



A RESOURCE PACK FOR SCHOOLS

People Like Me at Network Rail



A campaign by



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

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

Supported by





WELCOME

Network Rail is delighted to be working with the WISE Campaign to support the development of the 'People Like Me' resource pack for teachers and STEM ambassadors.

In the recent 'Not for People Like Me' report Professor Averil Macdonald D.Univ CPhys FInstP FRSA, brought together research from social science and the STEM community to show that when it comes to encouraging women into STEM, we just haven't got the messaging right.

Since the report, WISE has produced a set of training and teaching resources to help educate and inspire girls about STEM career opportunities. Network Rail have been provided with a great opportunity to develop this bespoke 'People Like Me' pack to showcase our career opportunities and we hope it will encourage girls across the country to consider a career pathway in the railway.

Many people, particularly girls, typically give up on STEM careers as they perceive they are 'not for people like me.' We need to create working environments that celebrate diversity; enabling people to feel true to themselves, allowing innovation and creativity. This Network Rail 'People Like Me' pack is a great stepping stone to achieving this environment by inspiring the next generation to picture themselves in STEM roles within the railway.

For further information on the 'People like me' campaign I encourage you to visit their website. **www.wisecampaign.org.uk**

Jane Simpson

Chief Engineer, Network Rail



AUTHOR

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

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

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

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

Thanks to the **Institute of Physics** and the **Science Council** for their support and advice

Thanks to the following schools for their help in trialling the resource:

Aldworth School, Basingstoke
Cams Hill School, Fareham
Gosford Hill School, Oxfordshire
Mayfield School, Portsmouth
Oasis Academy Mayfield, Southampton
Portsmouth Academy for Girls, Portsmouth
St Mary's School, Cambridge
Sheffield High School for Girls
Ribston Hall High School, Cheltenham
Wildern School, Hedge End, Southampton

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)



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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.networkrail.co.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

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

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 ➡

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
People Like Me Quiz
Job Types Analysis

5 minutes
15 minutes
10 minutes

Long session 50 minutes

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

5 minutes
15 minutes
10 minutes
20 minutes

Additional sessions

Keeping Doors Open presentation
Mothers and Daughters evening session
Homework

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
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People Like Me Quiz

(15 minutes)

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

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

4. Ask them to tick the five adjectives on their People Like Me Quiz that best describe them.
5. Then ask them to tick five more adjectives that describe them well.
6. Then ask them to tick up to five more adjectives that describe them quite well.
7. When each girl has ticked 12 to 15 adjectives that describe them they should then:
 - > tick all the empty boxes on the same row as each adjective they have ticked,
 - > count up the number of ticks in each column and write each total in the box at the bottom,
 - > find their top three, four or five scores and make a note of the letter code for each one.
8. Explain that the letter code corresponds to a preferred way of working which can indicate job roles that they are suited to and where people like them work.

Note 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

- | | | | |
|--|--|--|---|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. play a guessing game where the roles models sit on a panel but don't reveal their personality type or job | <ol style="list-style-type: none"> 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 AT NETWORK RAIL

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 AT NETWORK RAIL

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 AT NETWORK RAIL

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	Jobs	Entry Requirements
E EXPLORER	<ul style="list-style-type: none"> > 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 	JOBS AT NETWORK RAIL Research Engineer Train and Capacity Planner, Planning Assistant	ENTRY REQUIREMENTS Degree level entry – likely to be Chartered Engineers in their own engineering specialisms Entry level jobs – no qualifications required. Good IT skills and an enjoyment of solving problems in a logical way

Personality Type	Description	Jobs	Entry Requirements
I INVESTIGATOR	<ul style="list-style-type: none"> > 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 	JOBS AT NETWORK RAIL Weather Analyst Strategic Planner Reliability Analyst Technical Officer HR Assistant Auditor	ENTRY REQUIREMENTS No qualification required. An interest in Geography and weather systems would be helpful Good data interpretation skills, attention to detail HNC in engineering subjects No qualifications required An eye for detail is required and in some cases a maths background is helpful

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

JOB AT NETWORK RAIL

Route Engineering Director, Rail Investigation Authority Expert

Data Protection Officer, Health and Safety Manager, Performance Analyst

Compensation Specialist, Risk Manager, Risk Investigator

ENTRY REQUIREMENTS

Chartered Engineer in an engineering discipline

Good numeracy and literacy skills. The ability to manipulate data and enjoy working with figures

Good data and communication skills and an ability to be comfortable in difficult negotiation situations

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
- > Likes to find out and review information in order to improve public services and make sure laws are based on evidence

JOB AT NETWORK RAIL

Chief Engineer, Engineering Director

Policy Specialist

Employee Relations Specialist

Ethics Officer

ENTRY REQUIREMENTS

Chartered Engineer in a relevant discipline

European law and or finance degree. Good communication and problem solving skills

Human Resource Management degree and or Chartered Institute of People Development (CIPD) qualification. Good negotiation and communication skills

Good investigative skills – no specialist qualifications required

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

JOB AT NETWORK RAIL

HR Manager, Customer Service Assistant, Clerical Assistant, PA, Administrative Support

ENTRY REQUIREMENTS

No qualifications required

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

JOB AT NETWORK RAIL

Maintenance Support Engineer, Technical Team Leader

Project Engineer, Maintenance Engineer

Director of Network Planning, Chief Engineer

Customer Relations Executive

ENTRY REQUIREMENTS

HNC in an engineering discipline

Engineering technical qualifications and a project management qualification

Chartered Engineer in an engineering discipline, good leadership and persuasion skills, excellent knowledge of the rail industry

Excellent communication and people skills to develop sound relationships, good knowledge of the rail industry

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

JOB AT NETWORK RAIL

Programme Manager, Internal Communications Team, Local Communications Team, Local Safety Team

ENTRY REQUIREMENTS

Excellent literacy and written skills. Good persuasion and communication skills

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

JOB AT NETWORK RAIL

Team Leader, Programme Manager, Maintenance Engineer, Accounts Manager

Project Engineer

Project Manager

Practice Manager

ENTRY REQUIREMENTS

Engineering technical qualifications for engineering managers. No qualifications required for general management roles although a degree in any discipline would be beneficial

Project management qualification or demonstrable experience, some may need engineering technical qualifications

A project management qualification

Excellent people management and coaching and listening skills

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

JOB AT NETWORK RAIL

**Technical Trainer
Management and Leadership Trainer**

ENTRY REQUIREMENTS

Excellent communication skills

Likes working with and developing people and their skills. Coaching skills. Qualification in a People Development specialism

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

JOB AT NETWORK RAIL

**Design Engineer,
Renewals Engineer,
Infrastructure Engineer
Solutions Architect**

**Project Engineer / Project
Manager**

ENTRY REQUIREMENTS

A technical qualification, either HNC or degree level in civil, mechanical / electrical engineering or Geotechnics

IT qualification at degree level combined with excellent customer service skills

Project management qualification – IMPM, this does not require any prior educational attainment

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

JOB AT NETWORK RAIL

**Infrastructure Maintenance Engineer,
Route Asset Manager
HR Manager**

**Principal Technical Officer, Senior
Technical Officer, Technician
Project Assistants**

**Administrative Support, Maintenance
Staff, Health and Safety Support Staff
IT Support Staff, Auditor
Customer Service Assistant**

Station Manager

ENTRY REQUIREMENTS

Degree level qualification in Maths, physics or engineering subjects

Human Resource Management degree and or Chartered Institute of People Development (CIPD) qualification. Good negotiation and communication skills.

HNC in engineering including civil engineering

Project management qualification – IMPM this does not require any prior educational attainment

Entry level job - no qualifications required

Basic IT knowledge and literacy

Entry level job – no qualifications required, good customer service skills

Good customer service, communication, and negotiation skills

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

JOB AT NETWORK RAIL

**Chief Executive,
Consultant,
Commercial Director,
Commercial Scheme,
Sponsorship Team
Property Surveyor**

ENTRY REQUIREMENTS

Excellent business acumen and commercial skills, ability to think laterally and creatively. Good people, teamwork and communication skills – personal charisma and influencing skills

Property or surveying qualification

CASE STUDIES

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



ÀINE DOGGETT

Entrepreneur, Persuader and Communicator

“ I love solving problems, identifying root causes of failures, spotting trends to help stop things failing in the future, and guiding and developing future ideas to help us manage the earthwork asset at Network Rail ”

Àine Doggett, Senior Engineer, Network Rail

What kind of person is Àine?

Àine is a friendly person with great communication skills that she uses to engage people with the technical side of rail engineering. Her ability to empathise, and to be creative and imaginative helps her persuade others to understand her point of view. Her conscientious nature means she's ideal for carrying out analyses of how well Network Rail are performing!

What is Àine's job?

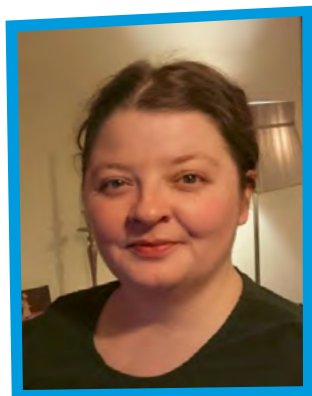
Àine is a Senior Engineer within Network Rail's corporate centre. She focuses on Geotechnical Engineering and develops analytical techniques and support tools for engineers looking after railway earthworks across the country. So, Àine helps engineers to maintain the embankments and other ground infrastructure so that trains can run uninterrupted. Without Àine's skills, the rail network might be much less efficient! More specifically, her job involves analysing the infrastructure network and developing engineering tools that can help with specific problems that she's identified. She'll try and convince those teams to adopt her techniques and tools!

How did she get that job?

Àine wasn't always sure what career to pursue, but she knew she wanted to have impact on the world and help people and society progress, which is why she chose to study civil engineering. In addition to her university degree, she's completed a Master's in Civil Engineering (MEng) and various professional certificates that enhanced her skills. Her starting salary was £24,000.

Why is Àine the 'Entrepreneur', 'Persuader' and 'Communicator' type?

Àine reflects the 'Entrepreneur' type because she takes a creative and confident approach to analysing the business's engineering infrastructure. She then tries to convince engineering teams to use the tools she's developed, which is a great example of the 'Persuader' type! Finally, she uses her 'Communicator' skills throughout her role, especially when translating technical information into language that can be easily understood by the rest of the business. Àine did a similar quiz when she was at school in Ireland and it helped her to choose civil engineering. She can see how the 'People like Me' quiz provides people with access to careers they may not realise they're well-suited for.



ANGELA ADAMS

Communicator, Trainer and Explorer

“ I get satisfaction from knowing that the work I’m doing is beneficial to society and helps other people ”

Angela Adams, Project Engineer, Network Rail

What kind of person is Angela?

Angela is someone who combines an outgoing, friendly personality with a sensible and considerate side. This makes her a great fit for project management because she has to collaborate with lots of people, gather lots of information and make decisions that affect how and when a project is delivered!

What is Angela’s job?

Angela is a Project Engineer working with the latest technology on signalling developments for Network Rail’s rail infrastructure and train fleet. She’s responsible for pulling together all aspects of her projects. That means using her technical and engineering knowledge—and communication skills—to consult with stakeholders and ensure each part of the project is developing. The final delivery of the project is down to Angela so it’s important for her to understand all aspects of the project and ensure the final delivery is smooth and accomplishes what it set out to do. Angela also volunteers in youth theatre that incorporates STEAM (Science, Technology, Engineering, Arts and Maths) projects.

How did she get that job?

Angela was interested in engineering and art but couldn’t find a way to combine both into a career. She pursued engineering after participating in a taster week at 6th form. It opened her eyes to the opportunities available for ‘techy girls’ like her. Angela went on to do an Electrical and Electronics Engineering degree at university. Her volunteering work with youth theatre means she’s finally able to combine her love of engineering and art!

Why is Angela the ‘Communicator’, ‘Trainer’ and ‘Explorer’ type?

Angela matches the ‘Communicator’ type because of how she works with others to understand what stakeholders need and how to best to deliver projects. Her passion for engineering and her helpful nature are elements of the ‘Trainer’ type. As an ‘Explorer’, Angela is constantly seeking out ways to deliver her projects smoothly and efficiently. Angela likes the ‘People like Me’ quiz because it provides a lot of information on all sorts of roles that people may not have considered were appropriate for them.



JADE FEENEY-NORTH

Supporter, Investigator and Policy Maker

“Every day is different and brings up new challenges. I get to meet new people from all over the business”

Jade Feeney-North, Scheme Project Manager, Network Rail

What kind of person is Jade?

Jade is an energetic, self-motivated individual with an ability to bring people and ideas together—great for doing project management! She’s honest with people and brings a logical way of thinking to her job. She can be quite persuasive too, which is useful when trying to get things done her way!

What is Jade’s job?

Jade is a Scheme Project Manager at Network Rail: she manages projects and supports more senior project managers. These projects focus on the construction and management of the railway network, which includes building new stations and improving existing train lines. A lot of Jade’s job involves meeting people and understanding what role they should play in the project. There’s a fair amount of organisation too, from getting people to work together to making sure the project’s resources are used appropriately and that construction is not delayed.

How did she get that job?

Jade wanted to be an astrophysicist growing up but then pursued chemistry. She did A-Levels in Maths, Chemistry and Physics, and AS Levels in Further Mathematics and History. At Warwick University she studied Chemistry. However, after graduating she took advantage of a Network Rail funded masters in Project and Programme Management and started her project management career with the company. She’s now pursuing a professional project management qualification to enhance her skillset. When she started as a Project Management Assistant, Jade earned £26,000. One day, Jade would love to change careers and be a Conservation Officer working with wildlife!

Why is Jade the ‘Supporter’, ‘Investigator’ and ‘Policy Maker’ type?

Jade fits the ‘Supporter’ type really well because her role involves helping other people to manage projects and she gets on great with others. Her logical approach and ability to work well with colleagues are good examples of the ‘Investigator’ type. She has elements of the ‘Policy Maker’ too, especially being able to explain aspects of her projects to non-specialists around the business. Jade finds the ‘People like Me’ quiz very useful because of how it gives young people an idea of what roles might interest them.



JENNIFER GILLEECE

Investigator, Manager and Communicator

“ I love being an engineer! The travelling public directly benefit from the projects I deliver ”

Jennifer Gilleece, Telecoms Project Engineer, Network Rail

What kind of person is Jennifer?

Jennifer is a patient and considerate person who uses these skills to manage people on large telecommunication projects. She has a logical, yet creative, approach to solving problems that makes her particularly well-suited to finding innovative solutions to complex problems. Jennifer's helpful nature is perfect for being a project manager!

What is Jennifer's job?

Jennifer is a Telecoms Project Engineer working on engineering communication projects for Network Rail's infrastructure and train fleet. These projects include designing and installing equipment at stations like CCTV cameras and public address speakers or intercom systems and radio equipment on trains. Having the right equipment installed at stations and on trains is really important for keeping people safe, displaying accurate information and making sure trains run to schedule. Jennifer works with other teams, including project sponsors, engineering teams and suppliers to make sure the project is delivered on time and to budget. Ultimately, Jennifer is responsible for the delivery of the project so it's important for her to understand all aspects of it!

How did she get that job?

Jennifer was keen on several different careers, including speech therapy, before settling on engineering because she enjoyed learning how things work and wanted to design or create new technology that could positively impact people's lives. She graduated from university with an Electronic Engineering degree and was hired by Network Rail on their graduate scheme. She earned £20,500 as a graduate.

Why is Jennifer the 'Investigator', 'Manager' and 'Communicator' type?

Jennifer matches the 'Investigator' type because her role involves researching solutions to problems and the engineering technology needed to solve them. As a 'Manager' she's well organised, good at making clear and efficient plans for her projects and great at motivating the people working for her. Finally, Jennifer fits the 'Communicator' type because she ends up explaining a lot of technical material to non-technical people, both within Network Rail and with external suppliers.



JULIET BRILLIANT

Policy Maker, Supporter and Regulator

“The best thing about my job is solving complex problems that can help make people’s lives easier”

Juliet Brilliant, Strategic Project Manager, Network Rail

What kind of person is Juliet?

Juliet is a naturally curious and logical person, which helps her approach complicated problems with a fresh perspective and then tackle them in an efficient way. She’s also honest, collaborative and persuasive—these personality traits help her work really well with people to manage large, complex projects!

What is Juliet’s job?

Juliet is a Strategic Project Manager at Network Rail, which involves dealing with large-scale, multifaceted projects. It’s really important in Juliet’s job that she understand all the intricacies of the project and takes into consideration the opinions of those involved. She’ll analyse all of that, along with what resources are available to her, to get the project done (including what the deadline is!). Finally, Juliet works with everyone involved to find the best solution to deliver the project. The best outcome to a project is when it benefits society as well Network Rail.

How did she get that job?

Juliet always enjoyed maths and physics at school and wanted to be an engineer. She even attended a WISE summer school when she was 14 and got a summer placement at an engineering company when she was 16! However, after doing an Electronic Engineering degree at university, she decided to pursue management consultancy because there weren’t many engineering jobs in the UK during the economic recession. Juliet liked the problem solving aspect of consultancy and ended up doing a postgraduate qualification in Design, Manufacturing and Management as well as an MBA (Master of Business Administration) in order to boost her skills in project management. She started her career in 1993 but now works part-time in order to also look after her family.

Why is Juliet the ‘Policy Maker’, ‘Supporter’ and ‘Regulator’ type?

As a project manager, Juliet reflects the ‘Policy Maker’ because she has to champion her projects to the business and has a great eye for detail. She’s also a natural fit for the ‘Supporter’ type since she enjoys meeting people, being creative and making sure her projects help the business develop. Her honesty and ability to spot challenges ahead of time are good examples of the ‘Regulator’ type. Juliet thinks the ‘People like Me’ quiz would have really opened her eyes to new job possibilities that she would not have otherwise come across.



KAMINI EDGLEY

Entrepreneur, Explorer and Supporter

“ The best thing about my role is being able to make a difference to my team, the wider company, industry and the travelling public ”

Kamini Edgley, Chief Mechanical and Electronic Engineer, Network Rail

What kind of person is Kamini?

Kamini is a very self-motivated individual who has persisted in her career to reach a very senior leadership position. Her resourcefulness and organisational skills are particularly useful because Kamini does a lot of long-term planning for the future of the business!

What is Kamini's job?

Kamini is the Chief Mechanical and Electronic Engineer for Network Rail. That means Kamini is part of the leadership team on the engineering side of the business. She plays a big role in developing Network Rail's strategy of achieving of world-class engineering systems performance. This includes shaping long-term engineering objectives, and outlining how these should be achieved and which teams should deliver them. Kamini also provides technical leadership for the mechanical and electrical engineering teams across Network Rail. She plays a major role in making sure Network Rail develops a sustainable and exciting future for all rail passengers!

How did she get that job?

Kamini was always interested in solving problems and fixing gadgets or household appliances. She also loves Maths and Physics so studying engineering to become an engineer seemed a natural choice. She completed an Electrical Engineering degree at university and went on to join Network Rail's graduate scheme. She's now pursuing a qualification to become a chartered engineer, which is a requirement of her role.

Why is Kamini the 'Entrepreneur', 'Explorer' and 'Supporter' type?

Kamini reflects the 'Entrepreneur' type very well because she understands what the business needs to develop and is involved in the long-term planning of objectives. She also matches the 'Explorer' type as someone who's inquisitive and wants to find out how things work and how they can be done better, which she uses to help solve engineering challenges. The 'Supporter' type fits Kamini well too because she's naturally understanding and able to listen to what her colleagues need to deliver their objectives. Kamini thinks the 'People Like Me' quiz is great at re-affirming young people's career choices at an early age.



KATIE TAYLOR

Developer, Regulator and Trainer

“ The best thing about my role on the finance graduate scheme is the amount of different people across different business areas that I get to meet ”

Katie Taylor, Finance Graduate, Network Rail

What kind of person is Katie?

Katie is a friendly person who loves interacting with, and supporting, others on projects. She works in a very efficient manner and with a logical approach, which makes her well-suited to the finance world. Katie also isn't afraid to challenge the status quo if it means making things more efficient!

What is Katie's job?

Katie is a Finance Graduate, currently working on a three month placement for the National Supply Chain Finance team, who oversee Network Rail's entire national financial strategy. She plays a key role by supporting members of the Finance team in their functions, especially in dealing with all the financial regulations that the company is subjected to. One of Katie's specific tasks is to help monitor and manage various accounting aspects within Network Rail to make sure spending, costs and revenues are reported correctly across the whole organisation. The graduate scheme is a great way to learn more about Network Rail and gain experience as Katie will be moving around teams on different placements.

How did she get that job?

Katie always wanted to work in Finance and she tailored her GCSEs and A-Levels around this goal. She thought this would lead her to a Mathematics degree at university, but she actually chose to pursue a more vocational route and completed a degree in Accounting and Financial Management at Sheffield Hallam University. This decision paid off for Katie as she was hired by Network Rail on their graduate finance scheme. She's earning £26,500 a year and they are also funding her to qualify as an accountant!

Why is Katie the 'Developer', 'Regulator' and 'Trainer' type?

Katie has strong 'Developer' aspects because she enjoys analysing processes and challenging whether they can be made more efficient. She reflects the 'Regulator' type too because of her methodical nature in tackling tasks, especially when it comes to dealing with all those financial regulations! Being in a support-type role means Katie is naturally good at understanding people and their work and then helping them as much as possible, which is a key part of the 'Trainer' type. Katie thinks the 'People like Me' quiz is a great way to spark ideas in young people by laying out lots of options about what subjects and careers are available to them.



LOUISE KAVANAGH

Trainer, Policy Maker and Supporter

“I work in an industry that I believe really makes a difference to people's lives”

Louise Kavanagh, Finance Director, Network Rail

What kind of person is Louise?

Louise has worked her way up at Network Rail to a senior position and part of her success lies in being diplomatic with others. She manages with honesty and fair-mindedness, which helps her team grow and develop. Louise has a keen intuition that she blends with a logical way of thinking—a great combination when dealing with large amounts of financial information!

What is Louise's job?

Louise is a Finance Director for Group Digital Railway, which is Network Rail's strategic team for modernising the rail network and improving trains, reliability and service. She leads the financial and commercial decision-making and manages a large team. A typical day involves reviewing accounts and investment ideas that might help secure Network Rail's financial future. A big part of Louise's job comprises explaining complex financial information to non-financial colleagues. She is ultimately responsible for driving the business's improvement and efficiency—it's a lot of pressure but Louise loves the daily challenge!

How did she get that job?

Louise was always changing her mind about what career she wanted when she was young. She eventually went on to complete her Management Accounting qualification, which helped her on her path to a financial career. She's also a member of the Chartered Institute of Management Accountants, which helps develop and keep her professional skills sharp. She's in a great position at Network Rail: she enjoys flexible working (sometimes from home) and has opportunities to develop her career further.

Why is Louise the 'Trainer', 'Policy Maker' and 'Supporter' type?

Having to manage a large team means Louise has to share her knowledge and experience, which are great aspects of the 'Trainer' type. The ability to explain complex financial issues to non-financial people makes her a good fit for the 'Policy Maker'. Louise takes pride in exceeding people's expectations and providing detailed information to the rest of business, which are strong features of the 'Supporter' type. Louise likes how simple the 'People like Me' quiz is to do and how it offers a variety of career possibilities that can then be explored.



NATALIE STONE

Communicator, Supporter and Trainer

“ I love supporting a company that is so pivotal to society. The best thing about my role is being able to influence decisions that either make a real difference to the way we spend money or that help people to do their jobs better ”

Natalie Stone, Financial Controller, Network Rail

What kind of person is Natalie?

Natalie is an out-going person who describes herself as quite witty and eloquent. Her personality makes her an ideal candidate to manage people and work in a role that requires a lot of persuading and influencing regarding how money is spent—never an easy thing to do! Natalie is confident in her abilities and passionate about her work, which has earned her the respect of her peers and staff.

What is Natalie's job?

Natalie is a Financial Controller for Network Rail. She supports the financial requirements of about 700 staff, with a budget totalling £90m! Natalie is responsible for accurately reporting the company's financial results. People look to her to actively challenge and advise the business on their financial objectives, future planning and how to stay within their targets, while making sure the company's various objectives can be reached. Without Natalie, Network Rail might overspend and become vulnerable to financial difficulties, which could impact on all the engineering and building projects they have planned! She has a team of six people to help her and so plans their workload and development needs too.

How did she get that job?

Natalie always had a strong desire to support people from a young age and, while at sixth form, she wanted to be a Maths teacher. However, in the final year of her maths degree at university she realised her passion for numbers and finances overrode her aspiration to be a teacher and she focused on accounting instead. After graduating, she joined Network Rail's finance graduate scheme. Since then, she's completed a qualification to become a chartered management accountant, which is necessary for her role.

Why is Natalie the 'Communicator', 'Supporter' and 'Trainer' type?

Although she works in finance, Natalie's job involves a lot of communicating, including influencing, persuading and generally understanding who her audience is so she can tailor her messages appropriately—all significant aspects of the 'Communicator' type. Natalie's job is all about understanding what those 700 people she supports need and in this way she fits the 'Supporter' type. The 'Trainer' type matches Natalie as well because of her passion for finances and the role she takes in developing her team. Natalie thinks the 'People like Me' quiz would have made a difference for her at school because she tended to make career decisions based on what she was good at academically, rather than in terms of her personality.



PENNY GILG

Investigator, Explorer and Policy Maker

“ I love the variety, from working on designs which will get implemented for a few weeks, to ideas which will be built to last for 100 years ”

Penny Gilg, Scheme Project Engineer, Network Rail

What kind of person is Penny?

Penny has always been curious about how things work, so it's no surprise she's an engineer. She's also practical and has a logical way of thinking with great problem-solving skills. Her outgoing nature compliments these personality traits and makes Penny perfectly suited to being on large construction sites!

What is Penny's job?

Penny is a Scheme Project Engineer for Network Rail. She spends most of her time on construction sites, which can range from rail infrastructure upgrades to new stations! A typical day involves being kitted out in her high visibility gear and being on-site with other engineers and construction crews. Penny monitors the progress of the builds and makes sure everything is built to a high standard and as expected. She'll talk with the various crews on-site to see if anything with the build is causing problems. She can then problem-solve any issues to help smooth out the construction.

How did she get that job?

Penny was interested in science when she was young and wanted to be either a vet or a weather forecaster! She eventually changed her mind quite a bit and pursued engineering. She has a degree in Civil and Environmental Engineering and a master's in Project and Programme Management, so she has a great grasp of both engineering and how to run projects.

Why is Penny the 'Investigator', 'Explorer' and 'Policy Maker' type?

Penny is a classic example of the 'Investigator' type because when she's on a construction site, she works with others to collect ideas and information and is really good at remembering all those facts so she can then work to improve the project. Her inquisitive nature, problem-solving skills and ability to work alone and with others are representative of the 'Explorer' type. Finally, Penny's keen eye for detail and knack for explaining complicated construction and engineering problems in a non-technical way make her a good fit for the 'Policy Maker' too. Penny believes the 'People like Me' quiz would have been useful at giving her more ideas about the careers available to her.



REBECCA GROGAN

Entrepreneur, Supporter and Trainer

“I am lucky to have a lot of freedom as a graduate at Network Rail. I decide where I would like to take my job placements and how I want to tailor my graduate scheme”

Rebecca Grogan, General Management Graduate, Network Rail

What kind of person is Rebecca?

Rebecca is a fair-minded person who uses her high level of empathy and understanding to support the teams she works for. She's also very self-reliant, which is great because Rebecca often has to plan out her work and figure out which teams to work for at Network Rail. In fact, Rebecca doesn't technically have a job description, so seizing opportunities is important to her success!

What is Rebecca's job?

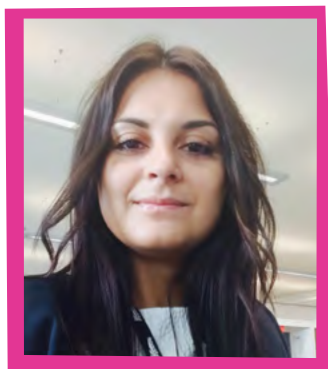
Rebecca is a General Management Graduate, which is part of a graduate scheme at Network Rail. Rebecca rotates around different parts of the business and gets to work on a variety of projects. This means she's able to gain a lot of experience and figure out in what direction she might take her career. Being a graduate means supporting teams in many different ways. For example, Rebecca is often asked to bring fresh ideas and perspectives to her projects. When she first started, she wasn't sure what area suited her best, but now Rebecca has a better idea. She wants to go into Operations and is tailoring her placements to meet that goal.

How did she get that job?

Growing up, Rebecca wanted to be part of the Police or the Military. A medical reason meant she had to put that goal on hold. Instead, she did a History degree at university, which helped her get on the Network Rail graduate scheme, along with her A-Levels in Maths and Economics. Rebecca is mainly interested in a career that will allow her to have a direct impact on people's lives, so she still might pursue a career with the Police one day! For now, working at Network Rail is a great start. Her starting salary on the graduate scheme was £26,500.

Why is Rebecca the 'Entrepreneur', 'Supporter' and 'Trainer' type?

Rebecca is a confident person who likes to bring lots of new ideas to her projects. These traits, along with her empathy and team-working skills make her a great fit for the 'Entrepreneur' type. That creativity and her interest in helping others are elements of the 'Supporter' type. Rebecca is also good at getting people's attention, which is important when you have new ideas! That's a big part of the 'Trainer' type. Rebecca thinks that anyone who isn't sure what their strengths are and how these might lead to a career, can benefit from the 'People like Me' quiz.



SVETLANA ALEKSANDROVA

Developer, Service Provider and Investigator

“Based on my work, I help other teams make decisions”

Svetlana Aleksandrova, Whole Lifecycle Costing Specialist, Network Rail

What kind of person is Svetlana?

Svetlana uses her natural sense of curiosity and imagination to explore how best to solve complex problems. She'll often analyse lots of data so her intuition comes in very handy in helping sift through all of it! Her outgoing personality means she works well with her colleagues and is able to support them.

What is Svetlana's job?

Svetlana is a Whole Lifecycle Costing Specialist at Network Rail. That may sound complicated but it's quite simple: when a new railway project is being considered (like a new station or upgrading an existing train line), it's up to Svetlana to figure out the best option for getting it built, without it costing too much or taking too long! To do that, she'll analyse lots of different data, develop computer models to try and predict what will happen and then write reports that will help others decide what to do. Without Svetlana, projects might take forever to build, or might run out of money and materials halfway through construction!

How did she get that job?

Svetlana became inspired to study maths by one of her teachers who showed her how much fun it could be. From then on, formulas and calculations were just like riddles that needed to be solved! She ended up studying engineering and specialising in Computer Science by doing a master's. Her starting salary was £20,000.

Why is Svetlana the 'Developer', 'Service Provider' and 'Investigator' type?

Svetlana is great at being creative and practical when it comes to analysing her data, solving problems and creating those computer models—all of these are aspects of the 'Developer' type. She's great at remembering lots of details about her projects, which helps her provide accurate reports and is an important part of being an 'Investigator'. Lastly, Svetlana is also a 'Service Provider' because she's very organised, pays attention to details and supports the business by delivering key information. Svetlana believes that doing the 'People like Me' quiz at school would have helped her develop a clearer vision of what career she could aim for.

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



is a
Campaign
by



WISE helps girls to find great careers in science, technology and engineering
Find out more at www.wisecampaign.org.uk/peoplelikeme