If you want to open girls’ eyes to who they are and how their science and maths can help them access a HUGE variety of roles in the workplace, then this resource is for you!

Kate Bellingham, Engineer and Broadcaster

A RESOURCE PACK FOR SCHOOLS

Careers in...

Thurrock, Essex

A campaign by WISE helps you to inspire girls to find great careers in science, technology and engineering

Find out more at www.wisecampaign.org.uk/peoplelikeme

Supported by
WELCOME

If you don’t already know WISE, it’s my pleasure to introduce you to us! WISE inspires girls and women to study and build careers in science, technology, engineering and maths (STEM).

We have produced the People Like Me pack to help you show girls that people like them find jobs they love using science and maths. Our aim is to encourage more girls to stick with science and/or maths post-16.

The pack and associated resources use a fresh approach, based on evidence on how to make science, technology and maths more relevant to girls. We hope it helps you to show girls there are many more opportunities in science than they think. Good luck with the sessions and please let us know how you get on.

Helen Wollaston
Director, WISE Campaign

AUTHOR

Professor Averil Macdonald OBE, DSc, D.Univ CPhys FInstP FRSA

Averil Macdonald is Professor Emerita at the University of Reading and leads on both Research Impact and on Diversity for SEPnet, the South East Physics Network.

Averil was awarded an OBE in 2015 for contributions to women in science and engaging the public with science. She received the international Bragg Medal and Prize (1999) from the Institute of Physics, London, the accolade of Woman of Outstanding Achievement in Science (2007), the Plastics Industry Award for Personal Contribution to the Industry (2007), and Honorary Doctorates from the Universities of York (2010) and Kingston (2015).

Averil is a Trustee of the Science Museum Group, sits on the STFC Advisory Panel for Public Engagement, is a Director of the Cheltenham Festivals and Non-Exec Director of WISE and sits on the Court of Imperial College. At European level, Averil chairs the Forum for Physics in Society in the European Physical Society and sits on the EU Helsinki Group for Gender in Research and Innovation, advising the EU Commission on gender issues.
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The flyer and poster that accompanies this pack can be downloaded from the WISE website.
Welcome to **PEOPLE LIKE ME** – the revolutionary approach that uses girls’ natural tendency to create and articulate their self-identity with adjectives to help them see themselves working happily and successfully in science, technology, engineering or maths (STEM).

This pack aims to equip teachers and STEM Ambassadors with materials that can show girls from a diverse range of backgrounds that, if they continue with at least one STEM subject post-16, they are likely to have better career prospects and more career choice. It aims to show girls where people like them are happy and successful in their work.

The pack is targeted at girls aged 11-14. WISE recommends using the pack in an all-girl setting, where girls have been found to feel more comfortable sharing their strengths and aspirations. The activity can work equally well in a science, maths, PSHE or careers session.

Schools often ask if boys can be included. Research shows that the vast majority of boys use verbs rather than adjectives to articulate their self-identity and therefore this approach is unlikely to offer boys any useful insight. In fact, trialling has shown that verb-based people often struggle with the exercise and become uncomfortable. For more details, see the Facts section of this booklet.

Kate Bellingham, Engineer and Broadcaster

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This resource pack consists of:

- **an explanation** of the facts behind this approach and how it works
- **session guidance** with a lesson plan and suggestions for how the materials can be used
- **a quiz** for girls to choose adjectives and define their ‘self-identity’
- **a glossary** to help girls choose the adjectives that best describe them
- **an analysis** showing girls how their self-identity maps onto roles where their personality would fit well and introducing them to careers where science or maths qualifications are an advantage
- **supporting materials**, including a presentation available online to consolidate girls’ learning
- **a poster** showing the 12 types of roles in STEM
- **a flyer** to use with parents/carers that can be photocopied and sent home

To download a digital version of this pack and to find further supporting material, see: [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme)
**THE FACTS**

In 2013, the Thurrock economy was worth around £2.8bn.

In 2016, there were **78,800** people employed within Thurrock, and there is a growth strategy to create a further **30,000** jobs by the year 2037.

Essex has the second largest advanced manufacturing cluster in the UK, with 3,775 companies and **40,918** people employed.

Thurrock is the largest area of regeneration in the UK, with significant opportunities for growth within the area in advanced manufacturing and engineering, transport and logistics, construction, environmental technologies and energy, retail and digital, cultural and creative industries.

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**The problem**

- The majority of UK science, technology, engineering and maths (STEM) industries report significant difficulty recruiting people with the STEM skills they need.
- The projected number of STEM-qualified people in the UK will fail to meet industry needs as older employees retire. This is a serious risk to UK economic growth.
- Currently the UK produces 12,000 graduate engineers per year but we require 54,000.

The SEMTA report *Skills Vision* indicated that ‘82% of school teachers don’t feel they have the appropriate knowledge to advise pupils on their careers.’ This can have a detrimental effect on the industry because students are unaware of the numerous opportunities that can be made available to them by studying STEM subjects.

Young women and people from some black and minority ethnic (BME) and less privileged backgrounds are *under-represented* in STEM study and the STEM workplace. Over the past 30 years the UK has invested time, money and effort in attempting to encourage girls into STEM careers. However, these efforts have failed – the percentage of women in the UK STEM workforce is still less than 20%, which is the lowest in Europe.

**The solution**

WISE wants to inspire young people from a diverse range of backgrounds to enter STEM fields, which will be good for them and their families, for business and for the UK economy.

Girls often perceive a conflict between their self-identity and the stereotypical identity of a person working in science, maths, technology or engineering, which leads them to reject science and maths qualifications. The WISE report *Not for People Like Me?* showed how to resolve this conflict.

To read the full report, see: [www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me](http://www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me)

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## The myths

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<tr>
<th>Myth</th>
<th>Busting the myths</th>
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<td>Certain groups are under-represented in STEM because they are not as good at the subjects.</td>
<td>Girls outperform boys across all academic and vocational STEM subjects at all levels in the UK. BME students outnumber white students in many STEM disciplines.</td>
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<td>Girls don’t want to study STEM subjects.</td>
<td>Overall, girls outnumber boys in studying sciences, making up 50% in chemistry, 65% in biology and medicine and 75% in veterinary studies.</td>
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<td>Women don’t want to work in STEM.</td>
<td>There are more women in STEM job roles in other parts of the world than there are in the UK.</td>
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<td>People are better at either sciences or arts but not both.</td>
<td>Many employers look for creative, artistic STEM people for design work, and good communicators for training or technical writing. Many actively seek people with science, maths or technology alongside language skills.</td>
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### The Eureka bit!

WISE has developed a revolutionary approach based on research showing that girls are more likely to consider studying a subject beyond age 16 if:

- they see that the subject keeps their options open
- they can envisage themselves working in that area
- they consider that they will ‘fit in’ and be working with people like them

The conflict between girls’ emerging self-identity and their perception of the STEM identity starts at around age 10. The WISE report ‘Not for People Like Me’ shows how organisational psychology research has found that half the population (mainly males) construct and articulate their self-identity using verbs, and the other half (mainly females) use adjectives. The problem is that science and maths careers are articulated entirely using verbs – what scientist and engineers ‘do’ – and rarely using adjectives to describe the attributes and personalities of those in STEM occupations. This automatically excludes half of the population who naturally identify themselves using adjectives.

This People Like Me resource allows girls to articulate their self-identity by translating their self-identifying adjectives into 12 roles in STEM, where people like them are happy and successful.
The evidence

Over **2000 people** have been trained on the People Like Me approach since the resource pack was launched in September 2015. There are 11 other sector/organisation specific packs available: www.wisecampaign.org.uk/peoplelikeme.

STEM ambassadors trained in the People Like Me approach have commented on how accurate the resource was at predicting their current job.

Girls from Cams Hill School reported the following:

- I found the activity fun and would recommend it
- I think it was very accurate, I enjoyed it
- I enjoyed the lesson, I think it helped me look at different jobs too

I think the main message of keeping options open by studying a STEM subject rather than pushing specific subjects or study paths was perfect - I wish my school had run an event like this when I was there, it would have made me far more confident to pursue a career in a science related subject!

I thought it was really useful and interesting listening to the role models. The personality test was very good and accurate! I really enjoyed talking to the role models and it was good that they came from many different fields. It was amazing to be able to talk to people in the profession I want to go into when I’m older.

A mum after a mum’s and daughter’s session

A girl who attended a session at the University of Warwick, 8 March 2017

The conclusion

Using this resource alongside high quality teaching and a consistent programme of enhancement opportunities can help to maximise the number of young people who see the potential to be happy and successful working in a wide range of businesses and organisations.
TOP TIPS

To encourage girls to consider careers in science, technology, engineering and maths, a sense of ‘fitting-in’ can be reinforced by the careful choice of vocabulary and messages during lessons.

Certain words can reinforce the ‘Self-identity’ vs. ‘STEM-identity’ conflict and put girls off studying STEM subjects, while other words can attract far more positive attention.

This PEOPLE LIKE ME resource allows girls to articulate their self-identity, using adjectives, and to map themselves onto roles that use science, technology or maths where people like them are happy and successful. Consistent use of effective vocabulary during teaching will reinforce the positive messages.

Girl-friendly STEM teaching

Do

Do emphasise that there are huge numbers of diverse jobs that rely on science qualifications, not just teaching, research or lab-based; so science keeps options open and gives more choice.

Do emphasise that people working in STEM routinely earn far more than people in other industries.

Do use the descriptions on the ‘12 types of scientist’ poster:

1) Explorer  5) Regulator  9) Persuader
2) Investigator  6) Entrepreneur  10) Supporter
3) Developer  7) Communicator  11) Manager
4) Service Provider  8) Trainer  12) Policy Maker

Do emphasise that there are large numbers of companies and organisations in the UK that need people with science and maths qualifications for business-focused roles and that there are many opportunities to earn while you work with apprenticeships.

Do describe (using adjectives) the aptitudes that STEM employers are looking for so that girls can recognise themselves in the description.

Don’t

Don’t talk about ‘being a scientist’ or ‘being an engineer’ as this implies a very narrow range of options – instead talk about, for example, careers FROM science, and maths qualifications.

Don’t focus only on stereotypically masculine (alpha male) traits such as being ‘assertive’ or ‘bold’– include also stereotypically feminine words like ‘friendly’, ‘empathic’ and ‘supportive’.

Don’t imply that STEM careers are only for ‘the brightest’ or for those who will get grade As at GCSE or A-level. Instead, also talk about opportunities from apprenticeships or from Diplomas and Applied General Level qualifications.

Don’t talk about companies particularly seeking applications from women as some will feel that this implies girls will be looked on by colleagues as being appointed not because they were the best but because they are female.
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<th><strong>Do</strong></th>
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<td>Do explain that many organisations have family-friendly policies and the opportunity for part-time and flexible working so they can look forward to a career break and/or flexible working without losing out on promotion opportunities.</td>
<td>Don’t talk only about ‘high-powered’ careers as if there are no roles other than these. Instead include supportive roles – there’s a real need for good technicians, for example.</td>
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<td>Do realise that many girls will be out of their comfort zone and will need to express their feelings. They should be reassured that they can be successful in science, technology, engineering and maths without losing their femininity.</td>
<td>Don’t make comments suggesting that it’s unusual for girls to be interested in science and maths or that boys are naturally better than girls at these subjects.</td>
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<td>Do make the lesson as collaborative and interactive as possible, engaging all students in activities and discussion.</td>
<td>Don’t plan lessons in which students only look and listen and are not allowed to touch or talk.</td>
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<td>Do use age-relevant, gender-neutral metaphors and examples, such as a bus or the school building.</td>
<td>Don’t use metaphors or examples which some girls might not think are relevant to them.</td>
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<td>Do use everyday language until students are comfortable with it, then define scientific terms meaningfully.</td>
<td>Don’t use scientific language too early in the introduction of a concept. To help, encourage students to keep a vocabulary section at the back of their book to remind them of new words.</td>
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<td>Do put things into context and give examples from everyday life for both applications and careers.</td>
<td>Don’t assume students automatically understand ‘the big picture’.</td>
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### Useful links for Careers Guidance

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<tr>
<td><a href="https://www.girlfriendlyphysics.co.uk">Girl friendly physics</a></td>
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<td><a href="https://www.wisecampaign.org.uk/what-we-do/expertise/inspiring-girls-with-people-like-me/downloads-and-posters/">WISE resources</a></td>
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<td><a href="https://www.wisecampaign.org.uk/wp-content/uploads/2018/06/not_for_people_like_me-full-report.pdf">Report - Not For People Like Me</a></td>
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<td><a href="https://www.sciencecouncil.org/10-types-scientist">10 types of scientist</a></td>
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<td><a href="https://www.iop.org/publications/iop/2012/page_58292.html">Report - It’s Different for Girls</a></td>
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<td><a href="https://www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html">Pilot project - opening doors</a></td>
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<td><a href="https://www.aspire-igen.com">Aspire-igen</a></td>
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<td><a href="https://www.ckcareers.co.uk">C&amp;K Careers</a></td>
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SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS

During this session, students will learn that:

> people are happier and more successful in job roles which match their aptitudes and characteristics
> everyone has their own preferred way of working, and having to work another way can be stressful, frustrating and less successful
> if students understand their own aptitudes and characteristics it will help them find job roles in the future in which they can be happy and successful
> if students keep a science subject in their portfolio it can give them more job options

Emphasise that:

> this session is not about persuading everyone to become a scientist or an engineer
> finding out where people like themselves are happy and successful can help students to make career decisions, as they can think about how they will fit in when choosing their own future directions
> this exercise highlights which job roles can suit individual personalities – these roles are not restricted to STEM industries. This exercise highlights roles that use STEM knowledge

LESSON PLAN – AT A GLANCE

**Short session 30 minutes**

- Introductory Activity
- People Like Me Quiz
- Job Types Analysis

**Long session 50 minutes**

- Introductory Activity
- People Like Me Quiz
- Job Types Analysis
- Case Studies or Role Models

**Additional sessions**

- Keeping Doors Open Presentation
- Mother’s and Daughter’s Evening Session
- Homework

Emphasise that:

- this session is not about persuading everyone to become a scientist or an engineer
- finding out where people like themselves are happy and successful can help students to make career decisions, as they can think about how they will fit in when choosing their own future directions
- this exercise highlights which job roles can suit individual personalities – these roles are not restricted to STEM industries. This exercise highlights roles that use STEM knowledge

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> if students understand their own aptitudes and characteristics it will help them find job roles in the future in which they can be happy and successful
> if students keep a science subject in their portfolio it can give them more job options
**LESSON PLAN – IN DETAIL**

**Short Session** 30 minutes

**You will need:**
- Tables set out for small groups of four to six people
- A5 paper and a pen per person
- One People Like Me Quiz per person
- One People Like Me Adjectives Glossary sheet per two or three people
- One People Like Me Job Roles Analysis sheet per two or three people
- One flyer per person, to be taken away after the session

**The aim of this session is to:**
introduce students to a wide range of roles beyond the small groups of STEM jobs that most people recognise, for example: doctor, vet, forensic scientist, or psychologist. This is particularly true for girls who are not ‘out and out’ scientists and would welcome the message that with a science or maths qualification, there are well-paid roles in all kinds of businesses. It is not about just persuading girls to become scientists or engineers.
**Introductory Activity**

*(5 minutes)*

Demonstrate that everybody has a preferred way of working and encourage girls to focus their mind on who they are and what they prefer by asking them to:

1. Write their name and address on an A5 sheet of paper.
2. Hold their pen in the ‘wrong’ hand and write their name and address again, underneath the first attempt.

Ask what this was like and point out that the second attempt was:

- More difficult
- Slower
- Poorer quality
- Frustrating

Explain that everyone has a preferred way of working – there’s no right and wrong. This exercise demonstrates how, if someone found themselves in a job role that didn’t match their preferred way of working, they would find that they:

- Were slower
- Produced lower quality work
- Became frustrated
- Became stressed
-weren’t really happy in their job

Point out that:

- Everyone is different
- It’s natural to get along well with people like themselves
- It makes sense to find out where people like them are happy and successful in their work

**People Like Me Quiz**

*(15 minutes)*

Introduce the quiz as a way for girls to identify their preferred way of working based upon their personality and aptitudes. We call this their ‘self-identity’.

1. Hand out one People Like Me Quiz per person.
2. Ask girls to read through all the adjectives on the People Like Me Quiz.
3. Make sure that they use the People Like Me Adjectives Glossary sheet to check the meaning of each word, even if they know the word, so that they are using it in the same way as the People Like Me Quiz.
4. Ask them to tick the five adjectives on their People Like Me Quiz that best describe them.

5. Then ask them to tick five more adjectives that describe them well.

6. Then ask them to tick up to five more adjectives that describe them quite well.

7. When each girl has ticked 12 to 15 adjectives that describe them they should then:
   - tick all the empty boxes on the same row as each adjective they have ticked,
   - count up the number of ticks in each column and write each total in the box at the bottom,
   - find their top three, four or five scores and make a note of the letter code for each one.

8. Explain that the letter code corresponds to a preferred way of working which can indicate job roles that they are suited to and where people like them work.

Note: 12 is a considered a high score and 6 is a very low score. Some students will have a few higher scores which indicate strong preferred ways of working. Others might have several similar scores (usually lots of 8s and 9s) which indicate flexibility and adaptability. This means that they have more choice and could fit happily into a range of job roles.

People Like Me Job Roles Analysis
(10 minutes)

Introduce the analysis by saying that each girl’s top scores indicate their preferred ways of working and their personal aptitudes, and reflect the job roles that people like them are happy and successful in.

1. Hand out the People Like Me Job Roles Analysis sheets – one set per two or three people.

2. Girls read the personality types that correspond with the letter code for their highest scores and consider the job roles that people like them work in happily and successfully.

3. Most will find that they recognise themselves in at least one of the descriptions, though there may be elements of some descriptions that do not quite match.

4. If some students don’t really recognise themselves as described by the letter codes from their quiz, they can read the others and find some that seem more like them.

5. Remember that this activity is not about pigeon-holing anyone into a specific job or role. If a girl finds a description on the People Like Me Job Roles Analysis sheet that sounds more like her, then encourage her to explore that idea.

6. Some girls can find choosing adjectives very difficult because they prefer to construct their self-identity using verbs. Support them in finding suitable corresponding adjectives to describe themselves.

7. At the end of the session, hand out flyers for girls to take away and read at home. Encourage them to talk about the session with their relatives or carers, particularly other women.
You will need:

- tables set out for small groups of four to six people
- A5 paper and a pen per person
- one People Like Me Quiz per person
- one People Like Me Adjectives Glossary sheet per two or three people
- one People Like Me Job Roles Analysis sheet per two or three people
- one flyer per person, to be taken away after the session

and either

- copies of the twelve Case Studies to share out amongst all the tables

or

- five or six role models, who have used the People Like Me Quiz to generate their self-identity in advance

- a table and chairs for each role model, or a chair for each role model laid out as a panel

- A4 cards or badges for role models to print their role type letters on

The aim of this session is to:

introduce students to a wide range of roles beyond the STEM jobs that most people recognise and to show them that, for people with a science or maths qualification, there are enjoyable and well-paid roles in all kinds of businesses.
First, work through the Short session (30 minutes)

This is detailed in the previous section and should take about 30 minutes. Then lead in to exploring case studies, or meeting with real STEM role models.

Case Studies or Role Models (20 minutes)

The aim is for girls to experience or meet people like them and to recognise that they are happy and successful working in STEM businesses in a diverse range of roles.

If you are using case studies:

1. select and hand out case studies that most closely resemble the personalities of the girls who are present
2. ask girls to discuss in what ways they are like the people in the case studies, if they are interested in any of the jobs that people like them are doing, and what steps they might take to get a job like that one day

If you are meeting with role models:

1. make sure they have already used the People Like Me Quiz to identify their role types
2. there are two ways in which you could carry out the activity:

One

1. ask your role models to each sit at a table with cards or badges identifying their role types laid out in front of them
2. ask students to sit at a table with a role model who shares their personality type(s): the ones that they identified from the People Like Me Quiz or ones they found suited them from reading the People Like Me Job Roles Analysis
3. encourage the girls at each table to hold a Q & A session about how their role model’s aptitudes and personality suit them for their role
4. if there’s time, ask students to move to a new table with a new role model who shares their personality type(s) and repeat

Two

1. play a guessing game where the roles models sit on a panel but don’t reveal their personality type or job
2. encourage girls to ask questions and then guess which type each role model is and what job they have
ADDITIONAL SESSIONS

Keeping Doors Open Presentation 15 minutes

You will need:

> tables set out for small groups of four to six people
> the ‘Keeping Doors Open’ presentation, available for download on our website
> a screen or projector to display the presentation (audio facilities won’t be needed as there is no sound)

This can be added to the Short or Long session, or it can be included as part of the Mother’s and Daughter’s evening session.

Display the presentation, ‘Keeping Doors Open’, and read through it together.

Emphasise that there are many different businesses that want to employ people like them if they have science and maths qualifications. So continuing with science or maths could open doors to lots of well-paid areas!

Mother’s and Daughter’s Evening Session 1–1.5 hours

You will need some or all of the following:

> drinks and refreshments
> tables set out for small groups of four to six people
> one People Like Me Quiz per person
> one People Like Me Adjectives Glossary sheet per two or three people
> one People Like Me Job Roles Analysis sheet per person
> one flyer per person, to be taken away after the session
> the ‘Keeping Doors Open’ presentation, available for download on our website
> a screen or projector to display the presentation (audio facilities won’t be needed as there is no sound)

and either

> copies of the twelve Case Studies to share out amongst all the tables

or

> five or six role models, who have used the People Like Me Quiz to generate their self-identity in advance
> a table and chairs for each role model, or a chair for each role model laid out as a panel
> A4 cards or badges for role models to print their role type letters on
This session lasts 1–1.5 hours, depending which activities you choose to include.

Consider inviting girls and their relatives or carers to an informal evening session. The session aims to support girls in talking to influential women in their lives about their findings, so if possible it will be best for girls to be accompanied by a woman.

This could be: > through the school > at a careers event > at your place of work

There are several possible activities that can be combined to form this session, for example:

1. Introduce the idea behind the People Like Me Quiz and People Like Me Job Roles Analysis exercise that the girls have done or work through the People Like Me Quiz activity together if the girls haven’t already done it.

2. Go through the People Like Me Job Roles Analysis and ask each girl to discuss their results with their parents or carers.

3. Introduce five or six role models (STEM Ambassadors or women with STEM careers in your place of work) so that girls and their parents or carers can meet people like them and hear what they do.

4. Hand out the twelve Case Studies to show and discuss examples of people like them working happily and successfully in STEM-related roles.

5. Display the presentation, ‘Keeping Doors Open’, read through it together and discuss the range of options open to girls with a post-16 science or maths qualification.

6. If the session is located in your place of work, offer girls and their families a tour of the facilities.

7. Hand out a flyer for each family to read together at home.

Homework

1. Research the major industries in the region that produce energy. What is the largest power station in the UK called? Where is it based and how much electricity does it produce?

2. What are the four main types of engineers? Research the four different job profiles. Which sector interests you the most?

3. Research the following people: Rachel Riley, Jo Hannaford, Sue Black

You can use the ‘101 jobs from science and maths’ poster from the WISE website for inspiration:

WISE website ➔ Resources ➔ Resources for schools ➔ WISE and WiSET schools’ poster
TEACHING MATERIALS

PEOPLE LIKE ME IN THURROCK

Quiz

1. Choose the five adjectives that best describe you and put a tick against them in the first column. (Use the People Like Me Adjectives Glossary to make sure you choose the best ones.)

2. Choose five more adjectives that describe you well and put a tick against them in the first column.

3. Choose up to five more adjectives that describe you quite well and put a tick against them in the first column. (You can ask your friends for their opinions.)

4. For each of your chosen adjectives, tick all the empty boxes on the same row.

5. Count up the number of ticks in each column and write each total in the box at the bottom.

6. Circle your top three, four or five totals and note each letter that corresponds to your personality types.

7. Look at the People Like Me Job Roles Analysis sheet to see where people like you are happy and successful in their work and see if these ideas appeal to you.
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**Adjectives Glossary**

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<tr>
<th>Adjective</th>
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<tbody>
<tr>
<td>Friendly</td>
<td>Easily makes new friends and can get on with new people.</td>
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<tr>
<td>inventive</td>
<td>Comes up with new ideas to solve puzzles or design new things.</td>
</tr>
<tr>
<td>persistent</td>
<td>Concentrates and keeps going on a task, overcoming barriers, not giving up.</td>
</tr>
<tr>
<td>methodical</td>
<td>Follows a systematic or established procedure carefully.</td>
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<tr>
<td>imaginative</td>
<td>Makes up new and exciting ideas - can be also be artistic.</td>
</tr>
<tr>
<td>empathetic</td>
<td>Understands other people’s feelings and point of view.</td>
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<tr>
<td>collaborative</td>
<td>Works well with other people and likes contributing to a team.</td>
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<tr>
<td>self-motivated</td>
<td>Works to achieve something without being watched over or told what to do.</td>
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<tr>
<td>considerate</td>
<td>Careful not to harm others, thinks of others’ needs and helps them.</td>
</tr>
<tr>
<td>self-reliant</td>
<td>Finds out how to do things for themselves without much help from others.</td>
</tr>
<tr>
<td>co-operative</td>
<td>Likes to work with others towards a common goal.</td>
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<tr>
<td>organised</td>
<td>Good at making plans and working logically and efficiently.</td>
</tr>
<tr>
<td>neat</td>
<td>Tidy, good at writing, painting or making things without a mess.</td>
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<tr>
<td>careful</td>
<td>Cautious, avoids danger, follows instructions exactly as they are indicated.</td>
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<tr>
<td>practical</td>
<td>Good with hands, good at doing practical tasks like experiments.</td>
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<tr>
<td>conscientious</td>
<td>Makes sure to finish a task thoroughly and to the best of their ability.</td>
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<tr>
<td>fair-minded</td>
<td>Looks at the big picture so that everyone gets a fair share.</td>
</tr>
<tr>
<td>honest</td>
<td>Likes everything to be truthful and open, not secretive.</td>
</tr>
<tr>
<td>logical</td>
<td>Able to think clearly and analyse facts and information.</td>
</tr>
<tr>
<td>cautious</td>
<td>Is careful to understand consequences of actions before making a decision.</td>
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<tr>
<td>good with money</td>
<td>Likes to work out money and understands how to organise budgets.</td>
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<tr>
<td>diplomatic</td>
<td>Deals with people in a sensitive and tactful way so as not to annoy.</td>
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<td>Adjective</td>
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<tr>
<td>resourceful</td>
<td>Finds quick, clever ways to get things done or materials to make things easier.</td>
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<tr>
<td>creative</td>
<td>Has original ideas on how to present things or make something new.</td>
</tr>
<tr>
<td>artistic</td>
<td>Good at producing beautiful items – painted, designed or made.</td>
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<tr>
<td>eloquent</td>
<td>Fluent or persuasive at speaking or writing, clearly expresses ideas.</td>
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<tr>
<td>outgoing</td>
<td>Can talk to people they don’t know without being introduced.</td>
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<tr>
<td>helpful</td>
<td>Keen to give help.</td>
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<tr>
<td>curious</td>
<td>Keen to know or learn something new or find out why things happen.</td>
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<tr>
<td>humorous</td>
<td>Can cause amusement or entertain.</td>
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<tr>
<td>patient</td>
<td>Takes time to complete something without rushing or being stressed.</td>
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<tr>
<td>supportive</td>
<td>Provides encouragement or emotional help to people.</td>
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<tr>
<td>witty</td>
<td>Quick and inventive, uses verbal humour to entertain or amuse.</td>
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<tr>
<td>sympathetic</td>
<td>Good at seeing that someone needs help and providing that help.</td>
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<tr>
<td>intuitive</td>
<td>Makes decisions based on what they feel to be true without reasoning.</td>
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<tr>
<td>persuasive</td>
<td>Persuades people to do or believe something through words or images.</td>
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<tr>
<td>understanding</td>
<td>Able to see someone’s perspective - tolerant of others.</td>
</tr>
<tr>
<td>agreeable</td>
<td>A pleasant person to be with.</td>
</tr>
<tr>
<td>polite</td>
<td>Respectful and considerate of other people.</td>
</tr>
<tr>
<td>efficient</td>
<td>Well-organised so as not to waste time or resources.</td>
</tr>
<tr>
<td>sensible</td>
<td>Makes good judgements based on reason and experience, not on emotion.</td>
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<tr>
<td>impartial</td>
<td>Treats everyone equally, with no favouritism.</td>
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<tr>
<td>reliable</td>
<td>Always does what they have promised to a high standard, can be trusted.</td>
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# People Like Me in Thurrock

## Job Roles Analysis

1. Fill in the People Like Me Quiz to find out your top three, four or five preferred roles and make a note of the letter for each one.

2. Find the corresponding letter on this analysis sheet and read the description to check it describes you – if not then look for others that are better descriptions of you.

3. Then read what people like you do and where they are happy and successful in their work, and see if there are any good ideas for you.

### Personality Type: Explorer

- Inquisitive and practical, often quite competitive
- Likes to be the first to know something and to understand why and how things happen
- Good at reading, searching out information and experimenting
- Likes to work alone but good at listening to other people’s ideas
- Likes to concentrate on a particular topic and to solve puzzles

### Personality Type: Investigator

- Logical and co-operative
- Likes to work with others to collect ideas and information
- Good at remembering lots of facts and piecing them together to find the answer
- Good at understanding a range of subjects
- Often works in a team so needs to get on well with other people

---

### People Like This Work in

**Explorer**

universities or hospital laboratories or for charities, to understand why things happen or how things work

**Jobs**

IT Support, Test Engineer, Astronomer, Research Assistant, Research Chemist, Geneticist, Research Veterinary Scientist, Pharmacist, Zoologist, Geologist, Cosmologist, Professor

**Investigator**

the Research and Development department of universities or businesses

**Jobs**

Programme Analyst, Flood and Coastal Risk Management Officer, Customer Analytics Officer, Computer Modeller, Meteorologist, Physiologist, Psychologist, Ingredients Technician, Sound Engineer
SERVICE PROVIDER

> Very organised with good attention to detail
> Likes to help people by providing a service or delivering what they need
> Good at communicating to understand what the client or customer wants
> Able to get other people to work together effectively to finish projects on time and within budget

PEOPLE LIKE THIS WORK IN

medicine or veterinary science in hospitals, laboratories or surgeries or in organisations, universities or schools

JOBS


POLICY MAKER

> Polite and conscientious
> Good at explaining things to non-specialists such as politicians
> Has a good eye for detail
> Enjoys writing reports
> Diplomatic
> Likes to find out and review information in order to improve public services and make sure laws are based on evidence

PEOPLE LIKE THIS WORK IN

local or national government, for ‘think-tanks’ or policy units

JOBS

Diversity and Inclusion Officer, Lawyer, Head of Government Affairs, Policy Officer, Head of Engineering and Society, Chief Scientific Advisor, Sustainability Consultant, Conservation Officer

REGULATOR

> Honest with a sense of fairness
> Likes things to be fair, legal, honest and safe
> Likes to check that details are correct
> Good at spotting errors and unforeseen consequences and deciding if something conforms to regulations, so that the public is not put at risk
> Has a natural sense of justice and is willing to challenge the status quo

PEOPLE LIKE THIS WORK IN

laboratories or offices, checking that companies are honest and that products and processes are safe and legal

JOBS

Compliance Officer, Regulatory Affairs and Risk, Fire Safety Engineer, Digital Designer, Interactive Designer, Technology Lawyer, Patent Lawyer, Drug Tester (e.g. in Sport), Food Safety Analyst, Measurement and Control Technician, Fingerprint Officer, Conservation Building Surveyor
PERSUADER

> Imaginative and persuasive
> Understands what people want
> Has lots of creative ideas
> Good with words and/or design
> organised and able to meet deadlines

COMMUNICATOR

> Good with words and people
> May be good at a foreign language
> May be good in front of a camera
> Good at simplifying complex information and explaining technical facts in documents
> Understands the audience and how to use different media to get a message across

MANAGER

> Highly organised and good motivator
> Likes to make clear plans
> Enjoys working out budgets
> Likes to find ways to get things done efficiently
> Good at motivating and persuading others to work as an effective team

TRAINER

> Understanding and helpful
> Good at finding ways to keep people’s attention
> Passionate about sharing knowledge
> Likes to help people improve their skills and confidence
> Good at explaining ideas

PEOPLE LIKE THIS WORK IN

> marketing, advertising or PR in businesses or universities
> businesses, charities or the media including TV and radio, advertising and promotion or in journalism and social media
> small or large businesses, consultancies, education institutions or local government
> businesses running workshops to train people to do their job better or to be more confident. They also work in colleges or schools teaching science subjects, or lecturing in a university

JOBS

> Membership Development Officer, Outreach Officer, Marketing Assistant, Marketing Manager, Campaigns Manager, Publicity Officer, Head of Advertising, Film Producer, Home Energy Advisor
> Events Officer, Science Communications Officer, Outreach Officer, Medical Writer, Head of Scientific Programming (TV), TV Researcher, Science Journalist, Science Festival Director, Museum Curator, Science Publisher, Technical Translator, Website Designer
> Media Manager, Project Planner, Head of Resource and Competence Management, Product Development Manager, Business Analyst, IT Manager, Flood Risk Manager, Special Effects Supervisor
> Teacher, Trainer, Life Coach, Text Book Author, Journalist, TV Presenter, Exhibition Content Designer, Museum Curator, Science Communicator, Outreach Officer
DEVELOPER

> Creative and practical
> Likes to design and develop products for a better tomorrow
> Good at empathising with others to understand their needs
> Good at coming up with creative ideas to solve problems
> Can use practical skills to design and build better things

**PEOPLE LIKE THIS WORK IN**
businesses designing or developing new products, structures, buildings or services

**JOBS**
Software Developer, Space Craft Structures Engineer, Signalling Designer, Research & Development Design Scientist, Product Designer, Piping Designer, Sport Scientist, Artificial Intelligence Specialist, Civil Engineer, Transport Planner, Apprentice in engineering

SUPPORTER

> Creative and understanding
> Likes helping people get what they need
> Naturally good at making friends and getting on with a wide range of people
> Able to listen and understand what people want
> Takes pride in exceeding people’s expectations

**PEOPLE LIKE THIS WORK IN**
Customer Relations or Customer Support in businesses, helping people to use a product or to buy a new one. They support businesses in trying to improve

**JOBS**
Planning Assistant, Personal Assistant [PA], Client Relationship Manager, Customer Service Manager, Management Consultant, Risk and Compliance Advisor, IT Supply Chain Specialist

ENTREPRENEUR

> Confident and creative
> An ideas person
> Likes to make things happen
> Combines empathy, teamwork and financial awareness
> Good at thinking laterally
> Understands what customers want
> A natural leader

**PEOPLE LIKE THIS WORK IN**
businesses, charities or the public sector as the Chief Executive or as a consultant finding innovative ways to improve the business or solve society’s problems

**JOBS**
Founding Director, Chief Executive, Consultant, Managing Director, Innovation Lead, Business Analyst, Operational Research Consultant, Energy Efficiency Advisor
What kind of person is Amy?

Amy is a self-motivated, persistent and self-reliant individual, which is what makes her so successful in working for herself and running her own business. Operating your own business requires great organisation and a logical mind-set, to deal with any problems that you may encounter. Amy relies on herself to achieve her desired outcomes.

What is Amy's job?

The current role Amy has is unusual as it is one that she created herself (that is the benefit of running your own business)! Currently, Amy is the head of an educational charity which focuses on STEM engagement, both nationally and internationally. The charity she set up, GlamSci, supports the hands-on learning of young people and adult learners in STEM. Her job involves a lot of training volunteers, running STEM workshops and public speaking.

How did she get that job?

Amy's route to where she is today is inspirational. During her GCSEs, Amy had to take time out to do study independently due to illness. She went back to complete A-levels in her early 20s but unfortunately fell ill again. Admirably, she then went on to continue her education with the Open University, completing a degree and a masters. Now, Amy is waiting to hear if she can progress onto a PhD whilst continuing work with her company.

Did she always plan to go down this route?

Like many others, Amy wanted to be a doctor when she was younger because she wanted to help people and do good in the world. Unfortunately, Amy was not supported to do this at school. However, she fought hard to gain a good degree in education so that she could keep her options open. During this time, she met some inspirational teachers who persuaded her to consider teaching, which she did pursue for a while. However, she did not always enjoy working in a school, which is how the idea of GlamSci came about.

Why is Amy the ‘Explorer, Investigator and Entrepreneur’ type?

Amy set up a charity by herself to help inspire and influence the minds of disadvantaged students, which demonstrates an ‘explorer’, ‘investigator’ and ‘entrepreneur’-based personality. She actually also shows some aspects of the ‘trainer’ personality, as a large amount of her work involves training volunteers in the hands-on work that she does.
BAMIDELE FARINRE
Trainer, Supporter, Manager

"The best thing about my role is being able to give out timely accurate results that determine the treatment options and care management of our patients."

Bamidele Farinre, Specialist Biomedical Scientist, Great Ormond Street Hospital for Children

What kind of person is Bamidele?
Bamidele is a highly empathetic and supportive individual. This is evident in the job she does which involves working as part of a team to diagnose viral infections in children. Her reliable and collaborative nature helps her to carry out her duties following best practice and to share ideas within a multi-disciplinary team.

What is Bamidele’s job?
As a Specialist Biomedical Scientist, Bamidele’s job varies daily but the most consistent part of her job is the diagnostic aspect of the role. This involves carrying out various tests on samples from patients (for example blood samples) to establish the cause of infection or disease. On top of this, Bamidele also trains junior members of staff and carries out audits and research to improve her team’s delivery of their service.

How did she get that job?
At college, Bamidele studied Chemistry, Biology and Physics as well as doing GNVQ Science. She then went on to study HND Applied Biology at Brighton and Hove City College before completing a degree in Biomedical Science. After studying, she needed to complete a trainee post in a hospital to become a registered Biomedical Scientist. Although Bamidele did not get a trainee post straight away, she became a Medical Lab Assistant before securing a post as a Biomedical Scientist at Great Ormond Street. During this time she also completed a specialist portfolio, an MSc in Clinical Microbiology and a Higher Specialist Diploma.

Did she always plan to go down this route?
Bamidele originally aspired to be a pharmacist, however she missed out on getting the grades that she needed. She went through clearing to apply to another university but was advised to do an access course instead, which is why she studied applied science. Through clearing Bamidele managed to get a place studying Pharmacy but she realised after a week that that career path was not for her.

Why is Bamidele the ‘Trainer, Supporter and Manager’ type?
Bamidele is the ‘trainer’ and ‘manager’ type as she has the responsibility of educating and training the junior members of the team as well as ensuring that audits are carried out and that she and her team constantly aim to improve the service they offer. The nature of her job shows that Bamidele is the ‘supporter’ type, as she works as part of a multi-disciplinary team to help diagnose viral infections in children. As a scientist you have to support your team members in order to provide timely diagnostic services to patients.
What kind of person is Carly?

Carly’s personality and natural artistic skills make her a perfect fit for her role working with computer-aided design and building information modelling. She is conscientious which is very important when producing drawings, as some may be safety-critical and she is expected to follow engineer’s mark-ups with complete accuracy. She also needs to be collaborative because different disciplines work together to produce the end product and avoid making costly errors. For Carly, efficiency is also key; the overall aim of building information modelling is to improve efficiencies.

What is Carly’s job?

Carly is a Design Technology Manager, working to design and deliver railway projects for Network Rail. She manages a Design Technology Team of four people who are responsible for computer-aided design, building information modelling and document control to produce 2D drawings, 3D models and visualisations for the Railway based on engineers’ designs. That includes 3D models of bridges and tunnels and visualisations of stations. Carly and her team also manage how project data is stored and controlled to Network Rail’s standards and procedures. Carly loves people management and the fact that she can get involved with creating 3D models and visualisations at the same time. She takes a great sense of pride in supporting her direct reports with their own career development.

How did she get that job?

Carly got good grades for Art and Design and Technology at GCSE, after which she worked for her dad as a painter and decorator whilst deciding what career path to take. She discovered computer-aided design and felt like it fitted perfectly with her skill set, so studied that at college. She then got a role as a junior CAD Technician. She then went on to study Construction Management part-time at university, and whilst studying, she moved onto Network Rail as a Computer Aided Design and Geographic Information Systems Co-ordinator. She has since been promoted to Design Technology Specialist and then Design Technology Manager. A CAD designer can expect to earn at least £29,000.

Did you always plan to go down this route?

Carly always knew what her skills were and where her passion lay. She was good at Art and Design and Technology, and had always been artistic and creative, but wasn’t clear what her career options were. She didn’t realise at the time that she could produce drawings and 3D models for a living. Carly thinks that the ‘Trainer’ role could also be an option for her as she is passionate about sharing her knowledge and likes to see the development of others as a result of her contribution and input.

Why is Carly the ‘Developer, Manager, Investigator’ type?

The ‘Developer’ type is a creative role, designing and developing products for a better tomorrow, which is exactly what Carly does; using 3D models to solve problems and build things like railway assets. Understanding her team’s needs enables Carly to support them with the work they are delivering as well as their own career development and working arrangements. The ‘Manager’ and ‘Investigator’ types fit with Carly’s role too, as she is good at working collaboratively. Motivating her team and working efficiently is fundamental to delivering high quality output.
What kind of person is Emily?

Emily describes herself as methodical, self-motivated and good with money. She is also curious and reliable. These make her a good fit for her role because she is often relied on to make good decisions where the outcome could affect the business and team spirit.

What is Emily’s job?

Emily is an Electrical and Instrumental Engineer. That means she maintains large pieces of equipment to prevent breakdowns and she highlights defects in the process. She is also expected to respond quickly to breakdowns that occur at any time. Emily covers a lot of different areas in her role, for example when she is not fault-finding or working on breakdowns, she helps to keep the business running successfully, and she also works with the apprentices. The diversity of her role keeps Emily interested and she is always expanding her knowledge.

How did she get that job?

When she was younger, Emily spent a lot of time reading and learning about huge Engineering systems. She studied hard to get into a Grammar School Sixth Form with the intention of going to a good university and then getting a job as a Process Engineer at Procter & Gamble after graduation. However, when she was at the Sixth Form she was put off the idea of university as her school tried to dictate her choice of university and the type of Engineering course she should do. She then decided to apply for an Engineering Apprenticeship at Procter & Gamble, and it was during her apprenticeship that she discovered her love of Electrical Engineering. Her starting salary in her current role was £38,500. She is now going on to study for a top-up BEng with the Open University next year.

Did you always plan to go down this route?

The People Like Me quiz indicated that Emily could also be a teacher, which is interesting as this has been an alternate career choice of hers for a long while. However, within her current role she is able to teach and coach other people which she finds fulfils this desire. Emily says she would have found this quiz useful in school and she thinks it would really benefit those who are unsure of possible career paths.

Why is Emily the ‘Explorer, Regulator, Supporter’ type?

In her job, Emily needs to identify problems that can range from minor issues to large breakdowns that could shut down several departments within minutes! She is expected to solve these problems quickly and safely to ensure that the business is affected as little as possible, which fits in with the ‘Regulator’ type. Her results also match the ‘Explorer’ type because she has a curious nature and loves to explore several ways to solve an issue. She also demonstrates the ‘Supporter’ type and she is very supportive of her colleagues, especially the apprentices as I was once an apprentice, and she wants to help them to achieve their aspirations.
What kind of person is Emma?

Emma is an organised and practical person which is hugely beneficial in her current role, as she is continually having to organise and manage numerous engineering projects. Emma believes there is no point thinking impractically in engineering – the best solutions are the simple ones. This emphasises the practical side of her personality. Another key reason why Emma succeeds in her role is because she is outgoing and reliable. It is important that she portrays confidence, particularly as she has to maintain good relationships with contractors.

What is Emma’s job?

Emma is an Engineering Manager for the manufacturing company Cremer. She is currently managing a project building and fitting out a factory. Each day, Emma has to manage civil, mechanical, electrical and software engineers – there are up to 100 people working on-site at one time!

How did she get that job?

Emma studied Maths, Biology and Chemistry at A-level. After this, she took a slightly different path and spent a year as a chef in the Lake District! After her year out, Emma went on to study MEng Chemical Engineering with Industrial Experience, where she spent her year in industry at P&G Reading Plant, making Gillette shaving gel. Since completing her degree, Emma has gained a range of experience, having one year as a process engineer at P&G improving robotic packing equipment for perfumes and a second year as a project engineer where she was commissioning, installing and testing equipment for perfumes.

Did she always plan to go down this route?

Originally Emma wanted to be a vet, which is why she did Maths, Chemistry and Biology for A-level. However, she didn’t feel that this was the right route for her and she did not want to spend 7 years in education if that was the case. She knew what her strongest subjects were and realised that Engineering would be a good fit.

Why is Emma the ‘Trainer, Service Provider and Regulator’ type?

As an Engineering Manager, Emma is constantly coaching contractors and engineers to think about the project and activities in a particular way, which emphasises how she is the ‘trainer’ type. Emma also resonates strongly with the ‘service provider’ type as she believes her job centres around getting people to work together to finish projects on time. As a chartered engineer and a project manager, Emma has a responsibility to ensure that the project is delivered safely and that best practice and standards are kept to, demonstrating the ‘regulator’ side of her personality.
What kind of person is Harriet?

Harriet is a highly organised and methodical person. These are important attributes to have in her job, which involves repetitive data collection, reporting on timescales, maintaining numerous data sets and juggling multiple projects at once. Harriet is also very reliable, ensuring that when people need ask her for data, she will deliver it promptly. Harriet is self-motivated and persistent; she constantly pushes herself to develop professionally through taking opportunities for further learning.

What is Harriet’s job?

Harriet works as a hydrologist, providing technical input into the water-related activities of her company, Essex & Suffolk Water. This involves implementing strategies, suggesting tactical responses and monitoring the performance of water resources. She ensures that sufficient resources are available to meet customer demand. Currently, Harriet is involved in the production of her company’s ‘Water Resources Management Plan’, a report published every 5 years describing how they intend to maintain the balance between demand and supply over the next 25 years!

How did she get that job?

At school Harriet studied Maths, Physics and Geography at A-Level, before going on to study Geophysics and Geology at Durham University. To further specialise, Harriet went on to complete a masters in Hydrology and Climate Change at Newcastle University. Her first job as a graduate hydrologist was at Mott Macdonald, after that she become a hydrologist at Essex & Suffolk Water in August 2017.

Did she always plan to go down this route?

Growing up, Harriet always had an interested in volcanoes and earthquakes and she really wanted to produce documentaries about volcanoes! This passion was the root cause of her choosing a degree in Geophysics and Geology as it allowed her to understand the geophysical processes that create volcanoes and earthquakes. During this degree, Harriet picked two option modules in hydrology and climate science which she instantly took to and she then decided to complete a masters in this area.

Why is Harriet the ‘Regulator, Developer and Investigator’ type?

It is clear that Harriet is the ‘regulator’ type as her job requires things to be fair, legal, honest and safe which is crucial when dealing with projects relating to public water supply. Often, Harriet has to empathise and relate to others to understand their needs, showing how she is also the ‘developer’ type. Lastly, her job requires her to be logical, co-operative and good at remembering facts and piecing them together to find the answer, demonstrating the ‘investigator’ aspect of her personality.
HEPHZI ANGELA NAA AMELEY TAGOE
Developer, Trainer, Persuader

“I’ve changed from a number of jobs because they were never quite right for me. Perhaps completing a quiz like this would have influenced my early choice of roles.”

Hephzi Angela Naa Ameley Tagoe, Business and Charity Director, GhScientific/HANAT Education Services

What kind of person is Hephzi?
Hephzi’s persistent, motivated and self-reliant personality has helped her to pursue her passion in research and to invest time in completing a PhD in Skin Biology alongside sustaining a career. Being a director and co-founder, and also a researcher, emphasises the imaginative and creative side of Hephzi’s personality. She is continually faced with new ideas to try and answer questions in both business and science.

What is Hephzi’s job?
Whilst writing her PhD thesis in Skin Biology, Hephzi is also the director and co-founder of a UK science education charity that operates both in Ghana and the UK, very impressive! The main purpose of the charity is to improve science capital in under-serviced communities. On top of this, Hephzi has also recently started an education services business with a tutoring centre in Essex. So altogether, Hephzi is balancing doing a PhD, being a director and co-founder of a charity, and running a start-up!

How did she get that job?
Hephzi started off doing a degree in Biomedical Science, before completing a masters in pharmaceutical science with management studies. Now, Hephzi is continuing her education by completing a PhD.

Did she always plan to go down this route?
Hephzi’s original career choice was to study Medicine. However, she enjoys the creativity and flexibility of her current role and the satisfaction of really making a difference to the educational outcomes of young people.

Why is Hephzi the ‘Developer, Trainer and Persuader’ type?
Much of Hephzi’s work involves helping young people and communities to improve social outcomes. In order to do this, Hephzi has to design creative activities to engage a non-science audience with STEM subjects. This emphasises both her ‘developer’ nature through designing and her ‘persuader’ nature through convincing people to do the activities. A lot of her work also focuses on planning programmes to engage young people and then teaching them the purpose of these, showing the ‘trainer’ side of her personality.
What kind of person is Jiara?

Jiara is self-motivated, organised and logical, and she thinks this has made it easier for her to get into her role and apply herself. She is also diplomatic and out-going, and enjoys being able to work closely with people and having the chance to be such an integral part of the team, despite being an intern.

What is Jiara’s job?

Jiara is currently a process engineering intern in the manufacturing department for Powder Detergents at Procter & Gamble. Solving problems is a big part of her daily role. She has also been given a few projects directly related to improving the manufacturing process. From day one, she has been given real responsibility and feels like she can make a real difference, which has motivated her to work as hard as she can and make the best of her 12-month placement.

How did she get that job?

Jiara finished her schooling years in South Africa (where she was born and brought up), and was very lucky to have been able to then study a four-year master’s in Chemical Engineering at the University of Leeds. At the end of her second year at university, she did a summer internship at Procter & Gamble in Supply Chain. She was curious to explore more business areas and has been fortunate to be able to come back to P&G between her third and final year of university, to complete an industrial year placement. The aim of doing these internships has been to provide her with practical experience that complements her degree, and to allow her to decide exactly what area she would enjoy working in.

Did she always plan to go down this route?

Jiara knew from a young age that she had a passion for science, and as she went through school, this passion grew. However, she also then discovered that she had a passion for business and maths which made her realise that she wanted to do something that would allow her to keep both passions alive. So, at about 13 years old she started to research the options and Chemical Engineer came up as a profession that allows you to enter either the world of science or the corporate world. Ever since then she has aspired to become a Chemical Engineer!

With her passion for business, Jiara is also interested in experiencing what it would be like to work in the corporate world. The idea of working in a charity also appealed to her, as she would love to work in a role that purely gives back to society.

Why is Jiara the ‘Entrepreneur, Trainer and Regulator’ type?

Most of Jiara’s current role is problem-solving and responding to any stops in production, as well as running projects to try and improve a production process. Her top result from the quiz was ‘Entrepreneur’, which matches the problem-solving aspect of her current role. Being able to combine teamwork, empathy and financial awareness is a skill required to work in a department that is so reliant on every team member for success, so she also draws on the ‘Trainer’ and ‘Regulator’ types.
What kind of person is Julia?
Julia is an outgoing individual, who is successful in her career as a scientific researcher due to her curious and persistent approach. Being a PhD researcher requires high levels of organisation and a methodical approach – both key attributes that Julia has which have helped her to be successful in this field.

What is Julia’s job?
Currently, Julia is a PhD researcher in space physiology, working on a project investigating how to keep astronauts healthy when they go to space. Specifically, Julia has investigated how our cardiorespiratory system and muscles respond to wearing a spacesuit, with the hope that this may help to better protect astronauts.

How did she get that job?
Originally Julia studied a BSc in Sport and Exercise Science with Psychology before going on to work in the fitness industry. It was not until many years later that Julia decided she wanted to further her education and knowledge. She went on to do a master’s degree in Space Physiology and Health, before starting a PhD in the same department.

Did she always plan to go down this route?
Julia originally wanted to be a TV presenter, which fits in well with her outgoing personality! However, she soon realised that her passion lay in science, and that there were too many questions that needed answers.

Why is Julia the ‘Investigator, Developer and Manager’ type?
Julia’s job is centred around investigating and continually developing strategies to find answers to scientific research questions, which demonstrates her ‘investigator’ and ‘developer’ traits. In addition to this, being part of a research team involves Julia managing numerous projects and working alongside different researchers, which reflects a ‘manager’ type personality.

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**Julia Attias**  
Investigator, Developer, Manager

*If I can play a very tiny part in making scientific breakthroughs that will help answer questions about how to keep humans healthy, then that is all I can ask for.*

Julia Attias, PhD Researcher, Kings College London
KIMI TURNA
Regulator, Trainer, Supporter

"It’s an exciting role to have in a fast-paced environment. It is a demanding role, yet rewarding."

Kimi TURNA, Site Microbiologist and Lab Leader, Procter & Gamble

What kind of person is Kimi?
Kimi works in an exciting and demanding role in a fast-paced environment, which she finds very rewarding. She has a lot of responsibility in this role, and so it is important for her to be methodical, cautious and logical. As she is leading the team in the lab, she also needs to be reliable and careful.

What is Kimi’s job?
Kimi is a Site Microbiologist and Lab Leader at Procter and Gamble. That means she is responsible for ensuring that the finished product produced on site is free of any microbiological contamination. Every day is different for Kimi and her day-to-day tasks are quite varied. She ensures that all of the samples that have been micro-tested have passed testing, and if there are any failures then she begins the investigation to find the root cause of the issue. She then informs the rest of the plant if there are any micro or lab related issues. She also works on projects to help improve micro and lab standards. There is also a manager element to her role as she manages a team of 9 analysts. Kimi really enjoys the flexibility of her role – being able to work in the lab, the office and the production area.

How did she get that job?
After completing her A-Levels in Biology, Chemistry, Psychology and History at sixth form, Kimi went on to study Biomedical Sciences at university. After that she did a few part-time jobs in retail as well as working for her parents’ car mechanic and tyre shop. She then started in her current role with Procter & Gamble on a salary of £24,000.

Did you always plan to go down this route?
When she was growing up, Kimi originally wanted to be a dentist. She likes the fact that the People Like Me quiz highlights your individual strengths and weaknesses and she thinks that the ‘Regulator’ type seems like thing she is particularly interested in.

Why is Kimi the ‘Regulator, Trainer, Supporter’ type?
Kimi must be logical in her role, which matches with the ‘Regulator’ type. She also needs to have the knowledge to explain to others if there is a microbiological contamination issue, so she often demonstrates the ‘Trainer’ and ‘Supporter’ types too.
Even if you’re not technically minded or a natural problem solver, there can still be a place for you within the STEM industry.

Neera Kukadia, Electrical and Mechanical Engineer, Transport for London

What kind of person is Neera?

Neera is reliable, polite and organised which is important because she works with a lot of people on very large projects. She is also resourceful and creative. She finds that that solving problems and thinking with an engineering hat on do not always come naturally to her, but she enjoys the challenge and likes the fact that her work life and her personal life are so different.

What is Neera’s job?

Neera is an Electrical and Mechanical Engineer, managing designs for large transport infrastructure projects in London. She likes working for TfL because the work she does directly impacts people who use the transport system. Since all her friends and family use the transport system, it makes her happy to know that she is trying to improve their journeys in and around London!

How did she get that job?

Neera took Maths, Art and ICT for A-Level. After that, she did a 3-year degree in Mechanical Engineering, followed by a 1-year master’s in Mechanical Engineering. She then joined TfL on the mechanical graduate scheme. Her starting salary was £28,000.

Did she always plan to go down this route?

Neera originally wanted to be an optician, but in the end, she didn’t do too well in Biology. She then thought about Architecture and Design Engineering, before eventually settling for Mechanical Engineering which was a massive gamble for her at the time, but it really paid off. Neera has also always liked the idea of being a teacher or professor, but she loves what she does at the moment and couldn’t see herself changing careers for another 10 or 20 years.

Why is Neera the ‘Trainer, Manager, Regulator’ type?

Neera works with a lot of people on large infrastructure projects. She fits well with the ‘Trainer’, ‘Manager’ and ‘Regulator’ types as she manages all the designs for these projects, and is responsible for making sure they will be safe to build.
What kind of person is Nikki?

Nikki is an organised and considerate person. These are key qualities for her role as a project manager, where she not only has to manage individuals but also has to be organised in managing her own time to ensure all procedures, approvals and payments are done on time. Nikki’s collaborative personality helps her to build relationships with different stakeholders both within her team and across the business, and with external clients. Nikki also has a curious nature and she always wants to seek the right questions to ask in order to investigate new projects.

What is Nikki’s job?

Nikki is a Project Manager in the Asset Investment Team of a water company, Essex & Suffolk Water. There is great variety to her job, with projects ranging from upgrading pumping stations and filtration plants, to installing water quality monitors and screening river intakes to protect fish and eels. Nikki enjoys the fact that she often has several projects on the go at a time, which is why she needs to be organised! Nikki engages with people from different parts of the business daily, including site operators, engineers and contractors.

How did she get that job?

Nikki’s first routes into the industry stemmed from her enrolling on an Engineering Education Scheme, which she completed during sixth form. Nikki went on to do a year in industry as a technical assistant in technical services, for Essex & Suffolk Water (ESW), the company she works for now. Nikki then studied for a BSc in Applied Computing, sponsored by ESW. Since graduating, Nikki has done several different roles within ESW before taking on her current role as Project Manager.

Did she always plan to go down this route?

Growing up, Nikki did not know what she wanted to do and was not aware of the huge range of jobs that are available. However, she did know that she was good at setting up technology for her family, so she listened to her Grandad’s advice of looking into something related to that, which is why she opted for a technical degree.

Why is Nikki the ‘Manager, Policy Maker and Service Provider’ type?

Nikki’s job is centred around organising individuals within her team, as well as managing numerous projects, which demonstrates her being a ‘manager’ and a ‘policy maker’. Nikki also likes to pass her knowledge on and to train people under her. This reflects her ‘service provider’ nature – she wants to give back and develop people within the industry.
THANKS

A huge thank you to all the role models that have come forward to be included in the pack.
If you want to open girls’ eyes to who they are and how their science and maths can help them access a HUGE variety of roles in the workplace, then this resource is for you!

Kate Bellingham, Engineer and Broadcaster

WISE helps you to inspire girls to find great careers in science, technology and engineering

Find out more at www.wisecampaign.org.uk/peoplelikeme