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...

North Yorkshire & East Riding

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

Women make up only 24% of the STEM workforce nationally, yet at GCSE level girls outperform boys in Science, Technology, Engineering and Maths (STEM) subjects. The opportunities to maximise achievement and aspiration in STEM are therefore being lost.

In York, North Yorkshire & East Riding many of our high value jobs and opportunities are in STEM sectors like the bioeconomy, construction and engineering. The region has key assets around agri-food, biorenewables and bioscience. These are key UK growth sectors which we hope to lead on globally. With the largest private sector investment in the North – the Potash mine here, there will be many engineering opportunities for the workforce near our coast.

I am passionate about encouraging young women to fulfil their potential especially in the world of work. Our economy simply can’t function at maximum capacity unless the best talent is available to businesses and we know there is a massive shortage of people with STEM skills. Currently, with a strong gender bias towards men in STEM industries we need to do more to enable girls to opt for a career path in this area. That means using different language to describe the jobs on offer, working out new strategies for engaging girls in STEM from an early age and reaching out to parents and carers so they are fully supportive of careers in STEM.

This resource pack is a great tool to combat gender stereotyping and encourage girls at that critical 11-14 age, to commit to a fantastic future in STEM.

Annabel Jelley, Head of Skills, York, North Yorkshire & East Riding Enterprise Partnership

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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.
## CONTENTS

### INTRODUCTION
1. Introduction 2

### THE FACTS
2. The Facts 3

### TOP TIPS
1. Top Tips 6

### SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS
2. Session Guidance for Teachers and Ambassadors 8
   - Lesson plan – At a Glance 8
   - Lesson plan – In Detail 9
   - Additional sessions 14

### TEACHING MATERIALS
1. Teaching Materials 16
   - People Like Me in North Yorkshire & East Riding - Quiz (photocopiable) 16
   - People Like Me in North Yorkshire & East Riding - Adjectives Glossary (photocopiable) 18
   - People Like Me in North Yorkshire & East Riding - Job Roles Analysis (photocopiable) 20

### CASE STUDIES
1. Case Studies 24

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**The flyer and poster that accompanies this pack can be downloaded from the WISE website**

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[www.wisecampaign.org.uk](http://www.wisecampaign.org.uk)
INTRODUCTION

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).

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

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.

To download a digital version of this pack and to find further supporting material, see: www.wisecampaign.org.uk/peoplelikeme

This resource pack consists of:

> an explanation of the facts behind this approach and how it works
> a set of top tips for teachers: to support with advising pupils on identifying their strengths and applying them to STEM careers, and with applying the People Like Me approach to everyday teaching
> 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
The North Yorkshire and East Riding area faces challenges including a rural location and ageing population, with many young people leaving the area following secondary and further education.

Businesses in the area report difficulties recruiting staff with the required skill level and experience. The sectors reporting major skills shortages include health and social care, manufacturing, and engineering. The Drax apprenticeship scheme attracted just two female applicants in 2017 compared with 76 men, an example of the current under-representation of women in engineering businesses across the region.

Many young people in the area are studying subjects that do not match the job opportunities. Parents and young people generally do not have good understanding of the many career pathways available, including apprenticeship routes and progression opportunities.

Current careers guidance and employability activities are inconsistently delivered in schools and colleges across the area, meaning many young people are not aware of the opportunities, and employers struggle to fill vacancies.

The majority of the job opportunities in the region rely on STEM, technology and high skill levels. Employers in the area value the skills developed in STEM subjects and their study would be well utilised in the growth sectors of employment. There is good evidence that, on average, STEM higher education qualifications lead to a wider range of well-paid jobs.

It is important that young people receive high quality, independent careers advice so that they can make informed decisions regarding further study and job opportunities. Links between businesses and educational settings are essential to ensure that young people are aware of the job opportunities in the area and can also provide opportunities for work experience and apprenticeship schemes.

As women are currently under-represented in the majority of construction and engineering businesses in the region, the industry has a responsibility to promote the sector as an excellent and exciting career choice for girls. Having successful women role models in industry is very important so that girls can be inspired to pursue careers in this area. Businesses should also support their employees with improved flexibility so that men as well as women can have their desired work-life balance.
The myths

Certain groups are under-represented in STEM because they are not as good at the subjects.

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.

Girls don’t want to study STEM subjects.

Overall, girls outnumber boys in studying sciences, making up 50% in chemistry, 65% in biology and medicine and 75% in veterinary studies.

Women don’t want to work in STEM.

There are more women in STEM job roles in other parts of the world than there are in the UK.

People are better at either sciences or arts but not both.

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.

Busting the myths

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 scientists 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 6 other sector/organisation specific packs available: [www.wisecampaign.org.uk/peoplelikeme](http://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

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

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!

**Girl who attended a session at the University of Warwick, 8 March 2017:**

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.

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

**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 talk about what scientists ‘do’ using only verbs – instead talk about the aptitudes needed using adjectives.
- 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.
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.

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.

Do make the lesson as collaborative and interactive as possible, engaging all students in activities and discussion.

Do use age-relevant, gender-neutral metaphors and examples, such as a bus or the school building.

Do use everyday language until students are comfortable with it, then define scientific terms meaningfully.

Do put things into context and give examples from everyday life for both applications and careers.

**Useful links for Careers Guidance**

- **WISE UK 2016 Statistics**

- **Girl friendly physics**
  - [www.girlfriendlyphysics.co.uk](www.girlfriendlyphysics.co.uk)

- **WISE resources**
  - [www.wisecampaign.org.uk/resources](www.wisecampaign.org.uk/resources)

- **Report - Not For People Like Me**
  - [www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me](www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me)

- **10 types of scientist**
  - [www.sciencecouncil.org/10-types-scientist](www.sciencecouncil.org/10-types-scientist)

- **Report - It’s Different for Girls**

- **Pilot project - opening doors**

- **Careers Yorkshire and the Humber**
  - [www.careersyandh.co.uk](www.careersyandh.co.uk)

- **Aspire-igen**
  - [www.aspire-igen.com](www.aspire-igen.com)

- **C&K Careers**
  - [www.ckcareers.co.uk](www.ckcareers.co.uk)

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.

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.

Don’t plan lessons in which students only look and listen and are not allowed to touch or talk.

Don’t use metaphors or examples which some girls might not think are relevant to them.

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.

Don’t assume students automatically understand ‘the big picture’.
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**
- Introductory Activity: 5 minutes
- People Like Me Quiz: 15 minutes
- Job Types Analysis: 10 minutes

**Long session**
- Introductory Activity: 5 minutes
- People Like Me Quiz: 15 minutes
- Job Types Analysis: 10 minutes
- Case Studies or Role Models: 20 minutes

**Additional sessions**
- Keeping Doors Open Presentation: 15 minutes
- Mother’s and Daughter’s Evening Session: 1 – 1.5 hours
- Homework: 30 minutes
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.
Long session 50 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

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?

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 NORTH YORKSHIRE & EAST RIDING

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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Photocopiable © WISE Campaign 2018
## Adjectives Glossary

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Description</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>
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<tr>
<td>persistent</td>
<td>Concentrates and keeps going on a task, overcoming barriers, not giving up.</td>
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<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>
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<tr>
<td>empathic</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>
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<tr>
<td>self-reliant</td>
<td>Finds out how to do things for themselves without much help from others.</td>
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<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>
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<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>
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<tr>
<td>honest</td>
<td>Likes everything to be truthful and open, not secretive.</td>
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<tr>
<td>logical</td>
<td>Able to think clearly and analyse facts and information.</td>
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<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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<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>
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<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>
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<tr>
<td>agreeable</td>
<td>A pleasant person to be with.</td>
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<tr>
<td>polite</td>
<td>Respectful and considerate of other people.</td>
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<tr>
<td>efficient</td>
<td>Well-organised so as not to waste time or resources.</td>
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<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 NORTH YORKSHIRE & EAST RIDING

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.

People like you use their personal characteristics and their science and maths qualifications to work in lots of different organisations in every town and city in the UK.

### 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

**WHERE PEOPLE LIKE THIS ARE HAPPY AND SUCCESSFUL**

**PEOPLE LIKE THIS WORK IN**

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

- 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

**WHERE PEOPLE LIKE THIS ARE HAPPY AND SUCCESSFUL**

**PEOPLE LIKE THIS WORK IN**

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

JOBS

Membership Development Officer, Outreach Officer, Marketing Assistant, Marketing Manager, Campaigns Manager, Publicity Officer, Head of Advertising, Film Producer, Home Energy Advisor

PEOPLE LIKE THIS WORK IN

businesses, charities or the media including TV and radio, advertising and promotion or in journalism and social media

JOBS

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

PEOPLE LIKE THIS WORK IN

small or large businesses, consultancies, education institutions or local government

JOBS

Media Manager, Project Planner, Head of Resource and Competence Management, Product Development Manager, Business Analyst, IT Manager, Flood Risk Manager, Special Effects Supervisor

PEOPLE LIKE THIS WORK IN

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

Teacher, Trainer, Life Coach, Text Book Author, Journalist, TV Presenter, Exhibition Content Designer, Museum Curator, Science Communicator, Outreach Officer
**DEVELOPER**

> Confident and creative
> 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 Abbie?
Abbie is a very driven and motivated person, having completed the necessary qualifications to become an Apprentice Engineer. She’s always been very organised in her work, helping her complete her education to date and transition into her apprenticeship. Her ability to be efficient and methodical in carrying out her tasks makes her a natural fit for her current role: organising and inspecting the vans that come off the assembly line!

What is Abbie’s job?
Abbie is an Apprentice Manufacturing Engineer/Technician for the Swift Group Ltd, a company that designs and produces touring caravans, motorhomes and holiday homes. The Swift Group are based in Yorkshire, and are over 50 years old. They have more than 1,000 staff and export to countries all around the world! As an Apprentice working in the manufacturing division, Abbie is responsible for inspecting vehicles as they roll off the assembly line. If they do not meet the company’s high standards, Abbie books in further work to ensure they ultimately do before being sold to customers. Abbie’s job is vital since she is potentially the last person to see the vehicles leave the factory! As an Apprentice, Abbie will move between the different production areas of the Swift Group, thereby getting experience and learning the skills she needs to complete her apprenticeship and continue her career.

How did she get that job?
Abbie was always interested in Science and enjoyed Design and Technology and Maths at school. She thought about pursuing Medicine but when she realised that rewarding careers in Engineering weren’t just for men, she knew it was the career path for her. Abbie completed A-Levels in Maths and Science and is currently working towards a National Vocational Qualification (NVQ) in Mechanical Engineering as part of her apprenticeship.

Why is Abbie the ‘Service Provider’, ‘Regulator’ and ‘Entrepreneur’?
As a ‘Service Provider’ Abbie gets to show off her organisational skills and attention to detail. Ultimately, as an Apprentice on the assembly line, she provides a key service: inspecting and making sure vehicles are of the highest quality! Being a ‘Regulator’ means Abbie is great at checking details are correct, and spotting errors and unforeseen circumstances - again perfect for inspecting products. The ‘Entrepreneur’ in Abbie knows what the customers want. The ‘People like Me’ quiz opened Abbie’s eyes to careers she didn’t even know existed - if she’d been able to take the quiz at school, she would have decided on engineering even sooner!
What kind of person is Alisha?
Alisha is a curious person who likes to find out how things work - perfect for someone learning how to maintain and fix automotive parts! She’s persistent and methodical when it comes to carrying out her tasks. And being resourceful and practical means Alisha is great at solving tricky problems!

What is Alisha's job?
Alisha is a Maintenance Apprentice for Rosti Automotive, a company that designs and manufactures innovative technical plastic parts for the automotive industry. Alisha’s job is to repair the production machinery that produces the plastic parts; she uses her mechanical and electrical skills to maintain the various jigs and moulds used to create products. Thanks to Alisha, our cars are packed with the latest plastic parts, which helps keep vehicle weight down, increases sustainability by using recycled materials and incorporates the latest designs!

How did she get that job?
When Alisha was growing up, she wanted to be a design engineer but she realised that she actually preferred using her practical and hands-on skills to work on the ‘shop’ (or factory) floor. Alisha completed a BTEC Level 2 in Engineering and is currently doing an NVQ Level 3 in Electrical Maintenance as part of her apprenticeship. Being an apprentice is perfect for Alisha because she’s enhancing her practical skills by learning on the job, earning a salary (£10,000 in the first year) and completing qualifications!

Why is Alisha the 'Explorer', 'Service Provider' and 'Trainer’?
Alisha is an ‘Explorer’ because she’s curious, practical and likes to concentrate on completing tasks like machine maintenance. As a ‘Service Provider’, Alisha likes providing a particular service, like maintenance, as part of wider company goals. Finally, Alisha matches the ‘Trainer’ profile because she’s understanding, helpful and good at explaining ideas. Alisha thinks the ‘People like Me’ quiz is a good tool to help young people figure out what qualities they need to be an engineer.
What kind of person is Allyson?

Allyson is a friendly person who has worked in academia her whole career. Being curious and self-motivated has led her to take on many different roles across her working life. Allyson really enjoys collaborating with others, a trait that has benefitted her greatly across the different jobs she’s had, including her current role focusing on helping other academics access and organise important scientific data.

What is Allyson’s job?

Allyson is a Knowledge Engineer for FAIRsharing.org, an online repository for scientific data, standards and databases. A bit like a museum or library, this website curates all the important data standards, data policies and databases for different scientific subjects. Allyson works to structure, annotate and organise all this data so that it is accessible for other users. This helps researchers better organise their own data and produce work of a high standard. FAIRsharing.org helps researchers discover how to standardise and share their work and Allyson will make sure it is accessible to others. You could say she helps maintain and promote important scientific work!

How did she get that job?

Growing up, Allyson was interested in medicine and veterinary science but once she got to university she realised she didn’t want to work in a public facing role, such as a doctor in a hospital. Instead, she wanted to collaborate with others in a behind-the-scenes type job, where everyone is working towards the same goal. Allyson went to university in the USA and studied Biology and Ancient Civilisations. As part of her degree, she spent a year in Bristol and ended up returning to the UK after she graduated. She completed a master’s degree in Biological Computation at the University of York, worked in Cambridge for six years then did her PhD at Newcastle University. She worked as a freelancer for a short time before finally starting her current role at FAIRsharing.org, which is run from within the University of Oxford! Allyson’s career trajectory isn’t traditional but she has enjoyed it much more than if she had taken the more conventional route, doing her PhD straight after university.

Why is Allyson the ‘Trainer’, ‘Service Provider’ and ‘Manager’?

Allyson matches the ‘Trainer’ profile because she’s passionate about sharing knowledge with others. As a ‘Service Provider’ Allyson has great organisational skills and attention to detail, important when dealing with data. Being a ‘Manager’ means Allyson is adept at communicating and getting others to work as an effective team. Allyson thinks the ‘People like Me’ quiz is important because it shows girls how positive they can and should be about themselves. She also finds that having multiple roles attributed to you is more realistic and representative of the real world than other personality tests.
What kind of person is Beryl?

Beryl is first and foremost a curious, imaginative and inventive person. These are great personality traits for her job as a Chief Executive Officer (CEO) running a science start-up because she always needs to keep an eye out for new innovations and opportunities! Beryl is also persistent and empathetic: she uses that determination to make sure the business keeps growing but is also able to listen and understand any concerns her staff might have.

What is Beryl’s job?

Beryl is the CEO of Sci Green Innovations, a start-up that makes innovations within the chemistry and biochemistry sector using green technology. Their slogan is ‘Green Science for Good’! Beryl’s job involves pulling together the various strands of the company and talking to people about their vision. She needs to understand the engineering and scientific aspects of the company, as well as accounting, sales, marketing and human resources! She must motivate teams of researchers to keep innovating and ensure that everyone can see the big picture of what science is able to create. Working for a small company means Beryl gets to do a little bit of everything - she even cleans the loo when it’s her turn!

How did she get that job?

Beryl wanted to be a teacher growing up and then a dietician. However, a conversation with her chemistry teacher changed her life when he persuaded her to pursue medicine and science. She studied Physics, Chemistry and Biology at school and then did a degree in Microbiology at university. After working in medical research, she decided to study for a PhD so that she could run her own research team one day. After completing her PhD, Beryl worked in medical sales for some of the biggest medical and pharmaceutical companies in the world before starting her own innovation-based company (Sci Green Innovations). She has ambitions to turn her start-up into a multi-national company before setting her sights on the next big thing!

Why is Beryl the ‘Explorer’, ‘Entrepreneur’ and ‘Communicator’?

Beryl is an ‘Explorer’ because she loves being the one to discover new opportunities, a really important aspect of being a CEO. As an ‘Entrepreneur’ Beryl combines lots of useful skills, such as team building and financial acumen, great for running a business. It also means she’s a natural leader! As a ‘Communicator’ Beryl understands how to explain ideas to different types of people, from potential investors, to scientists and sales staff. Beryl thinks the ‘People like Me’ quiz works really well to identify what sort of skills could be used in different jobs - she would have wanted to do it when she was at school!
Danielle Fleming
Regulator, Service Provider and Policy Maker

"I like solving problems, and providing good customer service. I also like liaising with other people and working as part of a team."

Danielle Fleming, Building Surveyor, East Riding of Yorkshire Council

What kind of person is Danielle?

Danielle is conscientious and persistent - great personality traits for someone working in the repair and maintenance sector of the construction profession! She’s also cooperative and enjoys working with others, important when visiting construction sites. Her logical approach means she can work through jobs that have lots of different tasks.

What is Danielle’s job?

Danielle is a Building Surveyor for the East Riding of Yorkshire Council. Councils are administrative authorities that represent local people by delivering various services, such as housing, education, waste, leisure and public transport. Danielle’s job is to visit and inspect construction sites. She’ll look out for any defects and provide technical advice on repairs and maintenance issues. If work is required to fix any issues, Danielle liaises with construction teams to get the best possible outcome. People like Danielle ensure the buildings we use every day are maintained to the highest possible standards.

How did she get that job?

Danielle wanted to be an architect or designer when she was growing up. That changed when she got an apprenticeship and started going to college. She discovered the variety of job roles available and realised she had more of an interest in a surveying or a building control role, as opposed to a designer or architect. Danielle has a BTEC and Higher National Certification in Construction and the Built Environment, as well as a university degree in Building Surveying, which she completed as a part of her apprenticeship.

Why is Danielle the ‘Regulator’, ‘Service Provider’ and ‘Policy Maker’?

As a ‘Regulator’ Danielle is great at checking details are correct and spotting errors and unforeseen circumstances - perfect for inspecting construction sites! Being a ‘Service Provider’ Danielle collaborates with others to solve problems, such as repairing buildings. She’s also a ‘Policy Maker’ and finds and reviews information, such as building regulations, in order to improve them. Danielle thinks it would have been great to have the ‘People like Me’ quiz at school in order to explain the variety of jobs available - she may have reached a decision sooner about her career had she taken part in the quiz!
What kind of person is Dawn?

Dawn is a very persistent and resilient person. These are great traits for someone in a people recruitment role as you often get a lot of rejection - but also plenty of rewards! She is an outgoing person with a funny side to her personality, and this helps Dawn deal with stressful situations, such as missing out on a recruitment target. Finally, being resourceful and curious helps her recruit the best candidates she can find: Dawn gets to know all of her candidates so she can find the best possible jobs for them!

What is Dawn’s job?

Dawn is a Business Development and Key Account Manager for Network Scientific Ltd, a recruitment company that focuses on finding people jobs in the engineering, medical and scientific industries. Dawn’s job involves speaking to potential clients about their recruitment and business development strategies to see how she can support the growth of their company. She’ll then match up these needs with potential employees she’s sourced. Dawn spends a lot of time of the phone speaking to scientific companies and candidates to ensure she’s attracting the right kind of people for their roles. Without Dawn, a lot of people might not find their dream jobs!

How did she get that job?

Growing up, Dawn really wanted to work in a job outdoors, but couldn’t work out how to fit this into a scientific role. She didn’t realise at the time that scientific recruitment or sales was even an option for her! Her degree in Biology at university was sponsored because she did it part-time and worked as a Laboratory Technician, giving her a great skills foundation. After university, she worked for various scientific companies until, unfortunately, she was made redundant. At that point, Dawn reviewed her career and skill set and decided that what she really wanted to do was help people secure work. She came across Network Scientific and was very persistent in getting them to hire her. She hasn’t looked back since!

Why is Dawn the ‘Supporter’, ‘Persuader’ and ‘Manager’?

Dawn is a ‘Supporter’ because she likes to help companies and people get what they want - whether it’s a great employee or a great job! As a ‘Persuader’, Dawn understands what people want and uses her creativity to generate lots of ideas for them. Being a ‘Manager’ means Dawn is very organised and is great at motivating others. Dawn thinks the ‘People like Me’ quiz is great because it helps you see how to thrive in science roles that aren’t limited to laboratories.
What kind of person is Elisha?

Elisha is a friendly person who loves meeting new people every day: in her role it’s important to make a good first impression! She’s also very organised and must manage her workload daily as sometimes problems crop up that need dealing with straight away. Being empathetic is also one of her qualities: it’s important for Elisha to connect with the people that she’s training.

What is Elisha’s job?

Elisha is an Environmental Coordinator for Vivergo Fuels, a company that produces bioethanol fuel (a green transport fuel that is mixed with regular petrol at the station pump) and protein-rich animal feed for cows (and other animals). Elisha’s job is based on environmental compliance and is very varied: she analyses data and reports relating to emissions, energy consumption and waste disposal; she assists in monitoring the company carbon footprint and sustainability performance; she carries out audits and compliance checks; she investigates environmental incidents or permit breaches; and she helps train staff in environmental awareness too.

How did she get that job?

Elisha wanted to own a sweet shop when she was young! As Elisha grew up she didn’t really know what she wanted to do, but took courses at university in Geography and Environmental Matters that she enjoyed. It wasn’t until her university placement at Vivergo Fuels that she realised she wanted a career in environmental compliance. She eventually completed a master’s degree in Environmental Management and has done a lot of work-based training at Vivergo.

Why is Elisha the ‘Explorer’, ‘Regulator’ and ‘Trainer’?

Elisha is an ‘Explorer’ because she’s very inquisitive. This means she’s really good at finding potential compliance issues in her job. Elisha likes things be fair, legal, honest and safe, all useful traits when working in compliance, and this makes her a great example of the ‘Regulator’. Finally, as a ‘Trainer’, Elisha is understanding, helpful and passionate about sharing her knowledge and giving people the best possible training in important environmental matters. Elisha wishes more young people had the opportunity to do the ‘People like Me’ quiz because she knows that when she was at school she didn’t know what career to pursue.

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Elisha Lickiss
Explorer, Regulator and Trainer

“I get to meet new people all the time and every day is different. I like the fact I’m not sat at my computer all day – I can go on-site at any time!”

Elisha Lickiss, Environmental Coordinator, Vivergo Fuels
What kind of person is Elizabeth?

Elizabeth is a practical person who uses her resourcefulness to find innovative solutions to tricky engineering problems. Her intuition is excellent, which means she often finds solutions quickly. She’s also very self-motivated and used the experience gained from her many placements to kickstart her career.

What is Elizabeth’s job?

Elizabeth is a Process Development Engineer for Nestlé, the largest food and beverage company in the world. Nestlé own over 2,000 brands so it’s likely that you might regularly consume their products! Elizabeth’s job is to create bespoke engineering solutions from concept to industrialisation within the confectionary part of Nestlé. This means that when designing and creating new types of sweets and chocolates, Elizabeth is responsible for figuring out how to produce them, in a safe way, ensuring quality, food safety and health standards are maintained. She could be researching how to use ingredients more efficiently, helping to design machines that will produce the new confectionary or testing the new products to ensure standards are met - Elizabeth might have played a big role in a lot of the chocolate you eat!

How did she get that job?

Growing up Elizabeth wanted to be many things, including a nun and an opera singer! In the end, Science and Engineering became her passions and she went on to complete a master’s degree in Chemical Engineering. As part of her degree, she spent a year on placement at Cargill (a large food and agricultural company) in one of their factories, working with the edible oils used in food products. She also completed many shorter placements after her degree. Her starting salary for her first full-time job was £18,000. Elizabeth is a firm believer that you should make the most of all opportunities presented to you - the worst that can happen is you realise it’s not for you and move on to something better suited!

Why is Elizabeth the ‘Investigator’, ‘Regulator’ and ‘Manager’?

Elizabeth is an ‘Investigator’ because she’s good at working with others to collect ideas and information, such as when she’s figuring out the best way to mass-produce sweets! As a ‘Regulator’, Elizabeth likes to check details are correct and is good at spotting errors - very useful when overseeing a factory production line or making sure standards don’t slip. Finally, as a ‘Manager’, she likes making clear plans and getting things done efficiently. Elizabeth thinks the ‘People like Me’ quiz would have been useful at school because of the broad careers it suggests.
EMILY FERGUSON
Explorer, Investigator and Regulator

"The variety within my role is great and no two days are likely to be the same!"
Emily Ferguson, Lab Technician, EnviroVent

What kind of person is Emily?
Emily is a logical person who works methodically, helping her complete her tasks efficiently. Her organisational skills are valuable because she works on product development, all the way from conception to manufacturing. Emily is also a practical person, meaning she can thrive in busy laboratory environments!

What is Emily’s job?
Emily is a Lab Technician for EnviroVent, a manufacturer and supplier of energy efficient and sustainable ventilation products. EnviroVent aims to create products for healthy, fresh and ideal indoor environments. Emily’s job involves aerodynamic performance testing of ventilation products. She also helps develop products from inception to manufacturing by assisting with designing projects using computer aided design software; producing prototypes, using a variety of methods and materials such as 3D printing; and coordinating product testing to ensure they comply with current safety standards. Overall, it is a very varied role!

How did she get that job?
Emily originally wanted to pursue a scientific career, such as veterinary science, and did her A-Levels in Biology, Maths and Environmental Science, followed by a university degree in Equine Sports Science. However, after graduating, she found that jobs in laboratories sounded exciting and was successful in getting a job at EnviroVent. Her Maths background and practical skills meant she fit in quickly with an engineering company like EnviroVent.

Why is Emily the ‘Explorer’, ‘Investigator’ and ‘Regulator’?
Emily is an 'Explorer' because she’s inquisitive and practical, great skills for doing research in a laboratory! As an 'Investigator', Emily is logical and good at working in a team to collect information and solve problems, like how best to develop products. Finally, as a 'Regulator', Emily is great at making sure something conforms to regulations, like health and safety standards. Emily thinks the ‘People like Me’ quiz is useful because it gives real life examples of possible jobs, opening up career ideas to young people they might not have otherwise considered.
EMILY WILLIAMS
Explorer, Investigator and Developer

It’s great to have creative brainstorms and help other people solve their problems!

Emily Williams, Product Engineer, EnviroVent

What kind of person is Emily?
Emily is a creative and curious person who works in Research and Development (R&D), using these skills to develop and design new products. She’s also methodical and organised, helping her ensure product production goes smoothly.

What is Emily’s job?
Emily is a Product Engineer for EnviroVent, a manufacturer and supplier of energy efficient and sustainable ventilation products. EnviroVent create products for healthy, fresh and ideal indoor environments. Emily works as part of the R&D department rolling out new products to production as well as ensuring current products are kept to standard. This involves coming up with processes that make designing and manufacturing products easy for other teams at EnviroVent. It’s an interesting job because it combines creativity with engineering!

How did she get that job?
Emily always intended to work in a creative job. Initially, she thought this would be in advertising or even toy design! She completed a university degree in Product Design and became a furniture designer. After taking time out to have a baby, she returned to work as a system designer at EnviroVent, before being promoted to her current role as Product Engineer.

Why is Emily the ‘Explorer’, ‘Investigator’ and ‘Developer’?
Emily is an ‘Explorer’ because she’s curious, good at finding out new information and experimenting - perfect for designing new products! Being an ‘Investigator’ means Emily values cooperation and has an understanding of a wide range of subjects, great for piecing together a new product design. Finally, as a ‘Developer’, Emily likes designing products that will help people. Emily thinks the ‘People like Me’ quiz is great because it gives reassurance to young people that their career goals are achievable.
ERIN LEWIS
Persuader, Manager and Investigator

“I love being in the lab and getting hands on with my work!”

Erin Lewis, Biology PhD Student, Newcastle University, and Researcher, Fera Science

What kind of person is Erin?
Erin is a very self-motivated person, essential as a PhD student often working in a laboratory on her own. Her inquisitive nature means she’s always finding something new to learn! Erin is a logical, practical and analytical person – helping her succeed in her job and her research.

What is Erin’s job?
Erin is a Biology PhD student at Newcastle University. She also works for Fera Science, a company focused on investigating and solving problems in sustainable agriculture. At Fera Science, Erin works within the Research and Development team doing research using molecular biology. Erin’s PhD is about researching how to prevent food poisoning caused by eating fruit and vegetables – one day she might find a way to protect all of us from food poisoning!

How did she get that job?
Erin was always interested in science and how things worked, but when her grandmother died of lung cancer, she decided she wanted to find a cure for cancer. It wasn’t until she got to university that she found her passion in molecular biology and bacteriology (studying bacteria). She graduated with a degree in Biochemistry and got a job at Fera Science as an Assistant Diagnostician. She eventually moved into her current role and started her PhD. Erin started out earning £17,500.

Why is Erin the ‘Persuader’, ‘Manager’ and ‘Investigator’?
As a ‘Persuader’, Erin uses her imagination to set up her own experiments, solve problems in her research and then present the findings to an audience. Erin is also a ‘Manager’ because she’s organised and likes to get her work done efficiently. Finally, Erin matches the ‘Investigator’ profile because she can remember lots of facts and piece them together to find the solution. Erin thinks the ‘People like Me’ quiz is useful because the results are interesting and can be helpful to get to know other roles in science.
What kind of person is Gaynor?

Gaynor is a supportive and reliable person, key for her job managing people. Gaynor must be able to offer assistance to her team when needed and be understanding in all situations. She’s also creative, which is very important in new product development: coming up with new ideas and pushing boundaries is what results in all the new products people can buy!

What is Gaynor’s job?

Gaynor is a New Product Development Manager for The Serious Sweets Company, a small confectionary business that produces traditional recipes - with a twist! Gaynor manages a team tasked with developing new sweets. This includes managing client accounts of the major high street retailers and export clients, as well as internal projects to develop new recipes. She manages projects all the way through from concept to launch, including presenting to customers, packaging, testing and product launches. She’s also the main point of contact with each of the retailers. If you see any Serious Sweets in your local shops, it’s because Gaynor and her team have worked hard to design, manufacture and ensure they are available for you to buy!

How did she get that job?

Gaynor didn’t have a dream job in mind but was always very creative and enjoyed art. As she got older, she realised her natural abilities were in Science and Maths and so opted to study Natural Sciences at university. After graduating, she decided laboratory-based Chemistry wasn’t for her and stumbled across the food industry. She now loves it and wouldn’t want to work in any other sector! She did a graduate scheme after university, including working at an ice cream company, before moving to the Serious Sweets Company.

Why is Gaynor the ‘Explorer’, ‘Regulator’ and ‘Service Provider’?

Gaynor is an ‘Explorer’ because she researches and experiments with new approaches to create confectionary. As a ‘Regulator’, Gaynor is great at checking details, such as product specifications and on packaging. Finally, as a ‘Service Provider’, she likes being in control of communicating with clients and ensuring products are delivered on time and to specification. Gaynor wishes the ‘People like Me’ quiz had been available at her school because she wasn’t aware of all the different industries and how a particular personality might fit best into a job.
What kind of person is Hana?

Hana prides herself on being reliable as she often works to tight deadlines - if she wasn’t then it would have a knock-on effect on other people’s work. She’s also very resourceful and methodical so the quality of her work isn’t compromised, despite the tight deadlines. Finally, being collaborative and helpful is a great personality trait for her as working on big railway projects always involves many other engineering teams!

What is Hana’s job?

Hana is a Track Design Engineer for TSP Projects, an engineering company that specialises in major transport and energy infrastructure projects. Hana works in transportation and her job is to assess whether new types of trains can fit on existing train tracks. If they can’t, Hana designs the improvements so that new trains can safely use existing railways. She also works in projects focused on shortening travel times on train routes. If you’ve travelled on trains across the UK, there’s a good chance your train has been on tracks assessed or improved by Hana!

How did she get that job?

Hana originally wanted to be a detective! She was always interested in the creative and technical aspects of subjects and projects. However, as Hana originally went to university to study English Literature, she took quite a roundabout path to becoming an Engineer! After graduating, still unsure what career path to take, she took a job at TSP Projects, which opened her eyes to the numerous engineering roles available. She eventually got an opportunity to start training as a Technician in the Track team and after two years of training, the company arranged for her to attend part-time study at college alongside her job. She has now completed her Higher National Certificate (HNC) in Construction and the Built Environment (Civil Engineering) and is an Engineer.

Why is Hana the ‘Investigator’, ‘Developer’ and ‘Regulator’?

Hana fits the ‘Investigator’ profile because she works well in a team, checking details and the work being completed. As a ‘Developer’, Hana is great at using her creativity to come up with solutions for tricky problems, like train track design. Finally, as a ‘Regulator’, she’s great at spotting unforeseen errors - this helps ensure the railways she works on are safe for trains to use! Hana thinks the ‘People like Me’ quiz is good at highlighting the personality traits that can help in different roles and in showing that a wide variety of career options are available.
What kind of person is Hannah?

Hannah is a self-motivated and logical individual who enjoys achieving her targets and organising her work in a way that ensures she’s always making good progress. She’s friendly and supportive, important personality traits for her role because the relationships she builds and maintains with her colleagues are vital to the company’s success.

What is Hannah’s job?

Hannah is an Advanced Electrical Engineering Apprentice for Dale Power Solutions, an electrical engineering company that specialises in designing, manufacturing and installing innovative power systems and solutions to customers all over the world. As an apprentice, Hannah has rotated across many teams in the company: Commercial (making modifications to power supplies), Industrial (learning to wire power supplies), Electrical and Mechanical Design (using design software to create power supplies) and Development (developing power supplies).

How did she get that job?

Growing up, Hannah didn’t know what she wanted to do, but always enjoyed practical tasks and maths. She toyed with different job roles, such as accountancy, sewing and programming. Hannah didn’t know anything about engineering until she started looking at sixth form options but she didn’t particularly enjoy school and didn’t want to study A-Levels. Her desire to get involved in something that provided variety led her to do an Engineering Apprenticeship.

Why is Hannah the ‘Supporter’, ‘Regulator’ and ‘Service Provider’?

Hannah fits the ‘Supporter’ profile because she enjoys learning from others and likes helping people achieve what they want. As a ‘Regulator’, Hannah is great at spotting errors and making sure her work is completed to the right safety standards. Finally, as a ‘Service Provider’, she enjoys communicating with others and providing the service or product customers need - electrical power in this case! Hannah thinks the ‘People like Me’ quiz would have been useful for her to help think about her future and career at an earlier age.

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Hannah Magowan
Supporter, Regulator and Service Provider

“When I think back to when I started my Apprenticeship and couldn’t even wire a plug!”

Hannah Magowan, Advanced Electrical Engineering Apprentice, Dale Power Solutions

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“I love the satisfaction of my job: the sense of achievement when finishing a task is amazing. Especially when I think back to when I started my Apprenticeship and couldn’t even wire a plug!”

Hannah Magowan, Advanced Electrical Engineering Apprentice, Dale Power Solutions
What kind of person is Jane?

When it comes to work, Jane is organised and efficient: essential traits for someone who runs their own business. Her persistence and resourcefulness are great attributes for attracting advertisers to her magazine. Finally, her honesty means Jane gets on really well with new people, important when your livelihood depends on how well your business does!

What is Jane’s job?

Jane is the Director of her own business, Aspire Magazine, a monthly magazine filled with content and distributed to 27,000 homes in North Yorkshire. Aspire Magazine allows other businesses to advertise their products directly to customers. Jane employs a writer and a designer to produce content for the magazine and also secures advertisements from other businesses. She has to sell £20,000 worth of adverts a month to make her business work! That means Jane needs to have good working relationships with her clients and staff.

How did she get that job?

Jane was fascinated with media and magazines from a young age. She studied Media at college and then did a Media Management degree at university. She worked in the media for 10 years before starting a family. Sadly, Jane’s husband died just before their baby was born - and that’s when Jane decided to start her own business. A lot of hard work, determination and persistence have gone in to making Aspire Magazine a success.

Why is Jane the ‘Entrepreneur’, ‘Explorer’ and ‘Regulator’?

Jane is an ‘Entrepreneur’ because she’s a natural leader and understands what customers want. She’s also an ‘Explorer’ because she’s good at searching out information, like which advertisers to target. Finally, as a ‘Regulator’ Jane is great at spotting errors, really important when you produce a magazine! Jane loved doing the ‘People like Me’ quiz and thinks it’s really accurate! She reckons it might just help future business-leaders find inspiration.
What kind of person is Jenni?

Jenni is a creative, yet logical person. She uses her creativity on research and development projects and applies her logical approach to ensure that these projects are correctly resourced and are delivered on time and to budget. Jenni’s self-motivation has always enabled her to succeed and continue her learning throughout her career. Jenni is also very intuitive and relies on her ‘gut feeling’ to help make decisions. Being fair-minded means Jenni understands and accounts for the opinions of others, so projects made up of different personalities and professions can run smoothly.

What is Jenni’s job?

Jenni is a Research and Development Project Manager for Taylors of Harrogate, an independent tea and coffee company founded in 1886 and famous for the Yorkshire Tea brand, as well as Betty’s Tea Rooms. Jenni manages a range of projects, including developing new teas and coffees, but also working on updates to existing tea and coffee products. She also gets involved with more general projects, such as factory efficiency, quality control and cost saving. An important part of her role is understanding what customers want so she can help develop teas and coffees people will love - make sure you think of Jenni next time you have a cuppa Yorkshire Tea!

How did she get that job?

As a teenager, Jenni was interested in fashion and design, but she wasn’t sure how successful her career could be in that field. She always had a passion for cooking and enjoyed Biology at school, so she decided to try and combine them! She did a Food Science and Nutrition degree at Leeds University. She loved the course as well as her work placement at a food research institute, completed as part of her degree. After graduating, Jenni started her career at the Serious Sweets Company (a small start-up business) helping develop new products. She eventually left to work at Taylors, making great use of the vital experience gained working at Serious Sweets!

Why is Jenni the ‘Investigator’, ‘Entrepreneur’ and ‘Persuader’?

Jenni is an ‘Investigator’ because she’s good at working with others and using her logical approach to collect information and solve problems. As an ‘Entrepreneur’, Jenni is great at understanding what products customers want and using her creativity to develop them. Finally, as a ‘Persuader’, she uses that creativity and customer focus to design new products and convince others of their value. Jenni thinks the ‘People like Me’ quiz is useful at providing real-life examples of careers, great because it can be hard to know what your options are when you’re at school!
Lianne Darbinson
Explorer, Investigator and Developer

“The best things about my role are engineering, design, autonomy and making things happen!”
Lianne Darbinson, Project Manager, East Riding of Yorkshire Council

What kind of person is Lianne?
Lianne is a curious person – perfect for her job as a designer creating potential new projects. Being self-motivated helps too because she has to figure out which projects to take forward. Lianne is also practical, resourceful and logical - all personality traits great for someone who investigates which projects to tackle and how to complete them.

What is Lianne’s job?
Lianne is a Project Manager in the Civil Engineering Services for the East Riding of Yorkshire Council. Councils are administrative authorities that represent local people by delivering various services, such as housing, education, waste, leisure and public transport. Lianne’s job is to design and project manage engineering schemes. At the start of the financial year, she is given a budget along with design briefs for a number of potential schemes and it is her job to investigate how feasible they are for construction. Her colleague Danielle then designs and constructs as many as possible within the budget. She’s currently working as part of a team assessing a large flood risk scheme!

How did she get that job?
Lianne’s father fostered her interest in engineering: he was a civil engineer who worked on designing and building power lines! She did her A-Levels in Maths, Physics and Chemistry and then completed a Physics degree at university. She realised she preferred the practical side of science and engineering and eventually got a job at the Council. They’ve been fantastic for her career development as they’ve paid for her to do her degrees and qualifications in civil engineering, including a master’s degree! Lianne’s motto is to never turn down opportunities to learn, which has served her well so far in her career.

Why is Lianne the ‘Explorer’, ‘Investigator’ and ‘Developer’?
Lianne is an ‘Explorer’ because she’s curious, practical, and likes to be the first to know something, such as how feasible a project is. She also fits the ‘Investigator’ profile because she works well in a team. As a ‘Developer’, Lianne is great at using her practical skills to solve problems. Lianne thinks the ‘People like Me’ quiz would have been useful at school - just be sure to fill it out honestly!
What kind of person is Mickyle?

Mickyle is a friendly and supportive person who enjoys meeting and working with colleagues all across her company. She’s organised and reliable, important traits for her role as Mickyle often deals with training and safety regulations so must ensure the information she is using and providing to others is correct. Mickyle is also self-motivated, helping her pursue and be successful in her apprenticeship.

What is Mickyle’s job?

Mickyle is a Business Support Apprentice for Dale Power Solutions, an electrical engineering company that specialises in designing, manufacturing and installing innovative power systems and solutions to customers all over the world. Mickyle’s responsibilities include scheduling training, ensuring employees’ qualifications are up-to-date and comply with safety regulations, managing a £100,000 staff training budget and purchasing staff workwear and equipment. If it wasn’t for Mickyle many employees wouldn’t be able to carry out their jobs!

How did she get that job?

Growing up, Mickyle loved dancing and decided to pursue this after leaving school. She attended dance school for three years and worked on a cruise ship as a dancer for a further two! After travelling the world, Mickyle wanted to come home and establish a new career. She started a Business Administration Apprenticeship at Dale Power Solutions but then moved into Health and Safety. She enjoys Health and Safety because it’s an area all businesses need to develop and comply with. Her starting salary as an apprenticeship was £8,000 but this increased each year and is currently over £18,000.

Why is Mickyle the ‘Service Provider’, ‘Regulator’ and ‘Manager’?

Mickyle is a good example of the ‘Service Provider’ because she’s very organised with good attention to detail - very useful when dealing with Health and Safety! As a ‘Regulator’, Mickyle is great at spotting errors and making sure the company complies with important regulations. Finally, as a ‘Manager’, Mickyle likes finding ways to get projects done efficiently. Mickyle thinks the ‘People like Me’ quiz can support young people who are unsure what careers suit them.
What kind of person is Natasha?

Natasha is a practical and organised person who manages her own workload: designing secure power solutions. She’s also polite, friendly and considerate, communicating effectively with different colleagues when designing products.

What is Natasha’s job?

Natasha is an Electrical Design Engineer for Dale Power Solutions, an electrical engineering company that specialises in designing, manufacturing and installing innovative power systems and solutions to customers all over the world. Natasha’s job is to design secure power solutions, such as battery charger systems, power supplies and generators. She creates design specifications and parts lists to enable the design to be built. Natasha has to have an understanding of the customer’s technical specification and requirements of the equipment to be produced in order to develop her designs. She also provides technical support to various other departments in the company, answering questions and solving problems.

How did she get that job?

Growing up, Natasha always envisioned a career in Science, but her only Science A-Level ended up being Biology as she chose to study other subjects she enjoyed. She then focused on Law as she liked being analytical but sadly couldn’t find a Law apprenticeship. Instead, she had a part-time job during which she regularly maintained ice cream machines by taking them apart and cleaning them! This reignited her passion for Science and Engineering and she decided to apply for Engineering-based apprenticeships. While she initially decided not to go to university, she eventually completed an Electrical and Electronic Engineering degree as part of her apprenticeship with Dale Power Solutions.

Why is Natasha the ‘Service Provider’, ‘Regulator’ and ‘Explorer’?

Natasha fits the ‘Service Provider’ because she’s good at working in a team and using her organisational skills to provide products to customers. As a ‘Regulator’, Natasha is fair and honest, checking designs solutions and ensuring there are no unforeseen circumstances and that everything is compliant with safety regulations. Finally, as an ‘Explorer’, Natasha is good at searching out information and experimenting. She can work alone but enjoys listening to other people’s ideas. Natasha thinks the ‘People like Me’ quiz is useful as it allowed her to think about the different attributes she has and how they are used within her everyday job. She says it would have been beneficial at school to help her see what careers she was suited for.
What kind of person is Sam?

Sam is a logical person who works methodically, helping her complete her tasks efficiently. Her friendly and honest approach means she’s a great communicator and works well with those in her team and across the company.

What is Sam’s job?

Sam is a Higher Apprentice Electrical Engineer for Dale Power Solutions, an electrical engineering company that specialises in designing, manufacturing and installing innovative power systems and solutions to customers all over the world. As an apprentice, Sam’s role is to learn as much as she can from the experts at Dale over four years. She rotates between different departments, giving her an opportunity to work in the various teams until she finds a position that suits her abilities. So far, Sam’s worked in the Panel Wire department (building generators and power systems) and Test department (testing, repairing and modifying products). In the Test team, Sam is required to understand the circuit diagrams and work safely with live equipment!

How did she get that job?

As a little girl, Sam wanted to be a Fashion Designer and during secondary school she thought becoming a Maths teacher was a good idea because it seemed like a sensible job. The idea of an Apprenticeship really appealed to Sam because she could try lots of different roles in a company and figure out what she enjoyed most. Sam studied Maths, Physics, Geography and History at A-Level and applied for an apprenticeship at Dale during sixth form. They accepted her based on her predicted grades - her final A-Level grades wouldn’t affect their decision. The trust they had in Sam really impressed her!

Why is Sam the ‘Service Provider’, ‘Regulator’ and ‘Entrepreneur’?

Sam fits the ‘Service Provider’ profile because she’s reliable and a good communicator, important as it allows her to learn as much as possible from everyone she works with. As a ‘Regulator’, Sam works hard and likes to know details are correct - it helps her make sure her work is of a high standard. Finally, as an ‘Entrepreneur’, Sam works efficiently in a team and enjoys solving problems. Sam thinks the ‘People like Me’ quiz was interesting because it shows you all the skills required for different careers and this would’ve been useful at school.

SAM MAGOWAN
Service Provider, Regulator and Entrepreneur

“"The best thing about my role is learning so much new stuff every day and having a laugh with the fellow engineers! ""

Sam Magowan, Higher Apprentice Electrical Engineer Apprentice, Dale Power Solutions
THANKS

WISE would like to thank all the champions who have come forward to be a part of this resource pack.

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

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