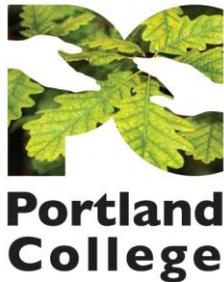


Using Systematic Instruction (TSI) to support work experience with the Belfry Hotel

David Durgan (Job Coach)

Portland College, Nottinghamshire



Summary

This case study describes how a group of providers worked together to develop a model to provide supported employment experiences to learners to enhance their employment opportunities. This model was underpinned by the use of Systematic Instruction Technique (TSI) training.

What is TSI Training?

Training in TSI is also known as “Try another Way”.

In the UK, it has successfully helped many disabled people into employment. TSI takes the approach that it is the responsibility of the trainer (and not the learner) to ensure the task in question is learnt.

The driving force behind TSI is a positive and empowering values base. It places a positive expectation of people’s potential to achieve. TSI refutes the job readiness model suggesting that people learn best in real environments where the task is to be performed, where they are expected to be successful by the employer and have access to natural motivation and supports.

The Role of the Job Coach

- The role of the job coach is to facilitate success for the employer and the new employee
- They work on a 1:1 basis with the person and work place
- They also support the natural trainers who are usually the supervisor or colleague
- Job coaches train the individual when natural support is limited, or where the complexity of the task or the needs of a learner call for it
- The training and support lasts as long as is necessary, but a job coach should fade from the scene when appropriate

- It requires the completion of discovery and profiling and job analysis, then matching for a best fit
- The job coach's aim is develops the capacity of the employer to employ people with disabilities

What we wanted to achieve

- Prove that a young person with a disability is able to work to a high standard and be able to sustain that standard making them very employable for a mainstream employer
- Provide a real work experience for learners enabling them to understand the world of work; culture, skills required, time management, dress code and work based communication.

What we did

- We identified a member of staff from each member organisation to undertake Systematic Instruction Technique (TSI) training
- Outlined the part played by Futures Nottingham & Nottinghamshire in securing an appropriate employer to partner with
- Four cluster members selected a suitable student to undertake a 3 or 4 week work placement. Students were given brief details of placements, a job description and they were supported by a staff member from each organisation who had successfully completed TSI training. Further support was provided by the Job Coach who acted as link person with the employer

Key lessons learned

- It is essential to carry out a detailed job match prior to learners starting work experience
- Work hard at building a robust relationship with the employer; providing them with the support so that they feel confident in working with your learner
- Reduce level of support when appropriate for all. This is important as the learner and the company need to become self-reliant to sustain a long term successful placement



Implementation and impact

Systematic Instruction Technique (TSI) training has been essential at The Nottingham Belfry, both in enabling the learner to understand and learn the skills required for the role, but also in supporting the hotel staff to feel confident in being able to teach learners the skills required.

- TSI was very comprehensive and taught us a new way of teaching our students a job role
- Some of the key principles were alien to us i.e. you do not give anyone praise at every step but wait to the task is completed
- There was a lot of 'showing the student the right way' and less 'verbal interaction' allowing them to think for themselves

The Belfry have had 4 students on placement performing two different roles which are; Breakfast/Lunch porter and Housekeeper. The two roles are completely different, one is very 'front of house facing customer service' and the other very much behind the scenes out of the customer's eye.

TSI worked very well on the Housekeeping role as it involved completing the same task and routine in each room and trained staff were able to give the student time to think through the task for themselves - only stepping in to stop them making a mistake to enable errorless learning. For the Kitchen Porter it was more difficult as it was a customer facing role and you could not just stop the learner half way through a task (table clearing) in front of customers using minimal language as you are at risk of putting the Hotels ethos and reputation in jeopardy given that the customer service experience is at the heart of their business.

It is essential to match the right person with the right job and the provide the learner and employer with appropriate support. Our experience would conclude that it is possible for people with disabilities to be very employable and add value to the employer

- The impact on learners; a positive effect on skills, aspirations, self-esteem, job prospects and plans for the future
- A positive impact on staff who learnt a new role as a Job Coach and the hotel staff.

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Provider details;

Portland College is a vibrant national college for people with a wide range of disabilities, based just outside Mansfield, Nottinghamshire with learners from around the county.

The Nottingham Belfry is part of Q-Hotels, a nationwide Hotel chain which pride them selves on providing a very professional, comfortable and friendly environment for their guests; all hotels are 4 star standard which meant that all students had tough standards to achieve

Contact information; David Durgan E Mail daviddurgan@portland.ac.uk