
This journal article outlines a study that was conducted to determine the extent to which a Job Club Intervention improved knowledge of appropriate interview and self-presentation skills of ten adults with mild to moderate mental retardation who participated in a supported employment program. The ten Job Club members received about three hours of interview training per week for twenty weeks in a conference room.

The conference room was equipped with tables and chairs, writing materials and a telephone. Various methods including lectures, discussions, videos, modified worksheets and role-plays were used in the training. Based on a comparison of pretest and a post-test results the training showed a significant improvement in the knowledge about interviewing. A post-training job interview role-play also showed significant improvement in students’ job interview performance.

This research supports previous research that suggests the effectiveness of a Job Club as a method of teaching employment seeking skills. Participants with mild to moderate mental retardation not only answered more questions accurately following the intervention, but also performed skills actually needed in a job interview. In addition, participants appeared to enjoy the intervention.