# STEM CAREER SHEET

# TEAM LEADER

Career profile presented by:

## YOUR NAME (YOUR POSITION, COMPANY)

Hi, I'm Arancha. I went to university and studied teaching. I have also taken many courses in different areas. Right now, I work at Accelera, a Plant which is in Guadalajara, a city in Spain. A "plant" is actually a factory! We call these factories "plants" because that is where machines work together to create finished products, exactly how plants create flowers and fruits. So, it is a way of saying that a factory is a place where things are made and "grow" into something useful, like toys, cars and tools.

Here at Accelera, I work as a team leader. The team I lead creates electrolyzers, special machines that help make clean energy out of water! As a team leader my job is to make sure everyone knows what to do, how to do it safely, and in a correct way.

## OVERVIEW OF THE JOB

My job involves guiding, helping, and teaching a team that builds electrolyzers. An **electrolyzer** is a very good machine that works with electricity. What electrolyzers do is take water and break it into two parts: one called **hydrogen**, and one called **oxygen**. Imagine water is made of tiny building blocks. The electrolyzer "shakes" the water with electricity, and the water splits into two invisible **gases**, hydrogen and oxygen. We then use hydrogen to create energy that does not harm the environment.

This work combines science (we have to understand how water and gases work), technology (we use tools to understand machines), engineering (we build machines), and math (we need to take measurements and understand numbers). All these are **STEM skills**, which are essential to produce electrolyzers that are safe, work well and help create energy that does not harm the environment.

To make sure that everything works well and in a correct way we use different tools like books with instructions that include right positions, measurements, details and step-by-step actions. This is similar to what you have to do when you follow instructions with pictures to build a robot or a machine with legos.

## WHAT INSPIRED YOU

When I was little, I always found the work that my father and grandfather did very interesting. They also worked with machines and knew a lot about how to build them. They allowed me to work with them sometimes and they would explain things to me about how different machines work and how to build bigger machines. This made me very motivated in their work. From there, my own curiosity took over. This led me to Accelera, the factory where I work now. I am happy here because I have always liked building machines that create energy that does not harm the environment.

## TYPICAL WORKING DAY

I start my day by talking to my team and telling them what they have to do. Their tasks (the things that they have to do) can be to build tubes, work with pipes, and put together machine parts like valves and lights. I also hand out the books with the instructions that my team must follow. We call these books blueprints and are very important because with them the team knows how to build the machine in a correct way.

I also meet with other teams to talk about problems and look for solutions together. Finally, I check if my team is doing their tasks in a correct way and help them if they need anything.

## STUDY & CAREER PATH

What I studied in university is different from the work I do, because I discovered I had many passions. In the university I studied teaching and although I really enjoy teaching, I also love building things.

There is something that makes me feel very good when I build something new. This feeling is even better when your team helps you to create and build things in a nice way. That is what makes me happy also here at Accelera.

Before joining Accelera, I finished a three-month training program that had a lot of theory and things to do with my hands. During this time, I learned a lot about building machines, how to read blueprints, and how to understand and use different tools.

My teammates, the people I work with, all studied a lot of different things in university. Most of them studied things related to science, like engineering, plumbing or how to work with electricity.

## KEY SKILLS

In my role as a team leader, I am using a lot of different **skills** every day. For example:

- **Thinking in a smart way**: I solve problems in a fast and fair way.
- **Listening**: I am listening carefully to what the people I work with, and my team have to say.
- **Social skills**: I work with many people, and I try to respect them. That means that I try to behave in a friendly way and make them feel nice.
- **Leading skills**: I check how things work and if my team needs help with anything.
- **Motivation**: I try to make my team feel motivated and interested in what we do. I also thank them for the work they do well and for trying hard.
- **Collaboration skills**: I work with many people, and I try to help them in a nice way when they need it.

## CAREER PROSPECT

With my skills, I can work in any job where it's important to help teams of people work well together. For example, I can follow roles that include building things in a factory, I can help run big projects, or making sure that everything in a company runs smoothly. All these jobs need someone who can organize people, help them and understand what we have to do to make ourselves work better.

## CHALLENGES

The main difficulty in my job is making sure that my team works in a **correct** and **smart** way, that we **create the machines correctly** and that **nobody is late**. I need to work hard with my team to keep everyone motivated and focused on their work, which then helps us avoid delays. I also believe that it is important to look for ways to **get better** and make changes if we need to, but that is not always easy.

## YOUR ADVICE TO STUDENTS

My advice to students is to choose what you study and work on activities you find **interesting** and that **motivate** you. **Keep exploring** all the areas that interest you and try to **improve a little bit every day,** without getting angry or sad when you find things difficult. With interest, motivation, and perseverance, anyone can reach their goals, no matter how big.

## YOUR ADVICE TO TEACHERS AND PARENTS

Teachers and parents should understand what their children find **interesting** and what **motivates** them. If they know this and **why** they their children find certain things interesting they can **support** those interests, even if they do not share them. They can also try to link those motivations to **other areas of learning**. For example, schools could offer more lab and research spaces, and parents could do experiments at home with their kids.

## LEARN MORE

Here you can share links to the external resources (YouTube, social media, etc.) / webpages related to the career profile.

## HANDS-ON LEARNING:

Here are also some age-appropriate activities for teachers' information. These activities can accompany this career sheet and the video interview by engaging students in primary education settings with the STEM career of "Team Leader":

- Read aloud age-appropriate picture books about machines. Focus on concepts and key questions such as "What are machines?", "Why do we use machines/Why are machines important?", and "What are machines made of?". Guide students' discussions by showing them videos and pictures as well and answer any questions they might have.
- Introduce key concepts related to this career (plant, electrolytes, blueprint etc.) with flashcards and clear visuals. When students are ready and familiar with the basic vocabulary, they can use the cards for free play and/or for a memory and matching games.
- Hand out different building materials and loose parts to a group of students. Tell students that their goal is to build a big machine of their choosing. Then, depending the age of the students, either 1) assign to one student the role of Team Leader or 2) lead the team yourself, encouraging exploration and supporting your learners. This student's role is now to tell other students how to work and what to do as they are building their machines. When the machine is completed, students can decide who will be the next Team Leader and what machine is going to be their next project.

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Funded by the European Union

This career sheet was created by **Scientix® STEM Alliance, in collaboration with Cummins®, OUTSTE(A)M and the SEER.**

OUTSTE(A)M and the SEER are funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. This work is supported by Scientix ® STEM Alliance, which is an initiative of European Schoolnet. This work is also supported by Cummins ®.