



# SIMULATION ACTIVITY FOR INTERVIEWS TRAINING



### About Includjobs Project

Includjobs aims to tackle the labor gap that exists in people with intellectual disabilities; promoting the employability of this group through the development of training material for the three main actors involved: special educators, the Business sector, and people with intellectual disabilities.

The objectives of this project are:

- Provide the necessary knowledge to special educators to guide and accompany people with disabilities in this search for employment.
- Raise awareness of the importance of inclusive employment in the business sector, through informative material about the capacities of people with intellectual disabilities and the benefits of this employability.
- Give people with intellectual disabilities the tools and knowledge to seek and get a job in the economic sectors of Tourism, Manufacturing and New Technologies.
- Create a digital space (Platform) of connection between the three actors involved resulting in an increase in the employability opportunities of people with intellectual disabilities.

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# INTRODUCTION



Welcome, support workers, to our simulation activity designed to help you better understand and assist individuals with intellectual disabilities in preparing for job interviews and for their first experience in the labor market. This activity aims to provide you with practical insights and tools to effectively support and empower individuals as they navigate the interview process.

## Purpose

The purpose of this simulation activity is to equip support workers with the knowledge and strategies to effectively assist individuals with intellectual disabilities in preparing for and participating in job interviews. By gaining a deeper understanding of the interview process and the specific needs of individuals with intellectual disabilities, you will be better equipped to provide tailored support and guidance.

## Key Objectives

- Gain insight into the challenges individuals with intellectual disabilities may face during job interviews.
- Learn effective communication strategies to support individuals in articulating their skills and experiences.
- Understand the importance of creating a supportive and inclusive environment during the interview process.
- Practice providing constructive feedback and encouragement to individuals preparing for interviews.
- Enhance confidence and competence in assisting individuals with intellectual disabilities in achieving their employment goals.

## Activity overview

During this simulation activity, you will have the opportunity to engage in mock job interviews both as interviewees and as support workers assisting individuals with intellectual disabilities. Through this hands-on experience, you will gain practical skills and insights into the interview process from both perspectives, allowing you

to better understand the needs and challenges faced by individuals with intellectual disabilities during interviews.

### Preparation

Prior to the mock interviews, will receive guidance on how to effectively assist individuals with intellectual disabilities in preparing for job interviews, including:

- Understanding individual strengths, skills, and experiences relevant to the job.
- Practicing communication strategies to help individuals articulate their abilities confidently.
- Providing reassurance and encouragement to reduce anxiety and build confidence.
- Familiarizing themselves with basic interview etiquette and accommodations for individuals with disabilities.

### Supportive Environment

This simulation activity is designed to be a supportive and inclusive space where support workers can ask questions, seek guidance, and share experiences openly. Our facilitators are here to provide assistance, answer questions, and offer constructive feedback to help support workers develop their skills and confidence in supporting individuals with intellectual disabilities.



# 1

## HYGIENE AND HOW TO DRESS



Checklist that a support professional for people with intellectual disabilities can use to teach appropriate hygiene habits, thus promoting the employability of people with intellectual disabilities.

Personal hygiene before a job interview is crucial to make a good impression and increase your chances of success. There are several reasons why hygiene is important in this context:

- First impression: Personal hygiene is a fundamental part of the first impression you make on the interviewer. A sloppy or unclean appearance can negatively affect the interviewee's perception of you.
- Professionalism: Maintaining good hygiene shows a commitment to professionalism. It reflects that the interviewee is serious about the job opportunity and that you are willing to take care of the details.
- Confidence: Feeling clean and well groomed builds confidence. Self-confidence will be reflected in your answers and behaviour during the interview.
- Health and safety: Hygiene is also related to health and safety in the workplace. Avoiding illness or unpleasant odours is essential for a pleasant working environment.
- Respect for others: Maintaining good hygiene is a sign of respect for others. No one wants to work with someone who neglects their personal hygiene.

There are some basic tips that you as a support worker of people with disabilities can pass on to your users:

- Research the company: Find out about the company, its history, its culture and its team. This will help you tailor your presentation and demonstrate genuine interest.
- Dress appropriately: Choose an appropriate outfit for the occasion. Also consider the position you are applying for.



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- Location and punctuality: Make sure you know the exact location of the interview and arrive 15 minutes early.
- Review your CV: Familiarise yourself with the details of your CV and be prepared to talk about your achievements and relevant skills.
- Prepare questions: Have some questions ready to ask at the end of the interview. This shows your interest and curiosity.

Continuing are actions that you, as a support worker, can share with people with intellectual disabilities to help them have good hygiene for both the interview and their day-to-day life at work.

Hand washing	<b>Frequency:</b> Teach the importance of washing hands before eating, after using the toilet and when coming home. <b>Technique:</b> Demonstrate how to rub hands with soap for at least 20 seconds and rinse well.
Personal hygiene	<b>Showering or bathing:</b> Explain the need to bathe regularly and use soap to keep the skin clean. <b>Dental care:</b> Teach about brushing teeth after meals and flossing. <b>Changing clothes:</b> Instruct on the importance of changing clothes daily and washing them regularly.
Hygiene in the working environment	Appropriate clothing: Discuss the importance of wearing clean and presentable clothing at work. Hair care: Explain how to comb and keep hair clean and tidy. Use of deodorant: Teach how to apply deodorant to avoid unpleasant odors.
Hygiene on public transport or in the workplace	Use of tissues: Show how to use tissues when sneezing or coughing and dispose of them correctly. Hand washing after public transport: Teach how to wash hands after travelling on public transport.
Food hygiene	Food handling: Explain how to wash hands before preparing or eating food. Food storage: Teach how to store food correctly to avoid contamination.
Hygiene in the bathroom	Toilet use: Instruct on proper toilet use and subsequent cleaning. Hand washing after toileting: Remind about the importance of washing hands after using the toilet. Remember to adapt this checklist according to the specific needs of each person with intellectual disabilities.

# 2

## HOW TO RUN A MOCK INTERVIEW



Good behaviour is essential when it comes to getting a job. Good behaviour includes social skills, such as effective communication and empathy; positive behaviour also makes a person more adaptable to changing situations, which is also highly valuable in the world of work. Finally, there are many jobs in which a person must collaborate and communicate assiduously with colleagues; maintaining a positive and respectful attitude towards others is essential in this respect.

Here are some exercises to train this positive behaviour:

<b>Politeness</b>	<p>Politeness is essential in professional settings to create a positive and respectful atmosphere.</p> <p>Encourage participants to use polite language, including "please" and "thank you".</p> <p>Emphasize the importance of speaking to others with respect.</p>
<b>Establish a comfortable atmosphere</b>	<p>Active listening is essential for effective communication and understanding.</p> <p>Train participants to maintain eye contact, nod and give verbal cues to show engagement.</p> <p>Teach reflective listening techniques to ensure accurate understanding.</p>
<b>Brief scenario introduction</b>	<p>Positive body language conveys confidence and professionalism.</p> <p>Instruct participants to maintain an upright posture and avoid slouching.</p> <p>Encourage appropriate gestures such as nodding, smiling and open body language.</p>

### Role play

Clear communication is essential to communicate thoughts and ideas effectively.  
Guide participants to articulate their thoughts in a concise and understandable way.  
Emphasize the use of simple language and the avoidance of jargon.

# 3

## GUIDELINES FOR BEHAVIOR



In the context of individuals with intellectual disabilities, simulated mock interviews play a pivotal role in enhancing job skills and preparing them for successful job interviews. These practice sessions provide a safe environment for skill development, self-improvement, and the generalization of acquired skills to real-world interviews, ultimately improving employment prospects.

You can follow the following steps in order to conduct a mock interview with people with intellectual disabilities:

<b>Introduction</b>	Begin by welcoming the participant and explaining the purpose of the mock interview: to practice and enhance their interview skills in a supportive environment.
<b>Establish a comfortable atmosphere</b>	Ensure the interview space is comfortable and free from distractions. Encourage the participant to relax and assure them that this is a learning experience.
<b>Brief scenario introduction</b>	Provide a brief overview of the interview scenario, ensuring it aligns with the participant's interests and experiences.
<b>Role play</b>	Involve another support worker or participant to play the role of the interviewer. Clearly define the roles and expectations for both the participant and the interviewer.
<b>Focus areas</b>	During the mock interview, observe and provide feedback on specific focus areas: <ul style="list-style-type: none"> <li>• <b>Communication skills:</b> clarity, articulation, and expression.</li> <li>• <b>Body language:</b> posture, eye contact, and gestures.</li> <li>• <b>Active listening:</b> responsiveness and engagement.</li> </ul>

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	<ul style="list-style-type: none"><li>• <b>Problem-solving:</b> ability to handle scenario-based questions.</li><li>• <b>Confidence:</b> overall demeanor and self-assurance.</li></ul>
Time management	Keep the mock interview within the 15-20 minute timeframe to mimic real-world interview conditions.
Feedback session	After the mock interview, perform feedback session. Start by highlighting the participant's strengths and positive aspects of their performance.
Positive approach	Emphasize what went well and commend the participant for their efforts.
Areas of improvement	Gently discuss areas for improvement, providing specific examples and actionable suggestions.
Encourage self-reflection	Encourage the participant to reflect on their performance and identify areas they want to work on.
Repeat if necessary	If the participant expresses a desire to try again or focus on specific aspects, consider repeating the mock interview with adjusted scenarios.
Supportive language	Use supportive and encouraging language throughout the process, emphasizing that the goal is growth and improvement.
Emphasize progress	Remind participants that improvement takes time, and each practice session contributes to their progress.
Encourage questions	Invite participants to ask questions or seek clarification on any aspect of the mock interview.
Positive closure	Conclude the mock interview by expressing confidence in the participant's abilities and reinforcing the positive aspects of their performance.

# 4

## PANEL INTERVIEWS



Panel interviews simulate real-world scenarios where candidates interact with multiple interviewers simultaneously. The objective of this section is to assess participants' ability to handle diverse interviewer dynamics and showcase adaptability.

Setting the Scene	Create Realism
	Set up a space that mimics a professional interview environment, including multiple interviewers.
	Introduce Panel Members
Diverse interviewer interactions	Have support workers or peers take on the roles of panel members to enhance the simulation's authenticity.
	Vary interviewer styles
Collaboration and Communication	Instruct panel members to adopt different interviewing styles, such as being friendly, formal, or task-oriented. Mimic potential challenges, such as a range of questioning techniques.
	Highlight Teamwork
	Emphasize collaboration among panel members during the interview process.
	Encourage Communication
	Instruct participants to address each panel member individually while maintaining overall engagement with the group.

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<b>Scenario Adaptation</b>	Develop scenarios that require participants to respond to questions from multiple perspectives. Include situations that challenge participants to navigate group dynamics.
<b>Stress Management</b>	Emphasize Flexibility
	Highlight the importance of adaptability in responding to various interviewer styles and questions.
	Interruptions
	Simulate interruptions or overlapping questions to train participants' composure and ability to handle unexpected situations.
<b>Constructive feedback</b>	Post-Interview Feedback
	Facilitate a feedback session immediately after the panel interview. Provide constructive feedback on how participants managed the multi-interviewer scenario.
<b>Positive reinforcement</b>	Highlight Successes
	Identify and celebrate instances where participants effectively engaged with multiple interviewers.
	Encourage Improvement
	Suggest areas for improvement while maintaining a positive and encouraging tone.
<b>Gradual Introduction</b>	Progressive Implementation
	If participants are new to panel interviews, consider gradually introducing this practice, starting with a smaller panel and gradually increasing complexity.
<b>Real-World Relevance</b>	Connect to Real-Life Experiences
	Emphasize how panel interviews reflect real-world situations and prepare participants for diverse professional interactions.
<b>Building Confidence</b>	Boost Self-Assurance.



## Continuous Practice

### Incorporate Regularly

Integrate panel interviews into the overall simulation program regularly to ensure continuous skill development. Incorporating panel interview practice into the simulation provides participants with a valuable opportunity to hone their skills in navigating multiple interviewer interactions, fostering adaptability and resilience in a supportive environment.

# 5

## REAL LIFE SCENARIOS



Real-life scenarios are designed to test participants' ability to deal independently with authentic interview situations. Some scenarios of real life interviews could be an interview for a job related to their interests, an admission interview for a training program or an interview for a volunteer position.

Independent preparation	Self preparation
	Participants should prepare independently for the interview based on the provided scenario. Encourage them to research the role, organisation or programme and to anticipate common interview questions.
Setting up the interview	Create a realistic setting
	Set up an interview environment similar to a professional setting, using a designated room within the day centre. Include a table, chairs and any materials typically found in an interview setting.
Conduct the interview	Observer role
	Act as an observer or interviewer, asking questions and evaluating participants' responses.
	Realistic interaction
	Aim for a realistic interview experience, with participants responding to questions as they would in an actual setting.
	No assistance

<b>Encourage independence</b>	<p>Emphasise that participants will navigate the interview independently, without any prompting or assistance. This is an opportunity to demonstrate their individual strengths and skills.</p>
<b>Variety of questions</b>	<p>Variety of questions</p> <p>Ask a mix of general, behavioural and situational questions to challenge participants on different dimensions. Assess problem solving: Include scenarios that assess problem-solving skills relevant to the chosen role or programme.</p>
<b>Time management</b>	<p>Realistic timing</p> <p>Maintain a realistic time frame for the interview, typically 20-30 minutes. Evaluate candidates on their ability to manage time effectively.</p>
<b>Reflection after the interview</b>	<p>Feedback</p> <p>Hold a feedback session immediately after the interview. Allow participants to reflect on their performance and share their experiences.</p>
<b>Feedback and growth</b>	<p>Positive feedback</p> <p>Start with positive feedback, highlighting successful aspects of their performance. Areas for Improvement: Identify specific areas for improvement and offer constructive suggestions.</p>
<b>Encourage self-reflection</b>	<p>Individual reflection</p> <p>Encourage participants to reflect independently on the experience. Discuss their thoughts, feelings and any challenges they faced during the interview.</p>
<b>Goal setting</b>	<p>Future development</p> <p>Work with participants to set realistic goals for improvement based on the feedback received. Establish a roadmap for ongoing skills development.</p>

Repeat as needed	Continuous practice
	Depending on individual progress, repeat the actual interview without assistance periodically to track improvement.
Celebrate successes	Recognition of efforts
	Celebrate the participant's efforts and achievements to reinforce a sense of accomplishment. Recognise the courage and independence demonstrated during the interview.

# 6

## KEY ELEMENTS



To conclude, following are described the 5 key elements that should always be taken into account during the implementation of the activities proposed in this document:

### Integrate soft skills

The combination of politeness, active listening, positive body language and clear communication emphasizes the holistic development of soft skills necessary for successful interviews.

Recognize the diverse needs of participants and adapt the guidelines accordingly to accommodate different communication styles and abilities.

### Building confidence

Self-determination skills are essential for facing job-related challenges. These skills include choice-making, problem-solving, and goal-setting, which are crucial during job interviews. Confidence enables them to advocate for their rights and strive for personal goals.

### Transferability to real-life scenarios

The skills acquired through these behavioural guidelines are transferable to various real-life scenarios, promoting social integration beyond the interview setting.

## Continuous repetition

Consistent repetition of these guidelines throughout the simulation contributes to the ongoing development of participants' interpersonal skills.

## Positive environment

Emphasis on positive behaviour creates an inclusive and supportive environment that fosters a sense of belonging and encourages active participation.

## CONCLUSIONS



Throughout this activity, we have explored the challenges and opportunities individuals with intellectual disabilities may encounter during job interviews. We have learned effective communication strategies, practiced providing support and encouragement, and gained valuable insights into creating inclusive and supportive interview environments.

It is crucial to recognize the significant impact that support workers have in helping individuals with intellectual disabilities achieve their employment goals. Your guidance, encouragement, and advocacy play a pivotal role in building confidence and empowering individuals to showcase their talents and abilities in job interviews.

### Conclusion checklist

#### Before the Interview:

- ☐ Review the job description and requirements to understand the role.
- ☐ Identify the individual's strengths, skills, and experiences relevant to the job.
- ☐ Practice communication strategies to help the individual articulate their abilities confidently.
- ☐ Discuss interview etiquette and any necessary accommodations with the individual.



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### During the Interview Preparation:

- ☐ Provide reassurance and encouragement to reduce anxiety and build confidence.
- ☐ Help the individual select appropriate attire for the interview.
- ☐ Review common interview questions and practice responses together.
- ☐ Familiarize yourself with any specific communication tools or aids the individual may use.

### During the Interview:

- ☐ Accompany the individual to the interview if requested.
- ☐ Create a supportive and inclusive environment by greeting the interviewer warmly.
- ☐ Assist the individual in communicating their thoughts clearly and concisely.
- ☐ Offer prompts or reminders if the individual struggles with answering questions.
- ☐ Advocate for any necessary accommodations or adjustments during the interview process.

### After the Interview:

- ☐ Provide positive reinforcement and praise for the individual's efforts.
- ☐ Reflect on the interview experience together, discussing what went well and areas for improvement.
- ☐ Offer constructive feedback and guidance for future interviews.
- ☐ Follow up with the individual to provide ongoing support and assistance as needed.

### Remember:

- ☐ Listen actively and empathetically to the individual's concerns and needs.
- ☐ Adapt your support strategies based on the individual's preferences and abilities.
- ☐ Encourage independence and self-advocacy while providing necessary support and guidance.



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