

Step-by-step guide to running an Inspiring the Future **Role Model Interview** event



inspiring the **future**
Aotearoa

Contents

Inspiring the Future - why run a Role Model Interview event	3
How Role Model Interview events work?	4
How much time do I need to commit?	5
How to use this guide	6
What to do before the event	7
How to run an event	11
What to do after an event	12

Inspiring the Future

Inspiring the Future is a free programme for primary through secondary school students and other groups of young people across Aotearoa that connects them with role models from the world of work. It aims to:

- broaden career horizons
- challenge stereotypes and address unconscious biases that can limit young people's potential
- relate learning to the real world.

People who are keen to share their career stories sign up on the Inspiring the Future website, then schools book them for events where students get to talk with them.

Role Model Interviews are one of five in-person and online Inspiring the Future event formats. Learn about the other event formats on our website: inspiringthefuture.org.nz/run-an-event

Why run a Role Model Interview event?

Role Model Interviews allow your students to take charge of their interaction with the role model, and can help them find out deep and logistical information about careers, sectors or pathways they might be interested in.

We recommend Role Model Interviews for Year 11 and above.

For Year 11 students, you might run a Role Model Interview that:

- broaden horizons and challenge stereotypes
- relate a specific subject to the world of work, eg, invite role models who use physics in their job

- are topic themed, eg, sustainability-focused jobs
- are sector-specific, eg, construction
- are pathway-specific, eg, apprenticeship.

For Year 12 and 13 students, you might run a Role Model Interview that have more of a focus on decision making, eg, that:

- are sector-specific
- are pathway-specific
- feature role models with jobs you know students are interested in.

How Role Model Interview events work

1. Sign up at inspiringthefuture.org.nz
2. Schedule your event and invite role models from the online database.
3. **Download the event resources.**
4. Prepare for the event, including preparing students.
5. Run the event, which involve students interviewing role models about their role and career pathway one-on-one or two-on-one. (When students are not interviewing, they are doing other career activities.)
6. Run the **post-event classroom activities.**

How much time do I need to commit?

Role Model Interviews can vary in length; it depends how long you have and how many students are taking part.

- Allow 10 minutes per interview.
- Allow for 1–2 interviews per student.
- Allow 10 minutes for introductions.
- Allow time to prepare.
- We encourage you to do suggested **post-event activities** with students to help extend their learnings from the event.

For one-on-one interview events we recommend:

- Divide your students into 3 or 4 groups (eg, 24 students into 3 groups of 8).
- Aim to have the same number of role models as the students in each group (eg, 8 role models).
- Decide if you have time for 1 or 2 interviews per student:
 - 1 interview per student with 3 groups would take 30 minutes + 10 minutes for introductions. 4 groups would make this event 10 minutes longer.
 - 2 interviews per student with 3 groups would take 60 minutes + 10 minutes for introductions. 4 groups would make this event 20 minutes longer.
- You may need to adjust the interview length or group numbers to fit a specific time slot, or to fit the number of role models that accept your invite.

For two-on-one interview events, pair up students (this will allow you to halve the number of role models, or double the number of interviews students do).

Use the run sheet from the event resources to help you work out your event timing.

Get in touch with us at inspiringthefuture@tec.govt.nz for more guidance.

Before and after the event

- Allow time to prepare the students.
- We encourage you to do suggested **post-event activities** with students to help extend their learnings from the event.

How to use this guide

- Use the "What to do before the event" section and the checklist to plan and prepare.
- Use the "How to run an event" section to help you structure the event and keep things to time.
- Use the "What to do after the event" section to find resources that will help your students extend their learnings.

What to do before the event

Planning

Decide:

- whether you want to have a theme for the event
- when and where to run the event
- how long your event will be
- how many students will be involved, and how many groups you will divide them into
- whether the interviews will involve one or two students per role model
- how many role models will be involved
- what activity/activities the students will do while they are not interviewing role models
- whether to invite parents, whānau and 'āiga to the event.

Schedule your event and invite role models

TIP: Schedule your event online and invite role models six to eight weeks before so they can organise time off work.

- Log in at inspiringthefuture.org.nz using your Education Sector Login (ESL). You may need to ask your ESL authoriser — usually an administrator or principal — for access if you have never logged in before.
- You will be guided to set up your event and choose role models for your event.

TIP: Invite more role models than you need. It's likely some of them won't be able to make it. If you do get more than you need, you can pair some of them up during the discussion groups.

Download the event resources

- Download the resources from the **Inspiring the Future website**.
- If you need printed copies, email **inspiringthefuture@tec.govt.nz**

Decide what activity/activities students will do while not interviewing role models

Choose a career activity from **Tahatū Career Navigator** or another source that students can do during the event while they are not interviewing role models.

See the **Tahatū Career Map** for suggestions for each year group. Here is a sample for Years 11, 12 and 13.

Year 11:

- **Tahatū activity guide 4 – Study and training:** Activity 1
Exploring qualification levels
- **Tahatū activity guide 4 – Study and training:** Activity 2
Study and training options
- **How to make a career decision:** Compare your career ideas worksheet
- Write a skills-focused CV using **How to write a CV**

Years 12 and 13:

- **Tahatū activity guide 5 – Work:** Activity 7 Employability skills
- **Figure out your skills**
- **What do I value in my work?**
- **Decide on your career**
- **Plan your study and training**

Brief the role models

We give role models instructions and event details, but they also want to hear from you. When a role model accepts your invitation, click on their profile to find their contact details.

Let them know of any event details not in your original invitation, such as:

- anything the students might be focusing on in the interview (what they want to learn)
- anything you are doing differently to the usual Role Model Interview event format
- that they should bring along something to enhance their talk, eg,
 - what they usually wear to work
 - something they use at work
 - an example of their work
 - a photo of them doing their mahi.

Preparing students and running pre-event activities in the classroom

- Get students to prepare around 10 questions to ask role models about their job and pathway and fill them in on the **student worksheets**. They can use the suggested interview questions at the back of the worksheet or come up with their own
- The other **pre-event activities** in the event resources will help your students get the most out of the event.

Other preparation for the event

- Make a plan for looking after the role models (meet them, brief them, thank them, and show them out afterwards). You could allow them to gather in the staff room before and after, and provide tea and coffee.

Checklist

Use this checklist for your planning. Make sure you have:

- planned the details of your event
- chosen an activity for students to do while they are not interviewing role models
- created your event and invited role models on **inspiringthefuture.org.nz**
- **downloaded the event resources**
- briefed role models
- got students to prepare their interview
- questions run **pre-event activities** in the classroom

While you're getting ready to host an event, role models are preparing to take part. They receive their own **step-by-step guide** that tells them what to do before and during an event, as well as supporting materials to help them inspire the students and make a positive difference on the day.

How to run the event

Set up the space

- Set up one interview station per role model.
- Set up a space for students when they are not taking part in an interview, where they will do the other activity you have chosen.

Introduction

- Ask the role models to introduce themselves and tell students their job title with a quick explanation of what they do.
- Divide the students into the number of groups you have decided on.

Activity

- Ask students in group 1 to each sit at an interview station (or in pairs for two-on-one interviews), and the other groups to sit in the space you have set up for the other activity.
- Ask the role models to each sit at an interview station. Students interview the role model about their job and career pathway for around 10 minutes.
- The other groups of students are doing the other activity.
- Once the first round of interviews has finished, swap students from group 1 out with students from group 2 to interview the role models.

- Repeat for as many groups of students as you have, and then start back with group 1 if you have time for students to interview a second role model.
- Finish the activity by asking the role models to share a final piece of advice with all students.

We tell role models to enhance their interactions by wearing their work clothing, or bringing along something they use at work or have worked on, or a photo of them at work.

What to do after the event

- Complete the post-event survey (you will receive an email).
- Send an email to the role models thanking them for their time, including any positive feedback you or the students have.
- Use the **post-event activities** to reflect on and reinforce what the students have learned from the event.



**Tertiary Education
Commission**

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