PEOPLE LIKE me

A RESOURCE PACK FOR SCHOOLS

Explore how girls are happy and successful at work in the Electronics Sector


UK Electronics Skills Foundation


A campaign by WISE

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

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

With support from

AWE · dialog SEMICONDUCTOR · Imagination · FINMECCANICA · UTC Aerospace Systems

WELCOME

If you don't already know the UK Electronics Skills Foundation (UKESF) and WISE, it's my pleasure to introduce you to us. The UKESF's mission is to encourage more young people to study Electronics and to pursue careers in the sector. WISE focuses on inspiring girls and women to pursue studies and careers in STEM.

The UKESF and WISE have worked together to produce this People Like Me pack to show girls that people like them find jobs they love in the Electronics sector. Our aim is to encourage more girls to stick with science and/or maths post-16 and then look at Electronics for their future careers.

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

Stewart Edmondson
UK Electronics Skills Foundation (UKESF)

AUTHOR

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

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

Averil is a Trustee of the Science Museum Group, sits on the STFC Advisory Panel for Public Engagement, is a Director of the Cheltenham Festivals and 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

The UKESF would like to thank **AWE**, **Dialog Semiconductor**, **Imagination Technologies**, **Finmeccanica** and **UTC Aerospace Systems** for their support in producing this pack.

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CONTENTS

Also included in this pack:

Poster – The 12 types of role in STEM

Flyer for Parents/Carers

First Edition
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.ukesf.org/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

3,350
number of UK students starting Electronics degrees in 2014

14%
proportion of females starting Electronics degrees

6%
percentage of women in UK Electronics workforce

82%
percentage of school teachers who feel they don't have the appropriate knowledge to advise pupils on their career

The problem

The UK is facing a time bomb:

- the majority of UK Electronics companies 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 the Electronics sector needs as older employees retire
- currently the UK produces 12,000 graduate engineers per year but we require 54,000. This is a serious risk to UK economic growth

> "It's not all complicated Maths and fiddly circuitry."
>
> Louisa,
> UKESF Scholar 2011–14

Electronics is the future. We live in a high-tech world where Electronics already plays a vital part in virtually every aspect of our lives: from health care to transport, from communications to the environment. Exciting developments in Electronics mean we can develop innovative products and help improve people's lives but none these advances would be possible without the work of engineers and others in the Electronics sector.

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 Electronics sector 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 Electronics 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 Electronics workforce is still only around 6%, which is the lowest in Europe.

The solution

The UKESF and WISE want to inspire young people from a diverse range of backgrounds to enter the Electronics sector, which will be good for them and their families, for business and for the UK economy.

> "Electronics is the most exciting and interesting field to be working in today."
>
> Chris,
> UKESF Scholar 2014–17

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

We want to enable more girls to picture themselves working in Electronics, in roles that they can identify with. We need to show girls that careers in the Electronics sector are for 'people like me'.

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

The myths	Busting 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.

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	Don't
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.	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.
Do emphasise that people working in STEM routinely earn far more than people in other industries.	Don't talk about what scientists 'do' using only verbs – instead talk about the aptitudes needed using adjectives.
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 focus only on stereotypically masculine (alpha male) traits such as being 'assertive' or 'bold'– include also stereotypically feminine words like 'friendly', 'empathic' and 'supportive'.
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 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	Don't
Do describe (using adjectives) the aptitudes that STEM employers are looking for so that girls can recognise themselves in the description.	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.	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.
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.	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.
Do make the lesson as collaborative and interactive as possible, engaging all students in activities and discussion.	Don't plan lessons in which students only look and listen and are not allowed to touch or talk.
Do use age-relevant, gender-neutral metaphors and examples such as a bus or the school building.	Don't use metaphors or examples which some girls might not think are relevant to them.
Do use everyday language until students are comfortable with it, then define scientific terms meaningfully.	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.
Do put things into context and give examples from everyday life for both applications and careers.	Don't assume students automatically understand 'the big picture'.

Useful links

WISE UK 2014 statistics	www.wisecampaign.org.uk/uploads/wise/files/WISE_UK_Statistics_2014.pdf
Girl friendly physics	www.girlfriendlyphysics.co.uk
WISE resources	www.wisecampaign.org.uk/resources
Report - 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
Report - It's Different for Girls	www.iop.org/publications/iop/2012/page_58292.html
Pilot project - opening doors	www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html

SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS

During this session, students will learn that:

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

Emphasise that:

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

LESSON PLAN – AT A GLANCE

Short session
30 minutes

Introductory activity	5 minutes
People Like Me Quiz	15 minutes
Job Types Analysis	10 minutes

Long session
50 minutes

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
Mothers and Daughters evening session	1 – 1.5 hours
Homework	

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

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 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.

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 the Electronics Sector

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		■			■	■							
understanding			■	■	■	■	■				■	■	■
agreeable		■							■				■
polite		■	■	■		■	■						
efficient								■	■	■	■		■
sensible									■	■	■	■	
impartial			■	■			■	■	■	■		■	
reliable							■	■		■		■	
TOTAL TICKS													
		E	I	D	S	R	En	C	T	P	Su	M	Po

PEOPLE LIKE ME - In the Electronics Sector

Adjectives Glossary

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

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 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

laboratories

JOBS

Software Developer, Researcher, Applications Engineer, Nanotechnologist, Test Engineer, Research Assistant, 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

research and development

JOBS

Research Engineer, System Design Engineer, Performance Analyst, Chip designer, Programme Analyst, Computer Modeller, CustomerAnalytics Officer

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

support, maintenance, operations and service organisations

JOBS

Electronics Technician, Customer Support Engineer, Field Service Rep, Service & Support Manager, Supportability (ILS) Engineer, Customer Services Advisor, Science/Lab Technician

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

national government, professional engineering institutions, trade associations, policy units

JOBS

Policy Officer, Standards Manager, Membership Executive, Lawyer, Head of Government Affairs, Scientific Advisor, Member of Staff at Engineering or Education Society

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

JOBS

Verification Engineer, Data Modeller, Test Engineer, Process Quality Expert, Technology Lawyer, Patent Lawyer, Measurement and Control Technician

PEOPLE LIKE me

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. commercial departments

JOBS

Business Development, Commercial Manager, Technical Author, Outreach Officer, Marketing Manager, Membership Development Officer, Campaigns Manager, Publicity Officer

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

trade associations, educational charities, specialist media and engineering publishing

JOBS

Sales Engineer, Technical Marketing Manager, Learning & Development Manager, Technical Trainer, Engineering Journalist, Publisher, Technical Translator, Website Designer, Events Officer, Technical Author

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 education institutions

JOBS

Group Manager Advanced Technology, Chief Technology Officer, Engineering Capability Manager, Programme Manager, Project Planner, Media Manager, Business Analyst, Product Development Engineer

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. They also work in colleges or schools teaching science subjects, or lecturing in a university

JOBS

Teacher, Trainer, Coach, Text Book Author, Journalist, Exhibition Content Author, University Outreach Officer, Communicator

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

JOBS

Technical Architect, System Design Engineer, Research Engineer, Human Factors, Robotics, Embedded Systems/Software Engineer, Digital Designer, Analogue Engineer, Artificial Intelligence Specialist

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

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

Client Relationship Manager, Customer Service Manager, Project Support Officer, Supply Chain Specialist, Risk and Compliance Advisor, Management Consultant, Personal Assistant

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

start-up companies, 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

Founder, Chief Executive, Consultant, Director, Chief Technology Officer, Innovation Lead, Business Analyst, Operational Research Consultant

CASE STUDIES

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

BEATA DRUSZCZ

Explorer, Investigator and Developer

> "Working in such a dynamic environment with smart people means you never stop developing yourself and your skills"
>
> **Beata Druszcz, Analogue Design Engineer, Dialog Semiconductor**

What kind of person is Beata?

Beata is a really self-motivated person and she describes herself as organised and helpful. She's quite happy to get on with tasks by herself but also enjoys working as part of a bigger team. That's perfect for her job because she has to focus on both the technical aspects of her work as well as coordinating the delivery of her projects with other teams. This creates a really dynamic environment where Beata is always striving to deliver the best possible components for use in devices we use every day!

What is Beata's job?

Beata is an Analogue Design Engineer for Dialog Semiconductor, which is a technology company specialising in power-saving solutions for products like smartphones. Beata works on the electronic circuit design of these products, so you could say that she's had a hand in making your own smartphone!

How did she get that job?

Growing up, Beata was keen on a number of different careers: mathematician, writer and even detective! She eventually settled on maths and physics and completed a master's in Electronics and Electrical Engineering at the University of Edinburgh. This knowledge allowed her to successfully get a graduate job at Dialog Semiconductor, where she started on a salary of £30,000—quite good for a first job!

Why is Beata the 'Explorer', 'Investigator' and 'Developer'?

Beata uses a lot of technical skills in her day-to-day job to figure out the best way to design circuits. She also has to do a fair amount of problem-solving. That's why she comes out strongly on these three types. However, she also has elements of the 'Service Provider' because she has to work with other teams to integrate and deliver her circuits—everything has to be just right if it's going to work in the final product! Beata thinks the 'People Like Me' quiz can be helpful in providing insights into how your personality might fit with certain careers.

BRIGID

Supporter, Regulator and Trainer

> "The best thing about my role is working with a very talented and hardworking team"

Brigid, Hardware Engineering Manager, Imagination Technologies

What kind of person is Brigid?

Brigid is a really friendly and reliable person who thoroughly enjoys her job managing projects and teams of engineers. She is very organised, which is a good characteristic to have when managing a large team full of big characters!

What is Brigid's job?

Brigid is a Hardware Engineering Manager for Imagination Technologies, which is a company specialising in creating and licensing microchip solutions for graphics and video processing—chances are the technology they create is powering lots of the devices you use every day! Brigid designed silicon chips for many years but now she manages a team that works on a variety of technology projects.

How did she get that job?

Brigid had a fairly straightforward path into her STEM career. She was always good at Maths and Physics in school and so did a master's degree in Electronic Engineering after her first university degree. This led her to begin her STEM career. Back then she started on about £16,000 a year, but that was almost 20 years ago and starting salaries are higher now!

Why is Brigid the 'Supporter', 'Regulator' and 'Trainer'?

As a manager, Brigid's job is all about supporting her team and providing them with the tools to do their job efficiently, which fits the 'Supporter' type really well. You can see the 'Regulator' and 'Trainer' types in her role as she's responsible for ensuring her team has all the knowledge and skills they need. Brigid needs to make sure she stays one step ahead of her team by understanding what projects are coming up and how her team is going to successfully deliver them. Brigid admits there wasn't much careers advice when she was at school and wishes she'd been able to engage with something like the 'People Like Me' quiz in order to help her figure out what kind of roles were best suited to her skills and personality.

DANIELLE TAYLOR

Service Provider, Policy Maker and Manager

> "The best thing about my job is being able to work with so many great people"

Danielle Taylor, Requirements Manager, UTC Aerospace Systems

What kind of person is Danielle?

Danielle proudly considers herself to be a very friendly person, which is a quality she believes is lacking in business today. She also describes herself as an extremely organised person. In fact, her friends tease her about having a spreadsheet for her weekly shop—now that's organised!

What is Danielle's job?

Danielle is a Requirements Manager for UTC Aerospace Systems. They are a global leader in the design, manufacture and support of all kinds of commercial and military aircraft—from passenger jets to army helicopters. She is responsible for making sure the customer's requirements are accurately captured so their aircraft can be properly built. Any mistake by Danielle could cost the company a lot of money to fix later on. Good thing she's organised! Danielle started out on a three year graduate programme with a salary of £24,000.

How did she get that job?

At school, Danielle was always interested in maths and physics. She discovered Aerospace Engineering at a careers fair and decided she loved the sound of it. So, she did a degree in Aeronautical Engineering at the University of Glasgow. When she graduated she joined UTC Aerospace Systems as a graduate engineer and was promoted into various exciting roles, including Flight Test Engineer. Her different jobs mean she has travelled to Russia, Canada and the USA! Danielle also loves dancing and is a qualified dance teacher!

Why is Danielle the 'Service Provider' and 'Manager'?

Danielle's role requires her to engage with clients and ensure that all their product requirements are accounted for. This is a great example of a 'Service Provider' because she needs to communicate with others and understand their needs. Danielle also suits the 'Manager' type because she has to work with an engineering team and make sure they understand what needs to be built. It really helps that Danielle is friendly and methodical: this allows her to empathise with her client and get the most of the engineers. Danielle thinks the 'People Like Me' quiz is great for anyone who isn't sure how their skills and personality might suit a STEM career.

FIONA CLARK

Trainer, Persuader and Communicator

> "I love working with inspirational people who are at the cutting edge of technology"

Fiona Clark, Business Development Engineer, Finmeccanica

What kind of person is Fiona?

Fiona is a really outgoing and conscientious person who thoroughly enjoys engaging with potential new customers and colleagues across her company. She's quite creative too—she has to be able to get her point across, whether it's in a presentation to potential clients or just teaching a fellow colleague how to use a new piece of technology.

What is Fiona's job?

Fiona is a Business Development Engineer for Finmeccanica, an engineering and technology company specialising in the design and creation of aerospace, defence and security solutions. Her job involves persuading new customers to let Finmeccanica provide the technology and equipment they need. This often entails Fiona having to explain complex ideas in a very straightforward way—not always easy to do with cutting-edge technology! She has a secondary role too, which is mentoring new employees.

How did she get that job?

Fiona didn't really know what job she wanted when she was young (she's still not sure!). She thought about being a pilot or maybe an astronaut or even working in teaching or banking. She decided to do a Mathematics degree at university to keep her options open and in the end, she came across systems and software engineering and loved it. This led to her first job with Finmeccanica in 1984—and she still works for them today!

Why is Fiona the 'Trainer', 'Persuader' and 'Communicator'?

Fiona's job is to convince potential new clients to do business with Finmeccanica. This means delivering very persuasive presentations or written documents, which are great examples of the 'Persuader' and 'Communicator' types. This also involves making complicated sounding technology easy to understand, which is why the 'Trainer' type fits her well. Fiona sees the benefit of the 'People Like Me' quiz in helping young people find their ideal careers. She feels it has certainly validated her choice and wishes she could have done it when she was young!

JASMINE LATHAM

Explorer, Investigator and Regulator

> The best thing about my job is making a positive change especially when everyone says it is impossible

Jasmine Latham, Project Sponsor, AWE

What kind of person is Jasmine?

Jasmine is a real mix of different personality traits. She is both logical and imaginative and gets on with life in an efficient way. This mix is very useful in her role because she works with specialists and so needs to understand their work in detail as well as make sure the bigger picture isn't lost. She's always been very self-motivated when it comes to work, which has allowed her to gain experience across a lot of different areas, including fast food, retail, beauty and engineering!

What is Jasmine's job?

Jasmine manages a team of specialist engineers at Atomic Weapons Establishment (AWE). AWE play a really important role in the UK's national defence: they design, manufacture, maintain and decommission the nuclear deterrent used on Royal Navy submarines. Jasmine is involved at various stages, including negotiating and defining strategic input across AWE, as well as making sure her engineers are working on projects that suit their skills. It's a lot of responsibility when you think about it! Jasmine thrives off that and aims to be more senior one day, perhaps as Managing Director. Jasmine's starting salary was £19,000 and she also received funding while she finished her doctorate, which she completed while working full time.

How did she get that job?

As a young girl, Jasmine always tinkered with her father's audio and video system—she loved working on computers and electronics! That love fuelled her studies and led her to complete a master's in Electronics Systems Engineering and then a doctorate in Engineering, focusing on parallel computing. Above all, Jasmine wanted to make a difference in the world.

Why is Jasmine the 'Explorer', 'Investigator' and 'Regulator'?

Jasmine is a mix of several types. Her engagement across entire projects, from schedules, requirements and technical scope, to figuring out which of her engineers has the right skills to get the job done, means she blends 'Explorer', 'Investigator' and 'Regulator' together. While she thinks the 'People Like Me' quiz is useful, she also feels it's as important to be open-minded.

KRIS HARRISON

Trainer, Persuader and Entrepreneur

> "I know that what I do every day makes a difference"

Kris Harrison, Head of Lean Engineering, Finmeccanica

What kind of person is Kris?

Kris is someone who blends a lot of communication-type skills together, including being diplomatic, persuasive, persistent and friendly. She uses all of these skills to get to know the different teams within her company and work with them to improve their efficiencies and outputs. Kris is also logical, which helps her analyse and solve tricky problems.

What is Kris's job?

Kris is Head of Lean Engineering for one of the UK and Italian divisions of Finmeccanica, an engineering and technology company specialising in the design and creation of aerospace, defence and security solutions. She works across teams in those countries to identify areas in design and production that could be improved. She then delivers workshops to develop best practice, new tools, techniques and processes that can help them make better products and save the company money. Kris also leads an outreach programme that shows young people how amazing STEM careers can be!

How did she get that job?

Kris was interested in Science from an early age. She always wanted to understand how and why things worked—she even built a burglar alarm for her room when she was 10 years old! Kris has also been interested in aircraft and electronics for a long time and doing a degree in Physics helped her better understand these sectors. She was then in a great position to get a graduate job with Finmeccanica. That job earned her £19,250 in 2002 and she has received quite a few increases since then!

Why is Kris the 'Trainer', 'Persuader' and 'Entrepreneur'?

Kris works a lot with teams in Finmeccanica to improve the way they work. She's great at adapting to each team's needs and is very persistent in solving problems, while helping those teams become more efficient. Those are great examples of these three types. Kris thinks the 'People Like Me' quiz is important because she felt that at her school they only told her about what people 'do' and not about what kind of people work in STEM careers.

LISA CURRAN

Manager, Persuader and Trainer

> "I think it's important for young women to realise that their skills and personalities are what make them"

Lisa Curran, Commercial Manager, UTC Aerospace Systems

What kind of person is Lisa?

Lisa describes herself as a friendly and organised person. Her management role really suits her because she is out-going, efficient and reliable, so she is able to get the most out of her projects and team members!

What is Lisa's job?

Lisa is a Commercial Manager for UTC Aerospace Systems. They are a global leader in the design, manufacture and support of all kinds of commercial and military aircraft—from passenger jets to army helicopters. She is responsible for doing business with American government contractors: coming up with new product proposals and making sure the relationship between UTC and the USA is friendly and profitable! She makes sure everyone is on the same page. Lisa's starting salary was £24,000, which is about average for graduates.

How did she get that job?

Since she was young, Lisa always wanted to be an engineer or a designer. However, she realised at university that she was actually better at leading a team than designing products. Having a degree in Mechanical Engineering is still really useful because it means she knows exactly what her engineers are talking about! Lisa did a Postgraduate Diploma in Management and Leadership in order to boost her leadership ability and become a better manager.

Why is Lisa the 'Manager' and 'Persuader'?

Lisa fits these two types really well because her job is all about managing the relationship between UTC and their clients. So, she has to use her leadership skills—including persuasion—to ensure everyone is happy with the projects and costs specified in the contracts. Lisa thinks the 'People Like Me' quiz is a great tool for getting people to think differently about their futures and giving them useful insights into options they may not have considered!

MAIREAD KELLY

Developer, Service Provider and Policy Maker

> "It's quite satisfying seeing your friends and family using devices you've worked on"

Mairead Kelly, Analogue Design Engineer, Dialog Semiconductor

What kind of person is Mairead?

Mairead considers herself to be a logical, meticulous person—good personality traits to have when you're a developer! She's also very self-motivated, which is important when you have to solve coding and design problems in very small components.

What is Mairead's job?

Mairead is an Analogue Design Engineer for Dialog Semiconductor, which is a technology company specialising in building circuits for products like smartphones. Mairead designs microchips that are used for the audio component in devices. So, next time you play music through your smartphone, think of Mairead! A lot can go wrong when designing microchips, so it's especially rewarding when a chip comes back working exactly as Mairead designed it to.

How did she get that job?

When Mairead was growing up, she wanted to be an architect because she loved to draw. It wasn't until she started an Architecture degree at university that she realised she wanted to study something more mathematical. She switched to an Electronics and Electrical Engineering degree, which included an industrial placement. That experience really helped Mairead get an idea of what career she could have. She started working at Dialog Semiconductor in 2008, earning £25,000—not bad for a first job! She still enjoys drawing and painting in her spare time.

Why is Mairead the 'Developer' and 'Service Provider'?

Designing microchips means Mairead uses a lot of technical skills. Her work also involves a lot problem-solving. Those kind of skills are good examples of the 'Developer'. Having to make components that fit in a wider design and manufacturing process means Mairead works collaboratively with others to ensure everyone's components work properly with each other, which is an aspect of the 'Service Provider'. Mairead thinks the 'People Like Me' quiz is a great way to become aware of all the study and career options available and how they might fit with your different personality traits.

SHEILA

Explorer, Investigator and Developer

> The best thing about my role is researching new technologies – I never get bored!

Sheila, Principal Research Engineer, Imagination Technologies

What kind of person is Sheila?

Sheila is a creative and inventive person, who uses her natural intuition to understand and analyse complex technical problems. This interesting blend of being creative and logical means she's able to generate lots of new ideas!

What is Sheila's job?

Sheila is a Principal Research Engineer for Imagination Technologies, which is a company specialising in creating and licensing microchip solutions for graphics and video processing—chances are the technology they create is powering lots of the devices you use every day! She does architectural research on computer graphics. It's a challenging but rewarding job that requires Sheila to find new ways of solving problems.

How did she get that job?

Sheila was fascinated with technology when she was young—she always had to know about the latest, exciting technology! This love drove her to study and complete a PhD in Software Engineering. She followed that up by going straight into a STEM career almost 20 years ago. Back then she started on about £18,000 a year, but don't worry starting salaries are higher now! She still loves discovering and learning about new technologies.

Why is Sheila the 'Explorer', 'Investigator' and 'Developer'?

As a researcher, Sheila's job is all about tackling complex subjects and uncovering solutions to difficult problems. She has to discover and understand new knowledge—a bit like a detective. That's why she fits the 'Explorer' and 'Investigator' types so well. Sheila also has elements of the 'Developer' because of the way she has to overcome challenging subjects to produce new research that contains new knowledge. Sheila can see how the 'People Like Me' quiz can help young people figure out what kind of jobs they might be best suited for.

SOPHIE HUTCHINS

Communicator, Trainer and Persuader

> "I work on things that have not been done before"

Sophie Hutchins, Antenna Engineer, Finmeccanica

What kind of person is Sophie?

Sophie is a very collaborative person, she loves engaging with her clients and colleagues. She has a great mix of friendly, diplomatic and persuasive personality traits. This is very useful when it comes to sharing her work in order to make key decisions about how best to design and manufacture products.

What is Sophie's job?

Sophie is an Antenna Engineer for Finmeccanica, an engineering and technology company specialising in the design and creation of aerospace, defence and security solutions. Sophie runs computer simulations of antennas to see how they might work in the real world. She is involved in designing antennas that have never been made before—think TV aerials but much more advanced!

How did she get that job?

When Sophie was at primary school she wanted to be an archaeologist. She even dug up her garden looking for pottery having been inspired by the TV show 'Time Team'! She was always interested in Science and by the time she was doing her A-Levels, Sophie knew she wanted to be involved in some kind of research working on cutting edge technology. At Durham University, she did an integrated Physics degree that included a master's. She thought about doing a PhD but in the end decided to start working in the industry. Her first research role earned her £25,000 a year—not bad for a first job!

Why is Sophie the 'communicator', 'Trainer' and 'Persuader'?

A big part of Sophie's job is communicating with clients who need antennas and with colleagues who will help her deliver that final product. So, being a 'Communicator' is very important to her success. Sophie also has 'Trainer' and 'Persuader' elements in her role as she has to share the results of her research and simulations with others. Being aware of these personality traits helps her work more effectively and deliver better information, which results in better antennas! Sophie really enjoyed taking the 'People Like Me' quiz because she never had a clear idea how her personality traits might be compatible with different careers or companies.

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

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

UK Electronics
Skills Foundation

GET CONNECTED WITH ELECTRONICS

We hope you enjoyed your Electronics-inspired activity – this is just the beginning.

"By studying Electronics I have been able to build things like my own burglar alarms, motion detectors (if anyone enters my room I can tell!) and lights that react to music, which makes it pretty cool to play the piano!"

Kasper, UKESF Scholar 2014–18

The UKESF aims to ensure all young people are aware of Electronics, as well as the range of exciting options that are out there for studying and working in the sector.

We provide Electronics-focused opportunities for students at school and through to university. With us, you can take your interest in Electronics from a hobby to a full-blown career!

"It's not all complicated Maths and fiddly circuitry."

Louisa, UKESF Scholar 2011–14

To find out more about Electronics and how to get involved with further UKESF activities, visit www.ukesf.org

Registered charity number: SC043940

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!

Kate Bellingham, Engineer and Broadcaster

PEOPLE LIKE me is a campaign by WISE

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

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