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IO4: Handbook for in-house youth workers on conducting supervision of the non-formal learning process with summer working youth employees

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# The skills of the trainer

We distinguish 3 important skills:

- **supervising the group process**
- the transmission of the content
- providing feedback





## Five-phase model for group development

A group develops according to a structured pattern:

1. forming: the group comes together and determines the pattern of beginning
2. sharing: the group decides what the goal and the roles in the group are
3. streamlining: the group agrees on the way the group will work
4. performing: the group is working on its task/function
5. mourning: The group is disintegrating.

In performance, task is central, in other phases the process is.





## Five-phase model for group development

Some events disrupt the pattern:

- ▶ new members: back to formative phase
- ▶ battle for power between members: back to the sub-phase
- ▶ lack of guidance or purpose: back to streamlining
- ▶ additional tasks in descending group: back to sub-phase

Often group members are in different phases:

- ▶ one member already has a clear picture of the goal, while others do not
- ▶ the lack of willingness of performance to go back to the sub-phase when new members arrive



# Five-phase model for group development



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Phase	Task of the group	Emotions
Forming	Introducing yourself	Insecurity
	Getting together	Prudence
	Setting the first agenda	Enthusiasm
Sharing	Scanning	Fear/agitation
	Challenging/walking away	Loss of control
Streamlining	Colleteral	Relief
	Reaching agreement	Stability
	Acquiring skills	
Performing	Performing a group task	
Mourning	Terminating	Sadness/regret
	Planning ahead	Fun/party
	Saying goodbye	





# Five-phase model for group development

## The role of the trainer:

- ▶ clearly mark the phases
- ▶ go through phases at the pace of the slowest member of the group
- ▶ handling frustrations of those who want to go faster
- ▶ not allow themselves to be tempted to go straight to the performance stage

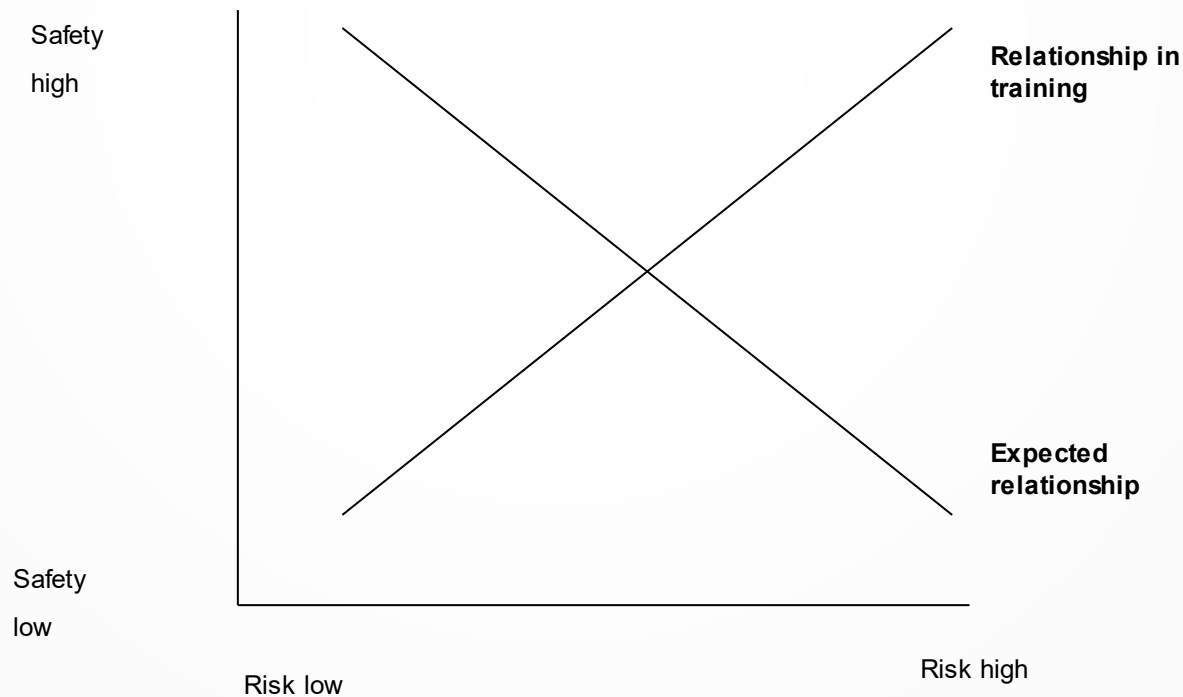
So: attention to introductions, setting goals and limits for training, reassuring, explaining working methods...



# Learning in a group: risk and safety

## Conditions for group effectiveness:

- ▶ they must be safe so that participants want to participate
- ▶ they should engage participants to take risks, to experiment.



# Learning in a group: risk and safety



## The role of the trainer:

- ▶ make/negotiate good agreements about group rules
- ▶ gradually transfer managing and control to the group
- ▶ create a climate for experimentation
- ▶ minimise distractions and interruptions
- ▶ permanent attention for processes and feelings within the group







# Power and authority in groups

At any moment the attention group is focused on one or two persons: they have 'power' over the group.

## Examples:

- ▶ addressing the rest of the group
- ▶ ask questions
- ▶ deliberately not saying anything
- ▶ private conversation
- ▶ stand up
- ▶ conspicuous body language





# Power and authority in groups

## Paradox:

- ▶ group members in training are often inclined to follow the trainer/authority
- ▶ learning motivation grows as participants gain more control over the learning process

Therefore, experiential learning presupposes that the trainer gives up power as the learning process progresses.





# The skills of the trainer

We distinguish 3 important skills:

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- ▶ **the transmission of the content**
- ▶ providing feedback





# Didactic principles

*Activity: make sure that the participant is active*

- ▶ passive activities: listening and watching
- ▶ better to remember when you have found it yourself

*Visibility: make sure that the participant can imagine things*

- ▶ write down and visualize
- ▶ concrete information stays in mind
- ▶ characteristics info: new, relevant, concrete

*Graduality: build up step by step and test after every step*

*Connection: make sure the participant can link info to what he/she already knows*

- ▶ find direct applicability
- ▶ consciously point out the coherence
- ▶ also connection within the training structure itself





# Didactic principles

*Motivation:* also comes from the trainer

- ▶ task independence (it motivates you to be allowed to do things yourself)
- ▶ practical usefulness of the lessons learned
- ▶ confirmation (motivate positive feedback and encouragement)
- ▶ expectations (it motivates when the trainer sets certain -realistic- expectations to you - trainer creates "learning tension" so that learning remains a challenge.

*Repeat:* repeat regularly

*Limitation:* take into account the absorption capacity of the participants

*Differentiation:* adapt your methodology to learning styles



# Interview skills: asking questions



## *Questions for clarification*

- ▶ Who can give a good example of this?
- ▶ Are you saying that ..., have I understood correctly?

## *Critical questions*

- ▶ Why do you think that, do you have any proof of that?

## *Thinking questions or stimulating questions:*

- ▶ How could this be?
- ▶ Does anyone see any other way?

## *Constructive or helpfull questions*

- ▶ What do you think of the following?
- ▶ Would you like to try it?



# Interview skills: asking questions



## *Questions to obtain information and facts*

- ▶ Who's responsible for that?
- ▶ How much does this cost in terms of money, manpower, time etc.?

## *Opinion-focused questions*

- ▶ Do you agree that solution B eliminates the causes?
- ▶ What do you think is the best solution?

## *Control and test questions*

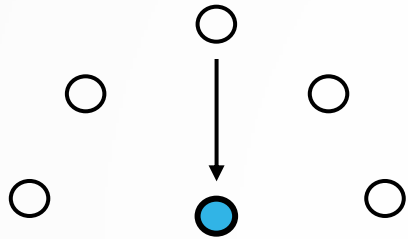
- ▶ So why is this method not suitable for group work?



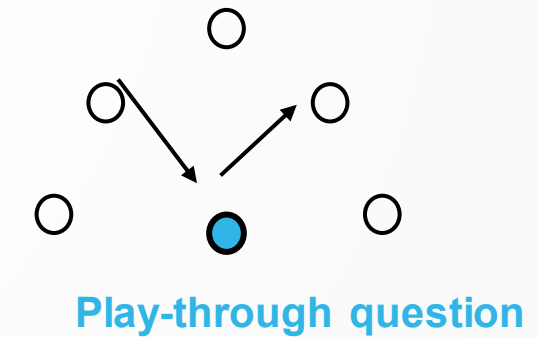
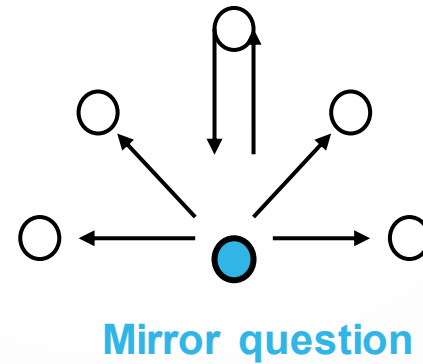
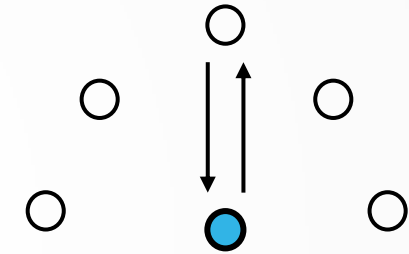
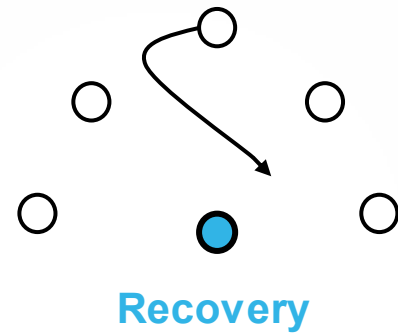
# Interview skills: asking questions



**Directive**



**Non directive**





# Conversation skills: dealing with questions



Directive: answer the question

Non directive

- *Recovery*: the trainer resumes a question that was asked earlier but has not yet been answered.
- *Echo question*: the trainer repeats the question and asks the questioner for his own opinion.
- *Play-through question*: the trainer resumes the question and asks another participant to answer it.
- *Mirror question*: the trainer resumes the question for the entire group.



# The skills of the trainer



We distinguish 3 important skills:

- supervising the group process
- the transmission of the content
- **providing feedback**



# Rules to give feedback



Feedback = informative reaction about the behaviour or performance of others.

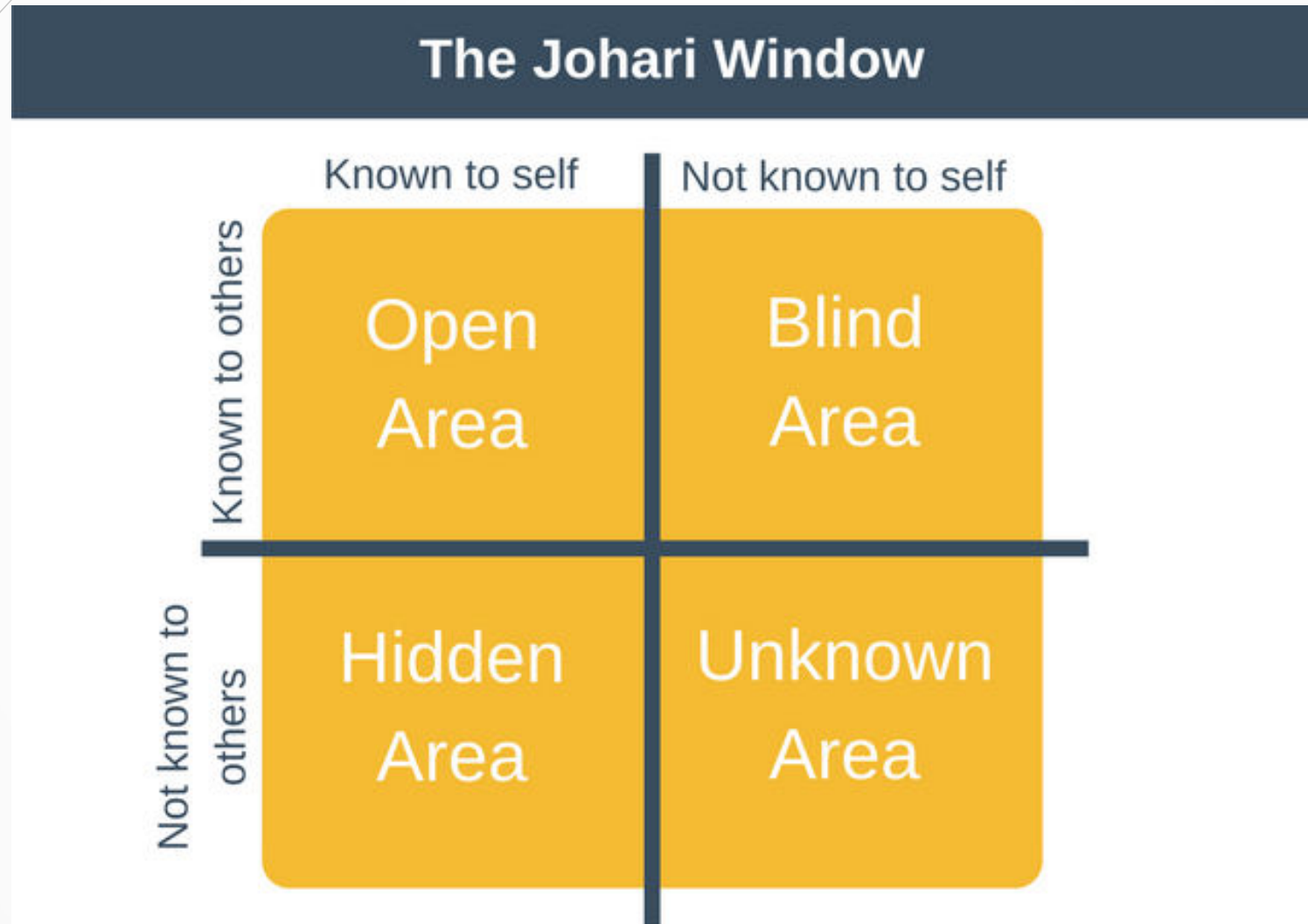
1. Describe changeable behavior
2. Describe in concrete terms what you have seen/heard yourself
3. Explain both positive and negative aspects
4. Use an I-message
5. Say what effect the behaviour has on you
6. Let the others react
7. Ask for the desired behaviour





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# Giving feedback: the johari window



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# Giving feedback: difficult messages



## **Describe**

Describe facts behavior as accurately as possible

## **Evaluate**

What is your personal opinion about these facts?

What is the effect of this on you?

How do you feel about it?

## **Solve**

What could be done else?

How can we solve this?

## **Continue**

How do we proceed with this?

When do we expect results?

What do we conclude from this?



# Training content



1. Introduction
2. Use of game-type exercises
  1. Visual impaired clients
  2. Hearing impaired clients
  3. Mobility impaired clients
  4. General information to provide a better service to every customer with a disability
  5. Questions and remarks
  6. Evaluation
3. Situations from working practice say more than theory
4. Give clear instructions
5. Allocate a godfather/godmother
6. Afterword



# 1. Hospitality is what it's all about in the food service industry!



The training will ensure that:

- ▶ people with disabilities will be welcomed in the same way as people without disabilities
- ▶ the service and information provided is understandable and useful
- ▶ that people with disabilities, like other guests, are free to choose where and what they want to eat



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## 2. Use of game-type exercises

By imitating a situation, you can train the skills of the student workers in the field of hospitality.

Do a role play and create a possible scenario.

- Encouraging discussion questions and dilemmas
- This is how you teach your staff to think about a solution







## Situation 1: Visual impaired clients

Wear a blindfold

- Find the entrance to the restaurant and try to get a table
- Try to place an order
- Try to eat your meal and drink your beverage
- Try to visit the toilet
- Try to settle the bill and leave the restaurant





# Do's & Don'ts with visual impaired clients

- ▶ Ask if help is needed
- ▶ Talk directly to the customer and identify yourself
- ▶ Ask for confirmation that the customer understands your instructions
- ▶ Do not offer a wheelchair as a replacement for accompanying aids
- ▶ Give the customer verbal information
- ▶ If you offer a seat, carefully place the customer's hand on the seat
- ▶ Tell us when you leave the table
- ▶ Do not interact with a guide dog
- ▶ If you are dealing with monetary transactions, tell the customer the denominations when you count the money he receives from you



# Do's & Don'ts with visual impaired clients



- ▶ Ensure that the customer has collected all his or her belongings before he or she leaves
- ▶ Ask if the customer needs help signing forms - offer to guide his or her hand to the right place for signing
- ▶ Offer assistance if the customer finds it difficult to find a specific service area





## Situation 2: Hearing impaired clients

Put in earplugs / Put on headphones

- Try to ask for the suggestions
- Try to place an order
- Try to settle the bill





## Do's & don'ts with hearing impaired clients

- Get the customer's attention before you speak
- Identify who you are
- Ask for the method of communication that the customer prefers
- Make sure there is no shadow on your face
- Provide sign language interpreters for customers who request them
- If the customer uses a sign language interpreter, speak directly with the customer and not with the interpreter
- Keep eye contact
- Remove visual distraction
- Reformulate when you are not understood
- Be patient and willing to write things down
- Body language helps to project the meaning of what you say
- Do not assume that the customer is wearing a hearing aid
- Discuss matters that are personal in a private conversation to prevent eavesdropping on others



## Situation 3: Mobility impaired clients



Use a wheelchair

- Try to enter the restaurant
- Try to place yourself at a table
- Try to eat and drink
- Try to visit the toilet





## Do's & don'ts with mobility impaired clients

- ▶ Sit at eye level
- ▶ Do not touch mobility equipment without permission.
- ▶ Ask if the person wants to be pushed forward
- ▶ Provide a clear route
- ▶ Make sure there are no barriers between you and the customer
- ▶ Provide a clipboard as a writing surface when there is no accessible desk
- ▶ Provide assistance when the customer seems to have difficulty opening or closing doors
- ▶ If a customer uses crutches, a rollator or any other tool, offer assistance in wearing jackets, bags or other items
- ▶ Offer a seat when the customer will be standing up for a long period of time



## Additional information



- ▶ Do's & Don'ts with communication impaired clients
- ▶ Do's & Don'ts with clients with learning disabilities
- ▶ Do's & Don'ts with clients with deaf-blindness disabilities
- ▶ Do's & Don'ts with clients on the autism spectrum disorder
- ▶ General information to provide a better service with any customer with disabilities







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## Do's & Don'ts with communication impaired clients

- ▶ Give the customer time to speak without interrupting them. Resist the temptation to finish their sentences for them
- ▶ Watch and listen as the customer may use body language, speech, or a communication device
- ▶ If the customer is having difficulty expressing their needs, summarize what you have understood, the customer can then just complete the sentence rather than having to repeat everything
- ▶ Stay away from noisy areas (e.g. Conversation of others)
- ▶ Avoid speaking loudly, this does not help
- ▶ Don't pretend to have understood and don't hesitate to ask the customer to repeat themselves
- ▶ Consider writing, using a computer, tablet, or cell phone as an alternative means of communicating if you are having difficulty understanding the customer, but first ask the customer if this is acceptable
- ▶ If the above strategies do not help, ask questions that require only short answers or a nod of the head. Try to offer a choice of answers to your question to obtain a "yes" or "no". The "yes" and "no" can also be expressed by nodding, pointing at yes-no on a sheet, pointing the thumbs up or down, etc. You should first ask the customer if this is acceptable



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## Do's & Don'ts with clients with learning disabilities

- Offer assistance or extra time to complete forms, understand written instructions, or make a decision; wait for the customer to accept the offer of assistance – don't "over-assist" or be patronizing
- Be prepared to repeat, rephrase or provide an explanation more than once
- Be patient, flexible, and supportive, take time to understand the customer and make sure the customer understands you
- If you are not sure what the customer said, ask for clarification
- Listen carefully when the customer speaks
- Speak slowly – give information in clear, short sentences
- Break instructions into small parts
- Check the customer's understanding frequently
- Ask the customer if they would like key information written down
- Consider moving to a quiet or private location, if you're in a public area with many distractions



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## Do's & Don'ts with customers with deaf-blindness

- Gain the customer's attention before starting a conversation (tap the customer gently on the shoulder or arm)
- Don't assume what a customer can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither
- Speak directly to your customer, not to the intervenor
- Ask whether your communication is understood
- Make sure the customer has picked up all of their possessions before leaving
- Offer assistance if the customer appears to be having difficulty locating a specific service area, washrooms or food services facilities



# Do's & Don'ts with customers with deaf-blindness



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- ▶ When guiding a deaf-blind person approach the person with deaf-blindness from the front:
  - Speak slowly and clearly, if they do not respond to this, gently place your hand on their shoulder or hand and leave it there giving the person time to respond
  - Keep the person in close to your body, so that they can detect changes in direction
  - When approaching steps, pause slightly before you start to climb
  - Raise or lower your arm slightly to indicate a step in the relevant direction
  - When guiding through a narrow space, pass your guiding arm behind your back and the person will fall in single file behind you
  - When guiding to a chair, place their hand on the back of the chair, some may then locate the chair for themselves while others might like you to guide them further
- ▶ In case of emergency, if the customer is not accompanied by an intervenor, draw an "x" on the customer's back (this is the universal sign for emergency), and lead the customer away from the emergency situation



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## Do's & Don'ts with clients on the autism spectrum disorder

- Address the individual by name first
- Speak directly, simply, slowly and at a normal volume
- Avoid broad open-ended questions
- Provide a non-verbal communication board if needed (like cellphones, paper to write on, computer, etc.)
- If the customer is not bothering anyone with his/hers behavior let the person do. They might present movements like rocking, quiet humming, pacing, wiggling, stimming, etc. For self-regulation
- Offer a wristband or pass entry, because waiting sometimes can be very overwhelming
- Behaviors you should not ignore are destructive activities, violent tantrums, loud or inappropriate interaction with other patrons, inappropriate sexual behavior, and self-destructive behavior





## Do's & Don'ts with clients on the autism spectrum disorder

- If there is a companion with the costumer you should ask how you could help, otherwise talk clear and calm to the costumer
- Sit next to the person and offer help without touching
- Offer to take the costumer to quieter place
- If not able to help ask for others that might know how to help or call emergency
- Avoid crowds, people touching and talking loudly next to the costumer
- Don't be condescending towards how the costumer talks/eat/interact
- Be aware of your own attitudes and avoid being judgmental







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## Do's & Don'ts with clients on the autism spectrum disorder

- ▶ If you can provide a “quiet area” at your establishment:
  - It can be a small section cordoned off or a little room to one side away from all the noise and people, with pillows and sensory toys and furniture.
  - This might seem like a small gesture but is a great support for individuals and families who do experience distress while they are out.
  - It will allow the person to get away from a particular situation, cool down and collect themselves without having to leave, this can be especially good if there is loud music playing or if something happens, e.g. Smells, sounds, touching or a change in routine.



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## GENERAL INFORMATION TO PROVIDE A BETTER SERVICE WITH ANY CUSTOMER WITH DISABILITIES

- ▶ Treat people with disabilities with respect and consideration. Demonstrate that their presence matters like everyone else
- ▶ Patience, optimism, and a willingness to find a way to communicate are your best tools
- ▶ Smile, relax, and keep in mind that people with disabilities want to experience helpful customer service
- ▶ Don't make assumptions about what type of disability or disabilities a person has. Some disabilities are not visible. Take the time to get to know your customers' needs
- ▶ Be patient. People with some kinds of disabilities may take a little longer to understand and respond
- ▶ If you're not sure what to do, ask your customer, "how may I help you?"
- ▶ Do not assume that a person with a disability needs help. Ask the person whether they would like help, and then ask how you could help. Do not be offended if your help is not accepted: many people do not need any help



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## GENERAL INFORMATION TO PROVIDE A BETTER SERVICE WITH ANY CUSTOMER WITH DISABILITIES

- Find out—as early as possible—how the person prefers to communicate. If necessary, ask the person's family member, caregiver, or support person to explain how the person prefers to communicate, and to explain the person's communication aids or devices. Let relevant colleagues know how the person communicates, so that the person does not have to repeatedly explain it
- If you can't understand what someone is saying, just politely ask again
- Ask before you offer to help — don't just jump in. Your customers with disabilities know if they need help and how you can provide it
- Find a good way to communicate. A good start is to listen carefully
- Look at your customer, but don't stare. Speak directly to a person with a disability, not to their interpreter or someone who is with them
- Use plain language and speak in short sentences



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## GENERAL INFORMATION TO PROVIDE A BETTER SERVICE WITH ANY COSTUMER WITH DISABILITIES

- ▶ Don't touch or address service animals – they are working and have to pay attention at all times
- ▶ Ask permission before touching a wheelchair or a piece of equipment
- ▶ Do not assume that a person with a disability is more fragile than others
- ▶ Ask the questions that you need to ask
- ▶ Every business should have emergency procedures for customers with disabilities. Make sure you know what they are



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**Are there any questions?**



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### 3. Situations from working practice say more than theory?

Collect available online videos, what do they expect? What can and can not be done?

- Take a look at an example together with the student worker

In the movies below, several people with a disability talk about their experiences in daily life

<https://www.youtube.com/watch?v=Gv1aDEFIXq8&t=134s>

<https://www.youtube.com/watch?v=ViraivX2o2k>

<https://www.youtube.com/watch?v=6z4IT-N3gTk>

Ask the student how he/she would react in a certain situation

Check together whether the approach is correct and/or how it could be improved





## 4. Give clear instructions

What are the do's & the don'ts?

Provide clear basic rules and teach them how to deal with the hustle and bustle of the business and/or on the terrace

Make sure that they are in line with the most important hospitality rules that apply in your hotel and catering business

- Even if they are "just" student workers
- Helping to improve the image of your business
- Guests want to be served correctly





## 5. Allocate a godfather/godmother

Appoint a manager(s) within the permanent team

- The student can fall back on this

Let the student walk with the person in charge on the first day(s)

- This is how you familiarise him/her with the operation of the business and with the customers

The better the guidance during training, the smoother the student will be able to function independently





## Note for trainer/godfather/godmother: Timely intervention

Organise a (weekly) meeting (depending on the busy schedule of the case)

- ▶ to see together what went well and where there are possible questions or where the student has made a mistake

Make a reconstruction of the situation and look together at how this could have been done better and how a similar situation can be dealt with in the future

As a trainer you can also evaluate for yourself whether they were sufficiently prepared. They have to learn from mistakes!





It all starts with providing exemplary customer service

Excellent customer service is based on two habits:

- Focusing on the person rather than the disability
- Not making assumptions about what a person needs







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