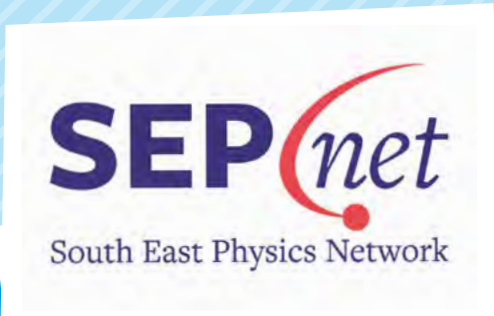




**A RESOURCE PACK FOR SCHOOLS**

**People Like Me in Careers  
from Physics**



A campaign by



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

Find out more at [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme)

Supported by





## WELCOME

Welcome to the SEPnet People Like Me pack.

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

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

**Professor Sir William Wakeham**

Chair of SEPnet



## AUTHOR

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

Averil is a Trustee of the Science Museum Group, sits on the STFC Advisory Panel for Public Engagement, is a Director of the Cheltenham Festivals and of WISE, the Campaign for Women in Science and Engineering, 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.

# THANKS

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**Thanks to those that donated to the Baroness Beryl Platt memorial fund**  
Baroness Platt of Writtle was co-founder and patron of WISE (1923-2015)



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

Find out more at [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme)

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**Also included  
in this pack:**

**Poster** – The 12 types of role in STEM

**Flyer** for Parents/Carers

# 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](http://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 role in STEM
- > a **flyer** to use with parents/carers that can be photocopied and sent home

# THE FACTS

**12,000**

Number of graduate engineers the UK produces per year

**54,000**

Number of graduate engineers the UK needs

less than **20%**

percentage of women in the UK STEM workforce. (The lowest in Europe)

**82%**

percentage of school teachers who feel they don't have the appropriate knowledge to advise pupils on their careers

## The problem

### The UK is facing a time bomb:

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

The SEMTA report "**Skills Vision**" indicated that '82% of school teachers don't feel they have the appropriate knowledge to advise pupils on their careers.'

This can have a detrimental effect on the industry because students are unaware of the numerous opportunities that can be made available to them by studying STEM subjects.

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

## The solution

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

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

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

## The myths

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

**Girls don't want to study STEM subjects.**

**Women don't want to work in STEM.**

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

## Busting the myths

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.

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

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

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.

## The Eureka bit!



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

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

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

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



## The evidence

This resource has been trialled with over **300 girls** from Years 7–10 in **8 different schools**, including both private and comprehensive.

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

And a teacher said:

“ I thought the session was excellent, it was pitched at the right level to engage the students. I particularly liked that the science options were not overly forced onto the girls – it is far more powerful if the girls come to their own decisions. Many of the girls that attended the session have been asking questions about possible science-related jobs and A levels.

Mr Moth, Wildern School

The resource was also trialled on over **50 STEM ambassadors** who commented on how accurate the resource was at predicting their current job.

## The conclusion

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

# TOP TIPS

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

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

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

## Girl-friendly STEM teaching

Do

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

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

Do use the descriptions on the '12 types of scientist' poster:

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

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

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.

Do

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

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.

Don't

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.

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'.

Useful links ➔

<b>WISE UK 2014 statistics</b>	<a href="http://www.wisecampaign.org.uk/uploads/wise/files/WISE_UK_Statistics_2014.pdf">www.wisecampaign.org.uk/uploads/wise/files/WISE_UK_Statistics_2014.pdf</a>
<b>Girl friendly physics</b>	<a href="http://www.girlfriendlyphysics.co.uk">www.girlfriendlyphysics.co.uk</a>
<b>WISE resources</b>	<a href="http://www.wisecampaign.org.uk/resources">www.wisecampaign.org.uk/resources</a>
<b>Report - Not For People Like Me</b>	<a href="http://www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me">www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me</a>
<b>10 types of scientist</b>	<a href="http://www.sciencecouncil.org/10-types-scientist">www.sciencecouncil.org/10-types-scientist</a>
<b>Report - It's Different for Girls</b>	<a href="http://www.iop.org/publications/iop/2012/page_58292.html">www.iop.org/publications/iop/2012/page_58292.html</a>
<b>Pilot project - opening doors</b>	<a href="http://www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html">www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html</a>
<b>SEPnet</b>	<a href="http://www.sepnet.ac.uk">www.sepnet.ac.uk</a>

# SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS

## During this session, students will learn that:

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

## Emphasise that:

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

## LESSON PLAN – AT A GLANCE

<b>Short session</b> 30 minutes	<b>Introductory activity</b> <b>People Like Me Quiz</b> <b>Job Types Analysis</b>	5 minutes 15 minutes 10 minutes
<b>Long session</b> 50 minutes	<b>Introductory activity</b> <b>People Like Me Quiz</b> <b>Job Types Analysis</b> <b>Case Studies or Role Models</b>	5 minutes 15 minutes 10 minutes 20 minutes
<b>Additional sessions</b>	<b>Keeping Doors Open presentation</b> <b>Mothers and Daughters evening session</b> <b>Homework</b>	15 minutes 1 – 1.5 hours

## 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 objectives 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 that** 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 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 Mothers and Daughters 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!

## Mothers and Daughters 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.

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**This could be:**    > [through the school](#)    > [at a careers event](#)    > [at your place of work](#)

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**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 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 a woman who works in STEM, for example Kate Bellingham, Alice Roberts, Maggie Aderin-Pocock, Susan Greenfield or Maggie Philbin. Find out what qualifications they have, what they love about their job and how they are making a difference.
2. Think of a letter in the alphabet, and find a STEM job that starts with that letter. Research the job, considering, for example, what qualifications are needed, what the job involves, what kind of people do that job and how many women are employed in that job.

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**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**

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# TEACHING MATERIALS

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## PEOPLE LIKE ME

### 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.

I AM:	TICK	E	I	D	S	R	En	C	T	P	SU	M	PO
friendly													
inventive													
persistent													
methodical													
imaginative													
empathic													
collaborative													
self-motivated													
considerate													
self-reliant													
cooperative													
organised													
neat													
careful													
practical													
conscientious													
fair-minded													
honest													
logical													
cautious													
good with money													
diplomatic													
resourceful													
creative													
artistic													
eloquent													
out-going													
helpful													
curious													
humorous													
patient													
supportive													
witty													
sympathetic													
intuitive													
persuasive													
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# PEOPLE LIKE ME

## Adjectives Glossary

<b>friendly</b>	Easily makes new friends and can get on with new people.
<b>inventive</b>	Comes up with new ideas to solve puzzles or design new things.
<b>persistent</b>	Concentrates and keeps going on a task, overcoming barriers, not giving up.
<b>methodical</b>	Follows a systematic or established procedure carefully.
<b>imaginative</b>	Makes up new and exciting ideas - can be also be artistic.
<b>empathic</b>	Understands other people's feelings and point of view.
<b>collaborative</b>	Works well with other people and likes contributing to a team.
<b>self-motivated</b>	Works to achieve something without being watched over or told what to do.
<b>considerate</b>	Careful not to harm others, thinks of others' needs and helps them.
<b>self-reliant</b>	Finds out how to do things for themselves without much help from others.
<b>cooperative</b>	Likes to work with others towards a common goal.
<b>organised</b>	Good at making plans and working logically and efficiently.
<b>neat</b>	Tidy, good at writing, painting or making things without a mess.
<b>careful</b>	Cautious, avoids danger, follows instructions exactly as they are indicated.
<b>practical</b>	Good with hands, good at doing practical tasks like experiments.
<b>conscientious</b>	Makes sure to finish a task thoroughly and to the best of their ability.
<b>fair-minded</b>	Looks at the big picture so that everyone gets a fair share.
<b>honest</b>	Likes everything to be truthful and open, not secretive.
<b>logical</b>	Able to think clearly and analyse facts and information.
<b>cautious</b>	Is careful to understand consequences of actions before making a decision.
<b>good with money</b>	Likes to work out money and understands how to organise budgets.
<b>diplomatic</b>	Deals with people in a sensitive and tactful way so as not to annoy.

resourceful	Finds quick, clever ways to get things done or materials to make things easier.
creative	Has original ideas on how to present things or make something new.
artistic	Good at producing beautiful items – painted, designed or made.
eloquent	Fluent or persuasive at speaking or writing, clearly expresses ideas.
out-going	Can talk to people they don't know without being introduced.
helpful	Keen to give help.
curious	Keen to know or learn something new or find out why things happen.
humorous	Can cause amusement or entertain.
patient	Takes time to complete something without rushing or being stressed.
supportive	Provides encouragement or emotional help to people.
witty	Quick and inventive, uses verbal humour to entertain or amuse.
sympathetic	Good at seeing that someone needs help and providing that help.
intuitive	Makes decisions based on what they feel to be true without reasoning.
persuasive	Persuades people to do or believe something through words or images.
understanding	Able to see someone's perspective - tolerant of others.
agreeable	A pleasant person to be with.
polite	Respectful and considerate of other people.
efficient	Well-organised so as not to waste time or resources.
sensible	Makes good judgements based on reason and experience, not on emotion.
impartial	Treats everyone equally, with no favouritism.
reliable	Always does what they have promised to a high standard, can be trusted.

# PEOPLE LIKE ME

## 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 qualifications to work in lots of different organisations in every town in the UK.

### Personality Type

### Description

### Where people like this are happy and successful

## E 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

#### PEOPLE LIKE THIS WORK IN

university or hospital laboratories or for charities or in national research facilities such as CERN, or Diamond to understand why things happen or how things work

#### JOBS

Astronomer, Astrophysicist, Solar Physicist, Gravity Researcher, Hydrogeologist, Research Physicist, Geophysicist, Cosmologist, Laser Fusion Scientist, Telecoms Researcher, Climate Scientist, Operational Researcher, Nanotechnologist, Experimental Physicist, Professor

## I INVESTIGATOR

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

#### PEOPLE LIKE THIS WORK IN

universities or businesses in the Research and Development department

#### JOBS

Programme Analyst, Customer Analytic Officer, Computer Modeller, Meteorologist, Materials Scientist, Metallurgist, Earth Observation Scientist, Meteorologist, Sound Engineer, Ergonomist, Research & Development Design Scientist, Oceanographer, Photonics Engineer, Cyberneticist, Defence Solutions Architect, Network Designer, Fibre Optics Developer



## S 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

hospitals, laboratories, universities or schools or in organisations or consultancies providing a service to clients

### JOB

Customer Services Director, Data Analyst, Research Technician, Radiographer, Health Physicist, Biophysicist, Optometrist, Flood and Coastal Risk Management Officer, Materials Analyst, Science/Lab Technician, Town Planner, Quality Technician, Computer Programmer, Seismic Interpreter, Intelligence Analyst, Accountant, Banker

## PO 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 and conscientious
- > 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

### JOB

Diversity and Inclusion Officer, Lawyer, Intellectual Property Advisor, Head of Government Affairs, Government Science Policy Officer, Head of Engineering and Society, Chief Scientific Advisor, Sustainability Consultant, Conservation Officer, Patent Attorney, Health and Safety Advisor

## R 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

### JOB

Head of Compliance, Regulatory Affairs and Risk, Fire Safety Engineer, Digital Designer, Interactive Designer, Technology Lawyer, Patent Lawyer, Metrologist, Measurement and Control Technician, Fingerprint Officer, Building Surveyor, Environmental Consultant, Noise Control Scientist, Water Engineer, Quality Manager, Radiation Protection Manager

## P 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

### PEOPLE LIKE THIS WORK IN

marketing, advertising or PR in businesses or universities

### JOB

Membership Development Officer, Outreach Leader, Marketing Manager, Campaigns Manager, Publicity Officer, Advertising Manager, Film Producer, Home Energy Advisor, Consumer Analytics Specialist

## C 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

### PEOPLE LIKE THIS WORK IN

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

### JOB

Science Communications Officer, Outreach Officer, Technical Writer, Head of Scientific Programming (TV), TV Researcher, Science Journalist, Science Festival Director, Museum Curator, Science Publisher, Technical Translator, Website Designer, Software Engineer, Games Designer

## M 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

### PEOPLE LIKE THIS WORK IN

small or large businesses, consultancies or local government

### JOB

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

## T 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

businesses running workshops to train people to do their job better or to be more confident. Work in colleges or schools teaching science subjects, or lecturing in a university

### JOB

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

## D DEVELOPER

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

### PEOPLE LIKE THIS WORK IN

businesses designing or developing new products, structures, buildings or services

### JOB

Software Engineer, Electronic Engineer, Electrical Engineer, Mechanical Engineer, Satellite Engineer, Space Craft Structures Engineer, Signalling Designer, Product Designer, Artificial Intelligence Specialist, Transport Planner, Apprentice in engineering, Design Engineer, Sound Engineer, Petroleum Engineer, Flight Engineer, Nuclear Engineer

## SU 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

Client Relations, Customer Supportor Business Development in business, helping people to use a product or to buy a new one. Support businesses to improve by understanding customer trends

### JOB

Planning Assistant, Client Relationship Manager, Customer Service Manager, Business Analyst, Management Consultant, Risk and Compliance Advisor, IT Supply Chain Specialist, Knowledge Transfer Officer, Renewable Energy Advisor, Yacht Designer

## EN 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

### JOB

Founding Director, Entrepreneur, Chief Executive, Consultant, Managing Director, Innovation Lead, Business Analyst, Operational Research Consultant, Energy Efficiency Advisor, IT Consultant, Tax Advisor, Financial Analyst, Consultant

## CASE STUDIES

These women completed our People Like Me Quiz and have shared some interesting information about who they are.



### ALYS BRETT

Communicator, Entrepreneur and Explorer

“Software is one of the driving forces of change in the world so there are loads of opportunities to combine it with other interests.”

Alys Brett, Data and Coding Team Leader, Culham Centre for Fusion Energy

#### What kind of person is Alys?

Alys describes herself as a friendly and intuitive person. Those personality traits help her to get the best out of the team she manages. She's also quite inventive and logical, which is great because her job is all about understanding tricky technical details and coming up with solutions to challenging problems.

#### What is Alys's job?

Alys is a Data and Coding Team Leader for the Culham Centre for Fusion Energy - a research organisation which operates the world's largest nuclear fusion experiment. Nuclear fusion is really exciting because it could one day provide the world with clean, safe energy. She manages a team of six software developers who build tools to manage and use the experimental data. In order to lead them effectively she needs to have the technical knowledge to understand the software they create, as well as being aware of the bigger picture. Alys spends a lot of her time communicating with nuclear fusion scientists to understand their needs and potential problems, and then gets her team to work out appropriate software solutions. She loves seeing ideas turn into real solutions that could help the world one day!

#### How did she get that job?

Alys actually wanted to have an artistic job when she was growing up. At around the age of 16, she became fascinated with Science because of the way it fundamentally explains the world around us. She did Further Maths, Physics and Chemistry at A-Level and a four year MSc degree in Physics. She planned to become a physics researcher but changed to focus on software development because it combines creativity with problem solving and she loves the satisfaction of creating something using logic. When she started work in 2005, she earned £20,000 as a web developer at Oxford University.

#### Why is Alys the 'Communicator', 'Entrepreneur' and 'Explorer'?

Alys is a 'Communicator' because she makes sure people work together in the best way possible. She fits the 'Entrepreneur' quite well too because she's always striving to improve her projects. Alys is also an 'Explorer' because she's interested in Science and it's what motivates her to work in this field. Alys likes how the 'People Like Me' quiz shows that there is a variety of STEM roles available no matter what personality type you have!



## AMANDA BRUMMITT

Investigator, Developer and Entrepreneur

“ [the best parts of my job are] the people and just how outside the box it is from what most people think ”

Amanda Brummitt, Mechanical Project Engineer, STFC Rutherford Appleton Laboratory

### What kind of person is Amanda?

Amanda is an interesting mix of personality traits. She has a creative spirit but also a very practical and organised side. This useful combination means she's great at figuring out how to deliver large, complicated projects that have a unique set of requirements and are destined to become some of the world's most important Science projects!

### What is Amanda's job?

Amanda is a Mechanical Project Engineer at STFC Rutherford Appleton Laboratory, which is a research centre for all kinds of scientific fields. Amanda mainly supports physics projects for a number of different projects across the world, such as those at CERN (where they do advanced particle physics experiments). She is specifically in charge of managing and delivering large and unique equipment projects. It's an incredibly varied role—Amanda never knows what she might get asked to supply next!

### How did she get that job?

Amanda was always interested in tinkering and fixing gadgets and other objects—she has her father to thank for that! She was naturally drawn to doing an apprenticeship and although she enjoyed it, she realised that she wanted to play a larger leadership role in her projects. She ended up getting a degree in Mechanical Design and that helped springboard her into her current career. When she was an apprenticeship, her salary was £9,000—that might not sound like much but a lot of her day-to-day costs were paid for as part of the apprenticeship.

### Why is Amanda the 'Investigator', 'Developer' and 'Entrepreneur'?

Amanda is a great example of the 'Investigator' and 'Developer' types because for each of her projects, she has to work out the most efficient way to deliver the equipment needed and then manage that process. She also fits the 'Entrepreneur' quite well because she works with the different physics sites to fulfil their needs and supply the best possible equipment. Although Amanda knew from a young age that she wanted to work in this field, she can see how the 'People Like Me' quiz would have benefited her friends who didn't know what career they wanted (and still don't!).



## AMY HEARST

Explorer, Entrepreneur and Supporter

“It’s amazing to work from the initial idea to a final product which I can hold in my hand”

Amy Hearst, Process Engineer, Finmeccania

### What kind of person is Amy?

Amy describes herself as a reliable, honest person who is inventive and practical. That blend of personality traits is a great mix because she works in very collaborative environment and has to see products through from the design phase to their development and delivery.

### What is Amy’s job?

Amy is a Process Engineer for a company called Finmeccania that specialises in sectors like aerospace, medicine and cyber. She works in the Optronics department for a team that designs and manufactures world leading infra-red sensor technology. These detectors are used in medical equipment, night-vision cameras and also space satellites and telescopes that help astronomers discover and learn about the universe! It’s an exciting environment and she loves the team-working aspect of her role and the great variety of products she gets to work on.

### How did she get that job?

Amy was always drawn to Science growing up. She loves animals and at one point wanted to be an animal researcher. Space has also always been a lifelong interest for Amy and she hopes to one day apply to the European Space Agency’s astronaut programme! After university, she did a master’s degree in Physics at the University of Southampton. She also did a placement with Finmeccania that helped her get her current graduate job. This job pays her £25,000, which is about average for a graduate job—however she also got a welcome bonus of £2,000! Amy acknowledges that she also gained a lot of skills by pursuing her hobbies and interests.

### Why is Amy the ‘Explorer’, ‘Entrepreneur’ and ‘Supporter’?

Amy is an ‘Explorer’ and ‘Entrepreneur’ because she researches new areas of Science and then designs and delivers engineering projects in response to specific challenges. Amy also uses her ‘Supporter’ skills to provide assistance to all sorts of colleagues, from senior scientists to product manufacturers. Amy feels the ‘People Like Me’ quiz is great because people change a lot as they grow up and this can help them discover what they’re good at and then provide study and career guidance.





## CLARE LEE

Manager, Explorer and Investigator

🗨️ I get to decide what science problems we investigate and make it happen 🗨️

Clare Lee, Strategic Head of Observational Based Research, Met Office

### What kind of person is Clare?

Clare is a curious and logical person with a keen intuition. Those personality traits help her explore and research some of the most complicated and unpredictable science: the weather! Clare is also very practical and organised, which is very handy when you manage 45 people!

### What is Clare's job?

Clare is Strategic Head of Observational Based Research for the Met Office. Her team make scientific observations from aircraft and research sites on the ground. Clare's aim is to better understand the Earth's atmosphere so that the Met Office can improve weather and climate forecasts. The research covers a huge range of areas, from developing state-of-the-art instruments, to analysing data and improving the performance of satellites and customer-facing products (like weather forecasts!). Clare loves exploring this area of Science (meteorology) because it impacts directly on society. She also enjoys helping people develop their careers.

### How did she get that job?

Clare wanted to be an astronaut or an astronomer when she was younger and while she studied with that mind she ended up focusing on the Earth's atmosphere, rather than planets or the galaxy! Although her degrees include a BSc in Astrophysics and a PhD in Atmospheric Physics, she recognises that a degree in any science subject plus a PhD in Maths or Science would have been just as useful. Her starting salary almost 20 years ago was £14,000, but not to worry, she makes a lot more now!

### Why is Clare the 'Manager', 'Explorer' and 'Investigator'?

Clare is a great example of the 'Manager' because of all the people she oversees and the projects she helps plan and deliver. She also has strong 'Explorer' and 'Investigator' types because of the nature of her work: she researches and examines scientific challenges. Clare feels the 'People Like Me' quiz would have been useful, but also thinks you don't have to know exactly what you want to do—science will open a lot of doors in the future if you get these skills and knowledge now.



## FIONA ROBERTSON

Regulator, Explorer and Investigator

“My job can be challenging, which is fun [...] it’s amazing to see all the different uses of lasers”

Fiona Robertson, Laser Safety Technician, Lasermet

### What kind of person is Fiona?

Fiona is a naturally curious person who loves discovering new technologies and how they impact Science. She’s very self-motivated and that’s helped her to get through her studies and get extra work experience. Fiona also describes herself as very methodical and persistent—great traits to have when you are in charge of making sure products are safe to use!

### What is Fiona’s job?

Fiona is a Laser Safety Technician for Lasermet, a company that provides laser safety expertise to institutions like laboratories, hospitals, universities and manufacturers. Her job is to test all the different kinds of lasers that are produced to make sure they are safe. She’ll test anything from LEDs in children’s toys to make sure they don’t hurt people’s eyes, to giant machines used for welding in car manufacturing—those lasers can cut right through a person’s arm if not used properly! As part of her role, Fiona also teaches training courses on how to use lasers properly. One aspect of her job that she loves is being able to travel: she’s only worked at Lasermet for six months but has already visited a Nuclear Research Facility and the National Physics Laboratory!

### How did she get that job?

Fiona was always keen on doing something she really enjoyed. Initially, she wanted to study English at university because she loves reading. However, during her GCSE’s she came to love Science because of how it explains everything around us, including how the Universe was formed. She completed Physics, Chemistry and Maths A-Levels and was able to get a summer job as a lab technician working on cancer treatments, which was great experience. At Southampton University, she studied Physics, including a unit on Photonics, which introduced her to lasers. Fiona also did STEM outreach work at university, which developed teaching skills that she uses in her current job. As a graduate she earns £18,000 but she’s about to get a pay rise!

### Why is Fiona the ‘Regulator’, ‘Explorer’ and ‘Investigator’?

Fiona is a great example of the ‘Regulator’ because her job is all about making sure lasers are produced to a high standard. She also has strong ‘Explorer’ and ‘Investigator’ types because she researches new technologies and examines scientific challenges. Fiona feels the ‘People Like Me’ quiz would have been useful at school because it would have introduced her to a whole range of jobs suited to her personality and abilities.





## GWENAELLE LEFEUVRE

Service Provider, Manager and Explorer

“ I have to understand the physics and chemistry of diamonds and how well or poorly they can perform in various environments in order to design and fabricate sensors ”

Gwenaelle Lefevre, New Technology Development Manager, Micron Semiconductor

### What kind of person is Gwenaelle?

Gwenaelle is an honest person who enjoys looking after the people in her team. She's also very methodical, organised and persistent, which are excellent personality traits to have, especially when your job consists of researching technologies and figuring out how best to use them!

### What is Gwenaelle's job?

Gwenaelle is a New Technology Development Manager for Micron Semiconductor, a company that makes silicon sensors for use in physics experiments. Basically, Gwenaelle develops man-made diamonds and makes sensors with them. She actually has two sides to her job: a research side that means she has a deep understanding of the science involved and a manager and client-facing side that requires training her team on how to use technology and explaining to potential clients what they can offer. Gwenaelle loves this mix of understanding science and making an end product.

### How did she get that job?

Gwenaelle always wanted to be a physicist—she has her father to thank for that, he was always telling her how exciting Science is and how it impacts people's lives! She studied physics at university and then did a PhD in Particle Physics. She spent a couple of years as an academic, earning around £30,000 and learning about all the different tools used in research. She eventually decided to change her career a bit and ended up at Micron Semiconductor, which is a new field for her. Gwenaelle is a great believer that you always have more to learn and that it's OK to change jobs and take on new challenges.

### Why is Gwenaelle the 'Service Provider', 'Manager' and 'Explorer'?

Gwenaelle is a 'Service Provider' because she has to understand customers' needs and make products for them. She is a strong 'Manager' type because of how she looks after and trains her team to perform as best they can. Finally, she's also an 'Explorer' since she researches new technologies. Gwenaelle was quite lucky that she always knew she wanted to be a Physicist but the 'People Like Me' quiz can still help those who aren't so sure what jobs they could apply their skills to.



## JEN GUPTA

Trainer, Persuader and Supporter

🗨️ One of the best things about my role is changing the way that people think about Physics 🗨️

Jen Gupta, Outreach Officer, Institute of Cosmology and Gravitation at the University of Portsmouth

### What kind of person is Jen?

Jen is a very understanding, empathetic and helpful person. These personality traits really suit her job, which is all about understanding how young people feel about Physics. Sometimes, students have had negative experiences with Physics so Jen is great at relating to them and then motivating them to give Science a go again!

### What is Jen's job?

Jen is an Outreach Officer for the Institute of Cosmology and Gravitation at the University of Portsmouth. That means she's in charge of programmes that engage schools and other public bodies. Jen's job is really varied and she does things like organise public astronomy events, go into schools to run workshops about cosmology, deliver shows in an inflatable planetarium, develop new activities to explain research and even train university students to deliver outreach activities. Jen sometimes gets to do slightly unusual things like go to music festivals to talk about Physics or be interviewed on TV and radio about recent Astronomy news!

### How did she get that job?

Jen had a long list of careers she wanted to follow when she was young, from astronaut to musician, but she settled on Physics during A-Levels and then focused on it during university and eventually did a PhD in Physics as well. She only realised she wanted to be an Outreach Officer halfway through her PhD—which was a bit of shock to her considering she hated public speaking up until that point! Her starting pay was £27,500, which is a great a salary to start on.

### Why is Jen the 'Trainer', 'Persuader' and 'Supporter'?

Jen is a brilliant example of the 'Trainer', 'Persuader' and 'Supporter' types because she focuses so strongly on teaching and supporting a whole range of people to engage with Science. She uses lots of techniques and tools to persuade them that Physics is worth getting involved in. Jen thinks the 'People Like Me' quiz would have been very useful because when she was at school she wasn't aware of all the different types of jobs there are in Science!



## KAREN MASTERS

Communicator, Explorer and Trainer

“ I get to play with amazing telescopes and look at galaxies perhaps no-one has ever looked at before ”

Karen Masters, Reader in Astronomy and Astrophysics, Institute of Cosmology and Gravitation at the University of Portsmouth

### What kind of person is Karen?

Karen is a very curious and creative person, which is no surprise when you realise she does research for a living! She's equally very helpful and conscientious, which is perfect for someone who teaches at university and also reaches out into local communities and engages young people and adults alike.

### What is Karen's job?

Karen is a Reader in Astronomy and Astrophysics for the Institute of Cosmology and Gravitation at the University of Portsmouth. In a nutshell, Karen is all about researching and teaching Astronomy! Her job consists of leading research explorations into how galaxies form and evolve in our Universe, as well as teaching Physics to undergraduate students. Karen also leads efforts to engage the public and schools, which she does by delivering outreach programmes.

### How did she get that job?

From about the age of 14 or 15, Karen wanted to be an astronomer and learn about the Universe. She did a Physics degree at university and then an MSc and PhD in Astronomy in the USA! Her first job as a researcher was at Harvard in the USA and she was paid \$50,000, which is a great salary to start on. During her career, Karen has taken two maternity leaves, which she really enjoyed.

### Why is Karen the 'Communicator', 'Explorer' and 'Trainer'?

Karen blends the 'Communicator', 'Explorer' and 'Trainer' types really well because her job as an academic is all about understanding Science and then communicating that knowledge to a variety of students and young people by teaching them and running outreach programmes. Karen likes the 'People Like Me' quiz because it points out all the different jobs that are needed in Science—there's definitely more than just one way to be a Scientist!



## KATHY ROMER

Explorer, Supporter and Service Provider

“ [the best things about my job are] the variety of things that I do and the fact I get to meet interesting people. I am never bored! ”

Kathy Romer, Reader in Astrophysics, University of Sussex

### What kind of person is Kathy?

Kathy is a very reliable person—she’s been in her job for over 20 years! She’s also quite creative and persistent, great personality traits to have when you’re focused on unlocking the mysteries of the Universe! Kathy is very collaborative too, which helps her get along with her students.

### What is Kathy’s job?

Kathy is a Reader in Astrophysics at the University of Sussex, which means she mainly splits her time between doing research into the physics of space and teaching students at the University. She also does quite a lot of work organising the courses and mentoring her students. Kathy is actually amongst a pretty elite group of people: there are only a few thousand professional astronomers in the world!

### How did she get that job?

Growing up and throughout her education, Kathy had many different career aspirations: prime minister, doctor, police detective, politician and even “mad professor”! But, space and astronomy ended up being her calling. She did various Science A-Levels, then a degree in Physics at university and finally a PhD in Astrophysics. She completed a number of temporary research positions before getting her current role. When she began her academic career, Kathy earned £32,000. Kathy has taken several family breaks in her life and generally enjoys the flexible hours that come with being an academic.

### Why is Kathy the Explorer, ‘Supporter’ and ‘Service Provider’?

Kathy is a very keen ‘Explorer’: her job is all about doing research and experiments to test different theories! Her teaching side means she’s also a good example of the ‘Supporter’ and ‘Service Provider’ types because she plays an active role in developing young people, as well as helping them learn and gain skills. Kathy definitely thinks the ‘People Like Me’ quiz is useful for helping reflect on possible careers. She also thinks it’s important to keep an open mind about the results and focus on the things you love doing.



## NILOUFAR WIJETUNGE

Trainer, Communicator and Supporter

“ I got to teach disengaged students about the physics of football. This was hugely rewarding ”

Niloufar Wijetunge, Head of Physics & Teacher Trainer, Ruislip High School and Institute of Physics

### What kind of person is Niloufar?

Niloufar considers herself to be a friendly, out-going and fair-minded person. This really helps her connect with her students and with the teachers she works with. Thanks to her Physics background, she's also quite logical, which lets her organise her time quite efficiently—Niloufar doesn't just work in education, she is also a qualified personal trainer!

### What is Niloufar's job?

Niloufar has several roles. She's Head of Physics at Ruislip High School and works for the Institute of Physics (they promote Physics education) as Teacher Trainer and Supporter. To give you a flavour of her working week, Niloufar might be at her school running the Physics Department on one day, then training and mentoring new Physics teachers on another. On other days she might be working on a project to run workshops for Physics teachers across London or running networking events for new Physics teachers. It's fair to say Niloufar loves Physics and teaching!

### How did she get that job?

Niloufar became very passionate about Physics while she was at secondary school. She enjoyed the problem-solving aspect of Physics and being able to test theories in a practical way. She ended up doing a Physics degree at university and then a PGCE (teaching qualification) in Science. Niloufar then did a master's degree in Teacher Management, which has supported her work in educational leadership. Although as a Physics graduate she could have pursued any number of careers, Education always stood out to her. She started her career on £25,000 per year—quite good for a first salary! Niloufar worked full-time for 15 years but now works part-time, which is great because it allows her to explore her other interests.

### Why is Niloufar the 'Trainer', 'Communicator' and 'Supporter'?

Niloufar is a perfect example of the 'Trainer', 'Communicator' and 'Supporter' types because of her role as a teacher, teacher-trainer and supporter of newly qualified teachers. Her skills as a communicator are vital! Niloufar believes the 'People Like Me' quiz is a great tool for helping young people match their personality traits with potential careers they may not be aware of.



## SARAH LONSDALE

Explorer, Investigator and Developer

🗨️ I like the fact I have the opportunity to shape my project if I discover something interesting that I would like to pursue - not a lot of jobs can offer that 🗨️

Sarah Lonsdale, PhD student, University of Edinburgh

### What kind of person is Sarah?

Sarah is a self-motivated individual, who is persistent and methodical when it comes to getting things done. She also has quite a logical approach to life. Those personality traits really help Sarah focus on the task at hand, mainly trying to complete her PhD!

### What is Sarah's job?

Sarah is a PhD student at the University of Edinburgh. She's studying Nuclear Astrophysics—that means exploring the nuclear reactions that create the chemical elements in stars. It's an important field because it helps us to understand the Universe we live in. On a day-to-day basis, Sarah might visit international laboratories like CERN (which focuses on Particle Physics). Or she might focus on creating computer code to help analyse her data. She's even a teaching assistant at the University, helping teach undergraduates the foundations of Physics.

### How did she get that job?

Sarah wanted to be a teacher when she was growing up, so, to a certain extent she's fulfilled that dream. As she got older she actually wanted to be a pilot, which is why she chose A-Level Maths and Physics. Although being a pilot didn't work out, Sarah isn't disappointed; she's thrilled to be working at the forefront of a really exciting and important scientific field! As a PhD student, Sarah earns a stipend of £14,000 per year, which she supplements by teaching on per hour basis.

### Why is Sarah the 'Explorer', 'Investigator' and 'Developer'?

Sarah is a great example of the 'Explorer' and 'Investigator' because as a PhD student she concentrates on discovering and understanding her area of Science. Since she does a lot of coding and data analysing, she also fits the 'Developer' type quite well too—she might even want to be a Computer Modeller or Software Developer after her PhD. Sarah believes the 'People Like Me' quiz would have been a great help to her at school because she was always changing her mind about what career she wanted!



## SARAH MEDLEY

Explorer, Service Provider and Entrepreneur

“Aside from being part of cutting-edge research to develop the energy source of the future, I love being able to directly apply the physics and maths I learnt at school in the real world”

Sarah Medley, Tritium Plant Engineer, Culham Centre for Fusion Energy

### What kind of person is Sarah?

Sarah describes herself as a self-motivated, conscientious person. Her friendly personality means she gets along well with other people. That trait combined with her hard-working nature helps her to be a great researcher who collaborates with others to make great advances in Science!

### What is Sarah's job?

Sarah is a Tritium Plant Engineer at the Culham Centre for Fusion Energy, which is where the world's largest fusion experiment is taking place (tritium is one of the fuels required for fusion). Fusion energy is really important for the future of humans and the Earth because it could provide clean, reliable energy. Sarah's job involves a mixture of computer programming and conducting experiments. She's part of a team designing the tritium systems for the next generation of power plants: a fusion power station!

### How did she get that job?

Since Sarah was a teenager, she wanted to be a scientist because she loved the idea of helping humanity by conducting research. Her aspirations did change now and then, she wanted to be an actress and then a German teacher, but she still stuck with Science. She did Physics, Maths and German at A-Level and then did a Physics degree at university (including a year abroad in Germany, which she loved!). Sarah's starting salary was £24,000, which is about average for a graduate.

### Why is Sarah the 'Explorer', 'Service Provider' and 'Entrepreneur'?

Sarah fits the 'Explorer' and 'Service Provider' types really well because part of her job involves her researching and understanding applications of physics and then programming tools that can help drive the future of fusion energy. She also recognises that one day she'd like to be a manager who plans and delivers new projects, which fits the 'Entrepreneur' type well too. Even though Sarah knew she wanted to be a scientist, she still thinks the 'People Like Me' quiz would have been useful at school because she didn't realise how important her soft skills and personality were to finding the right job. So, this quiz is a great starting point for anyone interested in Science.



PEOPLE  
LIKE me

“ 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! ”

Kafe Bellingham, Engineer and Broadcaster



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