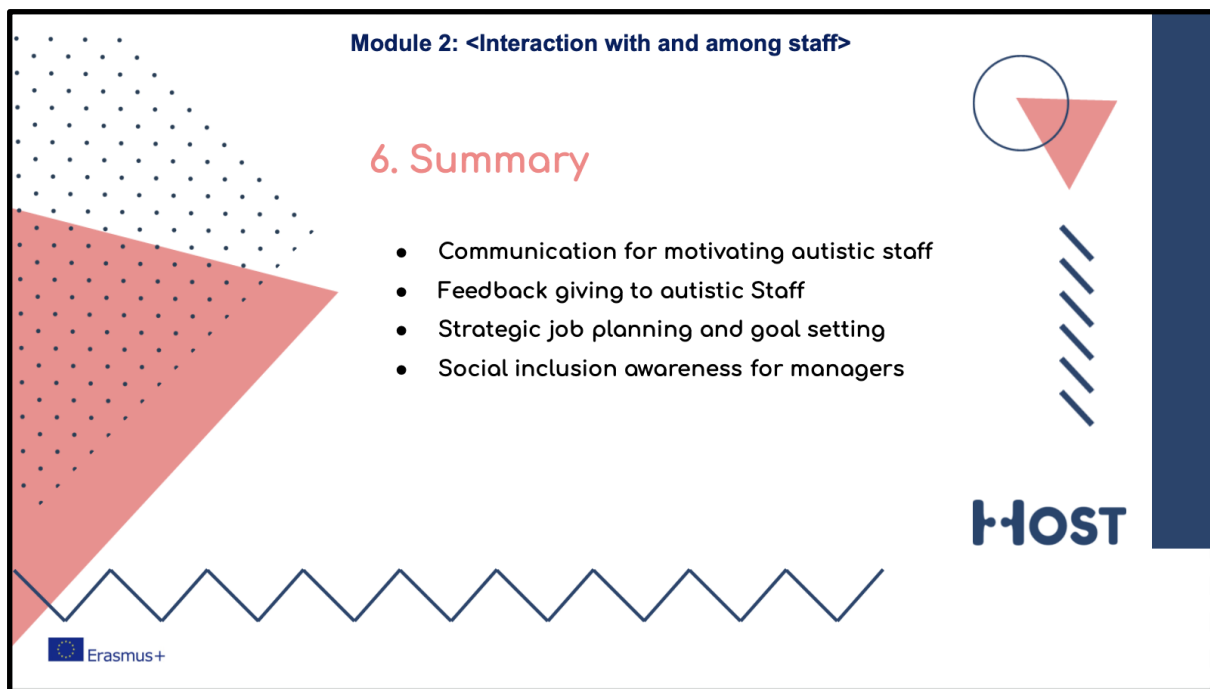
- Improving overall company image
- Improving competitive company image which has helped expand their customer base to all who prioritise inclusive services
- Enhancing company reputation and stronger patronage with brand loyal customers
- Improving safety records
- Helping make sure every employee is likely to feel heard and respected for their opinions and work

In companies with well-established disability community outreach programmes in place, employee turnover is up to 30% lower than the companies without.

In addition, these companies are two times more likely to outperform their peers in terms of total shareholder returns.

Although people with disabilities may require some sort of job accommodation or reasonable adjustment e.g., specialised equipment, facility modifications, adjustments to work schedules or job duties, most adjustments are either free or inexpensive to implement and will be offset by lower staff turnover and improved productivity.

### **Slide no. 10: Module Summary**



This module is specifically crafted to equip managers with the vital communication skills and behavioral insights necessary for motivating and providing feedback to autistic staff in hospitality settings. The primary focus is on establishing an inclusive workplace where individuals with autism can excel, fostering a positive and diverse team dynamic.

**Mastering Communication for Autistic Staff Motivation. This required unique** communication techniques, develop strategies to apture attention, to engage in a manner that resonates effectively.

Implementation of communication tools such as boards, sign language, and visual aids is needed. And keep language clear and simple. A culture that celebrates and reinforces even the smallest victories in communication needs to be created..

**Feedback giving for Autistic Staff is of vital significance. Special arrangments are needed such as to** select quiet and private settings for feedback discussions, to take into account sensory sensitivities. Also to initiate conversations with positive reinforcement, to establish a supportive and encouraging tone, to utilize clear language, visual aids, and written feedback to enhance comprehension.

**A Strategic Job Planning and Goal Setting is needed. This includes** clearly define job profiles, tasks, and responsibilities for autistic staff. Tailor communication strategies to facilitate effective goal setting and agreement, as well effective feedback for improvement or recognition.

The successful inclusion of staff with autism in hospitality requires special knowledge and insights about how to meet the staff how to include them in the job process, and together setting appropriate goals and work objectives.

## **Social Inclusion Awareness for Managers:**

Awareness should be enhanced among hospitality managers regarding the positive impact and multifaceted benefits of social inclusion. The establishment of a supportive work environment that genuinely values diversity must be encouraged. And understanding and appreciation for the unique strengths that individuals with autism bring to the team must be promoted.

## Exercise 1

### Module 2; Quiz 1

**Instructions: Read the following statements and circle the correct option:**

**1. When interacting with staff with autism as a manager, you should ask open ended questions to give them the opportunity to express themselves.**

a) True

b) False

**2. To help with organisation, you can recommend that staff with autism..**

a) Use visual tools aids, task breakdown descriptions and apps

b) Consult with you to tell them what to do

c) Consult with their colleagues



## Exercise 2

### Module 2; Quiz 2

**Instructions:** Read the following statements and circle the correct option:

**1. As a manager, you should always ask staff with autism about their preferred communication methods.**

- a) True
- b) False

**2. Sessions for constructive feedback should take place..**

- a) At random times, in order to make sure that the employee is always alert and productive
- b) At specified, schedules times and place
- c) Once every 6 months