



# **Development and Retention of Autistic Staff in Hospitality**

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## **Trainer's Guide**

### **Module 4**

### **Provision of Support to Autistic Staff in Hospitality**

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**Author: DEKAPLUS Business Services Ltd.**

**Cyprus**

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### **Using the PERFORM Trainer's Guide**

The PERFORM Trainer's Guide has been designed specifically to support the delivery of the Vocational Education Curriculum developed in the context of the PERFORM project. The Curriculum constitutes a 1,5-day course, a total of 12 hours of training.

## Slide 1: Introduction


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# DEVELOPMENT AND RETENTION OF AUTISTIC STAFF IN HOSPITALITY

Project Number 2023-1-IT01-KA220-VET-000152721



### Trainer's Notes:

- Introduce yourself and dedicate some time to introduce learners to the PERFORM project. Describe the learning objectives of the course as well as Module 4; learners will be educated on:
  1. The Available Resources they can use to Support Staff with Autism
  2. Utilising available Resources to Support and Retain Staff with Autism
  3. The concepts of Coaching and Mentoring in the Context of Supporting Staff with Autism
- Give learners the opportunity to introduce themselves and ask about their expectations.

## Slide 2: About the PERFORM Project

## ABOUT:

The 'PERFORM' project is about educating Hospitality Managers and HR Experts in developing and supporting Autistic Staff in the EU Hospitality Sector. It also delivers an Innovative HR Platform, for performance appraisals and employee monitoring.



Project Number 2023-1-IT01-KA220-VET-000152721



## PROJECT RESULTS

1

Project Result 1: PERFORM HR Platform

2

Project Result 2: PERFORM Digital Toolkit

3

Project Result 3: VET Course for Hospitality Managers and HR Experts

### Trainer's Notes:

Describe the concept of PERFORM and give a brief description of each Project Result.

### Slide 3: Module Aims and Outcomes

## Module 4 : Provision of Support to Autistic Staff

### Module Aim

**Module 4 is about helping learners develop the necessary skills to support the Career Development, Well-being and Retention of Autistic Staff in their Hospitality Organisations.**



Project Number 2023-1-IT01-KA220-VET-000152721



### Learning Outcomes

1

Educate learners on the Available Resources they can use to Support Staff with Autism

2

Educate learners on how to Utilise Available Resources to Support and Retain Staff with Autism

3

Educate learners on the concepts of Coaching and Mentoring in the Context of Supporting Staff with Autism

### Trainer's Notes:

This Module is about helping learners develop the necessary skills to support the Career Development, Well-being and Retention of Autistic Staff in their Hospitality Organisations.


Learning Outcomes:

1. The Available Resources they can use to Support Staff with Autism
2. Utilising available Resources to Support and Retain Staff with Autism
3. The concepts of Coaching and Mentoring in the Context of Supporting Staff with Autism


#### Slide 4: The Concept of Supported Employment

**The Concept of**  
**'Supported Employment'**

*The term 'Supported Employment' refers to the aid provided to people with mental or physical disabilities for the purpose of job searching and securing competitive employment, while receiving concurrent treatment.*



Project Number 2023-1-IT01-KA220-VET-000152721



#### Trainer's Notes:

**Supported Employment** refers to the assistance provided to individuals with mental or physical disabilities to help them find and secure competitive jobs while simultaneously receiving treatment. This approach ensures that workers with disabilities are supported throughout the employment process, including accommodations, benefits, social integration, and opportunities for career development.

#### Suggestions for engagement:

1. Begin by asking trainees if they are familiar with the concept of Supported Employment.

2. Inquire whether their organizations currently implement this approach.
3. If any trainees respond affirmatively, encourage them to share any challenges or benefits they have observed in implementing Supported Employment.
4. If no trainees are familiar or involved with this concept, ask them to identify potential barriers they perceive to its implementation.

## Slide 5: The Benefits of Supported Employment

### The Benefits of Supported Employment

- **Self-sufficiency**
- **Inclusion**
- **Development of Individual Strengths**
- **Development of Social Skills**
- **Neurodiversity**
- **Equal Career Advancement Opportunities**



Project Number 2023-1-IT01-KA220-VET-000152721



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### Trainer's Notes:

Securing long-term employment offers significant benefits for overall well-being, particularly for individuals with disabilities, including Autism. Supported Employment, in particular, provides valuable advantages for employees with Autism, such as:


- Access to high-quality services and accommodations, fostering greater self-sufficiency.
- Reduced risk of isolation, leading to healthier social relationships.
- Recognition of individual strengths and traits that enhance performance when matched with suitable roles.
- Challenging stereotypes about Autism, reframing it from a "disability" to a "competitive advantage."
- Improvement of social skills, including teamwork and communication.


- Encouragement of neurodiversity and inclusion for individuals with Autism and other disabilities.
- Enhanced opportunities for career growth through customized training in both technical and soft skills.

## Slide 6: The Principles of Supported Employment


**The Principles of Supportive Employment**

1. Zero Exclusion
2. Integrated Employment and Treatment
3. Competitive Employment
4. Rapid Job Search and Systematic Development
5. Consistent Support
6. Individualism
7. Fair Benefits and Salaries

A photograph of a large grid of colorful teddy bears, arranged in rows and columns. The bears are in various colors including orange, yellow, green, blue, and purple. The grid is slightly tilted and has a white border.

The logo for PERFORM, featuring a stylized rainbow with a red needle-like shape pointing upwards, and the word "PERFORM" in a bold, sans-serif font below it.

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### Trainer's Notes:

Emphasise that by following the 7 Supported Employment Principles, employers and managers can position their organisations to:

- Appeal to Autistic candidates seeking long-term employment opportunities.
- Foster social sustainability by promoting the well-being of disadvantaged groups and positively impacting local communities.
- Support the professional growth and workplace well-being of Autistic employees.
- Cultivate a supportive organisational culture where managers serve as coaches and mentors for Autistic team members.

## Slide 7: Coaching and Mentoring



### Coaching and Mentoring

- *Coaching is a process in the context of which a person with experience in a field supports a learner, in their efforts to achieve personal and professional goals*
- *Mentoring is a relationship between two people (a Mentor and a Mentee), who form a partnership with the goal of professional and/or personal development.*



Project Number 2023-1-IT01-KA220-VET-000152721



### **Trainer's Notes:**

Explain the differences between Coaching Mentoring.

### **Suggestions:**

1. Ask trainees if they have experienced coaching before in the context of their CPD.
2. Ask trainees if they have coached others in the past, and what they think about the experience.
3. Ask trainees if they have experienced mentoring before in the context of their CPD as junior staff.
4. Ask trainees if they have mentored others in the past, and what they think about the experience.

### **Slide 8: Soft Skills of Coaches and Mentors**

## The Skills of Coaches and Mentors

- Active Listening
- Communication
- Emotional Intelligence
- Excellent Knowledge of their Field



### Trainer's Notes:

Effective coaching relies on three key competencies: **Active Listening, Communication Skills,** and **Emotional Intelligence.**

Active listening enables coaches to fully focus on their interactions, including aligning body language with verbal messages for consistency.

Strong communication skills ensure clarity, preventing misunderstandings and guiding learners effectively through career challenges.

Emotional intelligence, encompassing self-awareness, self-regulation, motivation, empathy, and social skills, allows coaches to understand their emotions and their impact on others, fostering positive and productive relationships.

## Slide 9: SMART Goals

### SMART Goals

- Specific
- Measurable
- Achievable
- Realistic
- Timely



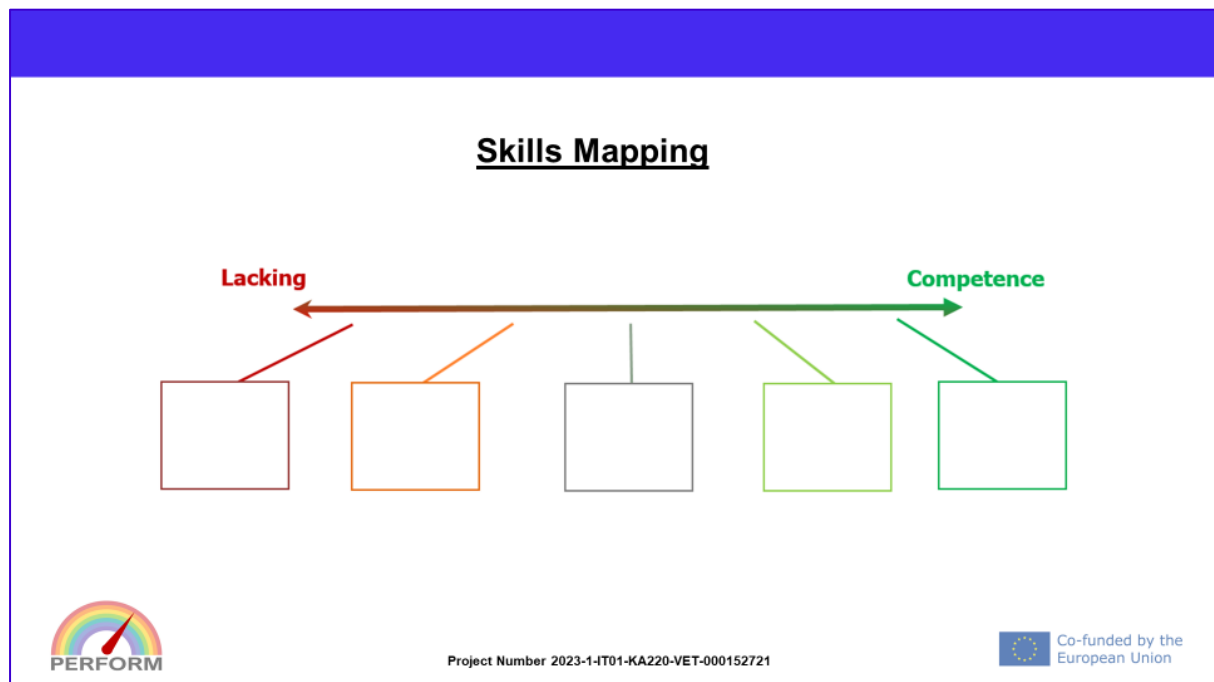
### Trainer's Notes:

Autistic employees can greatly benefit from support in setting career goals, with supervisors playing a key role in helping them develop SMART goals.

These goals are **specific**, meaning they are clearly defined and narrowly focused to simplify tracking progress and achieving milestones; **measurable**, incorporating quantifiable outcomes to effectively monitor advancement; **achievable**, ensuring they are realistic and attainable to foster motivation and confidence; **realistic**, aligning with the employee's available resources such as skills, knowledge, experience, and support systems; and **timely**, including clear deadlines and timelines to provide structure and focus.

Integrating SMART goals into support programs for Autistic employees allows for regular reviews during performance evaluations and assessments of job satisfaction, thereby enhancing their career development and overall workplace experience.

## Slide 10: Skills Mapping



### Trainer's Notes:

The Skills Mapping activity, introduced early in employment and revisited periodically, helps identify and assess the skills, attributes, and competencies of Autistic employees while highlighting skill gaps. This process enables supervisors and employees to collaboratively prioritize actions for skill development. By visually mapping their strengths and areas for improvement, employees gain clarity on how to focus on both personal and professional growth. The exercise involves creating a structured Skills Map chart, documenting hard and soft skills in order of proficiency, and developing an actionable plan to enhance or acquire skills through training, workshops, and workplace relationship-building.

**Suggestion:** Invite learners to do a Skills Mapping Exercise for 10 to 15 minutes. Invite them to discuss their conclusions after the exercise.

## Slide 11: Performance Appraisal of Staff with Autism

### Performance Appraisal of Staff with Autism

#### Best Practices

- Probationary Period Assessments
- Long-term Performance Management
- Mindfulness when Dealing with Poor Performance



Project Number 2023-1-IT01-KA220-VET-000152721



### Trainer's Notes:

To support Autistic employees effectively, three best practices can be implemented.

**First**, optimizing the probationary period is essential for assessing suitability and ensuring long-term success. This involves clearly explaining its purpose, evaluating skills and training needs, providing constructive feedback, and addressing training gaps through coaching or mentoring. Tools like the PERFORM HR Platform can assist in these evaluations.

**Second**, establishing long-term performance management processes ensures consistent support through regular review sessions, tailored to organizational policies, where managers and employees discuss challenges, achievements, workplace relationships, and job satisfaction. Constructive feedback helps employees develop and thrive.

**Third**, addressing poor performance thoughtfully is key, especially when challenges stem from non-Autism-friendly environments, communication barriers, or unclear expectations. Managers should proactively assess workplace accommodations, maintain open communication, investigate root causes, and provide clear, specific feedback without personalizing issues. Encouragement, detailed dialogue, regular support, and exploring motivational strategies are critical to fostering improvement and engagement.

## Slide 11: Closing the presentation



### Trainer's Notes:

Conclude the presentation by summarising the content of Module 4.



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