

JOB SIMULATOR INTERVIEW
PROJECT ERASMUS +
“YOUR CAREER IS WAITING”



Co-funded by the
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of the European Union

INTRODUCTION

This tool is the outcome of the work done by Cometa Formazione's co-teachers and Stage & Placement office. The tool has as main goal to facilitate and support the transition to work for children with disabilities.

This tool is the outcome of the work of: Matilde Anceschi, Samuela Arnaboldi, Cristina Ciociola

Thanks also to: Your Career is Waiting Project partners, the Cometa Formazione co-teachers, Lauren De Palma, Paolo Nardi

CANDIDATE	
<i>Surname</i>	
<i>Name</i>	
<i>Residency</i>	
<i>Nazionalità</i>	
<i>Date of birth</i>	
<i>Sending source</i>	
OPERATOR	

First Meeting

Date

**Main Topic
discussed**

- Introduction:
- ✓ Welcoming and presentation of the Job Simulator Interview to the candidate. List of Mayor objectives and methodologies used.
- ✓ Verifying the existence of real motivations and access to the path given by the recipient.
- ✓ Summary of the candidate story within the Stage & Placement office of Cometa Formazione.
- Analysis of the personal school curriculum (sheet 1)

Second Meeting

Date

**Main Topic
discussed**

- Analysis of hobbies, interests, and daily activities to highlight skills, knowledge, attitudes, and preferences (sheet 2)
- Analysis of the career path and internship (sheet 3)

Third Meeting

Date

**Main Topic
discussed**

- Survey of computer and language skills
- In-depth study of motivations for work and personal values aimed at the future (sheet 4 and 5)

**INITIAL PRESENTATION
OF THE CANDIDATE**

Name:

Age:

Origin:

Disability, general attitude, attitude towards the interview, goal of the interview (*See attachment PDF*):

Is she or he within law 104? **YES NO**

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

1. Brief narrative summary of the personal school career:

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

2. Favorite subjects:

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

3. Titles, certificates, or diplomas– (option: simplified training?):

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

4. Learned professional competences:

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

5. Languages and level:

CANDIDATE SCHOOL & TRAINING CAREER

(SHEET 1)

6. IT skills and level:

FREE TIME ACTIVITIES

(SHEET 2)

1. Done Sports:

FREE TIME ACTIVITIES

(SHEET 2)

2. Everyday activities:

FREE TIME ACTIVITIES

(SHEET 2)

3. Interests:

INTERNSHIP/WORK EXPERIENCES

(SHEET 3)

(Brief summary of the internship/work experiences):

INTERNSHIP/WORK EXPERIENCES

(SHEET 3)

First Experience

(Detail every experience: type of work and contract, company, role and level and the why when satisfied & brief general excursus of the personal internship/work path):

INTERNSHIP/WORK EXPERIENCES

(SHEET 3)

Duration:

Tasks performed:

Professional skills learned:

Reason work end:

INTERNSHIP/WORK EXPERIENCES

(SHEET 3)

(When there are any more experiences continue with the list):

TRANSVERSAL SKILLS

(ESSENTIAL AT THIS POINT OF THE INTERVIEW IS TO OBSERVE WHAT HAS COME UP FROM THE FIRST PART BASED ON THE PDF)

1. Achieved skills

(Making Thought into Action: initiative, proactivity, result-orientated, planning, organization, time keeping and priorities, decision-making)

TRANSVERSAL SKILLS

(ESSENTIAL AT THIS POINT OF THE INTERVIEW IS TO OBSERVE WHAT HAS COME UP FROM THE FIRST PART BASED ON THE PDF)

2. Personal Skills

(Self-management and personal emotions)

TRANSVERSAL SKILLS

(ESSENTIAL AT THIS POINT OF THE INTERVIEW IS TO OBSERVE WHAT HAS COME UP FROM THE FIRST PART BASED ON THE PDF)

3. Communicative and relational skills

(Relationships with others and communication skills management)

TRANSVERSAL SKILLS

(ESSENTIAL AT THIS POINT OF THE INTERVIEW IS TO OBSERVE WHAT HAS COME UP FROM THE FIRST PART BASED ON THE PDF)

4. Cognitive Competences

(Thought development: systematic vision, problem solving, analysis and synthesis...)

TRANSVERSAL SKILLS

(ESSENTIAL AT THIS POINT OF THE INTERVIEW IS TO OBSERVE WHAT HAS
COME UP FROM THE FIRST PART BASED ON THE PDF)

Relevant Difficulties

VALUES RELATED TO WORK & PERSONAL VALUES

(SHEET 4 & 5)

FUTURE PROJECTS

(WHAT DOES THE BENEFICIARY WANT FOR HIS FUTURE, HIS NEEDS, WHICH TYPE OF WORK RESULTS ARE SUITABLE FOR THE PROFILE, COACHING RECOMMENDED METHODS, ADVICE FOR THE COMPANY)

SHEETS & ATTACHMENTS



Realise
what's
possible



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SHEET 1
TRAINING PATH ANALYSIS

*(TO BE COMPILED BY THE PROFESSIONAL FIGURE
THROUGHOUT THE INTERVIEW)*

**A. PRIMARY AND MID-SCHOOL PERIOD
(6-13 YEARS OLD)**

*(THIS QUESTION MAY NOT RESULT APPROPRIATE,
IF THAT IS THE CASE START FROM POINT B)*

POSITIVE MEMORIES:

RECOGNIZED DIFFICULTIES:

FAVORITE SUBJECTS (& REASON):

*CLASSMATES (BRIEF EVALUATION
RELATIONSHIP WITH THEM)*

TEACHER (STRUCK THE MOST & REASON)

SCHOOL (PERFORMANCE & ASSESSMENT)

B. HIGH SCHOOL PERIOD

*REASONS FOR CHOOSING
THE SCHOOL:*

POSITIVE MEMORIES:

MET DIFFICULTIES:

*FAVORITE SUBJECTS &
REASON:*

*UNPREFERED SUBJECTS &
REASON:*

*CLASSMATES
(BRIEF EVALUATION RELATIONSHIP
WITH THEM)*

*TEACHER (MOST IMPORTANT &
REASON)*

*SCHOOL (PERFORMANCE &
ASSESSMENT)*

C. ADDED COURSES

*ANY FREQUENTED COURSES:
(PERIOD, DURATION, TYPE OF
COURSE, LEVEL OF SATISFACTION,
MOTIVATION FOR SUBSCRIPTION)*

LEARNED SKILLS:

SHEET 2
FREE TIME

A. WHAT DO I DO DURING THE DAY?

Name:

STEP 1:

Write a detailed list, including what you do during the day (free time, family, home, voluntary work, sport...). Everything is to be included, also simple activities.

STEP 2:

Evaluate by inserting numbers in the boxes A and B

A. Level of capacity:

4 = Very much
3 = a lot
2 = so and so
1 = little

B. Level of appreciation:

4 = Very much
3 = a lot
2 = so and so
1 = little

B. ANALYSIS OF RELEVANT ACTIVITIES

ACTIVITIES:

LIST OF JOBS DONE:

B. ANALYSIS OF RELEVANT ACTIVITIES

LIST OF SKILLS EMERGED:

*LIST OF PERSONAL
CHARACTERISTICS
EMERGED:*

SHEET 3
WORK EXPERIENCES

INTERNSHIP WORK EXPERIENCES

NAME:

N. OF WORK EXPERIENCES:

*PAST WORK EXPERIENCES
PERIOD:*

*SECTOR & COMPANY'S
SECTION:*

CONTRACT & ROLE:

*END OF WORK EXPERIENCE
& REASON:*

*EVALUATION OF THE
ACTIVITY DONE:*

*VOTE ON THE EXPERIENCE
(0-10):*

*LIST OF POSITIVE ELEMENTS
& REASON:*

*LIST OF NEGATIVE ELEMENTS
& REASON:*

Achieved Activities*(What did I do)***Achieved skills***(What did I learn; techniques and tools)***Emerged personal elements***(How to do the job)*

SHEET 4
WORK MOTIVATIONS

Why working:	YES	NO
Salary	Orange	
To feel good	Green	
To stay with other people	Red	
To feel safe about my future	Blue	
To become an important person	Orange	
To help others	Pink	
To be a leader	Blue	
To learn new things	Green	
To me it is not important	Yellow	
To get to know new friends	Red	
To be useful	Pink	
To become the leader	Blue	
To be able to go on holidays	Yellow	
To be calm	Blue	

What is important for me when work?	Yes	No	I don't know
Have a high salary			
Growth and personal development			
Always doing the same thing			
Work fast			
Improve other peoples' life			
Be able to have nice dresses			
Control myself without making mistakes			
Work alone			
Be able to be useful to society			
Work close to home			
Be able to show others to being successful			
To be able to improve my training and become better in my job.			
Work in the same place for a lot of time			
Be able to make decisions			
Have free time			
Work with people that trust me			
Work with other people			
Help the leader			
Work to do things well			
Be able to give a way to make things better			
Have a career and become important			

TYPE OF MOTIVATION

1) **EXTRINSIC REWARD**

- Career Progress
- Promotion
- Personal gain
- Social status

2) **PERSONAL SAFETY**

- Safe and foreseeable future
- Play it safe

3) **INTRINSIC REWARD**

- Interesting Job
- Improve and become yourself.
- Creativity
- Learn new things.
- Get results.

4) **ALTRUISTIC**

- Help Others
- Develop societies' welfare.

5) **SOCIETY**

- Get to know new friends.
- Have a lot of people's contacts.

6) **HAVE FREE TIME**

- Work calmly
- Have holidays and free time

7) **INFLUENCE**

- Process participation

SHEET 5
VALUES AND DESIRES

A. CROSS THE MOST IMPORTANT THINGS TO YOU

- Work
- Friendship
- Sport
- Family
- Free time
- Get to know new people
- Be independent from home

- Be happy
- Be useful
- Become independent when working
- Add what you prefer
-
-

B. PICK 3 AND PUT THEM IN ORDER OF IMPORTANCE:

1)

2)

3)

C. WHAT ARE MY DESIRES FOR THE FUTURE?

D. WHICH WORK WOULD YOU LIKE TO DO?

**DYNAMIC
FUNCTIONAL PROFILE**

DYNAMIC FUNCTIONAL PROFILE

DATA:

SURNAME	NAME	BIRTH	DAY

RESIDENCY	Road and n.
parents TELEPHONE	

SCHOOL	Road and n.
TELEPHONE	

1. LEARNING AND COGNITIVE AREA

FIRST PART					SECOND PART			
CATEGORIES	STUDENT DESCRIPTION			FUNCTIONING				
	SOCIO-HEALTH SERVICES	SCHOOL	FAMILY	POSITIVE	PROBLEMATIC	DEVELOPING POSSIBILITIES	GOALS AND PRIORITIES TO DEVELOP WITHIN PERSONAL LIFE CONTEXTS	
<i>Alphanumeric code</i>	<i>qualifiers</i>			<i>indicator</i>		<i>indicator</i>	<i>Goals outlining</i>	
b117 Intellective functions							Consolidate and potentiate the intellective functions	
d159 Basic learning							Acquire basic and complex skills in the school and laboratory context	
d163 think							Formulate and elaborate ideas and concepts finalized to a specific goal	
b1400 Attention keeping							Keep the attention	
d161 Lead the attention							Keep the attention on specific tasks for a given time	
d1632 assume							Elaborate ideas using the abstract thought to formulate hypothesis	
b1250 Adaptability							Maintain the capacity to act and react to new experiences in a positive way	
d120 start articulated tasks							Start and finish up various tasks	

1. LEARNING AND COGNITIVE AREA

FIRST PART			SECOND PART				
CATHEGORIES	STUDENT DESCRIPTION			FUNCTIONING			
	SOCIO-HEALTH SERVICES	SCHOOL	FAMILY	POSITIVE	PROBLEMATIC	DEVELOPING POSSIBILITIES	GOALS AND PRIORITIES TO DEVELOP WITHIN PERSONAL LIFE CONTEXTS
<i>Alphanumeric code</i>	<i>qualificators</i>			<i>indicator</i>		<i>indicator</i>	<i>Goals outlining</i>
b1141 orientation given the place							Be able to orientate oneself within space (in the new school context)
d230 follow the every-day routine							Time keeping and develop the activities requested
b163 base cognitive functions							Good capability of symbolic game

SUBSCRIPTION:

TEACHERS and SUPPORT FIGURES

SURNAME

NAME

SUBJECT

SIGNATURE

SOCIO-HEALTH OPERATORS

SURNAME

NAME

QUALIFICATION

SIGNATURE

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FAMILY

SURNAME

NAME

SIGNATURE

--	--	--

DATE

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COURSES COORDINATOR

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